



Year 12 Assessment Schedules 2024-2025

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Welcome to Year 12

2024-2025 Higher School Certificate Course

This assessment handbook for the HSC Course is provided to:

- assist students in understanding the place of assessment in their HSC Course credential
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- assist students in planning and organising their time, by informing them of when assessment tasks are due

It is **our** responsibility to provide you with these guidelines and explain them to you. It is **your** responsibility to read and ensure that you understand them.

Mr Yogesh Mani
Principal

NSW Education Standards Authority (NESA) Requirements

Full details may be obtained from the NESA website: <http://educationstandards.nsw.edu.au>

This site will also allow you to access full copies of each syllabus, assessment requirements, lists of prescribed texts, specifications for each course, as well as publications including past examination papers, specimen papers and *Notes from the Marking Centre*.

In order for you to qualify for the HSC course, the principal must certify to NESA that you have:

1. satisfactorily completed a pattern of courses which meets NESA's requirements
2. completed the requirements for each course, including any set practicals, projects or work placement
3. completed tasks designed by the school for the internal assessment program in each HSC course
4. sat for, and made a genuine attempt at, the required HSC examination.

Pattern of Study

The Preliminary course must be successfully completed before a student can commence the HSC course.

The HSC course runs throughout Term 4, 2024 and Terms 1, 2 and 3, 2025, and must include 10 units of study composed of:

- at least 6 units of NESA developed courses (i.e. courses with an external HSC examination)
- at least 2 units of a NESA developed course in English, or English Studies
- at least 3 courses of a 2 unit value or greater (either NESA developed or NESA endorsed courses)
- at least 4 subjects (including English)

School-Based Assessment: NESAs Policy and Procedures Requirements

What is the assessment for?

The award of the HSC Certificate involves a combination of internal examinations, and other school-based assessment in all subject areas. Your Record of School Achievement (RoSA) from NESAs will state that you have satisfactorily completed the HSC Course. VET and Life Skills courses have different requirements. School-based assessment tasks follow NESAs policy and procedures and are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. VET courses are assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification, but not towards your HSC course mark.

The assessment requirements for each NESAs developed course are set out in each syllabus and can be found on the NESAs website.

Final assessment rank

At the end of the HSC examinations, you can obtain your rank order in each course you have studied based on the school assessment program.

Appeal against final assessment rank

If you feel that your rank in any course is not correct, you may apply to the school principal for a review. The review can only address any clerical or process errors which may have led to your assessment being incorrectly entered. A request for review cannot be based on questioning the professional judgment of the teachers in marking your work.

Satisfactory completion of a course

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

- a) **followed** the course developed or endorsed by NESAs; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes

For the satisfactory completion of a course, NESAs does not mandate an attendance requirement. As a guide, however, student attendance falling below 85% of a school's programmed lesson time for a course, the principal may determine that, as a result of absence, the above course completion criteria may not be met. Clearly, the principal will regard absences seriously.

If at any time it appears that a student is at risk of receiving an 'N' determination - a non-successful completion of a course - the principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be **issued** in time for the problem to be corrected.

Periodically, each student's progress will be monitored by their Student Support Officer, class teacher, subject head teachers, head teacher wellbeing, careers teacher and the deputy principal. Students who are in danger of receiving an N-determination will be interviewed to create an improvement plan, if possible, and have information sent home informing parents/guardians of their child's status.

Students who have not complied with the above requirements and have received at least two (2) written warnings may be regarded as not having satisfactorily completed the course. The principal will then issue the N-determination.

N Determinations

Students are responsible in all courses for regular attendance, completion of all coursework and completion of assessment tasks. A student who fails to fulfill his/her responsibilities in attendance, coursework or assessment will face the following consequences:

