



Southern Cross

SCHOOL OF DISTANCE EDUCATION

Assessment Guidelines and Schedules Compressed courses 2024

Our school stands proudly on Bundjalung land

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Abbreviations used in this document

NESA	NSW Education Standards Authority
SCSoDE	Southern Cross School of Distance Education
RoSA	Record of Student Achievement
HSC	Higher School Certificate
KLA	Key Learning Areas
VET	Vocational Education and Training
DEMS	Distance Education Management System

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Year 11 & 12 Compressed Course Overview

This booklet contains information concerning assessment tasks used to measure academic progress for Year 11 and 12 compressed courses at Southern Cross School of Distance Education.

Assessment of academic progress will measure a student's achievement relative to other students attempting the same course.

Assessment could include both formal test situations and observation of student's performance. In a particular subject, these may involve some of the following:

- written, practical, speaking and listening tasks
- assignments including essays and practical tasks
- projects of varying degrees of length and complexity
- exams or tasks under exam conditions

Each course will issue information regarding requirements that are particular to that course.

Course completion

Satisfactory completion of Year 11 courses to the value of 12 units and Year 12 courses to the value of 10 units is a prerequisite for the award of a Higher School Certificate.

Satisfactory completion of each Year 11 and 12 course is dependent on students successfully applying the information in this booklet and showing diligent and sustained application to their studies.

Before a student can be judged to have satisfactorily completed a Year 11 or 12 course the Principal must certify that they have:

1. made a satisfactory effort in all their studies, ie applied themselves with diligence and made a sustained effort
2. achieved some or all of the syllabus outcomes
3. completed the course requirements in terms of practical, oral and project works, ie have followed the course as set by the school
4. completed assessment tasks worth more than 50% of the available assessment task marks for each course. (excluding VET Framework courses)
5. satisfactory completion of required work placement hours for VET Framework courses

Record of Student Achievement

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). The RoSA is not a one off document, it is a progressive credential. Students will only receive their RoSA once they leave school prior to completing the HSC.

The RoSA will provide a profile of the achievement of each student in relation to the course performance descriptors for Year 10 and 11. At the end of Year 11 student's achievement will be recorded to indicate their achievements in the course they have studied over the Year 11 year.

Eligibility for the awarding of a RoSA is gained through the satisfactory completion of Stage 5 courses in Year 10. Where a student has been deemed ineligible for a RoSA credential they will receive a transcript of study.

Year 11 Pattern of study

NESA mandates that to be eligible for the RoSA and the HSC you must complete a Year 11 pattern of study comprising at least 12 units that includes:

- at least six units of Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of two-unit value or greater (either Board Developed or Board Endorsed Courses)
- at least four subjects.

For a Year 11 year leading to an HSC with an ATAR (university entrance) your pattern of study must include:

- at least 12 units (i.e. 6 subjects)
- at least 10 units of Board Developed Courses
- at least 2 units of a Board Developed course in English (not English Studies)
- at least 8 units of category A courses
- only 2 units of Category B courses (VET)

Year 12 Pattern of study

The NESA mandates that to be eligible for the year 12 you must complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units that includes:

- at least six units of Content Endorsed Courses
- at least two units of a Content Endorsed Course in English
- at least three courses of two-unit value or greater (either content Endorsed or Content Endorsed Courses)

At least four subjects for a Year 12 with an ATAR (university entrance) your pattern of study must include:

- at least 12 units (i.e. 6 subjects) in Year 11 and 10 units (i.e. 5 subjects) in Year 12
- at least 10 units of Content Endorsed Courses including 2 units of English
- at least 8 units of category A courses
- only 2 units of Category B courses (VET) see Appendix

Schools with single course students accessing distance education

The distance education enrolment guidelines state:

“The maximum number of units studied by a student including the distance education course, must not exceed 13 units in the Year 11 course and 11 units for the HSC course.”

All my own work

Students must complete the *HSC: All my own work* course as a requirement for enrolment in Year 11 courses. Completion of this course must be recorded on the NESAs schools online data collection section prior to Year 11 course entries.

Students entered only as Stage 6 Life Skills courses are exempt from this requirement.

Requirements for the HSC – meeting the minimum standard in literacy and numeracy

To be eligible for a HSC students need to demonstrate they have met a minimum standard in literacy and numeracy.

Students will show they meet the HSC minimum standard by passing online tests of basic literacy and numeracy skills, which are available for them to sit when they are ready in Year 10, 11 and 12 and after the HSC.

Students get up to six times per year to sit each minimum standard reading, writing or numeracy test.

About the tests:

- Reading: 45 multiple choice computer adaptive questions
- Numeracy: 45 multiple choice computer adaptive questions
- Writing: One question based on a visual or text prompt.

“N” Determinations

Students who do not make a genuine attempt to adequately complete their course may be awarded an "N" determination in that subject. This means that the course will not be recognised for the RoSA or HSC.

If a student is in danger of receiving an “N” determination the faculty will inform the students and confirm with a letter home. This letter will include details of all outstanding work to be completed and this will be done in time for the student to redeem his/her position. N determinations are made in September each year.

Students who accumulate the HSC (Pathways)

Students, who gain approval to accumulate the HSC over a number of years, will receive their Year 11 and HSC Assessment information each relevant year.

The Pathways option allows an extended time frame to gain the award of a RoSA or the HSC. When students select the pathways options they still have to meet the requirements of completing each subject in the set 12 month period. Pathways offer an extended time for the awarding of the credential not for the completion of each subject. When completing a pathways option, it is the number of subjects that is reduced each year **not** completion of the same courses over a number of years.

Attendance

While NESAs does not mandate attendance requirements, the Principal may determine that, because of insufficient return of work, the course completion criteria have not been met. This will be regarded seriously by the Principal who will give students early warning of the consequences of such absences. Attendance in DE is viewed as engaging in the learning activities and returning work provided by your teacher in a diligent and sustained manner.

Repeat Students

Students who are repeating Year 11 courses will be assessed only on assessment tasks completed in the repeat year.

Courses Studied through NESA/ EVET/TAFE

Each of these organisations will provide their own assessment schedule to the student where applicable.

Courses studied with an Outside Tutor

The school will submit assessment marks, endorsed by the Principal, for students studying courses with an outside tutor. When AMEB music is taught outside the school, assessment marks are not required.

The details of the SCSODE Year 11 and 12 Compressed Assessment Policy follow. Staff, students and their parents/carers to ensure thorough understanding should read this carefully. Any enquiries can be made to the year adviser, single course coordinator or curriculum head teacher.

Year 11 and 12 Assessment Procedures

Teachers are required to weigh up the individual context of each student in the application of this policy.

Assessment tasks

Year 11

Assessment tasks are designed to measure a student's academic progress in a given course at this school. Assessing student achievement for the RoSA involves the collecting of information on student performance in relation to the syllabus objectives and outcomes addressed through a range of assessment tasks and activities. Through this assessment program along with observations of teaching and learning, teachers will build a profile of the achievements of each student in relation to the common grade scale.

Year 12

Assessment tasks are designed to measure a student's academic progress in a given course at this school. Assessing student achievement for the Year 12 involves the collecting of information on student performance in relation to the syllabus objectives and outcomes addressed through a range of assessment tasks and activities.

Through this assessment program teachers will build a profile of the achievements of each student. This data is used to determine the student rank and school assessment marks which are submitted to NESA in September each year. Assessment is an integral part of teaching and learning and must be supportive of student learning and achievement.

Timing and notification of assessment tasks

The Year 11 assessment period will commence Week 6 Term 4 2023 and conclude Week 2 Term 2 2024. The Year 12 assessment period will commence Week 3 Term 2 2023 and conclude Week 6 Term 3 2024. The timing of tasks is published in the assessment schedules included in this booklet.

Teachers will provide:

- Notification of specific dates of assessment tasks issued in writing at least ten school days prior to the due date for the task.
- Information on the type of task, its value, the outcomes to be assessed, marking guidelines and the mode of submission for the task.

Ideally no task will fall within the ten school days prior to the major examinations at the end of the course.

It is the student's responsibility to notify the relevant teacher or the KLA head teacher if they have not received complete details of assessment information for any course. This may have resulted because of absences, illness or other circumstances that prevented the student being given the information.

Students are expected to perform all tasks which are part of the assessment program in the courses being studied.

Number of assessment tasks

A balance is essential between obtaining sufficient information about student's learning and the number of assessment tasks. For 2 unit courses the maximum number of formal assessment tasks to three in Year 11 and four in Year 12 will be scheduled. For 1 unit courses two-three assessment tasks will be scheduled. School based assessment tasks are capped at a maximum four per course.

Value of assessment tasks

Assessment tasks generally will be worth not less than 10%, or more than 40% of the total available assessment marks. In general, later tasks will carry more weight than earlier tasks.

Nature of assessment tasks

A range of assessment strategies will be used to ensure that a variety of tasks are provided to assess the different components of each course. Assessment tasks will be appropriate to the outcomes of the course being assessed. The range of tasks used will meet the criteria of the appropriate syllabus, reflecting a range of assessment instruments and an appropriate balance between knowledge/understanding outcomes and skills outcomes.

Tasks will be set at an appropriate level of difficulty that allows the full range of marks to be achieved.

Each faculty will have, on record, a document which shows how the course assessment components given in syllabus documents are incorporated into the assessment program. The relevant head teacher is responsible for ensuring these are present for each course and meet syllabus requirements.

Assessment will not:

- take into account the conduct of the student;
- compensate for such factors as; extended illness, misadventure or domestic problems affecting the preparation or performance of a student during the course

Invalid assessment tasks

An invalid task is one which does not achieve its intended purpose either because of its design or because of problems in its administration.

In the event of an invalid task, a review will occur and the student(s) will be given a replacement task.

Mode of submission and due date of assessment tasks

All tasks are to be returned to Southern Cross School of Distance Education by the due date indicated on the assessment task notification.

Students must submit their assessment tasks via the mode specified on the assessment task notification page. This may include digital or hard copy.

Feedback on completed assessment tasks

Once an assessment task is marked it will be returned to the student with a mark and a written comment.

Extensions

Students are able to apply for an extension of time for their assessment tasks. Requests for a time extension for an assessment task must be made to the course teacher prior to the due date.

Students should complete the application for extension of time for an assessment task form enclosed in this booklet and send it to their teacher OR make a request via phone or email and the required form will then be completed and lodged on your behalf by the teacher.

Requests will be granted if the teacher and the subject head teacher are convinced that a genuine case exists.

Late Submission of a Task

If a student submits an assessment task late without an application for extension of time a 50% penalty for each day late will be imposed.

Non-completion of assessment tasks

A refusal by a student to complete a task or to meet the submission requirements will result in a zero award for the task.

The teacher will inform the student and parents in writing of the penalty following a telephone call with the student. The task will still need to be completed in order to satisfy the requirements of the course.

In the case of prolonged absences, the head teacher and the deputy principal will confer.

Appeals against assessment task determinations

At times students may appeal against a determination, including a mark or grade, late submission penalty or a zero determination made by a teacher.

The processes for an appeal are:

Student

- lodge an appeal in writing within one (1) week of receiving the determination
- seek support from their year adviser if required, and
- provide documentary evidence from an independent professional, such as a doctor's certificate.

Teacher

- inform their KLA head teacher, head teacher curriculum and deputy principal of the appeal on the day it is received
- confer with their KLA head teacher on the acceptability of the explanation, and
- provide their KLA head teacher, the head teacher curriculum and deputy principal with copies of the Appeal and the original written notice of the determination together with any other relevant documentation.

