

est 1969  
FAIRVALE HIGH SCHOOL

*I Learn to Live*



**STAGE 6**

**HSC Courses**

**Assessment Policy  
and Schedules**

**2022 - 2023**

Tradition



Care



Innovation



**A student booklet aimed at giving all students relevant information regarding school policies and procedures**

### **SCHOOL VISION**

**The community of Fairvale High School shares a vision which is committed to:-**

Quality teaching and learning in an inclusive environment that combines Tradition and innovation. Respect and equitable opportunity of participation in all aspects of school life which promotes life long learners.

### **SCHOOL PURPOSE**

**Our vision for the school will be achieved by:-**

The Fairvale community working collaboratively through effective leadership and management, professional learning of teachers, efficient school administration as well as strong discipline and wellbeing structures which support a safe and harmonious learning environment.

# Fairvale High School

## HSC Assessment Policy

The Assessment Policy and Procedures used by Fairvale High School follow NESA Statement and Guidelines concerning HSC (Year 12) course assessment. Full information of the NESA guidelines can be found on the following website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

### Table of Contents

1. The Nature and Purpose of HSC Assessment
2. Rights and Responsibilities
3. Assessment Procedures
4. Reviewing Progress
5. Assessment of Vocational and Education Training Courses (V.E.T.)
6. Appeals and Reviews
7. Disability Provisions
8. Results and Credentials
9. The Higher School Certificate
10. Appendix
  - a. Copy of Application for Special Consideration Form
  - b. Formal Examination Instructions and Procedures
  - c. Sample Notification of Assessment Form
  - d. Assessment Schedule by Course

## 1. The Nature and Purpose of HSC Assessment

### 1.1. HSC assessment tasks

HSC assessment tasks help students learn, expand knowledge and encourage them to challenge themselves. They also show how much students have learnt and where they need to improve. By completing HSC assessments students prove they have satisfactorily completed a course. Most importantly, they also contribute to a student's final HSC mark.

Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. School-based assessments also give students the chance to address any weak areas in knowledge before they sit external HSC exams.

### 1.2. Contribution of assessment marks to the HSC

A student's moderated school assessment mark will contribute 50% of their final HSC result. In short, the moderation of assessments is a statistical procedure that uses the external exam marks for the whole school group in that course to adjust the school's assessment marks for those students. For each course the procedure adjusts the average of the school assessments to be equal to the average of the examination marks obtained by the group. It also sets the top school assessment to be equal to the top examination mark, and sets the bottom assessment mark to be equal to (or close to) the bottom examination mark.

## 2. Rights and Responsibilities

### 2.1. Student rights:

- to be informed of the assessment policies of the school and the NSW Education Standards Authority (NESA) (the purpose of this booklet)
- to receive clear guidelines relating to the requirements of each assessment task
- to be told in advance (at least 2 weeks) of the due date for each assessment task
- to receive feedback that assists you to review and improve the quality of your work
- to query the mark for an individual task at the time it is returned to you
- to request from the Principal a review of the calculation of the final assessment mark if you believe your final assessment rank is incorrect.

### 2.2. Student responsibilities:

- to become familiar with and follow the assessment requirements set by the school in this booklet.
- To become familiar with and follow the "*The Higher School Certificate Rules and Procedures Guides*" booklet issued by the school from NESA.
- to complete all set tasks on time, or follow correct procedures, as outlined in this booklet if you are unable to meet a deadline.
- to be aware of assessment schedule and examination timetables and meet appropriate deadlines.
- not engage in behaviour which could be considered cheating or malpractice, including plagiarism
- to ensure that all assessment work is your own or acknowledge the contribution of others
- to follow up any concerns you have with tasks at the time they are marked and returned.
- **Ensure you sign a register for both receipt & Submission of assessment tasks.**

### **2.3. School responsibilities:**

- to set assessment tasks which will be used to measure student performance in each component of a course
- to specify a mark / weighting for each assessment task
- to inform students of the requirements of each assessment task
- to give reasonable advance notice in writing (usually two weeks) of the exact date for completing or submitting the task
- to keep records of each student's performance on each assessment task
- to provide students with feedback on their progress.
- to ensure students sign a register of receipt of notification of assessment task.
- to ensure student signs a register for submission of assessment task
- to maintain a register of notification for submission of assessment tasks.

## **3. Assessment procedures**

### **3.1. Absence when a task is notified or issued**

- Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed on the days absent and catch up on this work. The same conditions apply if students are absent when written notification of an assessment task is issued.
- Students who have had a prolonged absence and missed multiple assessments or notifications, may submit an Illness / Misadventure appeal form to their Supervising Deputy Principal on their first day of return to school.

### **3.2. Extensions to due dates or illness / misadventure appeals.**

- No automatic extension is granted to students who are absent on the day a notice of assessment is issued. It is at the Head Teachers discretion whether an extension is granted in these circumstances. Students must apply to the Head Teacher of the faculty concerned using the school's Illness / Misadventure appeal process, well before the due date of the task.
- Extensions will only be granted in cases of severe illness or other exceptional circumstances. Documentation must be provided to substantiate your appeal. A medical certificate will be required in cases of illness.

### **3.3. Process for submitting tasks completed outside the classroom**

- Teachers will give clear written instructions as part of the Notice of Assessment to specify when an assessment task is to be submitted, this will include:
  - Date due
  - Time task is due
  - Venue for submission
  - Mode of submission (hard copy, email, USB, etc.)
- If students are uncertain about any of these details they have the responsibility of checking with their Classroom Teacher or Head Teacher to clarify.

### 3.4. Prior knowledge of absence

- Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must notify the Head Teacher and their class teacher, and either submit the work before the due date, or make arrangements to submit the task on the due date.
- Where a student has a clash between an assessment task and another authorised school activity that cannot be resolved, the student must notify the relevant Head Teacher and complete an Illness / Misadventure appeal form.
- If the application is upheld, the Head Teacher will determine an alternative method for submitting/completing the task, will grant an extension, or provide an estimate for the task, as per faculty policy.

### 3.5. Absence due to illness / misadventure

It is a student's responsibility to perform / submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date and time, or be performed in class at the specified time. Should a task be submitted late, without first gaining an extension from the Head Teacher, then a mark of zero will be awarded.

A student who is absent from school because of illness or misadventure on the day an assessment task is due, has the responsibility to carry out the following procedure;

- **Notify the school by telephone by 9.00 am on the day the task is due** and speak to the relevant Head Teacher to make arrangements for the task to be submitted by email on that day, or, explain why the task cannot be submitted and give an anticipated date of when it will be.
- **On the day of their return to school**, see the relevant faculty Head Teacher to obtain an Illness / misadventure appeal form and submit this form within 48 hours. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide a medical certificate for the relevant time period.
- **Be prepared to sit for the task, or if deemed appropriate, a substitute task, on the day of their return to school.**

The following are not acceptable reasons for misadventure (this is not an exclusive list).

- Technology problems.
- Misreading assessment notifications / examination timetables.
- Long-term illness, such as glandular fever, asthma and epilepsy, unless there is evidence of a sudden recurrence.
- Sleeping in.
- Family business, such as meeting relatives at airports.
- Attendance at cultural activities.
- Family holidays that are not part of approved leave.

### 3.6. Lateness to School

Students arriving at school after 9:00am on the day an in-class assessment is due to be submitted (in the case of a hand in task) or sat (in the case on an examination) will be deemed to have gained an unfair advantage. As such students arriving after 9:00am will receive a mark of zero for the task.

