



2024 HSC COURSE ASSESSMENT POLICY YEAR 12



EXPECTATIONS OF SENIOR STUDENTS

Banora Point High School is excited and proud of our students entering the senior years of High School. It is this school's intention that maximum time and effort will be given to ensure that all students will be prepared in a manner that will enable them to achieve the best HSC results that they are capable of achieving. The executive and teaching staff are extremely experienced at preparing students for their HSC studies and exams and are prepared for the challenges ahead.

We congratulate all the senior students for making the decision to continue their studies at school. This booklet will outline the expectations that we have of all HSC students; the assessment policies that all senior students must follow and the assessment schedules for all Year 12 courses in 2024.

Individual students must demonstrate that they are prepared to consistently meet the expectations of the school. Senior students elect to attend this school and therefore elect to abide by the rules of the school.

Banora Point High School expects senior students to:

- Set a positive example, through their words and actions, to younger students and the community at large.
- Adhere to the school uniform code.
- Attend all timetabled classes and compulsory school events (eg carnivals), except in cases of illness or for reasons that have been negotiated with the appropriate staff member.
- Actively participate in all courses that they are undertaking and to satisfactorily and punctually complete all assessment tasks (refer to details later in this booklet).
- Use study time constructively (especially non timetabled classes in the library)
- Respect the rights and property of other students and the school (including when working unsupervised in the library and computer bays)
- Take responsibility for their own learning
- If driving to school, park their cars in Leisure Drive and conform to other expectations (refer to separate letter)
- Strive to be the best that they can be ('Reach for the Stars').

Even though our expectations are that senior students will act as responsible young adults, it is our experience that this does not always occur. Therefore, deliberate breaches of school rules are treated seriously by the school as they are in direct conflict with the expectations that the school has for senior students. Such breaches prevent other students from learning and/or tarnish the reputation of the school, which directly affects all students and teachers. The school's discipline policy will apply to all HSC students.

As time progresses and as the students mature, certain privileges will be granted to them, but it is expected that the expectations outlined above are met, so that students gain the maximum benefit from their senior schooling. We believe that the example set by the HSC class of 2024 will assist in the development of a positive reputation for the school within the local community.

Mr Peter Howes
Principal (Relieving)

Mr Rob Devoy
Deputy Principal

Mr Shane Mew
Year Advisor

ASSESSMENT POLICY

Each course assessment outline (enclosed at the end of this booklet) and the school's assessment policy must be read carefully. It is essential that you understand the information which is contained in this document and that you adhere to the rules and procedures outlined.

If you are unsure of any aspect of the course assessment program ask your teacher, or the Head Teacher of the course you are studying. If you are unsure of any aspect of the school's assessment policy ask your teacher, the Head Teacher of the course you are studying, or the Deputy Principal.

SENIOR ASSESSMENT POLICY – 2024 HSC Course:

This policy covers what you must do to satisfactorily complete your HSC course and the key areas that you must understand and follow in relation to assessment tasks. Read the policy carefully and make sure that you understand it. Refer to it whenever you are unsure about assessment rules and procedures.

Requirements for the satisfactory completion of the HSC courses:

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) followed the course developed or endorsed by the NSW Education Standards Authority (NESA)
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Evidence that you have met these conditions will be demonstrated by:

- i) the successful completion of the assessment program in each course and
- ii) regular attendance in class and consistent completion of classwork and homework.

There are some important things to note about these requirements for the satisfactory completion of HSC courses.

1. Requirement refers to diligence and sustained effort in all tasks and activities in the course, not just assessable tasks. Although satisfactory completion of assessable tasks is essential in all courses, it is possible that a student could complete all assessable tasks and still not satisfactorily complete the course, due to lack of effort in class and/or at home in relation to normal class activities and exercises.
2. A student who is absent for more than 15% of the course can have great difficulty in demonstrating sustained effort and diligence.
3. A student who scores low marks in a course can still meet course requirements, provided the teacher is convinced that the student is making a genuine and sustained effort.
4. For courses where internal assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the course completion criteria. A course will not be listed on the Record of Achievement unless both of these conditions are met. It is essential, therefore, that you heed any warnings you may receive about possible failure to meet course requirements. If you are in any doubt about your progress in any course, then you must discuss your concerns immediately with your class teacher and follow up as necessary with the appropriate Head Teacher and the Deputy Principal.

School and Course Assessment Information:

The 'HSC Course Assessment Booklet' that you are currently reading contains a Course Assessment Schedule for each course and the Banora Point High School HSC Assessment Policy. You must sign a form to indicate that you have read and understood each document.

The Course Assessment Schedule will:

- (a) outline the components and weightings for the course as published by the NSW Education Standards Authority (NESA).
- (b) specify the nature of each assessable task, e.g. assignment, in-class test etc., and the value of the task in relation to the total number of marks for the course;
- (c) specify the outcomes of the course that are being assessed in each task; and
- (d) give an indication of when the tasks will take place.