Head Teacher Curriculum/Principal

Will:

- form a review panel
- ensure the panel meets promptly after the receipt of the appeal in the school, and,
- notify the appellant in writing the result of the review.

Disability provisions

Disability provisions are available to students who need them to complete a task (eg for a reader or scribe, extended time or for large print papers), however no special considerations will be made in marking a completed task.

If disability provisions are required the student must notify the school when first enrolled and again at the beginning of each school year.

The student must alert their teachers or the relevant year adviser, if provisions are required as early as possible in the first two school weeks of the new year. An application must be submitted and approved by NESAs for disability provisions in the year 12 exams. The application process for the disability provision is managed by the Learning and Support Teachers, who will work with the Head Teacher Curriculum to complete and submit the application.

Assessment marks

Each faculty is responsible for maintaining complete, accurate and secure records of each assessment task given. This includes duplicate copies, one electronic copy in DEMS and the other as a hard copy in administration.

Reporting

Formal school reports are prepared at the end of the Year 11 and Year 12 courses.

Year 11 reports will indicate the Year 11 course overall grade for course completion. Student effort will be reflected in the learning behaviours and teacher's comments. Comments will identify areas of student strength and areas for further improvement. Teachers of VET subjects will report on achievement in the VET competencies.

Year 12 reports will indicate the student's assessment rank and Trial HSC exam results. Student effort will be reflected in the learning behaviours and teacher's comments. Comments will identify areas of student strength and areas for further improvement. Teachers of VET subjects will report on achievement in the VET competencies.

Year 11 Grades for the RoSA

After the completion of each Year 11 course teachers are responsible for recommending a RoSA grade that best reflects the student's achievement as measured against the Common Grade Scale. Grades are reported by NESA on each student's transcript of study and RoSA or HSC credential.

The Year 11 Common Grade Scale

The Common Grade Scale is used to report student achievement in the Year 11 Stage6 year in all NSW schools and describes performance at each of five grade levels as listed on BOSTES website:

A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

[Common grade scale](#)

Examinations and tasks to be completed under exam conditions

Students are to be fully supervised in timed conditions as prescribed by the examination notification. Students must be supervised for the full length of the exam or task. Time allowed for the exam or task must be adhered to, with the only exception being for students who have an approved disability provision that allows extra time.

Reading time is provided at the beginning of each examination. During reading time students are not permitted to write, highlight or annotate their paper in anyway. If the examination permits the use of dictionaries, students may consult their dictionary.

Student's must not:

- take a mobile phone or programmable watch or device into the examination room or designated exam space
- take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESAs and is listed as required for the exam or task
- speak to any person other than a supervisor during an examination, behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- take into the examination room, or refer to during the examination, any books or notes, any paper, or any equipment other than the equipment listed in the examination timetable
- take water bottles with labels into the exam room
- alter the exam times unless granted permission for disability provisions

Consequences for breaches of the examination rules will result in a finding of malpractice and the assessment task mark will be penalised. Students must make a serious attempt at all examinations.

A serious attempt means attempting all questions to the best of your ability, avoiding foul language or inappropriate responses. Any non-serious attempts will result in a zero determination and students will be required to re sit the examination paper.

Examination timetables

Individual Exam notifications will be sent to students studying the compressed course. Year 11 exam security period is weeks 8, 9, 10 Term 1 of the year studied. No schools are to hold exams after week 10 for the Year 11 examinations as it is too late for marking and to meet course completion deadlines for roll over in to the HSC component of the course.

Year 12 exam security period is weeks 1 to 6 of Term 3 of the year studied. No schools are to hold exams after week 4 for the Year 12 Trial Exams. Schools are to ensure requests in regard to scheduling of DE exams is communicated to SCSODE.

Illness/Misadventure

At times students may suffer an event or illness that affects their ability to participate in or complete an assessment task.

If there is an incident which is likely to affect a student's performance, the student can submit an illness/misadventure appeal.

For an examination the student must:

- inform the year adviser or the single course coordinator before the examination begins and/or contact DE immediately if illness or misadventure occurs during the examination
- complete the appeal form and return within one week of the date of the examination
- provide evidence or supporting documentation e.g. a medical certificate and an appeal form to support the illness/misadventure claim.

Appeal forms can be found in this booklet.

For a scheduled assessment task, the student must:

- inform the subject teacher and head teacher, year adviser or single course coordinator immediately and return an appeal with supporting evidence to explain the circumstances surrounding the illness and/or misadventure
- complete the appeal form and return within 1 week of the date of the assessment task

Once an Appeal form is received:

- a panel will be formed by the head teacher curriculum in consultation with the deputy principal to review the appeal and assessment task
- results of the appeal will be notified in writing to the student

Where the appeal is upheld the student will be provided with an alternate task or a new date for same task if this does not compromise assessment procedures. In exceptional circumstances, such as death of a family member, the student's overall assessment mark should be based upon pro rata increases to weightings of assessments the student has completed to end with mark out 100. Where an appeal is overturned the student will receive a zero determination for the task.

Illness/Misadventure for the Year 12 examinations

Where an illness/misadventure occurs just prior to or during a Year 12 examination the student must:

- inform the examination supervisor of the illness/misadventure
- notify DE teachers immediately if illness or misadventure has occurred during the examination or just before the examination
- attend a doctor's appointment to seek a medical certificate explaining the illness/misadventure or if not, illness related an alternate professional such as a police officer in the case of a car accident to provide evidence of the misadventure complete an illness/misadventure appeal form, which will be sent to the student from the school, providing a statement of what happened and attach evidence of the illness/misadventure

Once an illness/misadventure appeal is reported to the school:

- the curriculum head teacher in consultation with the deputy principals will ensure all relevant parties are contacted and the appeal form is completed, with all evidence attached then sent to the NESA appeal panel
- results of the appeal will be notified in writing to the student from the NESA

Attendance at scheduled Year 12 examinations and making a serious attempt at the examination is important even when illness/misadventure has occurred.

Honesty in assessment

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the Board's subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged in full. General teaching and learning does not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating.

Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the students own. Malpractice, including plagiarism, could lead to a student receiving zero marks and may jeopardise their results. Malpractice is an activity that allows a student to gain an unfair advantage over other students.

It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person such as a parent, coach or subject expert has substantially contributed towards
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Consequences of malpractice

Where a teacher believes they have evidence of malpractice, including but not restricted to plagiarism, a letter outlining the suspected form of malpractice along with evidence will be sent to the supervisor and student. Information regarding any penalty applied will also be included.

Students have the right to appeal a malpractice determination if they believe they have acted with integrity. When submitting an appeal, students will be required to provide evidence that they did not breach any of the assessment task rules or take part in any form of malpractice. Such evidence might include but is not limited to providing documentation of and explaining the processes of the work, which might include study notes, diaries, journals, working plans or sketches, and/or progressive drafts to show the development of ideas.

Unsatisfactory completion of a subject

Unsatisfactory completion of a subject is referred to as an “N” determination and when a student is in danger of receiving an “N” determination they will be notified by a warning letter.

If a student is not meeting the requirements of a subject and is in danger of receiving an “N” determination; their subject teacher will discuss with them how they can avoid an “N” determination.

A warning letter will be sent outlining what must be completed and the date for it to be completed. When a warning letter is sent to a student it indicates how the student is not currently meeting the course requirements. It will also outline the work required for the student to complete and a reasonable timeframe to redeem themselves in that subject.

If a student receives a warning letter they should contact the teacher to discuss in detail what they need to do.

Where a minimum of two warning letters in a subject has been sent to a student and the work outlined in the letter is not completed, the warning letter will be recorded as unredeemed. This will be evidence used when considering an “N” determination.

If the student does not meet the agreed requirements by the end of Year 11 or 12, a recommendation for an “N” determination for that course will be given to the Principal.

If a student receives an “N” determination they have the right to appeal against the determination.

Assessment Ranks

Assessment ranks are communicated to students throughout the Year to ensure understanding of their position in the cohort. The final course rank is reported to the NESA in September each Year.

Appeals regarding Assessment Rankings provided by NESA

NESA will inform students of their official Year 12 Assessment Rank in each course after the completion of the Year 12 examinations.

Students may ask for a review of their position in the School’s order-of-merit in any course where they consider their rank order is not consistent with their expectations. Requests for a review must be based on one of the following three official grounds:

- the weightings that were used are not those specified by NESA in the Subject Assessment Requirements
- the school’s procedures for determining assessments do not conform with its stated policy and program
- there are clerical or computational errors.

Requests for review must be made on the special form available from the school. This should reach the Principal within one week of receipt by the student of his/her Order of Merit card from NESA.

Communicating school policy and procedures regarding assessment

DE provides for this in the following ways:

- distribution of the booklet “Year 11 and 12 Compressed Assessment policy and schedules” to all compressed students enrolled
- requesting that single course students are provided with a copy of their assessment schedule by their Supervisor at their home school
- requesting that single course students are informed of differences between the DE policy and the home school policy
- having teachers of each course provide course outlines and assessment details to all their students
- providing students undertaking compressed patterns of study with an adjusted assessment schedule to meet the timetable for completing the compressed course

Evaluating the school assessment policy

The Year 11 and 12 assessment policy is evaluated annually by the curriculum head teacher, executive staff and the curriculum team. This evaluation includes the policy, procedures and lines of communication associated with its implementation.

Responsibility of the student

It is the responsibility of the student to:

- Complete all tasks

It is expected that students will complete all tasks, make a genuine attempt with no sign of malpractice.

- Keep informed

Students are to ensure that they keep all information regarding assessment tasks.

- Complete tasks at the appointed time

It is a student's responsibility to complete an assessment task on or by the day it is due and post it as soon as possible. Alternate arrangements require prior agreement by their subject teacher.

- Request adjustments to assessment schedules where necessary

This may occur when assessment tasks are due on the same day in which case it is the student's responsibility to inform their teacher.

- Report absence from tasks

Necessary documentation must be provided if a student is unable to submit a task at the appointed time.

- Be aware of requirements

Students need to keep up to date with NESAs requirements for the award of the RoSA and the HSC

- Follow their assessment schedules

Students must ensure they have a copy of the assessment schedule for each course they are studying and be fully aware of course requirements.

- Be familiar with the school policy

Students are expected to be aware of the Southern Cross School of Distance Education Year 11 and Year 12 Assessment Policy as detailed in this booklet.

- Report and apply

The onus is on students to report and apply for Illness/misadventure where appropriate.

- Seek advice

It is the student's responsibility to seek advice from the year adviser or the single course coordinator if there is a problem which has not been resolved satisfactorily within a course.

Responsibility of the supervisor

It is the responsibility of the supervisor to:

- Support and encourage the student to engage in regular learning activities
- Know who the student's teachers and year advisers are
- Assists students as required
- Maintain and facilitate contact with teachers
- Ensure students have a copy of all relevant subject assessment guidelines and schedules
- Read and understand the assessment guidelines and seek clarification regarding assessment tasks
- Notify teachers if a student is away, ill or unable to engage in their learning and/or assessment activities
- Provide assistance to help with the organisation of learning materials and resources for the student
- Interpret and explain teacher instructions, feedback and comments
- Ensure students read assessment notifications and understand the requirements of the task and when tasks are due
- Return the assessment tasks to the teachers indicating the date of completion
- Ensure students are fully supervised for all tasks to be completed under exam conditions
- Inform Southern Cross School of Distance Education if the compressed exam schedule is not being followed and notify the dates the school will conduct the exams.
- Keep a record of receipt and postage of work and assessment tasks.