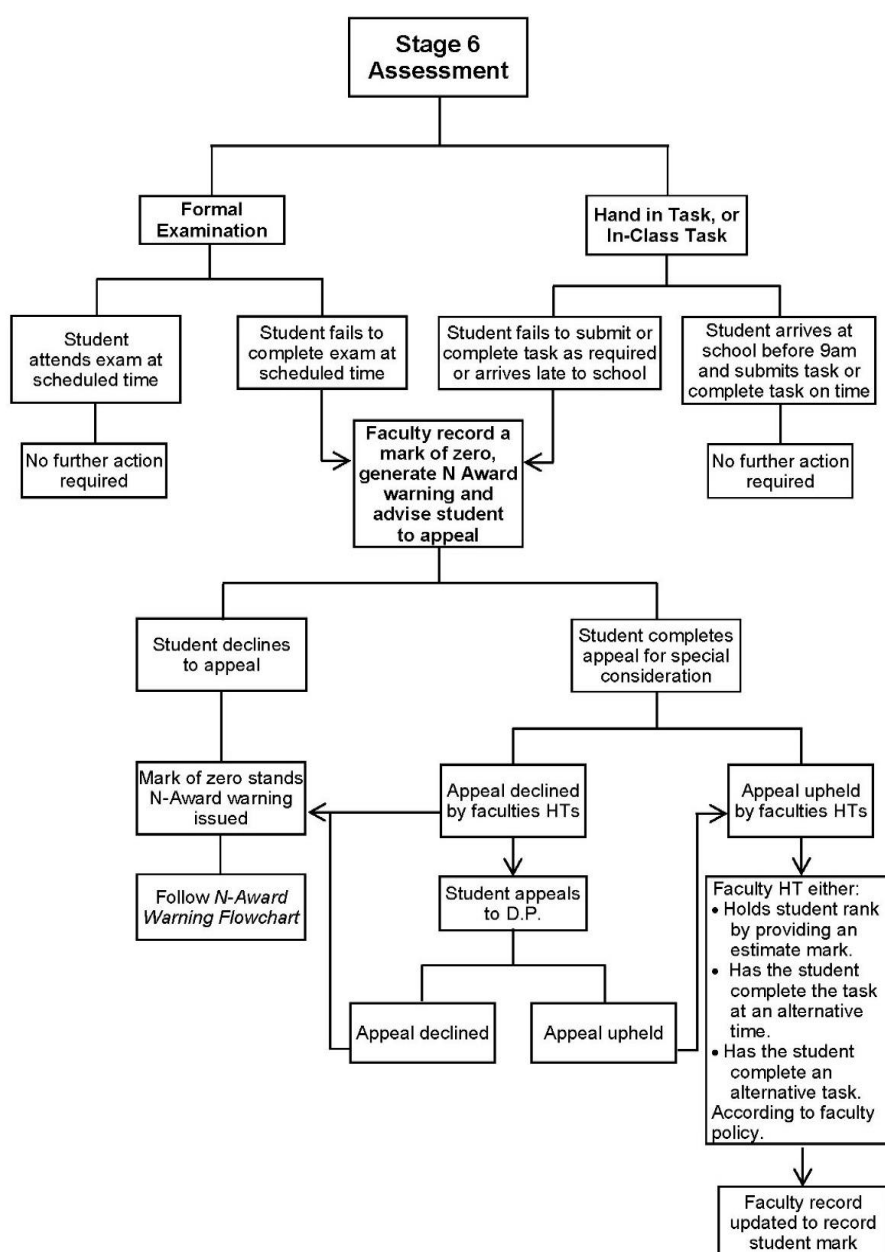
Students who are late with genuine reason are entitled to submit an illness / misadventure appeal form to the relevant faculty Head Teacher.

### 3.7. Absence Day Before an Assessment Task is Due

Students who are absent the day before the due date of an assessment task will be declined to have gained an unfair advantage. As such students who are absent will receive a mark of zero and an N Award Warning.

Students who are absent for a genuine reason are entitled to submit an application for special consideration to the relevant Head Teacher.

### 3.8. Stage 6 Assessment Flowchart



### **3.9. Illness / misadventure while sitting an assessment task**

**If a student attempts an assessment, the mark obtained in that task will stand.** Teachers must assess the student's actual performance, not potential performance. Assessment marks cannot be modified to take into account possible effects of illness or domestic situations.

If you become ill during an assessment, or there is a misadventure, you should immediately inform the supervisor / teacher. You will need to complete an Illness / misadventure appeal form, supported by independent evidence, including a medical certificate for an illness. If your appeal is upheld, you may be required to sit a substitute task or, you will be provided with an estimate based on other tasks.

### **3.10. Malpractice**

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to a student receiving zero marks for the task or examination, and will jeopardise the student's results.

Malpractice is any activity that allows you 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 your 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 contributed to substantially
- 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
- cheating in an examination
- using non-approved aids during an assessment task
- being in possession of a banned electronic device during an examination
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.



### **3.11. Non-serious attempts of tasks**

A non-serious attempt is where a student submits an assessment task which shows little or no thought / effort, which is generally incomplete or which contains frivolous or objectionable material. Where a teacher and Head Teacher have deemed a student to have made a non-serious attempt, a mark of zero will be awarded, and an N Award will be issued. Students will be required to re-sit the task and complete it to a satisfactory standard in order to resolve the N Award warning and receive feedback. The mark of zero will stand.

### **3.12. Non-discriminating or invalid tasks**

If a task is given and is found to be non-discriminating between students, being invalid or having problems associated with its administration, it may be discarded and an alternative task set. In these circumstances, the Principal may determine that another task be done, and / or adjust the weightings accordingly. If it is decided that the original task be still used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Principal may decide to discard the original task completely and a replacement task will be organised. If an alternative task is to be given students will be notified in writing and be given sufficient notice.

### **3.13. Changes to Notified Dates for Tasks**

If an assessment task is not administered on the scheduled day due to changes in school routine or administration, then it will be given on the next available school day in that week or at the next available time agreeable to the teacher in consultation with Head Teacher.

## **4. Reviewing Progress**

### **4.1. Course Completion Criteria**

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

- Followed the course developed or endorsed by the NESAs; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

**In HSC courses the minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course.**

### **4.2. Attendance**

**Students who do not attend lessons regularly are unlikely to be able to demonstrate achievement of course outcomes and that they have applied themselves with diligence and sustained effort. You may be required to make up missed time during school holidays, or be N-Determined and then repeat that year in order to qualify for the HSC.**

### 4.3. Warning of 'N' determination

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the school will warn the student as soon as possible and advise the parent or guardian in writing. This warning letter will advise the student and parent of the tasks or actions to be undertaken in time for the problem to be corrected.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments, cannot be regarded as having satisfactorily completed the course. The Principal will then issue a non-completion determination in accordance with the schools Non-completion Policy.

**Students with 2 or more unresolved N-Award Warnings in any course of study will be deemed to have not met the requirements of that course.**

## 5. Assessment for Vocational Education & Training (VET) courses

- Assessment in VET courses is based on units of competency. Students have to demonstrate to assessors that they are competent, i.e., that they have the skills and knowledge to carry out the particular task or function. Students will have a minimum of three opportunities to demonstrate their competence as determined by the school.
- In a competency-based framework course, assessment is criterion referenced. As in all Stage 6 courses, a student's performance in a VET course is judged against a prescribed standard not against the performance of other students. A student is judged as competent or not yet competent. A holistic or integrated approach to assessment means that a number of elements of competency, or even several units of competency, can be assessed concurrently.
- Fairvale High School has a VET policy. Further information in relation to VET assessment is contained in the VET policy. This is issued as a separate document to students at the beginning of Stage 6.