Assessment Tasks: *Remember!!*

1. Students must make a genuine attempt at all assessment tasks and scheduled examinations. They are not optional.
2. Remember to carefully read the requirements of each assessment task. Take note of how much the task is worth, when it is due, what outcomes are being assessed and any specific requirements of the task.
3. Assessment tasks must be completed or submitted by the due date. Students who are absent the day before the due date of an assessment task, absent from scheduled lessons or late to the lesson when the task is due will be required to submit an illness misadventure application with supporting evidence or risk receiving zero marks as per NESA policy. (See section headed "Non completion of assessment tasks and scheduled examinations on the due date" for procedures to follow in cases of illness, accident etc.)
4. All senior assessment tasks will be handed in to the classroom teacher or Head Teacher as instructed by the assessment notification, on or before the due date and time. The collecting teacher will direct students to sign the assessment collection sheet to keep a record of when the task was submitted and may issue the student with a receipt of submission.
5. Oral presentations must be shown to the class teacher on the due date of the task, even if the presentation is not made on that day.
6. Any student who presents an assessment task in a digital format (eg emailed, on USB flash drive, posted on Google Classroom, etc) must also have a secondary submission in the event of technological failure. For example, this could be either a hard copy or a USB flash drive or email. If two digital formats are chosen (such as email and USB stick), please be aware that if the file will not open or is corrupted, that technological failure is NOT a sufficient reason for non-submission. We recommend a hard copy (paper copy) be submitted as the secondary submission.
7. The work submitted must be the student's own work. If tasks are given in different courses which cover similar content, each task must be a separate piece of work. Students, who copy, cheat, plagiarise or submit essentially unchanged work from another course or source will usually receive zero marks or an appropriate penalty as determined by the Assessment Review Committee (consisting of the Deputy Principal and Faculty Head Teacher). The student will receive an N Warning letter and will be required to resubmit the assessment task.
8. Students will be given, wherever possible, at least two weeks notice of any change in the nature or timing of an assessment task or any change in the outcomes to be assessed. Students who have been absent must check to see if such changes have been made.

Submission of Assessment Tasks for Students Suspended from School:

With consideration of the requirements of the set assessment task, the Deputy Principal in consultation with the Head Teacher of the course may:

1. Communicate to the parent/carer and student that the task must be submitted by the due date cited on the assessment notification. Arrangements to submit the assessment task must be negotiated with the appropriate Deputy Principal.
2. Communicate to the parent/carer and student that arrangements will be made for the student to complete the assessment task on return from suspension. No penalty for lateness will apply.
3. For senior students who are suspended during an examination period, attendance at school for exams only may be negotiated with the Deputy Principal years 10-12.

Non completion of assessment task / scheduled examinations on the due date:

1. Students who for a valid reason (e.g. illness, accident, family disturbance etc.) are late in submitting a task or who are absent on the day of the task or examination must complete and submit to their class teacher an "Illness and Accident/Misadventure Application" within five school days of their return to school. Apart from exceptional cases, failure to submit the form within five days may render any excuse invalid. Students are strongly encouraged to ring the school on the date of the task to explain the reason for their absence.
2. Students who want to apply for an extension must do so, on an "Illness and Accident/Misadventure Application" form before the task is due. Students cannot be given extensions unless such an application is made.
3. The validity of reasons for late submission will be determined by the Assessment Review Committee, chaired by the Deputy Principal. The decision will be based on evidence supplied by the student and the class teacher.
4. Students must sit for in-class tasks or examinations as soon as possible after they return to school (in most cases on the day they return).
Depending on the nature of the assessment, an alternate task/test may be set.
5. Assignments, projects etc. that are late must be handed in on the day the student returns to school. If the student has been unable to complete the task due to illness etc. that must be explained on the "Illness and Accident/Misadventure Application" form and the task handed in as soon as possible after his/her return to school. If the excuse for the late submission of a task, or absence on the day of the task is deemed valid, the task will be marked and the marks included in the student's assessment. If the excuse is invalid, the student will receive zero marks or an appropriate penalty as determined by the Assessment Review Committee (consisting of the Deputy Principal and Faculty Head Teacher).
6. In the case of a family holiday, students MUST submit a misadventure application prior to the period of leave. The student must submit the task or make arrangements to attempt the task before the period of leave. In the event that the assessment task is a performance based task, an application for illness/misadventure MUST be submitted prior to the due date. Failure to comply with these procedures will result in the assessment task being deemed as a non-attempt.

Plagiarism and/or the use of generative AI will result in a 0 grade being awarded

Students seeking to have provisions made for anxiety when completing assessment tasks and exams:

Students who suffer from anxiety may seek to have provisions made for support when completing assessment tasks as well as internal and external examinations.

For provisions to be provided to students who suffer from anxiety the following needs to have occurred:

A documented meeting with a Learning and Support Teacher (LaST)

A letter from a medical specialist outlining the number of appointments relating to the condition and the therapies the student is undertaking for the condition.

For each assessment where provisions for stress/anxiety are being sought an illness misadventure/special circumstances application must be submitted prior to the due date of the task.

The documentation from the psychologist and LaST meeting must be attached to support the application.

Provisions for anxiety for internal and external examinations will be organised through the LaST teachers as part of the documented meeting process described in 1, above, and provision to the LaST teachers of a document describing strategies to support management of anxiety obtained from a psychologist.

Examples of valid and invalid explanations on an “Illness and Accident/Misadventure Application”

Each application for special consideration due to accident, illness or misadventure is considered individually on the evidence provided by the student. The following examples are given as a general guide to what is usually acceptable and what is not.

Valid explanations

1. Illness supported by a doctor’s certificate.
2. Family disruption due to illness, death or misadventure.
3. Accident in the period leading up to the due date of the assessment task.
4. Participation in a school sanctioned activity (e.g. representing the school in sport, debating etc.) provided prior arrangements are made for the completion or submission of the task.

Invalid explanations

1. Forgetting the task was due (it is the student’s responsibility to know when tasks are due).
2. Inability to complete the task due to the pressure of other school work (prior application has to be made in these circumstances).
3. Driving lessons or tests; job interviews; and non-urgent medical and dental appointments (these appointments must be organised so that they do not clash with assessment tasks or examinations).
4. Work commitment outside school (assessment tasks take priority).
5. Computer or printer breakdown (whenever a task is being completed on a computer, hard copies of drafts must be kept to prove the progress of the assignment).