Responsibility of the teacher

It is the responsibility of the teacher to:

- Establish a teaching program, in conjunction with their head teacher, which provides engaging learning experiences for their students
- Establish an assessment schedule that consists of a maximum of 3 assessment tasks in Year 11 and 4 in Year 12 for 2 unit courses and 2-3 for 1 unit courses, covering the full range of outcomes in that course, ensuring more than one outcome is addressed in each task
- Ensure that the types of assessment activities or tasks are appropriate to the objectives and outcomes being assessed
- Provide a variety of tasks and activities that use a range of assessment strategies
- Provide opportunities for students to display their achievements in different ways and to work in a range of situations
- Work together in planning teaching and learning activities and assessment and marking strategies
- Determine the weightings or relative importance of each activity
- Individualise and personalise the learning program for their students
- Monitor the engagement in learning of students and support students who are falling behind as well as sending warning letters if where appropriate
- Provide valuable and timely feedback to students
- Explicitly describe the expectations and requirements of the activity or task to the learner
- Collect performance information for each student from assessment activities and record in DEMS
- Record evidence of student achievement based on observations during teaching and learning as well as from assessment activities
- Assemble the information on each student from the assessment activities to provide an overall picture of the student's achievement
- Match, in consultation with the subject head teacher, the overall picture of each student's achievement to the most appropriate level as described by the common grade scale.
- Keep a range of work samples including assessment tasks, marking guidelines, student work and feedback as required by NESA.

Contacts for Assessment Advice

Within the school:

Mr Danny Henman

Principal Southern Cross School of Distance Education

Ms Sharon Hodgson

Deputy Principal

Mr David Thick

Deputy Principal

Ms Tiffeny Cox

Manager of assessment in DE including the School Policy and Year 11 and Year 12 Assessment Program and Procedures to be followed.

- Provides advice on subject selections, assessment policy and its implementation
- appeals
- provides access to subject guidelines, syllabuses, NESA assessment guidelines.

Mr Jason Ferns (Rel)

Single Course Coordinator

The NESA Administrator

The NESA contact regarding specific problems.

Outside the school:

NESA

The NESA Liaison Officer phone: 02 6659 3274 fax: 02 6659 3275

Please note:

Head Teachers are:

- Responsible for own faculty assessment implementation.
- Available to discuss problems related to tasks which cannot be resolved with teacher.

Remember, the student's teacher is usually the first person to contact for assistance with any problems that you may encounter.

Forms

Application for extension of time for an assessment task

Student name: _____

Subject: _____

Home school (if applicable): _____

Contact number(s): _____

I, _____ formally request an extension of time for:

Task No: _____ Subject: _____

Nature of task:

Which is due on: _____ (*day, date and time*)

Reason:

Student's Signature _____ Date: _____

Supervisor's Signature: _____ Date: _____

OR

Request received via phone call and form completed by _____

(teacher/year adviser) on behalf of student.

Signature: _____ Date: _____

Decision for extension of time for an assessment task

Teacher to complete:

Student name: _____

Subject: _____

Home school (if applicable): _____

Not supportive of extension request

Reason:

Support for extension request

Reason:

New Due Date: _____

Teacher's Signature: _____ Date: _____

Head Teacher to complete:

Approval has not been granted

Approval is given for the extension to be granted

Reason:

Head Teacher's Signature: _____ Date: _____

Appeal against assessment task determinations

Student name: _____

Subject: _____

Home school (if applicable): _____

Contact number(s) _____

Appeal details:

Assessment task No: _____

Assessment task details:

Evidence and reasons for appeal:

I declare that all the information I have provided is true.

Student's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

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Malpractice determination appeal

Student name: _____

Subject: _____

Home school (if applicable): _____

Contact number(s): _____

Appeal details:

Assessment task	Date	Reason for appeal

Supporting documentation attached:

- Study notes
- Supervisor's statement providing evidence that refutes malpractice claim
- Other (e.g. statutory declaration) please specify:

I declare that all the information I have provided is true.

Student's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

Supervisor's statement Malpractice determination appeal

Supervisor name: _____

Position: _____

Student name: _____

Home school (if applicable): _____

Contact number: _____ or _____

Please fully record your evidence that refutes malpractice claim. Please attach any supporting documentation.

I declare that all the information I have provided is true.

Supervisor's signature: _____ Date: _____

Illness/misadventure appeal

Student name: _____

Subject: _____

Home school (if applicable): _____

Contact number(s): _____

Appeal details:

Assessment task	Date	Reason for appeal

Supporting documentation attached:

- Medical certificate
- Supervisors statement
- Other (e.g. statutory declaration) - please specify:

Student appeal:

I have read and understood the assessment policy.

I consider that my assessment task performance was affected by illness or unforeseen misadventure.

I declare that all the information I have provided is true.

Student's signature: _____ Date: _____

Supervisor's statement illness/misadventure appeal

Supervisor name: _____

Position: _____

Student name: _____

Subject: _____

Home school (if applicable): _____

Contact number(s): _____

Did the student report illness/misadventure prior to attempting the task? Yes or No (please circle)

Please fully record your observations or understanding of the illness/misadventure suffered by the student.

I consider that the student's assessment task performance was affected by illness or unforeseen misadventure.

I declare that all the information I have provided is true.

Supervisor's signature: _____ Date: _____

Non-serious attempt determination appeal

Student name: _____

Subject: _____

Home school (if applicable): _____

Contact number(s): _____

Evidence to support that a serious attempt was made during the examination:

Supporting documentation attached:

- study notes
- Supervisor's statement providing evidence that refutes non-serious attempt determination
- Other (e.g. statutory declaration) please specify:

I declare that all the information I have provided is true.

Student's signature: _____ Date: _____

Supervisor’s statement Non-serious attempt determination appeal

Supervisor name: _____

Position: _____

Student name: _____

Subject: _____

Home school (if applicable): _____

Contact number(s): _____

Please fully record your evidence that refutes malpractice claim. Please attach any supporting documentation.

I declare that all the information I have provided is true.

Supervisor’s signature: _____ Date: _____

Higher School Certificate Non-Completion of Course Determination

Student Appeal Form

This form should be completed only if the student feels that he/she has met the NSW Education Standards Authority (NESA) course completion requirements, as detailed in the Principal's Determination Form, and is requesting a school review of the decision to issue the determination(s) of non-completion of course requirements.

If submitting an appeal, this form is to be completed and signed by the student and the parent/guardian (if student is under 18 years of age)

Student Name: _____

Student Number: _____

School Name: _____

Student's Home Address: _____

In lodging an appeal, you are asking the school to reconsider the decision to give you a determination of non-completion of course requirements in a course. The Principal, in consultation with your class teacher or the Head Teacher of the course, will review your performance in the course and give consideration to your statement in support of your appeal. The Principal will decide whether there is sufficient evidence to change the original determination.

I wish to have the school reconsider his/her decision to issue me a determination of non-completion of course requirements in the following course(s):

Course Name (Please list Extension courses separately)	

Student statement in support of appeal

You need to detail how you have completed all NESA course completion requirements and include any evidence to support your appeal. You should refer to any warning letters you have been sent and provide details of tasks/assignments you may now have completed.

If you are appealing in a number of courses you need to name and comment on each course separately. Additional pages may be attached if you are appealing in more than three courses or if more space is needed.

My appeal is based on the following grounds:

Course: _____

Course: _____

Course: _____

Student's Signature: _____ Date: _____

Parent/Guardian's Signature: _____ Date: _____
(if student is under 18 years of age)

Assessment Schedules for Compressed courses

Exact dates for tasks can be accessed through the student portal. You should check the student portal at least 10 days prior to the task being due.

Aboriginal Studies

Year 11

Component	Task 1	Task 2	Task 3	Weighting
Description	Aboriginality and the land – Extended response (essay)	Local Community Case Study	Yearly exam	
Timing	13 Dec 2023	8 Mar 2024	As per exam timetable	
Outcomes	P2.1, P4.1, P1.2, P2.2, P3.2, P4.2, P4.3	P2.1, P3.1, P4.1, P1.2, P2.2, P3.2, P4.2, P4.3	P1.1, P2.1, P3.1, P4.1, P1.2, P2.2, P3.2, P4.2, P1.3, P3.3, P4.3	
Knowledge and understanding of course content	15	15	15	45
Investigation, analysis, syntheses and evaluation of information	5	5	5	15
Research and inquiry methods	5	15	5	25
Communication of information, ideas and issues in appropriate forms	5	5	5	15
Total value	30	40	30	100

Year 12

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	Knowledge & Research task SJ & HR	Major Project presentation with Log Book	Trial Exam	
Timing	29 May 2024	24 Jul 2024	As per exam timetable	
Outcomes	H1.1, H1.2, H3.1, H3.2, H3.3	H4.1, H4.2, H4.3,	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3	
Knowledge and understanding of course content	5	10	25	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15	10		25
Research and inquiry methods, including aspects of the Major Project	10	10		20
Communication of information, ideas and issues in appropriate forms		10	5	15
Total value	30	40	30	100

Ancient History

Year 11

Component	Task 1	Task 2	Task 3	Weighting
Description	Investigating Ancient History	Historical Investigation	Year 11 Examination	
Timing	13 Dec 2023	28 Feb 2024	As per exam timetable	
Outcomes	AH11-2, AH11-4, AH11-6, AH11-8, AH11-10	AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-4, AH11-6, AH11-9	
Knowledge and understanding of course content	10	5	25	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10	0	20
Communication of historical understanding in appropriate forms	5	10	5	20
Total value	30	30	40	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Description	Research Task Cities of Vesuvius	Source Based Task - Sparta	Historical Analysis: Greece 500 - 440BC	Trial exam	
Timing	29 May 2024	26 Jun 2024	7 Aug 2024	As per exam timetable	
Outcomes	AH12-1, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	AH12-6, AH12-7, AH12-9	AH12-2, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-7, AH12-10	
Knowledge and understanding of course content	5	5	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total value	20	20	30	30	100

Biology

Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Enzyme Practical	Depth Study	Exam	
Timing	12 Dec 2023	14 Mar 2024	As per exam timetable	
Outcomes	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-9	BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-9	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Knowledge and understanding of course content	15	10	15	40
Skills in working Scientifically	15	30	15	60
Total value	30	40	30	100

Year 12

Component	Task 1	Task 2	Task 3	Weighting
Task description	HSC Biology Assessment task 1, Research assignment Task on Meiosis and Heredity	Research task	Trial Exam	
Timing	24 May 2024	9 Sep 2024	As per exam timetable	
Outcomes	BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13	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	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H14	
Knowledge and understanding of course content	15	8	25	48
Skills in working Scientifically	15	32	5	52
Total value	30	40	30	100

Business Studies

Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Nature of Business and Business Management	Business Plan	Year 11 Examination	
Timing	7 Feb 2024	13 Mar 2024	As per exam timetable	
Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9	P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Knowledge and understanding of course content	10	5	25	40
Stimulus-based skills	10	5	5	20
Inquiry and research	5	15	0	20
Communication of business information, ideas and issues in appropriate forms	10	5	5	20
Total value	35	30	35	100

Year 12

Component	Task 1	Task 2	Task 3	Weighting
Task description	Marketing Plan Analysis: Business report	Financial Statement Analysis & Extended Response	Trial HSC exam	
Timing	5 Jun 2024	17 Jul 2024	As per exam timetable	
Outcomes	H4, H6, H7, H8, H9	H2, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Knowledge and understanding of course content	15	15	10	40
Stimulus-based skills	5	5	10	20
Inquiry and Research	10	10		20
Communication	5	5	10	20
Total value	35	35	30	100