## 6. Appeals against assessment

- Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted. Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned. The Head Teacher's decision in these matters is final.
- It is important for students and parents to understand that NESAs has specifically stated that a teacher's judgement of the worth of an individual assessment task as reflected in the mark, grade or standard awarded will not be subject to review as part of its processes. Students may only appeal where the procedures followed have not been consistent with this policy statement.
- All student appeals are to be submitted on the **Illness / Misadventure appeal** form to the relevant Head Teacher who will make the determination.
- Appeal applications **MUST** be obtained from the relevant faculty Head Teacher on the students next day of attendance at school. This form **MUST** then be completed and submitted to the relevant Head Teacher within 48 hours (2 days).

- Should the student be dissatisfied with the result of the appeal, further appeal should be made to the Deputy Principal. The decision of the Deputy Principal will be communicated in writing to the student involved. The decision of the Deputy Principal will be final.
- If **more than one task** is being appealed, copies of relevant documentation (e.g. Doctors Certificate) need to be made and a separate Appeal Form submitted for EACH assessment task.

## 7. Disability Provisions

- Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks, including examinations. Students with a permanent or temporary disability that would impact on his or her ability to complete an assessment task should see the Head Teacher Learning Support who, in consultation with the relevant curriculum Head Teacher(s), will consider the type of provisions that will be provided.
- The granting of school-determined provisions will not guarantee that similar provisions will be provided by NESA in the HSC examination. NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.
- Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual assessment.

## 8. Results and credentials

### (a) Notification of assessment results

Students are provided with information on their performance in each task (mark and / or rank) after the completion of each task and will be provided with their progressive ranking at intervals throughout the course. Students will also be supplied with meaningful feedback after each task about what they are able to do and what they need to do in order to improve their level of performance.

### (b) Assessment ranking appeals

After the final HSC examination, students can obtain their rank order for assessment in each course via Students Online. If a student feels that their placement in any course is not correct, they should talk to their teacher immediately. If the student is still not satisfied that the ranking is correct, they may apply to the Principal for a review.

There is no provision for a review of the marks received for individual assessment tasks. Reviews are limited to the assessment process. The only matters that the school will consider are whether or not:

- the weightings specified by the school in its assessment program conform with NESA's requirements as detailed in the relevant syllabus
- the procedures used by the school for determining the final assessment mark comply with its stated assessment program
- computational or other clerical errors have been made in the determination of the assessment mark.

- If a student wishes to apply for a review, they must do so by the date specified by NESAs. The school will advise the student of the outcome of its review, and will advise NESAs of any changes to assessment marks.
- If a student is dissatisfied with the outcome of the school review, they may advise the Principal that they wish an appeal to be sent to NESAs. A student cannot appeal against the marks awarded for individual assessment tasks. NESAs will consider only whether:
  - the school review process was adequate for determining the bullet points above
  - the conduct of the review was proper in all respects.

NESAs will not revise the assessment marks or rank order. If the appeal is upheld, NESAs will direct the school to carry out a further review. Further details about reviews and appeals are on the assessment appeal form, which can be obtained from the school. Appeals to NESAs must be lodged at the school by the date on the form. No extension will be considered.

### **(c) Academic Reporting to Parents**

- Students will be provided with two progress reports on students throughout the HSC Course. These will be issued at the end of Term 1 and the end of Term 3 of the academic year.

## **9. The Higher School Certificate**

Moderated school-based assessment marks will contribute 50% of a student's final HSC result. The other 50% of the marks will be based on performance in the HSC examination for each course.

A student's achievement in each course in the HSC is reported in relation to defined standards, ensuring students are rewarded for their performance with the mark they deserve, no matter how many other people performed at a similar, higher, or lower level. There is no pre-determined number of students in each mark range.

A student's HSC credentials will include a HSC testamur, Record of Achievement, and a Course Report for each course studied. If a student studied a Vocational Education and Training course, they may also receive an Australian Qualifications Framework VET certificate or VET Statement of Attainment. A student's HSC results will be reported on their Record of Achievement. In most courses, a student's result will consist of their Examination mark and their Assessment mark, which determines the HSC mark for each course studied. A student's HSC mark will align with a performance band describing the performance of a typical student in that mark range in the course.



## Illness and Misadventure Form

Please tick: APPEAL

EXTENSION

EXEMPTION

This form is for students who have a valid reason for an appeal/extension/exemption.

- Appeals can only be lodged regarding the process, not the marks received for an assessment task.
- Details for the reason for appeal/extension/exemption should be completed, and a Doctor's Certificate, Statutory Declaration or other relevant information attached.
- For an APPEAL or EXEMPTION, the form should be handed to the HT within 2 days of returning to school after the task due date for the subject concerned.
- For an EXTENSION, please submit the form **at least one week** before the task is due.
- The completion of this form does not automatically mean that the appeal will be successful. The school may contact the doctor listed on the Doctor's Certificate to verify the validity of the certificate and further action may be required.

Student Name: _____	Year: _____			
Please circle: Stage 5 Course	OR	Preliminary Course	OR	HSC Course
Due Date of Task: _____				
Assessment Task Title: _____				

Reason for appeal/extension/exemption (circle what is required): _____ _____
List all documents attached: _____ _____

Signature of student:  
\_\_\_\_\_

(I verify that the information above is a true and accurate account for non-completion of the task.)

**Result of Appeal** (to be completed by the Head Teacher):

Result of appeal: _____	
Head Teacher's Signature: _____	Date: _____

Further appeal is available if the student is not satisfied with the original outcome of the appeal.

### Further Appeal

I wish to appeal to the Deputy Principal for the above mentioned matter. (Hand in appeal form to the Deputy Principal for consideration.)

Student Signature: \_\_\_\_\_

**Result of Appeal** (to be completed by the appeal panel):

Result of appeal: _____	
Signature of Principal/Deputy Principal: _____	Date: _____



# Fairvale High School

## Examination / Assessment Instructions and Procedures

Students will be advised in advance of the draft examination timetable. The final timetable for examinations will be derived from this. It is the responsibility of all students to ensure they receive an examination timetable. Instructions for examination are as follows.

Read the examination / assessment schedule carefully – no extra time will be given to late students.

Students must assemble outside the Bini Shell or designated venue, alphabetically in subject order, 15 minutes before each exam is due to start.

As students enter the Bini Shell or designated venue, a check of equipment and uniform will be made. All students must be in full school uniform. No allowances will be made for students late to the exam due to getting uniform notes.

### Student's must:

- Sit at designated desks for each subject. Name tags will be placed on each desk. Make sure you receive the correct examination paper.
- Read the instructions carefully for each subject and listen to instructions given at the start of each exam.
- Use the reading time for each examination.
- Ensure your name is written on each Answer Page and ensure your Answer Pages are securely attached before collection.
- Write their examination answers in English (unless specified in a language exam) using blue or black pen.
- Leave the Bini Shell or designated venue tidy at the conclusion of each exam.

### Students must understand that:

- There will be no toilet passes during exams as students moving to and using the toilets disrupts the concentration of other students.
- Paper will be supplied. Other equipment (pens, pencils, rulers etc.) must be provided by the student.
- Mobile phones and associated *Bluetooth* equipment, cameras, smart watches or communication equipment of any kind are not permitted in the examination room. A student found with any of this equipment in the examination room will be asked to leave the exam room and a zero will be awarded for that exam.
- If a student is absent from an examination, a Doctors' Certificate with a completed Appeals Form must be given to the **Head Teacher of that subject on the next day of attendance at school.**
- Examinations and assessment tasks must be taken seriously - there is to be no talking once you have entered the Bini Shell or designated venue.
- A non-serious attempt and/or misbehaviour during an examination or assessment task may result in zero being awarded for the task and will be referred to the Deputy Principal.
- All students must remain in the Bini Shell or designated venue for the full length of time for each of their examination papers or assessment tasks.
- Students must not talk to or disturb other students in any way during examinations or assessment task.
- Students must not take any books, notes, paper or non-specified equipment into the Bini Shell or designated venue.
- Students are expected to make a sincere effort and produce their own unaided work in the examinations and assessment tasks.