Appealing the Assessment Review Committee’s decision

After following the “Illness and Accident/Misadventure” process, it is sometimes necessary for students to appeal the decision determined by the Assessment Review Committee. An appeal may be lodged on the form within this document to the Assessment Appeals Committee (consisting of the Principal and Deputy Principal) for further consideration.

FINALLY:

It is in the best interests of every student that assessment task deadlines are strictly adhered to. The submission of a task one day late, or missing an in-class task, without a valid excuse, will usually lead to zero marks being awarded. Students should only miss assessment task deadlines due to serious and unavoidable reasons.

*If an assessment task is missed, or handed in late, it is up to the student to submit an “Illness and Accident/Misadventure Application” Form **within 5 days of returning to school**. If this does not occur*



**Illness, Accident , Misadventure and Special
Circumstances Application**
(Preliminary and HSC Courses)

Instructions

Complete this form if you:

- are applying in advance for an extension for an assessable task
- have handed in an assessable task after the due date
- were absent on the day of an assessable examination or class test

The completed form must be given to your class teacher:

- as soon as possible before the due date if you are applying for an extension
- within five school days after you return to school when absent due to illness
- within five school days of the due date of the assessment task if the task is late

Apart from exceptional cases, failure to submit the form within five days will render any excuse invalid.

SECTION A

To be completed by the student and handed to the appropriate class teacher.

Name of student:

Class teacher:

Course (Subject):Year:

Due date of task:Task Name:

Has the task been completed / handed in? YES / NO If 'YES', when?

Was the task completed / handed in on the first day back at school? YES / NO

Nature of Application (eg extension, late submission of assignment, missed test due to illness)

.....

Reasons for making this request (outline your reasons in full below, or on a separate piece of paper, as they are a key consideration in whether or not your request is granted)

I have attached supporting statements and / or a medical certificate from:

.....

Signed (student)

Date/...../.....

SECTION B

To be completed by the class teacher and handed to the appropriate Head Teacher.

Name of student:

What % of the course is this task worth?

Has the student failed to submit, or completed late, any other assessable tasks? YES / NO

If 'yes', how many and what % of the course do they constitute?.....

Comments and recommendations: (outline your comments / recommendations in full, as they are a key consideration in whether or not this request is granted)

Signed (teacher): Date/...../.....

SECTION C:

To be completed by the Assessment Review Committee (consisting of the Deputy Principal and Faculty Head Teacher). When completed, photocopy and give to the Deputy Principal for filing.

Decision

Please tick one of the following:

a) No penalty

b) Zero marks

c) Some penalty

% of marks deducted

.....

Comments:

Final mark awarded: Teacher informed (date)/...../.....

Student informed (date):/...../.....

Signed (Head Teacher / Deputy Principal)..... Date/...../.....



Preliminary / HSC Assessment Task Appeal.

(This form is to be completed by any student who wishes to appeal against a mark / grade given for a late / missed assessment task. Submit to the Deputy Principal)

STUDENT NAME: _____

SUBJECT _____

TASK: _____

DUE DATE : _____

REASON FOR LATENESS / MISSED TASK: _____

STUDENT SIGNATURE: _____

PARENT / CARER NAME: _____ SIGNATURE: _____

DATE: _____

.....
DECISION MADE BY THE APPEALS COMMITTEE (This will consist of the Deputy Principal and Principal): _____

DATE THIS DECISION IS COMMUNICATED TO STUDENT: _____

DEPUTY PRINCIPAL NAME: _____ SIGNATURE: _____

'ALL MY OWN WORK'

The NESA program titled 'All My Own Work' must be completed by every student undertaking the HSC. Without completing this course students will be ineligible to sit for the HSC.

The 'All My Own Work' program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

The 'All My Own Work' program is undertaken at Banora Point High School at the start of the Preliminary course. Students may, however, access the units of work within the course at any time by using the NESA website (www.educationstandards.nsw.edu.au).

PLAGIARISM

Plagiarism includes:

- Copying any material from books, journals, study notes or tapes, the web, the work of other students, or any other source without indicating this by quotation marks or by indentation, italics or spacing and without acknowledging that source by footnote or citation;
- Rephrasing ideas from books, journals, study notes or tapes, the web, the work of other students or any other source without acknowledging the source of those ideas by footnotes or citations;
- Unauthorised collaboration with other students that goes beyond the discussion of general strategies or other general advice.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Penalties for Plagiarism:

Should a student plagiarise, the following penalties will usually apply:

- an interview with the Deputy Principal;
- resubmission of the work to demonstrate satisfactory achievement of outcomes;
- a mark of zero will be given.
- N.B. Should a student choose not to resubmit their work the task will be considered aNON-ATTEMPT.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may involve a penalty equal to 25% of the awarded mark.

The following guidelines will help you to avoid plagiarism:

1. Be familiar with the style of acknowledgement required (printed below).
2. Write the source on any notes or copies you make from any document or electronic sources such as the internet. The habit of copying verbatim from a source as you read is dangerous. It is easy to forget that the notes you make are verbatim and to later write them into an essay or report. Keep details of your sources throughout the course of your research. Unintentional plagiarism is often the result of poor study methods.
3. Sources that must be acknowledged include those containing the concepts, experiments or results from which you have extracted or developed your ideas, even if you put those ideas into your own words.
4. Always use quotation marks or some other acceptable form of acknowledgement when quoting directly from a work. It is not enough merely to acknowledge the source.
5. Be aware of the rules regarding group work and collaboration. Collaboration (appropriately acknowledged) is permitted in the case of team or group projects. It is also permitted in the more general case when the collaboration is limited to the discussion of general strategies or help of a general nature. If you have any doubt about what constitutes authorised and unauthorised collaboration, seek advice from your teacher.
6. Keep a copy of your working papers to assist you in case you ever need to answer an allegation of plagiarism.