Chemistry Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Properties and structure of Substances	Depth Study: Rates of Reaction	Exam	
Timing	8 Feb 2024	27 Mar 2024	As per exam timetable	
Outcomes	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11-10, CH11-11	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-10	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9, CH11-10, CH11-11	
Knowledge and understanding of course content	15	10	15	40
Skills in working scientifically	15	30	15	60
Total value	30	40	30	100

Year 12

Component	Task 1	Task 2	Task 3	Weighting
Task description	Depth Study 1- Equilibrium Reactions	Depth Study Petroleum Use in Our Society	Trial Exam	
Timing	6 Jun 2024	29 Aug 2024	As per exam timetable	
Outcomes	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH12-12	CH11/12-1, CH11/12-5, CH11/12-7, CH12-14	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11, CH12-12, CH12-13, CH12-14, CH12-15	
Knowledge and understanding of course content	15	10	15	40
Skills in working scientifically	15	30	15	60
Total value	30	40	30	100

Community and Family Studies

Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Research task Resource management	Case study Individuals and groups	Yearly Exam Core 1 - 3	
Timing	14 Feb 2024	13 Mar 2024	As per exam timetable	
Outcomes	P1.1, P1.2, P4.2, P5.1, P6.1, P6.2	P1.1, P2.2, P2.4, P3.1, P4.1, P4.2, P6.1	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	
Knowledge and Understanding of course content	10	15	15	40
Skills in critical thinking, research, analyzing and communication	15	20	25	60
Total value	25	35	40	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Individual Research Project	Groups in Context	Parenting and Caring	Trial Exam Core 1,2,3	
Timing	5 Jun 2024	3 Jul 2024	7 Aug 2024	As per exam timetable	
Outcomes	H.4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.2, H5.1	H1.1, H2.1, H2.2, H3.2, H6.1	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	
Knowledge and understanding of course content	8	10	10	12	40
Skills in critical thinking, research methodology, analysing and communicating	12	15	15	18	60
Total value	20	25	25	30	100

Computing Applications

Year 11

Components	Task 1	Task 2	Task 3	Weighting
Description	Task 1 -Module 1	Task 2 - Module 2	Task 3 - Module 3	
Timing	11 Dec 2023	5 Apr 2024	As per exam timetable	
Outcomes	1.1	1.3	2.1	
Knowledge	10	15	15	40
Skills	20	20	20	60
Total value	30	35	35	100

Year 12 – 240 Hours

Component	Task 1	Task 2	Task 3	Weighting
Description	Module 1	Module 2	Module 3	
Timing	17 May 2024	31 May 2024	2 Aug 2024	
Outcomes	1.1	1.1	1.1	
Knowledge	10	15	15	40
Skills	20	20	20	60
Total value	30	35	35	100

Design & Technology

Year 11

Component	Task 1	Task 2	Task 3	Weighting
Description	Introductory Proposal	Minor Design Project	Trial Exam	
Timing	9 Feb 2024	4 Apr 2024	As per exam timetable	
Outcomes	P1.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P6.1	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.1, P2.2, P4.3, P5.2, P6.1	
Knowledge and understanding of course content	15	10	15	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	60
Total value	35	40	25	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Description	Project Proposal	Case Study	Project Development	Trial Exam	
Timing	17 May 2024	31 May 2024	9 Aug 2024	As per exam timetable	
Outcomes	H1.1, H1.2, H3.2, H4.1, H4.2, H5.1, H5.2	H1.1, H2.1, H2.2, H3.1	H1.1, H1.2, H2.2, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1	H1.1, H2.1, H2.2, H3.1, H6.2	
Knowledge and understanding of course content		20		20	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	60
Total value	20	20	30	30	100

Earth and Environmental Science Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Depth Study	Research Task	Trial Exam	
Timing	14 Dec 2023	8 Mar 2024	As per exam timetable	
Outcomes	EES11/12-1, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7	EES11/12-4, EES11/12-5, EES11/12-7, EES11-9	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7	
Knowledge and understanding of course content	15	10	15	40
Skills in Working Scientifically	15	30	15	60
Total value	30	40	30	100

Year 12

Component	Task 1	Task 2	Task 3	Weighting
Task description	Research task	Depth Study – 2021	Trial Exam	
Timing	29 Mar 2024	30 Aug 2024	As per exam timetable	
Outcomes	EES11/12-5, EES11/12-6, EES11/12-7, EES12-14, EES12-15	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12, EES12-13, EES12-14, EES12-15	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES12-12, EES12-13, EES12-14, EES12-15	
Knowledge and understanding of course content	15	10	15	40
Skills in Working Scientifically	15	30	15	60
Total value	30	40	30	100

Economics

Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Research and report: Comparing Economies	Open book topic test	All topics Final exam	
Timing	15 Feb 2023	15 Mar 2023	As per exam timetable	
Outcomes	P1, P2, P4, P7, P8, P9, P10, P12	P1, P2, P3, P5, P8, P11	P1, P10, P11, P2, P3, P4, P5, P6, P7, P8	
Knowledge and understanding of course content	10	5	25	40
Stimulus-based skills	0	10	10	20
Inquiry and research	10	10	0	20
Communication of business information, ideas and issues in appropriate forms	10	5	5	20
Total value	30	30	40	100

Year 12

Component	Task 1	Task 2	Task 3	Weighting
Task description	Australia's Place in the Global Economy	Research and report on an economic issue	Trial exam	
Timing	5 Jun 2024	17 Jul 2024	As per exam timetable	
Outcomes	H1, H3, H4, H7, H10, H11	H1, H2, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	
Knowledge and understanding of course content	15	15	10	40
Stimulus-based skills	5	5	10	20
Inquiry and research	10	10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	10	20
Total value	35	35	30	100

Engineering Studies

Year 11

Component	Task 1	Task 2	Task 3	Weighting
Description	Breaking Systems Engineering Report	Biomedical Engineering Report	Year 11 exam	
Timing	21 Feb 2024	13 Mar 2024	As per exam timetable	
Outcomes	P1.1, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P5.1, P6.2	P1.1, P1.2, P2.2, P3.2, P3.3, P4.1, P4.3, P5.2, P6.1	P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P5.2	
Knowledge and understanding of course content	15	15	30	60
Knowledge and skills in research, problem solving and communication related to engineering practice	15	15	10	40
Total value	30	30	40	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Description	Civil Structures Engineering Report	Aeronautical Engineering Report	Overnight assignment	Trial Exam	
Timing	27 May 2024	3 Jul 2024	31 Jul 2024	As per exam timetable	
Outcomes	H1.2, H2.1, H3.2, H4.2, H5.1, H6.1, H6.2	H1.2, H2.2, H3.2, H4.1, H4.3, H5.2, H6.1	H1.1, H1.2, H3.1, H3.3, H4.2, H4.3	H1.1, H2.1, H2.2, H3.1, H4.1, H6.1	
Knowledge and understanding of course content	10	5	20	25	60
Knowledge and skills in research, problem solving and communication related to engineering practice	15	15	5	5	40
Total value	25	20	25	30	100

English Advanced Year 11

Component	Task 1	Task 2	Task 3	Weighting
Description	Composition and Reflection	Multimodal	Exam	
Timing	13 Dec 2023	8 Mar 2024	As per exam timetable	
Outcomes	EA11-1 , EA11-5, EA11-9	EA11-1 , EA11-2, EA11-3, EA11-5, EA11-6, EA11-7	EA11-3, EA11-4, EA11-6, EA11-7, EA11-8	
Knowledge and understanding of course content	20	10	15	45
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	20	15	55
Total value	40	30	30	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Description	Common Module: Texts and Human Experiences	Module A Textual Conversations	Trial Examination	Module C The Craft Of Writing	
Timing	27 May 2024	1 Jul 2024	As per exam timetable	9 Aug 2024	
Outcomes	EA12-2 , EA12-4, EA12-7, EA12-8	EA12-1, EA12-3, EA12-7, EA12-8	EA12-3, EA12-5, EA12-6, EA12-9	EA12-1, EA12-3, EA12-4, EA12-9	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes: speaking, reading, writing, viewing and representing	15	10	10	15	50
Total value	25	25	20	30	100

English Studies Year 11

Component	Task 1	Task 2	Task 3	Weighting
Description	Multimodal	Media Release	Portfolio of Work	
Timing	2 Feb 2024	1 Mar 2024	As per exam timetable	
Outcomes	ES11-1, ES11-5, ES11-7, ES11-2, ES11-6, ES11-8, ES11-3, ES11-4	ES11-7, ES11-9, ES11-6, ES11-4	ES11-10, ES11-5, ES11-7, ES11-9, ES11-4	
Knowledge and understanding of course content	20	10	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes: speaking, reading, writing, viewing and representing	20	10	20	50
Total value	40	20	40	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Description	Texts and Human Experiences	Speaking Task	Creative Writing - Playing the Game	Portfolio of classwork	
Timing	29 May 2024	21 Jun 2024	2 Aug 2024	21 Aug 2024	
Outcomes	ES12-1, ES12-7, ES12-9, ES12-2, ES12-8	ES12-7, ES12-9, ES12-6, ES12-3	ES12-4, ES12-6, ES12-7	ES12-1, ES12-10, ES12-5, ES12-7, ES12-6, ES12-3, ES12-4	
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes: speaking, reading, writing, viewing and representing	10	15	10	15	50
Total value	25	25	20	30	100

Exploring Early Childhood Year 11

Component	Task 1	Task 2	Task 3	Weighting
Assessment task	Written report: Pregnancy and childbirth	Research and written report: Promoting positive behaviour	Year 11 Exam	
Timing	6 Dec 2023	15 Feb 2024	As per exam timetable	
Outcomes	1.1, 1.4, 2.1, 2.4, 5.1, 6.1, 6.2	1.2, 1.3, 1.4, 2.4, 3.1, 4.1, 4.2, 4.3, 6.2	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 4.1, 4.2, 4.3, 5.1, 6.1, 6.2	
Knowledge and understanding of course content	10	10	30	50
Skills	20	30		50
Total value	30	40	30	100

Year 12

Component	Task 1	Task 2	Task 3	Weighting
Assessment task	Child Health and Safety Report	The Children's Services Industry	Open Book Examination	
Timing	23 May 2024	27 Jun 2024	As per exam timetable	
Outcomes	1.2, 1.3, 2.4, 2.5, 6.1	1.4, 2.1, 2.4, 4.1, 6.1	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 5.1, 6.1, 6.2	
Knowledge and understanding of course content	10	20	20	50
Skills	20	20	10	50
Total value	30	40	30	100

Food Technology

Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Research design project	Nutrition Research practical	Research/Practical	
Outcomes	P 1.1, P 1.2, P 3.1, P 3.2, P4.1, P4.2, P4.3, P4.4, P 5.1	P 1.1, P 1.2, P 2.1, P 3.2, P4.1, P4.2, P4.3, P4.4	P 3.1, P 3.2, P4.1, P4.2, P4.4	
Timing	5 Feb 2024	13 Mar 2024	12 Apr 2024	
Knowledge and understanding of food technology	5	5	10	20
Skills in researching, analysing, and communicating food issues	10	10	10	30
Skills in experimenting with preparing food by applying theoretical concepts		10	20	30
Skills in designing, implementing and evaluating solutions of food situations	10	10		20
Total value	25	35	40	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Food Manufacture	Exploring the Australian Food Industry	Contemporary Nutrition Issues and Food Product Development	Trial Exam	
Outcomes	H1.1, H2.1	H1.2, H1.4, H3.1, H5.1	H1.3, H2.1, H3.2, H4.1, H4.2, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H4.2, H5.1	
Timing	20 May 2024	26 Jun 2024	9 Aug 2024	As per exam timetable	
Knowledge and understanding of course content	10	5	5	20	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10		30
Skills in experimenting with and preparing food by applying theoretical concepts		15	15		30
Total value	20	30	30	20	100