Students who break examination / assessment rules in any way during their examinations may receive a zero result for that subject. Details of their actions will be brought to the attention of the Head Teacher of the subject concerned and the Deputy Principal (Curriculum), for further action if required.



# Assessment Schedule Summary – 2023 HSC

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 4 2022</b>				<ul style="list-style-type: none"> <li>• Physics</li> </ul>			<ul style="list-style-type: none"> <li>• PD/H/PE</li> </ul>	<ul style="list-style-type: none"> <li>• English Adv.</li> <li>• English EAL/D</li> <li>• English Studies</li> <li>• English Std.</li> <li>• English Studies (ATAR)</li> <li>• Soc. &amp; Cul</li> <li>• Timber</li> <li>• Timber (LS)</li> </ul>	<ul style="list-style-type: none"> <li>• English Ext. 1</li> <li>• Maths Adv</li> <li>• Maths Std.2</li> <li>• Maths Ext.1</li> <li>• Maths Ext.2</li> <li>• Mod. History</li> <li>• Chemistry</li> <li>• Visual Arts</li> <li>• Work Studies</li> <li>• CAFS</li> <li>• EEC</li> <li>• Music 1</li> <li>• Economics</li> </ul>	<ul style="list-style-type: none"> <li>• Bus. Studies</li> <li>• Geography</li> <li>• Food Tech.</li> <li>• Anc. History</li> <li>• Textiles &amp; Design</li> </ul>	<ul style="list-style-type: none"> <li>• Legal Studies</li> </ul>
<b>Term 1 2023</b>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• SDD</li> </ul>	<ul style="list-style-type: none"> <li>• IPT</li> <li>• Physics</li> <li>• ES</li> </ul>	<ul style="list-style-type: none"> <li>• SLR</li> </ul>	<ul style="list-style-type: none"> <li>• English Std.</li> <li>• Inv. Science</li> <li>• Inv. Science (LS)</li> <li>• SLR</li> <li>• Visual Design</li> </ul>	<ul style="list-style-type: none"> <li>• SLR</li> </ul>		<ul style="list-style-type: none"> <li>• Visual Arts</li> <li>• Physics</li> </ul>	<ul style="list-style-type: none"> <li>• Legal Studies</li> <li>• Chemistry</li> <li>• EEC</li> <li>• Textiles &amp; Design</li> <li>• Timber</li> <li>• Timber (LS)</li> </ul>	<ul style="list-style-type: none"> <li>• English Adv.</li> <li>• English Studies (ATAR)</li> <li>• Maths Ext.1</li> <li>• Work Studies</li> <li>• Food Tech.</li> <li>• PD/H/PE</li> <li>• Soc. &amp; Cul</li> <li>• Economics</li> </ul>	<ul style="list-style-type: none"> <li>• English EAL/D</li> <li>• English Studies (ATAR)</li> <li>• Maths Adv</li> <li>• Maths Std.2</li> <li>• Maths Ext.2</li> <li>• Mod. History</li> <li>• Inv. Science</li> <li>• Inv. Science (LS)</li> <li>• Bus. Studies</li> <li>• Geography</li> <li>• CAFS</li> <li>• Biology</li> <li>• CA</li> <li>• ES</li> </ul>	<ul style="list-style-type: none"> <li>• Anc. History</li> <li>• ES</li> </ul>
<b>Term 2 2023</b>	<ul style="list-style-type: none"> <li>• English Adv.</li> <li>• Music 1</li> </ul>	<ul style="list-style-type: none"> <li>• SLR</li> <li>• English Adv.</li> <li>•</li> </ul>			<ul style="list-style-type: none"> <li>• Music 1</li> </ul>	<ul style="list-style-type: none"> <li>• Maths Adv</li> <li>• Maths Std.2</li> <li>• Maths Ext.1</li> <li>• Inv. Science</li> <li>• Inv. Science (LS)</li> </ul>	<ul style="list-style-type: none"> <li>• English Adv.</li> <li>• English Studies</li> <li>• English Std.</li> <li>• Mod. History</li> <li>• Bus. Studies</li> <li>• Chemistry</li> <li>• Work Studies</li> <li>• Biology</li> <li>• Timber</li> <li>• Timber (LS)</li> </ul>	<ul style="list-style-type: none"> <li>• English EAL/D</li> <li>• CAFS</li> <li>• Anc. History</li> <li>• EEC</li> <li>• Visual Design</li> <li>• ES</li> <li>• Economics</li> </ul>	<ul style="list-style-type: none"> <li>• English Studies (ATAR)</li> <li>• English Ext. 1</li> <li>• Legal Studies</li> <li>• Geography</li> <li>• Food Tech.</li> <li>• SDD</li> <li>• IPT</li> </ul>	<ul style="list-style-type: none"> <li>• IPT</li> <li>• Textiles &amp; Design</li> </ul>	
<b>Term 3 2023</b>	<ul style="list-style-type: none"> <li>• Trial HSC</li> </ul>	<ul style="list-style-type: none"> <li>• Trial HSC</li> </ul>	<ul style="list-style-type: none"> <li>• EEC</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Arts</li> <li>• SLR</li> <li>• EEC</li> </ul>	<ul style="list-style-type: none"> <li>• SLR</li> <li>• PD/H/PE</li> </ul>	<ul style="list-style-type: none"> <li>• IPT</li> <li>• SDD</li> </ul>		<ul style="list-style-type: none"> <li>• CA</li> <li>• Visual Design</li> </ul>			

<b>CAFS</b> – Community & Family Studies	<b>(LS)</b> – Life Skills	<b>IPT</b> – Information Processes & Technology	<b>SDD</b> – Software Design & Development	<b>SLR</b> – Sports Lifestyle & Recreation	<b>Soc. &amp; Cul.</b> – Society & Culture	<b>EEC</b> – Exploring Early Childhood
<b>CA</b> – Computing Applications	<b>ES</b> – Engineering Studies					