ACKNOWLEDGING SOURCE MATERIAL

For each book used, list:

- the name and initials of the author/s
- the date of publication (in parentheses)
- the full title of the book (in italics)
- the publisher
- where the book was published
- the page number/s

For example: Deever, A B (2000), *Disasters of the Twentieth Century*, Macmillan Publishers Australia, Melbourne, pages 9-20.

For each journal article used, list:

- the names and initials of the author/s
- the date of publication (in parentheses)
- the title of the article (in inverted commas)
- the name of the journal in which the article was published (in italics)
- the volume number of the journal
- the page number/s of the article in the journal

For each newspaper article used, list:

- the author's name
- the title of the article in inverted commas
- the name of the newspaper in italics
- the date of publication
- the page number

For example: Forsythe, Joan, "Sacred site under threat from tourists", *The Australian*, 2 May 2000, page 5

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

YEAR 12 ASSESSMENT OVERVIEW 2023 – 2024

TERM 4 - 2023	SUBJECT
WEEK	
1 (9 – 13 Oct)	
2 (16 – 20 Oct)	
3 (23 – 27 Oct)	
4 (10 Oct – 3 Nov)	
5 (6 – 10 Nov)	PDHPE, SLR
6 (13 – 17 Nov))	PHYSICS
7 (20 – 24 Nov)	
8 (27 Nov – 1 Dec)	MATHEMATICS STANDARD 1, MATHEMATICS ADVANCED, MATHEMATICS STANDARD 2, ABORIGINAL STUDIES, SOFTWARE DESIGN, ITM
9 (4 – 8 Dec)	ENGLISH STANDARD, ENGLISH ADVANCED, ENGLISH STUDIES, VISUAL ARTS, CHEMISTRY, SOCIETY AND CULTURE, ITW, MATHEMATICS EXTENSION 1, DANCE, CAFS,
10 (11 – 15 Dec)	MUSIC, LEGAL STUDIES, BUSINESS STUDIES, MODERN HISTORY, BIOLOGY

TERM 1 - 2024	SUBJECT
WEEK	
1 (1 – 2 Feb)	
2 (5 – 9 Feb)	
3 (12 – 16 Feb)	
4 (19 - 23 Feb)	
5 (26 Feb – 1 March)	JAPANESE BEG
6 (20 th – 24 th Feb)	SLR
7 (4 – 8 March)	DANCE, PDHPE, PHYSICS
8 (18 – 22 March)	MATHEMATICS STANDARD 1, MATHEMATICS STANDARD 2, MATHEMATICS ADVANCED, CAFS
9 (25 - 29 March)	MATHEMATICS EXTENSION 1 SOCIETY AND CULTURE, ITW, MUSIC, BUSINESS STUDIES, MODERN HISTORY
10 (1 – 5 March)	ENGLISH STANDARD, ENGLISH ADVANCED, ENGLISH STUDIES, VISUAL ARTS, CHEMISTRY
11 (8 – 12 April)	LEGAL STUDIES, BIOLOGY, ITM, ABORIGINAL STUDIES, SOFTWARE DESIGN

TERM 2 - 2024	SUBJECT
1 (29 April – 3 May)	CHEMISTRY
2 (6 – 10 May)	
3 (13 – 17 May)	JAPANESE BEGINNERS, SLR
4 (20 – 24 May)	MATHEMATICS STANDARD 1, MATHEMATICS STANDARD 2
5 (27 – 31 May)	PHYSICS
6 (3 – 7 June)	ABORIGINAL STUDIES, DANCE
7 (10 – 14 June)	PDHPE, MATHEMATICS ADVANCED
8 (17 – 21 June)	ENGLISH STUDIES, ENGLISH ADVANCED, ENGLISH STANDARD SOCIETY AND CULTURE, CAFS, ITW, MATHEMATICS EXTENSION 1
9 (24 – 28 June)	MUSIC, LEGAL STUDIES, MODERN HISTORY, BIOLOGY, ITM, BUSINESS STUDIES
10 (1 – 5 June)	SOFTWARE DESIGN

TERM 3 - 2024	SUBJECT
1 (22 – 26 July)	SLR
2 (29 July – 2 August)	DANCE, VISUAL ARTS, JAPANESE BEGINNERS
3 (5 – 9 August)	<i>ENGLISH STUDIES</i>
4 (12 – 16 August)	EXAM SHUT DOWN BUSINESS STUDIES, ENGLISH ADVANCED, ENGLISH STANDARD, ABORIGINAL STUDIES, VISUAL ARTS, SOCIETY AND CULTURE, MODERN HISTORY, MATHEMATICS ADVANCED, MATHEMATICS EXTENSION 1, MATHEMATICS STANDARD 1 & 2, PDHPE, CAFS, BIOLOGY, CHEMISTRY, PHYSICS, JAPANESE BEGINNERS, ITM, ITW LEGAL STUDIES, SOFTWARE DESIGN
5 (19 – 23 August)	
6 (26 – 30 August)	MUSIC
7 (2 – 6 Sept)	
8 (9 – 20 Sept)	
9 (16 – 20 Sept)	
10 (23 - 27 Sept)	

**HSC ASSESSMENT PROGRAM
Aboriginal Studies 2024**

COMPONENTS	WEIGHTING	Task 1 Week 8 Term 4	Task 2 Week 11 Term 1	Task 6 Week 6 Term 2	Task 4 Week 4/5 Term 3
		Research Task	Major Project	Extended Response	Trial HSC
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25%		15%	5%	5%
Research and inquiry methods, including aspects of the Major Project	20%	5%	10%	5%	
Communication of information, ideas and issues in appropriate forms	15%		5%	5%	5%
Marks	100%	10%	40%	20%	30%
Outcomes addressed		H3.1, H3.2, H3.3, H3.4	H4.1, H4.2	H1.1, H1.2, H1.3, H2.1, H2.2	H1.1, H1.2, H2.2, H3.2, H3.3