French Beginners Year 11

Component	Task 1	Task 2	Task 3 Yearly Exam	Weighting
Skill area	Listening, Speaking	Reading, Writing	Yearly Exam	
Timing	1 Mar 2024	15 Mar 2024	As per exam timetable	
Outcome	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4	2.1, 2.2, 2.4, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	
Listening	15		15	30
Speaking	15		5	20
Reading		15	15	30
Writing		15	5	20
Total value	30	30	40	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Skill area	Writing and Reading	Listening and Speaking	Speaking	Trial HSC Exam	
Timing	17 May 2024	21 Jun 2024	2 Aug 2024	As per exam timetable	
Outcomes	2.1, 2.2, 2.4, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	
Speaking		10	10		20
Listening		20		10	30
Reading	20			10	30
Writing	10			10	20
Total value	30	30	10	30	100

Geography Year 11

Component	Task 1	Task 2	Task 3	Weighting
Assessment task	Biophysical Environment Case Study Written work	Senior Geography Project Research task	Year 11 Examination	
Timing	1 Feb 2024	21 Mar 2024	As per exam timetable	
Outcomes	P2, P3, P4, P5, P7, P8, P9, P10	P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P6, P7, P8, P9, P10	
Knowledge and understanding of course content	10	10	20	40
Geography tools and skills	0	10	10	20
Geography inquiry and research, including fieldwork	10	10	0	20
Communication of geographical information, ideas and issues in appropriate forms	10	5	5	20
Total value	30	35	35	100

Year 12

Component	Task 1	Task 2	Task 3	Weighting
Assessment task	Ecosystems at risk - Comparative study	Urban Places fieldwork report	Year 12 HSC Trial Examination	
Timing	30 May 2024	27 Jun 2024	As per exam timetable	
Outcomes	H1, H2, H5, H6, H8, H9, H10, H12, H13	H1, H3, H7, H8, H9, H10, H11, H12, H13	H1, H2, H3, H4, H5, H6, H7, H9, H10, H11, H12, H13	
Knowledge and understanding of course content	10	10	20	40
Geography tools and skills	10	10	0	20
Geography inquiry and research, including fieldwork	10	10	0	20
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	20
Total value	35	35	30	100

German Beginners Year 11

Components	Task 1	Task 2	Task 4	Weighting
Skill area	Listening, Speaking	Reading, Writing	Yearly Exam	
Timing	1 Mar 2024	15 Mar 2024	As per exam timetable	
Outcomes	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4	2.1, 2.2, 2.4, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	
Speaking	15		5	20
Listening		15	15	30
Reading		15	15	30
Writing	15		5	20
Total value	30	30	40	100

Year 12

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Skill area	Writing and Reading	Listening, Speaking	Speaking	Trial HSC Exam	
Timing	17 May 2024	21 Jun 2024	19 Jul 2024	As per exam timetable	
Outcomes	2.1, 2.2, 2.4, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.2, 1.3	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	
Speaking		10	10		20
Listening		20		10	30
Reading	20			10	30
Writing	10			10	20
Total value	30	30	10	30	100

Industrial Technology – Graphics Technologies

Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Industry Related Major Project Study	Major Project Design, Management & Communication	Exam	
Timing	13 Dec 2023	3 Apr 2024	As per exam timetable	
Outcomes	P1.1, P1.2, P5.1, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	P1.2, P2.1, P3.1, P3.2, P3.3, P4.3, P5.1, P7.1, P7.2	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in design management, communication and production of a major project	10	30	20	60
Total value	20	40	40	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Industry Related Major Project Study	Major Project Design, Management & Communication	Major Project Production	Trial Exam	
Timing	30 May 2024	20 Jun 2024	1 Aug 2024	As per exam timetable	
Outcomes	H1.1, H1.2, H4.2, H5.1, H5.2, H7.1, H7.2	H2.1, H3.1, H3.2, H3.3, H4.2, H5.1, H5.2, H6.1, H6.2	H1.2, H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H6.1, H6.2	H1.2, H3.1, H3.2, H4.1, H5.1, H7.1, H7.2	
Knowledge and understanding of course content	5	5	10	20	40
Knowledge and skills in design management, communication and production of a major project	10	20	20	10	60
Total value	15	25	30	30	100

Industrial Technology – Multimedia Technologies

Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Industry Study	Marketing Video	Exam	
Timing	13 Dec 2023	3 Apr 2024	5 Apr 2024	
Outcomes	P1.1, P1.2, P5.1, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P4.3, P7.1, P7.2	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in design management, communication and production of projects	10	30	20	60
Total value	20	40	40	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Industry Study Major Project	Major Project Design, Management & Communication	Major Project Production	Trial Exam	
Timing	30 May 2024	20 Jun 2024	1 Aug 2024	As per exam timetable	
Outcomes	H1.1, H1.2, H5.1, H7.1, H7.2	H3.1, H3.2, H3.3, H4.2, H5.1, H5.2, H6.1, H6.2	H2.1, H3.1, H3.2, H3.3, H4.2, H6.2	H1.2, H1.3, H4.3, H6.1, H7.1, H7.2	
Knowledge and understanding of course content	5	5	10	20	40
Knowledge and skills in design management, communication and production of a major project	10	20	20	10	60
Total value	15	25	30	30	100

Investigating Science Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Water Quality Practical Investigation	Depth study: Secondary Research and Model	Year 11 exam	
Timing	15 Dec 2023	21 Mar 2024	As per exam timetable	
Outcomes	INS11-8, INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7	INS11-10, INS11-11, INS11-9, INS11/12-2, INS11/12-3, INS11/12-5, INS11/12-6, INS11/12-7	INS11-10, INS11-11, INS11-8, INS11-9, INS11/12-1, INS11/12-5, INS11/12-6, INS11/12-7, INS12-12, INS12-13, INS12-14, INS12-15	
Knowledge and understanding of course content	15	10	15	40
Skills in working Scientifically	15	30	15	60
Total value	30	40	30	100

Year 12

Component	Task 1	Task 2	Task 3	Weighting
Task description	Assessment task 1	Assessment Task 2	Trial Exam	
Timing	7 Dec 2023	19 Jul 2024	As per exam timetable	
Outcomes	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-7, INS11-8, INS12-13, INS12-14, INS12-15	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-7, INS12-12, INS12-14, INS12-15	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9, INS11-10, INS11-11, INS12-12, INS12-13, INS12-14, INS12-15	
Knowledge and understanding of course content	15	10	15	40
Skills in working Scientifically	15	30	15	60
Total value	30	40	30	100

Italian Beginners Year 11

Component	Task 1	Task 2	Task 3 Yearly exam	Weighting
Skill area	Listening, Speaking	Reading, Writing	Year 11 Yearly Exam	
Timing	1 Mar 2024	15 Mar 2024	As per exam timetable	
Outcomes	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4	2.1, 2.2, 2.4, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	
Speaking	15		5	20
Listening		15	15	30
Reading		15	15	30
Writing	15		5	20
Total value	30	30	40	100

Year 12

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Skill area	Writing and Reading	Listening, Speaking	Speaking	Trial HSC Exam	
Timing	17 May 2024	21 Jun 2024	2 Aug 2024	As per exam timetable	
Outcomes	2.1, 2.2, 2.4, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.2, 1.3	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	
Speaking		10	10		20
Listening		20		10	30
Reading	20			10	30
Writing	10			10	20
Total value	30	30	10	30	100

Japanese Beginners Year 11

Component	Task 1	Task 2	Task 3 Yearly exam	Weighting
Skill area	Listening, Speaking	Reading, Writing	Year 11 Yearly Exam	
Timing	1 Mar 2024	15 Mar 2024	As per exam timetable	
Outcomes	2.1, 2.2, 2.4, 2.5	1.1, 1.2, 1.3, 1.4, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	
Speaking	15		5	20
Listening		15	15	30
Reading		15	15	30
Writing	15		5	20
Total value	30	30	40	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4 Trial HSC	Weighting
Skill area	Writing and Reading	Listening and Speaking	Speaking	Listening, Reading, Writing	
Timing	10 May 2024	14 Jun 2024	19 Jul 2024	As per exam timetable	
Outcome	2.1, 2.2, 2.4, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.2, 1.3	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	
Speaking		10	10		20
Listening		20		10	30
Reading	20			10	30
Writing	10			10	20
Total value	30	30	10	30	100

Legal Studies Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	The Legal System: Research and Response Task.	Resolving disputes: Research and extended response.	Yearly exam	
Timing	9 Feb 2024	15 Mar 2024	As per exam timetable	
Outcomes	P1, P2, P3, P4, P6, P9	P1, P4, P5, P7, P8, P9.	P1, P2, P3, P4, P5, P6, P7, P9, P10.	
Knowledge and understanding of course content	5	5	30	40
Analysis and evaluation	10	10	0	20
Inquiry and research	10	10	0	20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
Total value	30	30	40	100

Year 12

Component	Task 1	Task 2	Task 3	Weighting
Task description	Crime: Case study	Human rights: Research task	Trial exam	
Timing	7 Jun 2024	26 Jul 2024	As per exam timetable	
Outcomes	H1, H4, H5, H6, H7, H8, H9	H2, H3, H4, H5, H8, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10	
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	10	10		20
Inquiry and research	10	10		20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
Total value	35	35	30	100

Marine Studies 2 Unit Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Power Point Information Screen	Whale Watching Venue	Hydrometer Experiment and Report	
Timing	6 Dec 2023	28 Feb 2024	3 Apr 2024	
Outcomes	1.1, 1.3, 2.1, 2.3, 3.1	1.3, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 5.3	2.3, 3.2, 3.3, 3.4, 3.5	
Knowledge	20	20	20	60
Skills	10	15	15	40
Total value	30	35	35	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Coral Reef Ecology	Marine Archaeology	Aquaculture	Exam	
Timing	23 Nov 2023	23 Feb 2024	9 Aug 2024	As per exam timetable	
Outcomes	1.1, 1.2, 2.3, 3.4	1.2, 1.4, 3.4, 5.1	1.3, 3.3, 4.1, 4.2	1.1, 2.3, 5.1, 5.3	
Knowledge	15	10	15	10	50
Skills	10	15	10	15	50
Total value	25	25	25	25	100

Mathematics Advanced Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Topic test – Algebraic Techniques, Equations and Inequalities	Project-based assessment task– Trigonometry	Exam – Introduction to Calculus, Probability, Exponential and Logarithmic Functions, Trigonometry Functions, Discrete Probability Distributions	
Timing	8 Dec 2023	1 Mar 2024	As per exam timetable	
Outcomes	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total value	30	30	40	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Project-based Assessment Task Sequence and Series, Investment, Annuities and Loans, Differential Calculus	Open book test – Applications of Differentiation, Integration	Assignment – Graphing Techniques, Trigonometric Functions, Descriptive Statistics and Bivariate Data Analysis	Trial Exam All previous topics covered as well as Random Variables	
Timing	24 May 2024	28 Jun 2024	16 Aug 2024	As per exam timetable	
Outcomes	MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-2, MA12-4, MA12-8, MA12-9, MA12-10	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9, MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	
Understanding Fluency and Communicating	10	10	10	20	50
Problem Solving, Reasoning and Justification	10	20	10	10	50
Total value	20	30	20	30	100