# FAIRVALE HIGH SCHOOL – 2023 HSC

## ANCIENT HISTORY – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Historical Analysis Pompeii and Herculaneum	Historical Investigation Hatshepsut	In Class Source Study Sparta	Trial HSC Examination	
Timing	Term 4, 2022 Week 10	Term 1, Week 11	Term 2, Week 8	Term 3, Week 1-2	
Outcomes assessed	AH12-5 (Knowledge) AH12-8 (Research)	AH12-4 (Knowledge) AH12-7 (Research) AH12-9 (Communication)	AH12-3(Knowledge) AH12-6 (Skills)	AH12-1 (Knowledge) AH12-10 (Skills) AH12-10 (Communication)	
Components					Weighting
Knowledge and understanding of course content	10%	10%	10%	10%	<b>40%</b>
Historical skills in the analysis and evaluation of sources and interpretations			10%	10%	<b>20%</b>
Historical inquiry and research	10%	10%			<b>20%</b>
Communication of historical understanding in appropriate forms		10%		10%	<b>20%</b>
<b>Total</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## BIOLOGY – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Depth Study	Practical Examination	Research Task	Trial HSC	
Timing	Term 1, Week 1	Term 1, Week 10	Term 2, Week 7	Term 3 Weeks 1 - 2	
Outcomes assessed	BIO11/12-1 BIO11/12-3 BIO11/12-6 BIO11/12-7 BIO12 -12 BIO12 -13 BIO12 -15	BIO11/12-3 BIO 12 - 14	BIO11/12-2 BIO11/12-4 BIO 12-14	BIO11/12-4 BIO11/12-5 BIO12-12 BIO12-13 BIO12-15	
Components					Weighting
Concepts, skills and techniques	10%	10%	10%	10%	50%
Reasoning & communication	20%	15%	5%	20%	50%
<b>Total</b>	<b>30%</b>	<b>25%</b>	<b>15%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## CHEMISTRY – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Task	1st. Hand Investigation	Depth Study	Trial HSC	
Timing	Term 4, 2022 Week 9	Term 1, Week 8	Term 2, Week 7	Term 3 Weeks 1 - 2	
Outcomes assessed	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12	CH11/12-1 to CH11/12-5, CH11/12-7, CH12-12, CH12-13	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15	
Components					Weighting
Knowledge and understanding	10%	5%	5%	20%	50%
Skill in working scientifically	10%	20%	20%	10%	50%
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## BUSINESS STUDIES – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Extended Response	In Class Business Report Stimulus Based	Research Extended Response	Trial HSC Examination	
Timing	Term 4, 2022 Week 10	Term 1, Week 10	Term 2, Week 7	Term 3, Week 1-2	
Outcomes assessed	H1, H3, H4, H5, H7, H8, H9	H2, H4, H5, H6, H7, H8, H9	H2, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Components					Weighting
Knowledge and understanding of course content	10%	5%	10%	15%	<b>40%</b>
Stimulus-based skills		10%		10%	<b>20%</b>
Inquiry and research	5%	5%	10%		<b>20%</b>
Communication of business information, ideas and issues in appropriate forms	5%	5%	5%	5%	<b>20%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## COMMUNITY AND FAMILY STUDIES – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	IRP	Groups in Context Assessment task	Elective Long Response	Trial HSC Examination	
Timing	Term 1, Week 10	Term 4, 2022 Week 9	Term 2, Week 8	Term 3, Week 1-2	
Outcomes assessed	H1.1, H4.1, H4.2	H2.3, H3.3, H5.1, H6.2	H2.2, H3.4, H5.2, 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	
Components					Weighting
Knowledge and understanding of course content	10%	15%	10%	15%	<b>50%</b>
Skills in critical thinking research methodology, analysing and communicating	10%	15%	10%	15%	<b>50%</b>
<b>Total</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## ECONOMICS – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Extended Response	Research / Extended Response	In Class Research / Extended Response	Trial HSC Examination	
Timing	Term 4, 2022 Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Week 1-2	
Outcomes assessed	H1, H4, H6, H7, H8, H9, H10, H12	H1, H2, H4, H5, H7, H9, H10, H12	H1, H2, H4, H7, H9, H10, H12	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	
Components					Weighting
Knowledge and understanding of course content	10%	5%	10%	15%	40%
Stimulus-based skills			10%	10%	20%
Inquiry and research	5%	10%	5%		20%
Communication of economic information, ideas and issues in appropriate forms	5%	5%	5%	5%	20%
<b>Total</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## ENGLISH ADVANCED – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of task	Common Module: Texts and Human Experience Multimodal Presentation	Module A: Textual Conversations Submitted Essay Response	Module C: Craft of Writing Writing Portfolio	Module B: Critical Study of Literature (Informally assessed in-class essay)	Trial HSC Common Module, Module B – 25% Module C- 5% Total 30%	
Timing	Term 4, 2022 Week 8	Term 1, Week 9	Term 2, Week 1	Term 2, Week 7	Term 3, Trial Examination Period	
Outcomes assessed	EA12-2, EA12-3, EA12-4, EA12-6	EA12-3, EA12-6, EA12-7, EA12-8	EA12-1, EA12-2, EA12-5, EA12-9	EA12-3, EA12-5, EA12-7, EA12-8	EA12-1 to EA12-9	
Components						Weighting
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 models	15%	10%	10%		15%	50%
<b>Total</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>		<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## ENGLISH EAL/D – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<b>Module A: Multimodal Presentation</b>	<b>Module C: Exposition</b>	<b>Module B (5%) &amp; Module D (25%) Writing Portfolio</b>	<b>Trial HSC</b>	
Timing	Term 4, 2022 Week 8	Term 1, Week 10	Term 2, Week 8	Term 3 Trial examination period	
Outcomes assessed	EAL12-1B, EAL12-6, EAL12-8, EAL12-9	EAL12-1B, EAL12-3, EAL12-5, EAL12-7	EAL12-1A, EAL12-2, EAL12-4, EAL12-7, EAL12-9	EAL12-1A, EAL12-1B, EAL12-2 to EAL12-8	
Components					Weighting
Knowledge and understanding of course content	10%	15%	10%	15%	<b>50%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all models	10%	5%	20%	15%	<b>50%</b>
<b>Total</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>



# FAIRVALE HIGH SCHOOL – 2023 HSC

## ENGLISH EXTENSION 1 – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Common Module: Literary World Imaginative Response and Reflection</b>	<b>Multimodal Presentation</b>	<b>Trial HSC</b>	
Timing	Term 4, 2022 Week 9	Term 2, Week 9	Term 3 Trial Examination Period	
Outcomes assessed	EE12-2, EE12-4, EE12-5	EE12-1, EE12-3, EE12-4	EE12-1 to EE12-5	
Components				Weighting
Knowledge and understanding of course content	15%	20%	15%	<b>50%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all models	15%	20%	15%	<b>50%</b>
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## ENGLISH STANDARD – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	
<b>Nature of task</b>	<b>Common Module: Texts and Human Experiences Multimodal Presentation</b>	<b>Module C: Craft of Writing Writing Portfolio</b>	<b>Module A: Language, Identity and Culture (informal class task – not assessed)</b>	<b>Module B: Close Study of Literature Submitted Essay</b>	<b>Trial HSC Common Modules Module A Module B - 25% Module C - 5% Total 30%</b>	
<b>Timing</b>	Term 4, 2022 Week 8	Term 1, Week 4	Term 2, Week 2	Term 2, Week 7	Term 3, Trial Examination Period	
<b>Outcomes assessed</b>	EN12-2, EN12-3, EN12-4, EN12-6	EN12-1, EN12-2, EN12-4, EN12-9		EN12-3, EN12-5, EN12-7, EN12-8	EN12-1 to EN12-8	
<b>Components</b>						<b>Weighting</b>
Knowledge and understanding of course content	15%	10%		10%	15%	<b>50%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all models	15%	10%		10%	15%	<b>50%</b>
<b>Total</b>	<b>30%</b>	<b>20%</b>		<b>20%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC LIFE SKILLS

## ENGLISH STUDIES – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Common Module: Texts and Human Experiences Interview</b>	<b>The Big Screen English in Film Making Research Task</b>	<b>All Modules: Work Portfolio</b>	<b>Trial HSC</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 9	Term 2, Week 7	Term 3 Trial examination period	
<b>Outcomes assessed</b>	ENLS6-7, ENLS6-10 ENLS6-11	ENLS6-1, ENLS6-6 ENLS6-8, ENLS6-10	ENLS6-4, ENLS6-5 ENLS6-9, ENLS6-12	ENLS6-5, ENLS6-6 ENLS6-7, ENLS6-11	
<b>Components</b>					<b>Weighting</b>
<b>Total</b>					