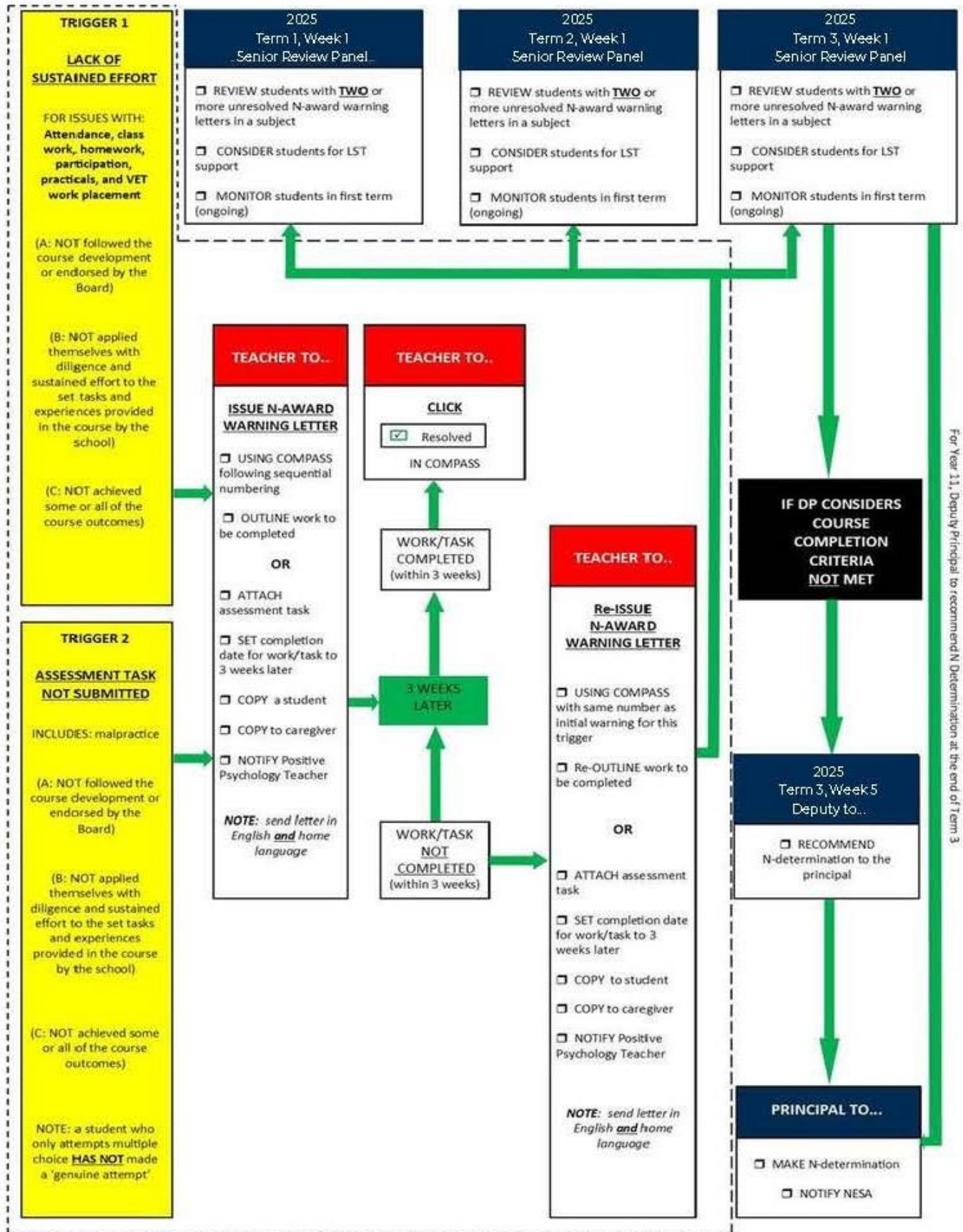
- The student's parents will be contacted and the student will receive a formal N-determination warning from the class teacher.
- If a student fails to fulfill his/her responsibilities a number of times, the student will receive further N-determination warnings and will be interviewed by the deputy principal and an improvement plan will be created. Parents will be provided with a copy of this plan.
- There will be a second interview to assess if the student has successfully met the improvement plan requirements. If the student has not improved accordingly parents will be involved in the interview at this point. This will be the final opportunity for the student to correct the situation.

If the situation is not corrected following an interview with the deputy principal, the student will be issued with a N-determination by the principal. This means that the course will not count towards the completion of their HSC School Certificate.

The purpose of all interviews will be to provide support and encouragement in helping students to meet their responsibilities. A plan will be determined to help students correct the situation. Please note, that while you will be required to submit any missing assessment tasks, those tasks will not be included in your assessment mark.

Ultimately, it is the student's responsibility to ensure all requirements are being met for all courses. Please make every effort to ensure you achieve a successful record of study.

N Award Warning Flowchart



Malpractice (Appendix 2)

Cheating of any kind is unacceptable. Behaving dishonestly to gain unfair advantage in assessments or exams is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable. We treat these allegations very seriously. Detected malpractice may result in losing marks for a section of a task or receiving zero for the whole task.