Mathematics Extension 1

Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Open book topic test – Permutations and Combinations, Equations	Assignment – Polynomials, Functions	Exam – all previous topics as well as Calculus, Trigonometric Functions	
Timing	8 Dec 2023	1 Mar 2024	As per exam timetable	
Outcomes	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Understanding Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total value	30	30	40	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Open book test – Proof by Mathematical Induction, Trigonometric Functions, Vectors	Assignment – Further Differentiation, Further Integration	Assignment – Operations with Vectors	Trial HSC exam All previous topics covered as well as Differential Equations	
Timing	24 May 2024	19 Jul 2024	9 Aug 2024	As per exam timetable	
Outcomes	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	ME12-2, ME12-6, ME12-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7, ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	
Concepts Skills and Techniques	10	15	5	20	50
Reasoning and Communication	5	15	20	10	50
Total value	15	30	25	30	100

Mathematics Standard Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Assessment Task 1	Assessment Task 2	Exam	
Timing	8 Dec 2023	23 Feb 2024	As per exam timetable	
Outcomes	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-2, MS11-6, MS11-7, MS11-8, MS11-9	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total value	30	30	40	100

Maths Standard 1
Year 12

Component	Task 1	Task 2	Task 3	Weighting
Task description	Assessment Task 1	Assessment Task 2	Assessment Task 3 – Final Task	
Timing	24 May 2024	28 Jun 2024	16 Aug 2024	
Outcomes	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	
Understanding Fluency and Communicating	10	20	20	50
Problem Solving, Reasoning and Justification	20	15	15	50
Total value	30	35	35	100

Mathematics Standard 2
Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Assessment Task 1	Assessment Task 2	Assessment Task 3	Trial HSC exam	
Timing	31 May 2024	28 Jun 2024	9 Aug 2024	As per exam timetable	
Outcomes	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS11-1 to MS2-12-10	
Understanding, fluency and communicating	5	15	10	20	50
Problem solving, reasoning and justification	10	10	20	10	50
Total value	15	25	30	30	100

Modern History Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Historical Investigation	Source-based task WWI source analysis task	Yearly exam	
Timing	13 Dec 2023	28 Feb 2024	As per exam timetable	
Outcomes	MH11-2, MH11-3, MH11-6, MH11-8, MH11-9	MH11-4, MH11-6, MH11-7, MH11-8, MH11-10	MH11-1, MH11-3, MH11-4, MH11-5, MH11-9	
Knowledge and understanding of course content	10	5	25	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms		10	10	20
Total value	30	30	40	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Annotated Bibliography Power and authority	Historical Analysis: Russia and Core	Extended response Indochina	Trial exam	
Timing	29 May 2024	26 Jun 2024	31 Jul 2024	As per exam timetable	
Outcomes	MH12-1, MH12-4, MH12-6, MH12-7	MH12-2, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	MH12-3, MH12-4, MH12-5, MH12-6, MH12-9	MH12-1, MH12-2, MH12-6, MH12-9	
Knowledge and understanding of course content	0	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5	10	5	0	20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total value	15	30	25	30	100

Music 1 Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Viva Voce and Aural Analysis Topic 1	Composition Portfolio Topic 2	Aural Performance Topic 3	
Timing	1 Mar 2024	5 Apr 2024	As per exam timetable	
Outcomes	P2, P3, P5, P6, P8	P3, P7, P8	P1, P2, P5, P6, P9, P10, P11	
Performance			25	25
Composition		25		25
Musicology	25			25
Aural	10		15	25
Total value	35	25	40	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Viva Voce and Aural Analysis	Composition and Portfolio	Core Performance Elective 1, Elective 2	Trial HSC Aural Skills and Elective 3	
Timing	29 May 2024	24 Jun 2024	5 Aug 2024	As per exam timetable	
Outcomes	H4, H5, H6	H3, H5, H7, H8	H1, H7, H9, H10, H11	H1, H4, H5, H6, H7, H9	
Performance			10		10
Composition		10			10
Musicology	10				10
Aural	10			15	25
Elective 1 (15%) and Elective 2 (15%)			30		30
Elective 3				15	15
Total value	20	10	40	30	100

Personal Development, Health & Physical Education Year 11

Components	Task 1	Task 2	Task 3	Weighting
Task description	Research report	Written report	Year 11 Exam	
Content	Core 1 Better health for individuals/First aid	Core 2 The body in motion/Fitness choices	All topics	
Timing	14 Feb 2024	27 Mar 2024	As per exam timetable	
Outcomes	P1, P2, P3, P4, P5, P6, P12, P15, P16	P6, P7, P8, P10, P11, P15	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	
Knowledge and understanding of course content	12	12	16	40
Skills in critical thinking, research, analysing and communication	18	18	24	60
Total value	30	30	40	100

Year 12

Components	Task 1	Task 2	Task 3	Weighting
Task description	Assessment Task 1	Assessment Task 2	Trial Exam	
Content	Core 1	Core 2 Factors Affecting Performance	Core 1 and 2 Option 3 and 4	
Timing	5 Jun 2024	31 Jul 2024	As per exam timetable	
Outcomes	H1, H2, H3, H4, H5, H6	H7, H8, H11, H17	H1 – H17	
Knowledge and understanding	14	14	12	40
Skills in critical thinking, research and communicating	21	21	18	60
Total value	35	35	30	100

Photography, Video & Digital Imaging Year 11

Components	Task 1	Task 2	Task 3	Weighting
Task description	Photographic Making 1 & Journal	Photographic Making 2 & Journal	Exam	
Timing	22 Feb 2024	9 Aug 2024	As per exam timetable	
Outcomes	M1, M3, M5, M6	CH1, CH2, CH3, CH5, M1, M4, M5, M6	CH1, CH2, CH3, CH4, CH5	
Making	40	30		70
Critical and historical studies		10	20	30
Total value	40	40	20	100

Year 12

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Making	Making - Critical & Historical	Making	Portfolio	
Timing	31 May 2024	19 Jul 2024	9 Aug 2024	5 Sep 2024	
Outcomes	M1, M2, M3, M4, M5	CH1, CH2, CH3, CH4, CH5, M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4, CH5	
Art making photographic practice	35	15	20		70
Art Criticism and Art History		20		10	30
Total value	35	35	20	10	100

Physics Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Inclined plane analysis	Snell's Law - Practical/Depth study	Year 11 Course Exam	
Timing	8 Dec 2023	23 Feb 2024	As per exam timetable	
Outcomes	PH11-8, PH11-9, PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7	PH11-10, PH11-11, PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7	PH11-10, PH11-11, PH11-8, PH11-9, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13, PH12-14, PH12-15	
Knowledge and understanding of course content	15	10	15	40
Skills in working scientifically	15	30	15	60
Total value	30	40	30	100

Year 12

Component	Task 1	Task 2	Task 3	Weighting
Task description	Depth Study	Electromagnetism	Trial Exam	
Timing	13 Feb 2024	3 May 2024	As per exam timetable	
Outcomes	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9	PH12-13	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11, PH12-12, PH12-13, PH12-14, PH12-15	
Knowledge and Understanding of course content	15	10	15	40
Skills in working scientifically	15	30	15	60
Total value	30	40	30	100

Society and Culture

Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	The social and cultural world Oral Presentation	Personal and social identity Cross Generational Study	Exam	
Timing	14 Dec 2023	29 Feb 2024	As per Exam timetable	
Outcomes	P1, P2, P3, P6, P7, P8, P10	P3, P5, P6, P9, P10, P11	P1, P2, P3, P4, P5, P6, P7, P8, P10	
Knowledge and understanding of course concepts	15	15	20	50
Application and evaluation of social and cultural research methods	15	10	5	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total value	35	35	30	100

Year 12

Component	Task 1	Task 2	Task 3	Weighting
Task description	Social and Cultural Research Investigation	Option Topic 2: Popular Culture Open book test	Trial Exam	
Timing	23 May 2024	27 Jun 2024	As per exam timetable	
Outcomes	H1, H2, H3, H4, H5, H6, H7, H9, H10	H1, H2, H3, H5, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Knowledge and understanding of course content	20	10	20	50
Application and evaluation of social and cultural research methods	5	15	10	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total value	30	35	35	100

Spanish Beginners Year 11

Component	Task 1	Task 2	Task 3 Yearly exam	Weighting
Skill area	Listening, Speaking	Reading, Writing	Year 11 Yearly Exam	
Timing	1 Mar 2024	15 Mar 2024	As per exam timetable	
Outcomes	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4	2.1, 2.2, 2.4, 3.1, 3.2, 3.3	1.1, 2.1, 3.1, 1.2, 2.2, 3.2, 1.3, 2.3, 3.3, 1.4, 2.4, 2.5	
Speaking	15		5	20
Listening		15	15	30
Reading		15	15	30
Writing	15		5	20
Total value	30	30	40	100

Year 12

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Skill area	Writing and Reading	Listening and Speaking	Speaking	Trial HSC Exam	
Timing	24 Nov 2023	21 Jun 2024	2 Aug 2024	As per exam timetable	
Outcomes	2.1, 3.1, 2.2, 3.2, 3.3, 2.4	1.1, 2.1, 1.2, 2.2, 1.3, 2.3, 2.4, 2.5	1.1, 1.2, 1.3, 1.4	2.1, 3.1, 2.2, 3.2, 2.3, 3.3, 2.4, 2.5	
Speaking		10	10		20
Listening		20		10	30
Reading	20			10	30
Writing	10			10	20
Total value	30	30	10	30	100

Studies of Religion 1 Unit Year 11

Component	Task 1	Task 3	Weighting
Assessment task	Research task: Nature of Religion and Beliefs	Exam	
Date Due	19 Feb 2024	As per exam timetable	
Outcomes	P1, P2, P4, P5, P6, P7, P8	P9, P10, P11, P12	
Knowledge and understanding of course		20	20
Source based skills	5	10	15
Investigation and research	10		10
Communication of information, ideas and issues in appropriate forms	5		5
Total value	20	30	50

Year 12

Component	Task 1	Task 2	Weighting
Assessment task	Short written report: Nature of Religion and Beliefs	Exam	
Date Due	7 Jun 2024	As per exam timetable	
Outcomes	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9	
Knowledge and understanding of course	5	10	15
Source based skills	5	5	10
Investigation and research	10	5	15
Communication of information, ideas and issues in appropriate forms	5	5	10
Total value	25	25	50

Studies of Religion 2 Unit Year 11

Component	Task 1	Task 2	Task 3	Weighting
Assessment task	Nature of Religion and Beliefs Dreaming	Research and report about one religious tradition	Trial Exam	
Outcomes	P1, P2, P3, P9	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	
Date Due	5 Feb 2024	19 Feb 2024	As per exam timetable	
Knowledge and understanding of course	10	10	10	30
Source based skills	10	5	5	20
Investigation and research	10	10	10	30
Communication of information, ideas and issues in appropriate forms	10	5	5	20
Total value	40	30	30	100

Year 12

Component	Task 2	Task 3	Task 4	Weighting
Assessment task	Religious Tradition Depth Study	Religion and peace	Trial Exam	
Outcomes	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9	
Date Due	31 May 2024	26 Jul 2024	As per exam timetable	
Knowledge and understanding of course	15	15	10	40
Source based skills	10	5	5	20
Investigation and research	5	10	5	20
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total value	35	35	30	100