HSC ASSESSMENT PROGRAM Biology 2024

COMPONENTS	WEIGHTING	Task 1 Week 10	Task 2 Week 11	Task 3 Week 9	Task 4 Week 4/5
		Term 4	Term 1	Term 2	Term 3
		Depth Study Protein Synthesis Modelling	Electronic Poster Biotechnology	Research Task Infectious/Non Infectious Diseases	Trial HSC Exam
Skills in Working Scientifically	60%	20%	15%	15%	10%
Knowledge and understanding of course content	40%	10%	5%	5%	20%
Marks	100%	30%	20%	20%	30%
Outcomes addressed		BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-12	BIO11/12-6 BIO11/12-7 BIO11/12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11/12-14/15	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15

HSC ASSESSMENT PROGRAM
Business Studies 2024

COMPONENTS	WEIGHTING	Task 1 Week 10 Term 4	Task 2 Week 9 Term 1	Task 3 Week 9 Term 2	Task 4 Week 4/5 Term 3
		Business Report	Case Study - extended response	Financial Stimulus	Trial HSC
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Stimulus-based skills	20%			10%	10%
Inquiry and research	20%	10%	5%	5%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Marks	100%	20%	20%	30%	30%
Outcomes addressed		H1, H2, H3, H5, H7, H8, H9	H4, H5, H6, H8, H9	H4, H5, H6, H8, H9, H10	H1, H2, H3, H4, H5, H6, H9, H10

HSC ASSESSMENT PROGRAM Chemistry 2024

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 4	Week 10 Term 1	Week 1 Term 3	Week 4/5 Term 3
		Topic Test	Practical Titration	Depth Study (10hr) Hydrocarbon Research	Trial HSC Exam
Knowledge and understanding	40%	5%	5%	10%	20%
Skills in Working Scientifically	60%	5%	25%	20%	10%
Total %	100%	10%	30%	30%	30%
Outcomes addressed		CH11/12-4 CH11/12-6 CH12-12	CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	CH11/12-1 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14

HSC ASSESSMENT PROGRAM
Community and Family Studies 2024

COMPONENTS	WEIGHTING	Task 1 Week 9 Term 4	Task 2 Week 8 Term 1	Task 4 Week 8 Term 2	Task 5 Week 4/5 Term 3
		IRP	Parenting & Caring	Case study	Trial HSC
Knowledge and understanding of how the following impact on well being <ul style="list-style-type: none"> • Resource management • Positive relationships • Range of societal factors 	40%	10%	5%	10%	15%
Skills in <ul style="list-style-type: none"> • Applying management processes to meet the needs of individuals, groups, families and communities • Planning to take responsible action to promote well being 	30%	5%	10%		15%
Knowledge and understanding about research, methodology and skills in researching, critical thinking, analysing and communicating	30%	10%	5%	10%	5%
Marks	100%	25%	20%	20%	35%
Outcomes addressed		H1.1,2.2,2.3,3.1 3.3,5.1	H1.1,2.2,2.3,3.1,3.3, 4.1,4.2,5.1,6.2	H2.2,3.2,4.2, 5.1,5.2	H1.1 TO H62

**HSC ASSESSMENT PROGRAM
Dance 2024**

COMPONENTS	WEIGHTING	Task 1 Week 9 Term 4	Task 2 Week 7 Term 1	Task 3 Week 6 Term 2	Task 4 Week 2 Term 3
		Core Performance and Discussion	Core Composition and Discussion	Major Study and Discussion	Trial HSC Exams- practical and written exams
Performance	20%	15%			5%
Composition	20%		15%		5%
Appreciation	20%			10%	10%
Major Study	40%			25%	15%
Marks	100%	15%	15%	35%	35%
Outcomes addressed		H1.2, 1.2, 2.1, 2.2	H3.1, 3.2, 3.4	H1.1, H1.2 H1.3 H2.1 H2.2 H3.1 H3.2 H3.3 H3.4 H4.1 H4.2 H4.3 H4.4	H1.1, H1.2 H1.3 H2.1 H2.2 H3.1 H3.2 H3.3 H3.4 H4.1 H4.2 H4.3 H4.4

YEAR 12 ASSESSMENT PROGRAM
English Advanced 2024

COMPONENTS	WEIGHTING	Task 1 Week 9 Term 4	Task 2 Week 10 Term 1	Task 3 Week 8 Term 2	Task 4 Week 4-5 Term 3
		COMMON MODULE Multimodal Presentation	MODULE A Analytical Response	MODULE C Folio	TRIAL YR 12 EXAM
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	10%	10%	15%
Marks	100%	25%	20%	25%	30%
Outcomes addressed		EA12-2, EA12-3, EA12-5, EA12-6	EA12-1, EA12-4, EA12-5, EN12-8	EA12-1, EA12-4, EN12-7, EN12-9	EA12-3, EA12-4, EA12-5, EA12-6

YEAR 12 ASSESSMENT PROGRAM
English Standard 2024

COMPONENTS	WEIGHTING	Task 1 Week 9 Term 4	Task 2 Week 10 Term 1	Task 3 Week 8 Term 2	Task 4 Week 4-5 Term 3
		COMMON MODULE Multimodal Presentation	MODULE A Analytical Response	MODULE C Creative Response	TRIAL YR 12 EXAM
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	10%	10%	15%
Marks	100%	25%	20%	25%	30%
Outcomes addressed		EN12-2, EN12-3, EN12-5, EN12-6	EN12-3, EN12-6, EN12-8	EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7