# FAIRVALE HIGH SCHOOL – 2023 HSC

## ENGLISH STUDIES (ATAR / NON-ATAR) – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<b>Common Module: Texts and Human Experience Multimodal Presentation</b>	<b>The Big Screen English in Film Group research and Creative Task</b>	<b>Work Portfolio: All Modules</b>	<b>Trial HSC: All Modules</b>	
Timing	Term 4, 2022 Week 8	Term 1, Week 10	Term 2, Week 9	Term 3 Trial examination period	
Outcomes assessed	ES12-3, ES12-5, ES12-8, ES12-9	ES12-1, ES12-4, ES12-6, ES12-8	ES12.2, ES12.3, ES12.7, ES12.10	ES12-2 to ES12-5, ES12-9	
Components					Weighting
Knowledge and understanding of course content	10%	10%	15%	15%	<b>50%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all models	10%	10%	15%	15%	<b>50%</b>
<b>Total</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## FOOD TECHNOLOGY – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	The Australian Food Industry Research Task	Food Manufacture Report and Practical	Food Product Development Task	Trial HSC	
Timing	Term 4, 2022 Week 10	Term 1, Week 9	Term 2, Week 9	Term 3 Weeks 1 - 2	
Outcomes assessed	H1.2, H1.4, H3.1	H1.1, H4.2	H1.3, H4.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H4.2	
Components					Weighting
Knowledge and understanding of course content	5%	5%	5%	25%	40%
Knowledge and skills in designing, researching, analysing and evaluating	15%	5%	5%	5%	30%
Skills in experimenting with and preparing food by applying theoretical concepts		15%	15%		30%
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## I.T. Timber & Furniture Technologies – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Major Project Planning Report & Production	Major Project Planning Report & Production. Evaluation, Quality Control.	Research Task Historical Developments, Workplace Communication	Trial HSC Examination	
Timing	Term 4, 2022 Week 8	Term 1, Week 8	Term 2, Week 7	Term 3 Weeks 1 / 2	
Outcomes assessed	H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H2.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	H1.1, H1.2, H1.3, H5.1, H7.1, H7.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
Components					Weighting
Design, management, communication and production	20%	15%	10%	15%	60%
Industry Related Manufacturing Technology	5%	5%	5%	10%	25%
Industry Study		5%	5%	5%	15%
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC LIFE SKILLS

## I.T. TIMBER & FURNITURE TECHNOLOGIES – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Major Project Planning & Production	Major Project Planning & Production. Evaluation, Quality Control	Research Task- Historical Developments, Workplace Communication	Trial HSC Examination	
<b>Timing</b>	Term 4, 2022 Week 8	Term 1, Week 8	Term 2, Week 7	Term 3, Week 1-2	
<b>Outcomes assessed</b>	ITLS1, ITLS2, ITLS3, ITLS4, ITLS5, ITLS10	ITLS6, ITLS7, ITLS8, ITLS9	ITLS9, ITLS10, ITLS11	ITLS3, ITLS7, ITLS9, ITLS11	
Components					Weighting
Design, Management, Communication & Production.	✓	✓	✓	✓	60%
Industry Related Manufacturing Technology	✓	✓	✓	✓	25%
Industry Study.		✓	✓	✓	15%
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## INFORMATION PROCESSES & TECHNOLOGY – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Case Study Communication</b>	<b>Major Project DB+TPS</b>	<b>Trial HSC</b>	<b>Multimedia Practical</b>	
<b>Timing</b>	Term 1, Week 2	Term 2, Week 9	Term 3, Week 1 - 2	Term 3 Weeks 6	
<b>Outcomes assessed</b>	H1.1, H1.2, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H2.2, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1 H7.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1 H7.2	
<b>Components</b>					<b>Weighting</b>
Project Management	5%	10%	5%		<b>20%</b>
Information Systems and databases	5%	10%	5%		<b>20%</b>
Communication systems	10%	5%	5%		<b>20%</b>
Transaction processing systems		10%	10%		<b>20%</b>
Multimedia Systems				20%	<b>20%</b>
<b>Total</b>	<b>20%</b>	<b>35%</b>	<b>25%</b>	<b>20%</b>	<b>100%</b>



# FAIRVALE HIGH SCHOOL – 2023 HSC

## INVESTIGATING SCIENCE – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Depth Study	Practical Assessment	Research Assessment	Trial HSC	
Timing	Term 1 Week 4	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 1 - 2	
Outcomes assessed	INS 12-1 to INS 12-7	INS 12-1 to INS 12-7	INS12-4, INS12-5 INS12-6, INS12-7	INS12-1, INS12-2, INS12-4, INS12-5, INS12-6, INS12-7, INS 12-12, INS 12-13, INS 12-14, INS 12-15	
Components					Weighting
Knowledge and understanding	5%	5%	15%	15%	40%
Skills in planning and conducting first hand investigations and communicating this information	10%	10%	5%	5%	30%
Skills in scientific thinking, problem solving and communicating understanding and conclusions	10%	5%	5%	10%	30%
<b>Total</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC LIFE SKILLS

## INVESTIGATING SCIENCE – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Depth Study	Practical Assessment	Research Assessment	Trial HSC	
Timing	Term 1, Week 4	Term 1, Week 10	Term 2, Week 6	Term 3 Weeks 1 - 2	
Outcomes assessed	SCLS6-1 to SCLS6-7	SCLS6-1 to SCLS6-7	SCLS6-3 SCLS6-4 SCLS6-7	SCLS6-1 to SCLS6-15 CLS6-1 to CLS6-8	
Components					Weighting
Knowledge and understanding	✓	✓	✓	✓	40%
Skills in planning and conducting first hand investigations and communicating this information	✓	✓	✓	✓	30%
Skills in scientific thinking, problem solving and communicating understanding and conclusions	✓	✓	✓	✓	30%
<b>Total</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## LEGAL STUDIES – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Extended Response	Research / In Class Extended Response	Research / Extended Response	Trial HSC Examination	
Timing	Term 4,2022 Week 11	Term 1, Week 8	Term 2, Week 9	Term 3, Week 1-2	
Outcomes assessed	H1, H4, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H3, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Components					Weighting
Knowledge and understanding of course content	5%	10%	5%	20%	40%
Analysis and evaluation	5%	5%	5%	5%	20%
Inquiry and research	5%	5%	10%		20%
Communication of Legal Studies information, ideas and issues in appropriate forms	5%	5%	5%	5%	20%
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## MATHEMATICS ADVANCED – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<b>Assignment and Quiz</b>	<b>Problem Solving Task</b>	<b>Investigation Task</b>	<b>Trial HSC</b>	
Timing	Term 4, 2022 Week 9	Term 1, Week 10	Term 2, Week 6	Term 3 Weeks 1 - 2	
Outcomes assessed	MA1 – MA10	MA1 – MA10	MA1 – MA10	MA1 – MA10	
Components					Weighting
Concepts, skills and techniques	10%	10%	15%	15%	<b>50%</b>
Reasoning & communication	10%	10%	15%	15%	<b>50%</b>
<b>Total</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## MATHEMATICS EXTENSION 1 – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<b>Assignment and Quiz</b>	<b>Problem Solving Task</b>	<b>Investigation Task</b>	<b>Trial HSC</b>	
Timing	Term 4, 2022 Week 9	Term 1, Week 9	Term 2, Week 6	Term 3 Weeks 1 - 2	
Outcomes assessed	ME12-5 ME12-6 ME12-7	ME12-2 ME12-6 ME12-7	ME12-2 ME12-6 ME12-7	ME12-1 ME12-7	
Components					Weighting
Concepts, skills and techniques	10%	15%	10%	15%	<b>50%</b>
Reasoning & communication	10%	15%	10%	15%	<b>50%</b>
<b>Total</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## MATHEMATICS EXTENSION 2 – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Assignment and Quiz	Open-Book Test or Investigation	Trial HSC	
Timing	Term 4, 2022 Week 9	Term 1, Week 10	Term 3 Week 1 - 2	
Outcomes assessed	MEX-1, MEX-4, MEX-7, MEX-8	MEX-2, MEX-3, MEX-7, MEX-8	MEX-1 – MEX-8	
Components				Weighting
Concepts, skills and techniques	15%	20%	15%	50%
Reasoning & communication	15%	20%	15%	50%
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## MATHEMATICS STANDARD COURSE 2 – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Investigation	In-class Written Quiz	Field Study	Trial HSC	
Timing	Term 4, 2022 Week 9	Term 1, Week 10	Term 2, Week 6	Term 3 Weeks 1 - 2	
Outcomes assessed	MS2.1 – MS2.10	MS2.1 – MS2.10	MS2.1 – MS2.10	MS2.1 – MS2.10	
Components					Weighting
Concepts, skills and techniques	10%	15%	10%	15%	<b>50%</b>
Reasoning & communication	15%	5%	15%	15%	<b>50%</b>
<b>Total</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## MODERN HISTORY – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In Class Source Study Topic Test (Russia)	Historical Research Task (Indochina)	Historical Analysis (Power and Authority)	Trial HSC Examination	
Timing	Term 4, 2022 Week 9	Term 1, Week 10	Term 2, Week 7	Term 3, Week 1-2	
Outcomes assessed	MH12-1, MH12-7, MH12-8	MH12-5, MH12-8, MH12-9	MH12-6, MH12-8, MH12-9	MH12-1, MH12-6, MH12-9	
Components					Weighting
Knowledge and understanding of course content	10%	15%	5%	10%	<b>40%</b>
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	10%			10%	<b>20%</b>
Historical inquiry and research		10%	5%	5%	<b>20%</b>
Communication of historical understanding in appropriate forms	5%	5%	5%	5%	<b>20%</b>
<b>Total</b>	<b>25%</b>	<b>30%</b>	<b>15%</b>	<b>30%</b>	<b>100%</b>