Malpractice includes:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, CDs or the internet without giving its source
- building on someone else's ideas without giving their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- paying someone to write or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in an HSC exam
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice
- being responsible for actions done or omitted to be done that confer an unfair advantage in relation to the outcome of any HSC exam – or irrespective of whether such actions occur before, during or after such an exam or assessment.

If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own. You might need to:

- prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed
- answer questions about the assessment task, exam or submitted work being investigated to show your knowledge, understanding and skills.

Students Requiring Additional Support

Disability Provisions

Any HSC student with a disability recognised in the Commonwealth Disability Standards for Education 2005 can apply for disability provisions. Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation. Disability provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination. Students who become ill during an examination period may be eligible to make an illness/misadventure application rather than a disability provisions application.

To apply for provisions, schools must submit an online application, with evidence, to NESA. At Goulburn High, these provisions are applied for and coordinated by the Head Teacher Wellbeing. Most eligible students have already had support prior to Year 12 and will be consulted during Term 4, when the application will be prepared for submission to NESA during Term 1 of the HSC year.

Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. We make that judgement based on the likelihood of a successful NESA application so that eligible students receive provisions for school-based tasks throughout Year 12. Please see your deputy principal if you want further information.

Life Skills

Life Skills courses have been developed by NESA to extend the Stage 6 curriculum to meet the special educational needs of students. This is in recognition of the principle that the post-compulsory years of schooling should cater for all students who choose to participate.

To meet this commitment, NESA has developed Life Skills courses for Stage 6 in each broad area of learning. These courses have NESA developed status and can be used along with other NESA developed courses to meet requirements for the award of the Higher School Certificate.

Each Life Skills course comprises 2-Unit Preliminary and HSC courses. There is no external examination for Life Skills courses.

An individual learning plan will be developed collaboratively with the student, teacher and a representative from the Wellbeing faculty to select the outcomes, content and appropriate assessment of the course that will be covered, specific to that students' learning needs.

Students studying a Life Skills pattern of study are also subject to N-determination warnings and N-determinations.

Life Skills Assessment

Each student undertaking a Life Skills course will study selected outcomes and content.

What evidence of learning is required?

- Students will be assessed in relation to the selected Life Skills outcomes
- Strategies for students undertaking Life Skills outcomes and content will be specific for individual student

How will evidence be gathered?

- Strategies for gathering evidence of learning in relation to Life Skills outcomes may include:
- Observations, of physical responses, engagement in teaching and learning, performance in practical activities, participation in group work, written responses, such as diary entries, oral reports and presentations, visual displays, eg. Collage, sketching/graphic communication

How will outcomes be demonstrated?

- Content and Learning experiences
- Instruction, teaching and learning experiences are planned to meet the individual student's appropriate outcomes. Whole class programs accommodate for the learning needs of all students

How will feedback be provided?

- Feedback to students
- The teacher provides appropriate feedback during and at the end of activities for individual students
- Examples include oral, visual or tangible forms

Is there sufficient evidence of progressions?

- Teachers reflect on student performance in relation to Life Skills outcomes
- Individual student outcomes need to be reviewed often to ensure maintenance and generalisation of knowledge understanding and skills across a range of environments

Assessment Notification and Receipt

Students are given at least 2 weeks notice in writing of assessment tasks and their relative weighting. A teacher may apply for a change to an assessment task which will be consulted with the Deputy Principal. New Assessment Task Cover Sheets will be issued when changes to a task or date due become necessary.

Task Submission

All tasks are to be handed in as per the assessment notification. Tasks can be handed in before that time. The set time is at the **beginning of the period in which the subject occurs**. However, when the same task is set for classes on different lines the head teacher of that subject will establish a common set time.

If you are absent and cannot personally deliver a task to school, then arrangements must be made to ensure it arrives **before the period on the due date**.

On the day of a task it is expected that **all students are present for their normal timetable**, in line with school policy. If a student is not present to hand in or complete an assessment task then a completed Application for Special Consideration for Accident/Illness/Misadventure/Special Circumstances form with a medical certificate, or other appropriate documentation, will be required.

Students attending work placement are eligible for an extension as work placement is a mandatory course component and the students are working often outside school hours that will prevent them from completing their other assessments.

Issues regarding the marking of work

Any complaint relating to the marking of a task can only be considered at the time the task results are ISSUED. To formalise your complaint, complete the Task/Result Appeal form (Appendix 3).