YEAR 12 ASSESSMENT PROGRAM
English Studies 2024

COMPONENTS	WEIGHTING	Task 1 Week 9 Term 4	Task 2 Week 10 Term 1	Task 3 Week 8 Term 2	Task 4 Week 3 Term 3
		COMMON MODULE Multimodal Presentation	MODULE E Biography of an Athlete	MODULE F Imaginative and Research Task	ALL MODULES Portfolio of classwork
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in comprehending text, communicating ideas, using language accurately, appropriately and effectively	50%	15%	10%	10%	15%
Marks	100%	30%	20%	20%	30%
Outcomes addressed		ES12-1, ES12-2, ES12-5, ES12-8	ES12-3, ES12-4, ES12-7, ES12-9	ES12-3, ES12-6, ES12-7, ES12-9	ES12-2, ES12-3, ES12-4, ES12-7, ES12-10



Assessment Events for 2024 HSC BANORA POINT HIGH SCHOOL SIT20322 Certificate II in Hospitality (Food and Beverage)			Task 4	Task 5	Task 6	½ yearly Exam**	Work Placement 2*	Trial Exam**
			Week 10	Week 10	Week 5	Week	Week 7 (TBA)	Week 5
			Term 4 2023	Term 1 2024	Term 3 2024	Term 1 2024	Term Term 1 2024	Term 3 2024
			Date:	Date:	Date:	Date:	Date:	Date:
Cluster	Code	Unit of Competency						
Task 4	SITHIND006 SITHFAB024 SITHFAB025 SITHFAB027 BSBTWK201 SITHIND007	Source and use information on the hospitality industry Prepare and serve non-alcoholic beverages Prepare and serve espresso coffee Serve food and beverages Work effectively with others Use hospitality skills effectively						
Task 5	SITHFAB024 SITHFAB025 SITHFAB027 BSBTWK201 SITHIND007	Prepare and serve non-alcoholic beverages Prepare and serve espresso coffee Serve food and beverages Work effectively with others Use hospitality skills effectively						
Task 6	BSBTWK201 SITHIND007	Work effectively with others Use hospitality skills effectively						
Task 7 Working in industry (work placement)	BSBTWK201 SITHIND007	Work effectively with others Use hospitality skills effectively						

Depending on the achievement of units of competency, the possible qualification outcome is a **SIT20322 Certificate II in Hospitality** or a Statement of Attainment towards a **SIT20322 Certificate II in Hospitality**.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and for NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

HSC ASSESSMENT PROGRAM
Industrial Technology Multimedia 2024

COMPONENTS	WEIGHTING	Task 1 Week 8 Term 4	Task 2 Week 11 Term 1	Task 3 Week 9 Term 2	Task 4 Week 4/5 Term 3
		Presentation	Industry Study	Practical Research	Trial Exam
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	40%		10%	10%	20%
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	60%	25%	15%	10%	10%
Marks	100%	25%	25%	20%	30%
Outcomes addressed		H1.1, H1.2, H3.1, H3.3, H5.2, H6.2	H1.1, H1.2, H1.3, H3.2, H4.2, H5.1, H6.2, H7.1, H7.2	H2.1, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2, H7.2	All outcomes

HSC ASSESSMENT PROGRAM
Industrial Technology Timber Furnishings 2024

COMPONENTS	WEIGHTING	Task 1 Week 9 Term 4	Task 2 Week 9 Term 1	Task 3 Week 8 Term 2	Task 4 Week 4/5 Term 3
		Presentation	Industry Study	Practical Research	Trial Exam
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	40%		10%	10%	20%
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	60%	25%	15%	10%	10%
Marks	100%	25%	25%	20%	30%
Outcomes addressed		H1.1, H1.2, H3.1, H3.3, H5.2, H6.2	H1.1, H1.2, H1.3, H3.2, H4.2, H5.1, H6.2, H7.1, H7.2	H2.1, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2, H7.2	All outcomes

HSC ASSESSMENT PROGRAM
Japanese Beginners 2024

COMPONENTS	WEIGHTING	Task 1 Week 5 Term 1	Task 2 Week 3 Term 2	Task 3 Week 2 or 3 Term 3	Task 4 Week 4/5 Trial Exam week
		Speaking and Listening task	Listening and Writing in Japanese	Speaking and Reading	Listening, Reading and Writing
Speaking	20%	10%		10%	
Listening	30%	10%	10%		10%
Reading	30%			20%	10%
Writing in Japanese	20%		10%		10%
Marks	100%	20%	20%	30%	30%
Outcomes addressed		1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	1.2, 1.3, 2.3, 2.4,2.5, 3.1, 3.2	1.1, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4	1.1 to 3.4



Assessment Events for 2024 HSC BANORA POINT HIGH SCHOOL SIT20416 Certificate II in Kitchen operations			Task 4	Task 5	Task 6	½ yearly Exam**	Work Placement 2*	Trial Exam**
			Week 10	Week 10	Week 5	Week	Week 7 (TBA)	Week 5
			Term 4 2023	Term 1 2024	Term 3 2024	Term 1 2024	Term Term 1 2024	Term 3 2024
			Date:	Date:	Date:	Date:	Date:	Date:
Cluster	Code	Unit of Competency						
Task 4	SITHCCC026 SITHCCC023 SITHCCC024 SITHCCC027 SITHCCC034	Package prepared foodstuffs Use food preparation equipment Prepare and present simple dishes Prepare dishes using basic method of cookery Work effectively in a commercial kitchen						
Task 5	SITHCCC023 SITHCCC024 SITHCCC027 SITHCCC034	Use food preparation equipment Prepare and present simple dishes Prepare dishes using basic method of cookery Work effectively in a commercial kitchen						
Task 6	SITHCCC027 SITHKOP034	Prepare dishes using basic methods of cookery Work effectively in a commercial kitchen						
Task 7 Working in industry (work placement 2)	SITHCCC027 SITHCCC034	Prepare dishes using basic method of cookery Work effectively in a commercial kitchen						