# FAIRVALE HIGH SCHOOL – 2023 HSC

## MUSIC 1 – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Program Proposal Planning &amp; Performance Core</b>	<b>Elective Development</b> Elective Presentation and Portfolio (All 3 Electives)	<b>Aural Stimulus &amp; Composition Portfolio</b>	<b>Trial HSC</b>	
<b>Timing</b>	Term 4, 2022 Week 9	Term 2, Week 1	Term 2, Week 5	Term 3 Weeks 1 or 2	
<b>Outcomes assessed</b>	H1, H2, H5, H6, H8, H9	Dependent on Elective	H2, H3, H4, H5, H6, H7, H8, H9	H1, H4, H9 Other outcomes dependent on elective choices	
<b>Components</b>					<b>Weighting</b>
Core - Aural			<b>Task 3a</b> Aural Stimulus Response <b>15%</b>	<b>Task 4a</b> Aural Written Exam (4 Questions) <b>10%</b>	<b>25%</b>
Core - Performance	<b>Task 1c</b> Performance <b>5%</b>			<b>Task 4b</b> Compulsory Performance <b>5%</b>	<b>10%</b>
Core - Composition			<b>Task 3b</b> Composition Response <b>10%</b>		<b>10%</b>
Core - Musicology	<b>Task 1b</b> What makes my performance song great – 3 minute presentation <b>10%</b>				<b>10%</b>
Electives	<b>Task 1a</b> Program Portfolio <b>5%</b>	<b>Task 2</b> 3 Elective Presentation <b>15%</b> Portfolio <b>10%</b>		<b>Task 4c</b> 3 Elective Presentation <b>15</b>	<b>45%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Response to Sports Medicine Stimulus Image	Core 2 – Factors Affecting Performance Research Task	Trial HSC Examination	Option: Improving Performance or The Health of Young People Research and In Class Task	
Timing	Term 4, 2022 Week 7	Term 1, Week 9	Term 3, Week 1 - 2	Term 3, Week 5	
Outcomes assessed	H8, H13, H17	H8, H9, H11, H16	H1 - H5 H7 – H11 H13 – H17	H2, H16 (HOYP – H5)	
Components					Weighting
Knowledge and understanding of: <ul style="list-style-type: none"> <li>Factors that affect health and</li> <li>The way the body moves</li> </ul>	10%	8%	10%	12%	<b>40%</b>
Skills in: <ul style="list-style-type: none"> <li>Influencing personal and community health and</li> <li>Takin action to improve participation and performance in physical activity</li> </ul>	7%	7%	10%	6%	<b>30%</b>
Skills in critical thinking, research and analysis	8%	10%	10%	2%	<b>30%</b>
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## PHYSICS – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Depth Study	Research Assessment	Practical Assessment	Trial HSC	
Timing	Term 4, 2022 Week 4	Term 1, Week 2	Term 1, Week 7	Term 3 Weeks 1 - 2	
Outcomes assessed	PH 12-1 to PH12-7	PH12-4, PH12-5 PH12-7, PH12-14	PH12-1 to PH12-7	PH12-1, PH12-4 to PH12-7 PH12-11 to PH12-14	
Components					Weighting
Knowledge and understanding	15%	10%	5%	10%	40%
Skills in planning and conducting first hand investigations and communicating this information	5%	5%	10%	10%	30%
Skills in scientific thinking, problem solving and communicating understanding and conclusions	10%	5%	5%	10%	30%
<b>Total</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## SOCIETY AND CULTURE – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Core: Social and Cultural Continuity and Change and PIP Process</b>	<b>Depth Study Research Social Inclusion and Exclusion</b>	<b>Trial HSC</b>	
Timing	Term 4, 2022 Week 8	Term 1, Week 9	Term 3 Weeks 1 -2	
Outcomes assessed	H1, H2, H3, H4, H6, H7, H8, H10	H1, H2, H4, H5, H7, H10	H1, H3, H5, H9, H10	
Components				Weighting
Knowledge and understanding of course content	10%	10%	30%	<b>50%</b>
Application and evaluation of social and cultural research methods	10%	20%		<b>30%</b>
Communication of information, ideas and issues in appropriate forms	10%	10%		<b>20%</b>
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## SOFTWARE DESIGN AND DEVELOPMENT – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<b>Case Study</b>	<b>Major Project</b>	<b>Trial HSC</b>	<b>Paradigm Study</b>	
Timing	Term 1, Week 2	Term 2, Week 9	Term 3, Week 1 - 2	Term 3 Weeks 6	
Outcomes assessed	H3.1, H2.2, H3.1 H3.1, H4.2	H3.1, H2.2, H3.1, H3.1, H4.2, H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4	H3.1, H2.2, H3.1, H3.1, H4.2, H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4	H1.2, H2.1, H2.2 H4.1, H4.2, H5.3	
Components					Weighting
Development and Impact of Software Solutions	15%				<b>15%</b>
Software development cycle		10%	30%		<b>40%</b>
Developing a solution Package		25%			<b>25%</b>
Programming paradigms				20%	<b>20%</b>
<b>Total</b>	<b>15%</b>	<b>35%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## SPORTS LIFESTYLE AND RECREATION – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of task	First Aid Examination	Games and Sports App II	Resistance Training - Theory	Resistance Training - Practical	Individual Games & Sport App	
Timing	Term 1, Week 3	Term 1, Week 5	Term 1, Week 4	Term 2 Week 2 Ongoing	Term 3 Weeks 4 - 5	
Outcomes assessed	3.6, 4.5	1.1, 3.1, 4.4	3.2	3.3, 4.4	3.1, 4.4	
Components						Weighting
Knowledge and understanding	30%		20%			50%
Skills		15%		20%	15%	50%
<b>Total</b>	<b>30%</b>	<b>15%</b>	<b>20%</b>	<b>20%</b>	<b>15%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## TEXTILES AND DESIGN – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Fabric Decoration Samples	Properties Assignment	MTP Progress / Portfolio / Diary	Trial HSC	
Timing	Term 4, 2022 Week 10	Term 1, Week 8	Term 2, Week 10	Term 3, Week 1 / 2	
Outcomes assessed	H1.2, H1.3, H4.2	H3.1, H3.2 H4.1	H1.1, H1.2, H2.1, H2.2, H2.3, H4.2, H6.1	H1.3, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1, H1.2	
Components					Weighting
Knowledge and understanding of textiles and the textiles industry	5%	10%	10%	25%	50%
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	10%	5%	30%	5%	50%
<b>Total</b>	<b>15%</b>	<b>15%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## VISUAL ARTS – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Development of Body of Work	Check Yourself: In Class Examination 40% of BOW	Trial HSC	Exhibition: Body of Work 100% of BOW	
Timing	Term 4, 2022 Week 9	Term 1, Week 7	Term 3 Week 1 - 2	Term 3 Week 4	
Outcomes assessed	H1, H2, H3, H4	H7, H8, H9	H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	
Components					Weighting
Art making	10%	10%		30%	50%
Art criticism and art history		20%	30%		50%
<b>Total</b>	<b>10%</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>