Textiles & Design

Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Project proposal presentation	Investigation experimentation perspectives evaluation	Trial Exam	
Outcomes	H 1.1, H 1.2, H 2.1, H 6.1	H 2.2, H3.1, H 4.1	H1.3, H3.1, H3.2, H 4.1, H 5.1, H 5.2, H 6.1	
Timing	14 Feb 2024	6 Mar 2024	As per exam timetable	
Knowledge and understanding of textiles and the textile industry	10	10	20	40
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	25	25	10	60
Total value	35	35	30	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Major Textiles Project Proposal	Investigation, Experimentation of Fabric Properties	Contemporary Designers	Trial Exam	
Outcomes	H 1.1, H 1.2, H 2.1, H 6.1	H 2.2, H3.1, H 4.1	H 6.1	H1.3, H3.1, H3.2, H 4.1, H 5.1, H 5.2, H 6.1	
Timing	22 May 2024	19 Jun 2024	7 Aug 2024	As per exam timetable	
Knowledge and understanding of textiles and the textile industry	10	15	10	15	50
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	10	15	10	15	50
Total value	20	30	20	30	100

Visual Arts Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Case Study 1 - Body of Work	Case Study 2 - Critical & Historical Study	Exam - Historical & Critical	
Timing	16 Feb 2024	19 Apr 2024	As per exam timetable	
Outcomes	P2, P3, P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P7, P8, P9, P10	
Artmaking	25	25		50
Critical and Historical Studies	10	15	25	50
Total value	35	40	25	100

Year 12

Component	Task 2	Task 4	Weighting
Task description	Case Study 2 & BoW Development	Body of Work and VAD	
Timing	27 May 2024	19 Aug 2024	
Outcomes	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	
Art Making	10	25	35
Art Criticism and Art History	15		15
Total value	25	25	50

Visual Design Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Design brief 1	Design Brief 2	Examination	
Timing	1 Dec 2023	16 Feb 2024	As per exam timetable	
Outcomes	DM1, DM2, DM3, DM4, DM5, DM6	CH1, CH2, CH3, CH4, DM2, DM3, DM4, DM5, DM6	CH1, CH2, CH3, CH4	
Design making	40	30		70
Critical and Historical Study		10	20	30
Total value	40	40	20	100

Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Design Making 1 & Journal	Design Brief 2 - Making, Journal & Historical & Critical	Design Making 3 & Journal	Portfolio	
Timing	24 May 2024	28 Jun 2024	9 Aug 2024	16 Aug 2024	
Outcomes	DM2, DM3, DM4, DM5, DM6	CH2, CH4, DM1, DM2, DM6	DM2, DM5, DM6	CH1, CH2, CH3, CH4	
Making - design practice	35	15	20		70
Critical and Historical Study		20		10	30
Total value	35	35	20	10	100

Work Studies Year 11

Component	Task 1	Task 2	Task 3	Weighting
Description	Self-Employment Business Report	Mid-Course Exam	Workplace Skills Portfolio	
Timing	29 Feb 2024	4 Apr 2024	26 Aug 2024	
Outcomes	1, 2, 5, 6, 7, 9	5, 8, 2, 4, 9	1, 3, 5, 2, 7	
Knowledge and understanding of course content	5	5	20	30
Skills	25	25	20	70
Total value	30	30	40	100

Year 12

Component	Task 1	Task 2	Task 3	Weighting
Description	Self-Employment Business Report	Mid-Course Exam	Workplace Skills Portfolio	
Timing	29 May 2024	24 Jul 2024	26 Aug 2024	
Outcomes	1, 2, 5, 6, 7, 9	5, 8, 2, 4, 9	1, 3, 5, 2, 7	
Knowledge and understanding of course content	5	15	10	30
Skills	30	20	20	70
Total value	35	35	30	100

Board Developed Courses (VET) with mandatory work placement

The VET courses offered by Southern Cross School of Distance Education are:

- BUSINESS SERVICES
- HOSPITALITY
- RETAIL

The Year 12 Credential examination in Content Endorsed VET courses, is optional. Students will nominate during the Year 12 Year if they intend to undertake the optional examination. The examination is independent of the competency based assessment undertaken during the course.

Content endorsed courses (Sports Coaching) do not have a Year 12 examination and as such cannot count towards an ATAR.

For students nominating to achieve an ATAR they must do the Year 12 Examination in their given VET course.

For students nominating to achieve the YEAR 12 Certificate they must complete the assessments in the given VET Courses.

This program is subject to change.

The order or components certainly can be varied, however, students will receive a minimum 2 weeks' notice of changes in writing.

Business Services Qualification: BSB30120 Certificate III in Business

School Name: Southern Cross School of Distance Education
 Course: Business Services (4 unit x 1 year)

Assessment Schedule Year: 12 – 2024

Assessment Tasks for BSB30120 Certificate III in Business		Task 1 Let's get tech savvy	Task 2 Organising Business safety	Task 3 Working in industry	Task 4 Wellbeing	Work Placement	Year 11 Exam (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week: 4 Term: 4 2023 Date: 3.11.23	Week: 9 Term: 4 2023 Date: 8.12.23	Week: 8 Term: 1 Date: 22.3.24	Week: 2 Term: 2 Date: 10.5.24	Hours to be completed and paperwork submitted by Term 2, Week 10 Date: 5.7.24	Week: 9 Term: 1 Date: TBA
Code	Unit of Competency						
BSBTEC201	Use business software applications	X					
BSBTEC202	Use digital technologies to communicate in the work environment	X					
BSBWHS311	Assist with maintaining workplace safety		X				
BSBINS302	Organise workplace information		X				
BSBXCM301	Engage in workplace communication			X			
BSBOPS201	Work effectively in business environments			X			
BSBPEF201	Support personal wellbeing in the workplace				X		

Depending on the achievement of units of competency, the possible qualification outcome is a BSB30120 Certificate III in Business.

The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements.

* Examinable units to be confirmed by teacher.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Business Services Qualification: BSB30120 Certificate III in Business

School Name: Southern Cross School of Distance Education
 Course: Business Services (4 unit x 1 year)

Assessment Schedule Year: 12 - 2024

Assessment Tasks for		Task 5	Task 6	Task 7	Work Placement	HSC TRIAL EXAM
BSB30120 Certificate III in Business		Mastering document design	Sharing is caring	Thinking critically		
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week: 9 Term: 2 Date: 28.6.24	Week: 4 Term: 3 Date: 16.8.24	Week: 9 Term: 3 Date: 20.9.24	Hours to be completed and paperwork submitted by Term 2, Week 10 Date: 5.7.24	Week: 3-4 Term: 3 Date: TBA
Code	Unit of Competency					
BSBPEF301	Organise personal work priorities	X				
BSBTEC301	Design and produce business documents	X				
BSBSUS211	Participate in sustainable work practices		X			
BSBTWK301	Use inclusive work practices		X			
BSBTEC303	Create electronic presentations		X			
BSBCRT311	Apply critical thinking skills in a team environment			X		
BSBOPS301	Maintain business resources			X		

Depending on the achievement of units of competency, the possible qualification outcome is a BSB30120 Certificate III in Business. The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements.

* Examinable units to be confirmed by teacher.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

School Name: Southern Cross School of Distance Education

Course: Hospitality (4 unit x 1 year)

Assessment Schedule Year: 12 - 2024

Assessment Tasks for		Task 1	Task 2	Task 3	Task 4	Work Placement	Trial Exam*
SIT20322 Certificate II in Hospitality		Week 8	Week 4	Week 10	Week 6	Hours to be completed and paperwork submitted by Term 2, Week 10 Date: 5.7.24	Week 3-4
(Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.)		Term 4, 2023 Date: 1.12.23	Term 2, 2024 Date: 24.5.24	Term 2, 2024 Date: 5.7.24	Term 3, 2024 Date: 30.8.24		Term 3 Date: TBA
Code	Unit of Competency						
SITXFSA005	Use hygienic practices for food safety	x					
SITXWHS005	Participate in safe work practices	x					
SITXFSA006	Participate in safe food handling practices	x					
SITHCCC025	Prepare and present sandwiches	x					
SITXCOM007	Show social and cultural sensitivity	x					
SITXCCS011	Interact with customers	x					
SITHIND006	Source and use information on the hospitality industry		x				
SITHFAB024	Prepare and serve non-alcoholic beverages			x			
SITHFAB025	Prepare and serve espresso coffee			x			
SITHFAB027	Serve food and beverages			x			
BSBTWK201	Work effectively with others				x		
SITHIND007	Use hospitality skills effectively				x		

Depending on the achievement of units of competency, the possible qualification outcome is SIT20322 Certificate II in Hospitality

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or 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.

School Name: Southern Cross School of Distance Education
 Course: Retail Services (4 unit x 1 year)

Assessment Schedule Year: 12 - 2024

Assessment Events for			Cluster 1	Cluster 2	Cluster 3	Work Placement 1
SIR30216 Certificate III in Retail			Week 10	Week 5	Week 11	Hours to be completed and paperwork submitted by Term 2, Week 10 Date: 5.7.24
			Term 4	Term 1	Term 1	
Cluster	Code	Unit of Competency	Date 11.12.23	Date 26.02.24	Date 08.04.24	
Cluster 1 There's no I in team	SIRXIND001	Work effectively in a service environment				
	SIRXCOM002	Work effectively in a team				
Cluster 2 Better safe than sorry	SIRXWHS002	Contribute to workplace health and safety				
	SIRXIND002	Organise and maintain the store environment				
Cluster 3 Cash me outside	SIRXCEG001	Engage the customer				
	SIRXCEG002	Assist with customer difficulties				
	SIRXCEG003	Build customer relationships and loyalty				

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail
 The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or 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.

School Name: Southern Cross School of Distance Education
 Course: Retail Services (4 unit x 1 year)

Assessment Schedule Year: 12 - 2024

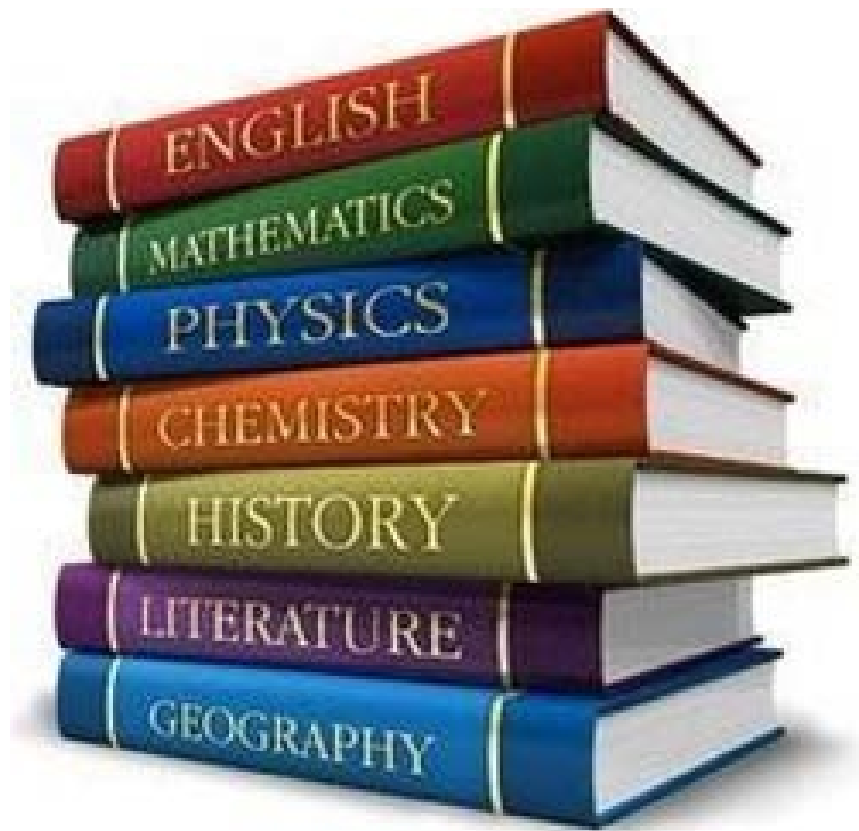
Assessment Events for			Cluster 4	Cluster 5	Cluster 6	Work Placement 2	Trial Exam*
SIR30216 Certificate III in Retail			Week 6 Term 2 Date: 03.06.24	Week 10 Term 2 Date: 01.07.24	Week 6 Term 3 Date: 26.08.24	Hours to be completed and paperwork submitted by Term 2, Week 10 Date: 5.7.24	Week 3-4 Term 3 Date: TBA
Cluster	Code	Unit of Competency					
Cluster 4 Window of opportunity	SIRXPDK001	Advise on products and services					
	SIRRINV001	Receive and handle retail stock	X				
	SIRRMER001	Produce visual merchandise displays					
Cluster 5 I see salespeople	SIRXSLS001	Sell to the retail customer		X			
	<u>SIRXRSK001</u>	Identify and respond to security risks					
Cluster 6 Commission impossible	SIRXSLS002	Follow point-of-sale procedures					
	SIRRRTF001	Balance and secure POS terminal			X		

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail
 The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESAs 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.