Depending on the achievement of units of competency, the possible qualification outcome is a **SIT20416 Certificate II in Kitchen operations** or a Statement of Attainment towards a **SIT20416 Certificate II in Kitchen operations**

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and for NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

HSC ASSESSMENT PROGRAM
Legal Studies 2024

COMPONENTS	WEIGHTING	Task 1 Week 10 Term 4	Task 2 Week 11 Term 1	Task 3 Week 9 Term 2	Task 4 Week 4/5 Term 3
		Crime	Human Rights	Family	Trial HSC
Knowledge and understanding of course content	40%	10%	5%	5%	20%
Analysis and evaluation.	20%	5%	5%	5%	5%
Inquiry and research.	20%	10%	5%	5%	
Communication of legal information, issues and ideas in appropriate forms.	20%	5%	5%	5%	5%
Marks	100%	30%	20%	20%	30%
Outcomes addressed		H1, H2, H6, H7, H8, H9	H1, H2, H3, H5, H6, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9

HSC ASSESSMENT PROGRAM
Mathematics Advanced 2024

COMPONENTS	WEIGHTING	Task 1 Week 8 Term 4	Task 2 Week 8 Term 1	Task 3 Week 7 Term 2	Task 4 Week 4/5 Term 3
		Class Test	Research Task	Class Test	Trial HSC Exam
Understanding, fluency and communicating	50%	10%	15%	10%	15%
Problem solving, reasoning and justification	50%	10%	10%	15%	15%
Marks	100%	20%	25%	25%	30%
Outcomes addressed		MA11-7, MA12-8, MA12-10, MA12-5	MA12-1, MA12-3, MA12-6, MA12-9	MA12-3, MA12-5, MA12-7	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10

**HSC ASSESSMENT PROGRAM
Mathematics Extension 1 2024**

COMPONENTS	WEIGHTING	Task 1 Week 9 Term 4	Task 2 Week 9 Term 1	Task 3 Week 8 Term 2	Task 4 Week 4/5 Term 3
		Class Test	Class Test (Question bank provided)	Assignment/ investigation	Trial HSC Exam
Understanding, fluency and communicating	50%	10%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	10%	15%	15%
Marks	100%	20%	20%	30%	30%
Outcomes addressed		ME11-4, ME11-7, ME12-3	ME12-1, ME12-2, ME12-7	ME12-4, ME12-6	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5

**HSC ASSESSMENT PROGRAM
Mathematics Standard 1 2024**

COMPONENTS	WEIGHTING	Task 1 Week 8 Term 4	Task 2 Week 8 Term 1	Task 3 Week 4 Term 2	Task 4 Week 4/5 Term 3
		Open book Test	Topic Test	Assignment/ investigation	Trial HSC Exam
Understanding, fluency and communicating	50%	10%	12.5%	12.5%	15%
Problem solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
Marks	100%	20%	25%	25%	30%
Outcomes addressed		MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-10

HSC ASSESSMENT PROGRAM
Mathematics Standard 2 2024

COMPONENTS	WEIGHTING	Task 1 Week 8 Term 4	Task 2 Week 8 Term 1	Task 3 Week 4 Term 2	Task 4 Week 4/5 Term 3
		Open book Test	Topic Test	Assignment/ investigation	Trial HSC Exam
Understanding, fluency and communicating	50%	10%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	10%	15%	15%
Marks	100%	20%	20%	30%	30%
Outcomes addressed		MS2-12-4, MS2-12-9, MS2-12-10, MS2-12-3	MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-10, MS2-12-7, MS2-12-2, MS2-12-9	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10

YEAR 12 ASSESSMENT PROGRAM

Modern History 2024

COMPONENTS	WEIGHTING	Task 1 Week 10 Term 4	Task 2 Week 9 Term 1	Task 3 Week 9 Term 2	Task 4 Week 4/5 Term 3
		Power & Authority	National Study	Peace & Conflict	Trial Exam
Knowledge and understanding	40%	10%	10%	10%	10%
Historical Skills	20%	10%			10%
Inquiry and research	20%		10%	10%	
Communication	20%		5%	5%	10%
Marks	100%	20%	25%	25%	30%
Outcomes addressed		MH12-6; MH12-7; MH12-9; MH12-4; MH12-5	MH12-7; MH12-8 MH12-1; MH12-3; MH12-4; MH12-5	MH12-2; MH12-1; MH12-7; MH12-9	MH12-6; MH12-7; MH12-9; MH12-4; MH12-5; MH12-1; MH12-3

**HSC ASSESSMENT PROGRAM
Music 2024**

COMPONENTS	WEIGHTING	Task 1 Week 10 Term 4	Task 2 Week 9 Term 1	Task 3 Week 9 Term 2	Task 4 Week 6 Term 3
		Composition & Aural	Performance & Viva Voce	Presentation of Electives	Trial HSC Exam
Performance	10%		10%		
Composition	10%	10%			
Musicology	10%		10%		
Aural	25%	10%			15%
Electives	45%			30%	15%
Marks	100%	20%	20%	30%	30%
Outcomes addressed		H2, H4, H5, H6, H7 & H8	H1, H2, H4, H5 & H6	H1, H2, H3, H4, H5, H6, H7 & H8	H1, H2, H3, H4, H5, H6, H7 & H8