# FAIRVALE HIGH SCHOOL – 2023 HSC

## VISUAL DESIGN – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Practical Module	Practical Module	Trial HSC	Individual Design Project / OH&S Module: GM & MM	
Timing	Term 1 Week 4	Term 2 Week 8	Term 3 Week 1 - 2	Term 3 Week 8	
Outcomes assessed	DM1 to DM6, CH1 to CH4	DM1 to DM6, CH1 to CH4	CH1 to CH4	DM1 to DM6	
Components					Weighting
Design and making	25%	25%		20%	<b>70%</b>
Critical and historical studies	10%	10%	10%		<b>30%</b>
<b>Total</b>	<b>35%</b>	<b>35%</b>	<b>10%</b>	<b>20%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## GEOGRAPHY – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Geographical Essay – Ecosystems at Risk	In Class Geographical Essay – Urban Places	Fieldwork + Geographical Essay – People & Economic Activity	Trial HSC Examination	
Timing	Term 4, 2022 Week 10	Term 1, Week 10	Term 2, Week 9	Term 3, Week 1-2	
Outcomes assessed	H1, H2, H5, H8, H9, H12, H13	H1, H3, H6, H8, H9, H12, H13	H1, H4, H8, H9, H10, H12, H13	H1, H2, H3, H4, H5, H6, H7, H10, H11, H13	
Components					Weighting
Knowledge and understanding of course content	10%	15%	10%	5%	40%
Geographical tools and skills				20%	20%
Geographical inquiry and research, including fieldwork	5%	5%	10%		20%
Communication of geographical information, ideas and issues in appropriate forms	5%	5%	5%	5%	20%
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## WORK STUDIES – ASSESSMENT SCHEDULE

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of task</b>	<b>Written Task &amp; Presentation</b>	<b>Written Task &amp; Presentation</b>	<b>Research Task &amp; Career Skills Task</b>	<b>Trial HSC</b>	
<b>Timing</b>	Term 4, 2022 Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Week 1-2	
<b>Outcomes assessed</b>	5, 7, 8	3, 8, 9	1, 3, 7, 8, 9	1, 2, 3, 4, 6, 7, 8, 9	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of course content	5%	10%	5%	10%	<b>30%</b>
Skills	20%	10%	20%	20%	<b>70%</b>
<b>Total</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## COMPUTING APPLICATIONS – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Multimedia Project</b>	<b>Data &amp; Communication Project</b>	<b>Examination</b>	
Timing	Term 1, Week 10	Term 3, Week 8	Term 3 Weeks 1	
Outcomes assessed	1.1, 1.2, 1.3, 3.1, 2.2, 2.3, 3.1, 4.1, 4.2, 4.3, 5.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1	
Components				Weighting
Knowledge and understanding of the development of computer-based systems.	10%	5%	20%	<b>35%</b>
Skills in the use and understanding of a range of computer software.	15%	10%	5%	<b>30%</b>
Skills in demonstrating the methods, processes and application of project management techniques to solve problems.	10%	20%	5%	<b>35%</b>
<b>Total</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## ENGINEERING STUDIES – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Civil Engineering Solution & Report	Personal & Public Transport: Problem solving	Aeronautical Engineering Materials Modification Research	Trial HSC Examination	
Timing	Term 1, Week 2	Term 1, Week 10/11	Term 2, Week 8	Term 3 Weeks 1 - 2	
Outcomes assessed	H2.1, 4.1, 4.2	H1.1, 2.2, 3.1, 3.2, 4.1, 4.3, 6.2	H4.3, 5.1, 5.2, 6.1	H4.3, 5.1, 5.2, 6.1	
Components					Weighting
Scope of Profession	5%	5%	5%	5%	20%
Knowledge of Engineering	5%		10%	10%	25%
Communication	5%			5%	10%
Impacts of Engineering		5%		5%	10%
Management & Problem Solving	5%	15%	5%		25%
Application of Engineering Methodology	5%		5%		10%
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 HSC

## EXPLORING EARLY CHILDHOOD – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Starting School	Young Children and the Media	Children & Change	Trial HSC	
Timing	Term 4, 2022 Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Week 3 / 4	
Outcomes assessed	1.3, 1.4, 2.2, 5.1	2.1, 2.4, 6.1	1.5, 2.5, 3.1, 4.3	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 4.1, 4.3, 6.1, 6.2	
Components					Weighting
Knowledge and understanding of how the following impact on development of young children: <ul style="list-style-type: none"> <li>Physical, Social-emotional, behavioural, cognitive and language</li> <li>Environmental factors</li> <li>Maintenance of positive behaviours and relationships</li> </ul>	10%	10%	15%	15%	50%
Skills in: <ul style="list-style-type: none"> <li>Communicating and interaction</li> <li>Research and analysis</li> <li>Decision making, evaluation and reflective thinking</li> </ul>	10%	10%	15%	15%	50%
<b>Total</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

## Appendix 1 Excerpts – Education Act

The following information from the [Education Act 1990 No 8](#) underpins NESAs rules and regulations. In the legislation, 'the Authority' refers to NESAs. The numbers '95' and '12' refer to the corresponding sections of the legislation. More specific information is provided in Section 2 – HSC checklist and reminders.

### **12 Curriculum for Higher School Certificate candidates**

(1) The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description determined by the Minister on the recommendation of the Authority are to be provided for each student in each Year,
- (b) those courses of study are to include a course of study in English,
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Authority,
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.

### **95 Higher School Certificate**

(1) Higher School Certificates are to be granted by the Authority to students:

- (a) who have been granted a Record of School Achievement or who have attained such other qualifications as the Authority considers satisfactory, and
- (b) who:
  - (i) have attended a government school, or
  - (ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or
  - (iii) have attended a school outside New South Wales recognised by the Authority or a TAFE establishment, and
- (c) who have participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
- (d) who have been accepted by the Authority as having satisfactorily completed those courses of study, and
- (e) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment, and
- (f) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority.

(2) The requisite examination or other assessment must include a public examination conducted on a State-wide basis.

(3) The Authority may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of the Authority, be justified.