Study support information



Study Skills and Time Management

1. Ensure that you organise your day so that ample time is allocated to your studies.
2. Develop your own study timetable.
3. Keep a balance between subjects.
4. Contact your teacher to discuss aspects of your work or any problems you may encounter.
5. Keep up-to-date with your work. Do not fall behind in your work.
6. Remember personal research and extensive reading is an important feature of your study program.
7. Aim at developing your personal best.
8. Develop study habits that suit your personal needs. Learning styles vary from person to person. You may be a visual, auditory, or kinaesthetic learner. Discussing your work with interested people is often thought-provoking.
9. Allow for some leisure time to avoid becoming stressed.
10. Revise regularly - For example travel time could be used effectively to study.

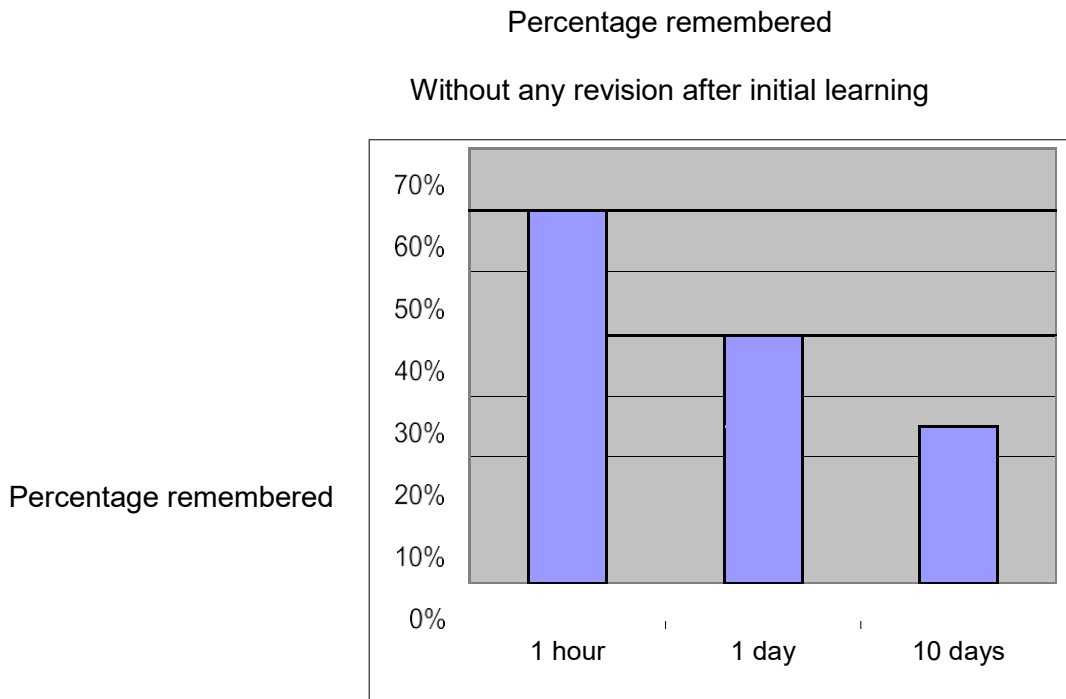
Important considerations

Being able to manage your time is a key study skill. Studying at Stage 6 in both Year 11 and Year 12 does require a serious commitment to your work. As a student you will be required to complete the set assessment tasks and title pages for each subject, but time should also be spent on independent study and revision. You must organise your time effectively, develop a study routine and remain committed to your work. Your teacher will advise you, and have suggestions for your approach to your studies and all aspects of your work.

Distance Education teachers aim to enable all students to reach their full potential.

A Note on Forgetting

Some students are not aware that everyone forgets things at an amazing rate. You must revise regularly. This graph gives you some indication of how much a typical person will forget without revising.



The information on the following pages, relating to improving memory, was taken from a website NSW HSC Online especially designed by Charles Sturt University for students preparing for the HSC. This site provides numerous links to assist you with your personal study needs.

Study and Exams

Refer to your Student Portal and the NESAs website for information on study and exams.

Memory and Learning Styles

The main reason we forget something is because we never really learnt it in the first place

Memory

A good memory is something we must work towards. Things are forgotten because they never really have made a strong impression on us in the first place. The reasons for this lack of impression are as varied as one person to the next. Nevertheless, the most common reasons are:

- you are thinking about something else - you are not listening
- you do not think the idea was important
- you do not take, or have the time, to learn or store the material properly.

To remember information, you need to realise that your memory operates on four levels of efficiency. Your ability to remember something increases from level 1 to level 4 depending on what you do with the information.

Level 1: Hear or read the material once (not reliable for a test).

Level 2: Read the information and review it once or twice (this is cramming— you will forget most of what you have read).

Level 3: Read the information, review the material several times, write it down, and test yourself over the next two days (expect fairly good recall).

Level 4: Repeat and frequently write down the information over a period of 3- 6 days (gives you excellent retention).

If you do not review what you have learned, you will forget 70% within an hour and 84% within 48 hours. One of the best forms of review is teaching, or telling someone else about the information using your own words. This is where study groups become invaluable.

Learning Styles

People learn and memorise information using a variety of "learning styles." Learning styles are how you concentrate, process and remember new and difficult information. You may remember information more easily through any combination of the following styles:

- hearing
- seeing
- reading
- writing
- illustrating
- firsthand experience

Be aware of your best styles of learning. Reading textbooks and other related material, as well as doing all the set assignments, are the other parts of the learning equation. It is beneficial for you to combine learning styles to be successful.

When you are studying:

- read the information aloud
- write it down
- read it over and over
- put it into a form or format that will make sense to you
- draw a diagram
- relate the information to what you already know
- picture and try to experience what you are learning
- teach the information to someone else.

Some Further Memory Advice and Examination Strategies

1. Find a good place to study and ensure that you have all the tools you need– computer, study notes, pens, paper and dictionary. Ensure that your study area is comfortable and the lighting is good.
2. Use the note-taking that best suits you
 - summarise important points,
 - underline key words, sentences and phrases
 - read, recall, reflect and review.
3. Use mnemonic devices to assist you in your learning
 - use rhyme where possible to remember key points
 - use an acronym to create a word using the first letter of keywords
 - use an acrostic sentence or phrase formed by words beginning with the first letter of each word you need to remember.
4. Memorise actively, not passively
 - try to use your senses to assist with learning – sight: not merely reading but visualising, sound: read aloud listen to your voice, you may use a recording device and listen to it in various locations
 - use association in your learning, relating the fact(s) to something significant to you.
5. Use constructive repetition to assist you in your remembering
 - read the information out loud, close your eyes and repeat it to yourself
 - close your eyes and repeat the information
 - write the information down
 - repeat the steps if necessary.

Examination Strategies

1. Your examination study should not be confined to a last minute cramming. Ensure that you are well-prepared and have followed your study time table effectively.
 - The last weeks should be an extensive review of your work
 - A good night's sleep before the examination is important
 - Arrive at the examination centre early, so you are not rushed
 - Check you have the correct examination equipment (where applicable, pen, paper, watch, calculator).
2. Read the set questions thoroughly, thinking carefully about the meaning. Underline key words. You must understand the question if you are to give a satisfactory answer. Adhere to any instructions given on the paper, or stated verbally by the supervisor.
3. Be careful of your time allocation. Note the questions which have been allocated the most marks, these will require the greatertime.
4. Multiple choice questions ask you to select the answer that best answers the questions. When attempting multiple choice questions, the wording of the multiple choice is vital to your interpretation. Read all the possible answers through carefully, perhaps the use of tense (past, present and future) and singular or plural wording may help with your answer. Words such as sometimes, usually, rarely, and never, may provide clues to the correct answer. If you are unsure about an answer, eliminate all those which you consider are wrong. Do not spend too long on one question, especially when all answers are worth the same amount of marks.
5. When answering an essay type question, again ensure that you understand the meaning of the question. Try to interpret it in your own words. Be aware of key words such as analyse, compare, contrast, and, to what extent. A glossary of key words is included at the end of this booklet. A guide to essay writing is also included on the following pages.

A Guide to Essay Writing

Each subject may have varying aspects to consider when writing an essay. The teacher of the subject you are studying will provide you with details relevant to a particular course.

The following will serve as a general guide to essay writing.

An essay basically consists of an introduction, the main body of the essay and a conclusion. You must read the set question carefully and be aware of key words. If you are working under examination conditions it will be beneficial to spend a few minutes planning your work. Prepared essays will allow you greater time for reflection.

The introduction

Your introduction is basically a summary of your answer to the set question. It will address your line of argument (or your thesis). You may need to refer to other associated texts if the set question states this as a requirement. Be very careful that you are addressing the question asked. If your introduction is a good one, it will assist you in maintaining your line of argument throughout your writing.

The main body of your essay

The main body will follow the central line of thought and will support your thesis. Each paragraph will focus on a main idea; it will provide examples to substantiate your line of argument.

Each paragraph should be introduced by a topic sentence which clarifies the ideas being introduced in the paragraph.

Each paragraph should clearly follow the one before; the essay should not be disjointed. There should be a logical sequence. Linking phrases or words will assist in allowing your essay to flow. The number of paragraphs used will depend on the word limit or time allowed for the essay, especially if working under examination conditions. Remember your line of argument with relevant supporting details, must continue throughout your writing. You are proving what you have stated in your introduction, presenting your case, just as a barrister with supporting evidence, presents his case to a judge or jury.

The conclusion

The final paragraph in your essay is the summing up of your main points raised. It is the final summation. The marker will decide if you have presented your case successfully.

Prepared essays will require careful planning and proofreading. Punctuation, grammar and spelling should be faultless. Examination essays also should not neglect appropriate language, grammar, spelling and punctuation. Consistent effort is required throughout the course to improve your writing style, syntax, spelling and punctuation. These literacy aspects are very important in successful essay writing.

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 judgement 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 (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/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