**HSC ASSESSMENT PROGRAM
PDHPE 2024**

COMPONENTS	WEIGHTING	Task 1 Week 5 Term 4	Task 2 Week 7 Term 1	Task 3 Week 7 Term 2	Task 4 Week 4/5 Term 3
		Case Study	Critical Analysis	Essay	Trial HSC
		Knowledge and Understanding of: <ul style="list-style-type: none"> • Factors that affect health • The way the body moves 	50%	10%	10%
Skills in: <ul style="list-style-type: none"> • Influencing personal and community health • Taking action to improve participation and performance in physical activity 	25%	5%	5%	5%	10%
Skills in critical thinking, research and analysis	25%	5%	10%	5%	5%
Marks	100%	20%	25%	25%	30%
Outcomes addressed		H1, H2, H3, H4	H12, H16	H6, H7, H8, H9,	H1 to H17

**HSC ASSESSMENT PROGRAM
Physics 2024**

COMPONENTS	WEIGHTING	Task 1 Week 6 Term 4	Task 2 Week 7 Term 1	Task 3 Week 5 Term 2	Task 4 Week 4/5 Term 3
		Practical Task	Depth Study	Research	Yearly Exam
Knowledge and understanding	40%	5%	10%	10%	15%
Skills in working scientifically	60%	20%	15%	15%	10%
Marks	100%	25%	25%	25%	25%
Outcomes addressed		PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-7, PH12-12	PH11/12-1, PH11/12-3, PH11/12-6, PH11/12-7, PH12-13	PH11/12-4, PH11/12-5, PH11/12-7, PH12-14	PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH12-12, PH12-13, PH12-14, PH12-15

HSC ASSESSMENT PROGRAM
Society and Culture 2024

COMPONENTS	WEIGHTING	Task 1 Week 8 Term 4	Task 2 Week 9 Term 1	Task 3 Week 8 Term 2	Task 4 Week 4/5 Term 3
		Social and Cultural Continuity and Change Research Task	Belief Systems & Ideologies	Social Inclusion & Exclusion - Research Task	Trial HSC Examination
Knowledge and understanding of course content	50%	10%	10%	10%	20%
Application and evaluation of social and cultural research methods	30%	10%		10%	10%
Communication of information, ideas and issues in appropriate forms	20%		15%	5%	
Marks	100%	20%	25%	25%	30%
Outcomes addressed		H1, H3, H5, H7	H2, H3, H9, H10	H2, H3, H9, H10	H1, H2, H3, H4, H6

HSC ASSESSMENT PROGRAM
Software Design & Development 2024

COMPONENTS	WEIGHTING	Task 1 Week 8 Term 4	Task 2 Week 11 Term 1	Task 3 Week 10 Term 2	Task 4 Week 4/5 Term 3
		Report	Practical	Practical	Trial Exam
Knowledge and understanding about the development and impact of software solutions and the software development cycle	20%	5%	5%		10%
Design and development of software solutions	35%		5%	15%	15%
Project management techniques, including documentation, teamwork and communication	20%	5%	5%	5%	5%
Projects	25%		10%	15%	
Marks		10%	25%	35%	30%
Outcomes addressed		H1.2, H2.2, H5.3	H1.1, H2.1, H3.1, H4.1	H5.1, H5.2, H6.1, H6.3, H6.4	All outcomes

HSC ASSESSMENT PROGRAM
Sport, Lifestyle and Recreation 2024

COMPONENTS	WEIGHTING	Task 1 Week 5 Term 4	Task 2 Week 6 Term 1	Task 3 Week 3 Term 2	Task 4 Week 1 Term 3
		Exam	Report	Practical	Leadership Task
First Aid	25%	25%			
Healthy Lifestyle	25%		25%		
Fitness	25%			25%	
Games and Sports Application	25%				25%
Marks	100%	25%	25%	20%	25%
Outcomes addressed		H1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	H1.5, 2.3, 3.5, 4.3	H1.2, 1.3, 2.2, 3.2, 3.3, 4.1	H2.1, 4.1, 4.4



Assessment Events for 2024 HSC BANORA POINT HIGH SCHOOL SIS30521 Certificate III in Sports Coaching			Task 4	Task 5	Task 3c	First Aid	Work Placement 2*	Trial Exam **
			Week 10	Week 10	Week 5	Week	Week 7 (TBA)	Week 5 N/A
			Term 4 2023	Term 1 2024	Term 3 2024	TBA	Ongoing 70 hrs total	Term 3 2024
			Date:	Date:	Date:	Date:	Date:	Date:
Cluster	Code	Unit of Competency						
Cluster 4 Coaching the Individual	SISSSCO003 BSBPOS403	Meet participant coaching needs Apply business risk management processes						
Cluster 5 Next Level Coaching	SISSSCO012	Coach sports participants up to an intermediate level						
Cluster 6 First Aid	HLTAID011	Provide First Aid						
Cluster 3c Strength and Condition	SISXCA1009	Instruct strength and conditioning techniques						

Depending on the achievement of units of competency, the possible qualification outcome is a **SIS30521 Certificate III in Sports Coaching** or a Statement of Attainment towards a **SIS30521 Certificate III in Sports Coaching**.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and for NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

HSC ASSESSMENT PROGRAM
Visual Arts 2024

COMPONENTS	WEIGHTING	Task 1 Week 9 Term 4	Task 2 Week 10 Term 1	Task 3 Week 2 Term 3	Task 4 Week 4/5 Term 3
		BOW Development	Essay	BOW Progress	Trial HSC
Artmaking	50%	20%		30%	
Art Criticism and History	50%		25%		25%
Marks	100%	20%	25%	30%	25%
Outcomes addressed		H1 - H4	H7 - H10	H1 - H6	H7 - H10