The process to follow is:

- discuss first with the teacher – request an explanation of how the mark was arrived
- if not satisfied, discuss with the head teacher
- if still not satisfied, see the deputy principal
- if still not satisfied, see the principal

Late Submission of an Assessment Task

The precise due date for an assessment task will be provided by your classroom teacher, at least **TWO WEEKS before it is due**.

If your assessment task is not submitted on the due date **you will receive a ZERO mark**.

- If you receive a ZERO, you may lodge an Application for Special Consideration for Accident/Illness/Misadventure/Special Circumstances form to the head teacher for the deputy principal (Appendix 4).
- An extension of time for the submission of an assessment task will only be granted in exceptional circumstances and only after the deputy principal has reviewed the student's Application for Special Consideration for Accident/Illness/Misadventure/Special Circumstances.

If you fail to submit assessment tasks amounting to a significant percentage of your total assessment mark for the course, the Principal will deem you to have **NOT FULFILLED THE REQUIREMENTS OF THE COURSE** and you will not be eligible to receive the award of a HSC Certificate.

Application for Special Consideration – Stage 6 (Years 11 and 12) (Appendix 4)

Accident/Illness/Misadventure/Special Circumstances

This process ensures that students are treated fairly and equitably across the school. It is vital that any student who does not hand in or sit a task at the appointed time uses this process. Students cannot negotiate ANY changes, no matter how small, in timing of the handing in or sitting of a task with their teacher or head teacher, no matter what the circumstances.

You may lodge an **Application for Special Consideration for Accident/ Illness/ Misadventure/ Special Circumstances** if you believe that circumstances occurring immediately prior to or during an assessment task or exam, and which were beyond your control, affected your performance. The right to submit and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

Students should complete/hand in the task/exam as soon as possible and follow it up with an Application for Special Consideration to avoid a zero mark.

All **Applications for Special Consideration** relating to assessment tasks are to be lodged to the relevant head teacher within 48 hours of the due date of the task. Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the head teacher of the faculty concerned.

Applications for Special Consideration *may be in respect of:*

- Illness or accident – i.e. illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g. influenza, an asthma attack, cut hand).
- Misadventure – i.e. any other event beyond your control which affected your performance in the assessment task (e.g. death of a family member, car accident, witness to an accident).
- Regional or State representation at a sporting or cultural event.

Applications for Special Consideration *process does not cover:*

- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable).
- Long-term illness such as glandular fever, asthma and epilepsy.

In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task. Your application must include:

- A statement explaining how you were affected during the assessment task
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected. In cases of misadventure, evidence from other sources (e.g. police statements and/or other statements explaining how your performance in the assessment task may have been affected) should be provided
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal

The head teacher will first consider applications for Special Consideration by making a recommendation and submitting the form to the deputy principal. The final decision on an appeal will be made by the deputy principal in consultation with the principal and communicated to you by the head teacher.

If the appeal is upheld, you will receive either the mark you actually gained on the task, or an estimated mark, on the judgement of the teacher and head teacher or arrangements will be made for you to re-sit or resubmit the assessment. Since students often perform better under stressful conditions than they expect, **it is important to complete the task if possible rather than rely on predictions or estimates.**

If an **exam** is missed the student must follow the same procedure as outlined above.

Goulburn High School – Assessment Task/Exam Scenarios

Students should always complete/hand in the task/exam as soon as possible and follow it up with an Application for Special Consideration to avoid a zero mark.

Scenario	Action	Follow-Up
<i>You are absent on day a task is held due to illness e.g. examination, practical assessment, oral assessment.</i>	<ul style="list-style-type: none"> Parent or caregiver should phone or contact the school to notify the teacher/head teacher of the illness. This must be done on the day of the task. To verify the seriousness of the illness, you will require a medical certificate. 	<ul style="list-style-type: none"> Upon the first day of return to school you should see your teacher and complete/hand in the task/exam. Complete an Application for Special Consideration and submit to the head teacher, with evidence, within 48 hours. After the deputy principal considers your appeal, you will be notified of the outcome (whether you will receive the marks gained/re sit the task/receive zero marks).
<i>You are absent on day a task is to be submitted.</i>	<ul style="list-style-type: none"> Parent or caregiver should phone or contact the school to make arrangements with the teacher/head teacher for submission of the task. <i>This must be done on the day of the task.</i> 	<ul style="list-style-type: none"> The task needs to be delivered to the school on (or before) the due date.
<i>You become aware of an upcoming absence on the day of a scheduled task.</i>	<ul style="list-style-type: none"> You are to notify class teacher as early as possible. Note: You should avoid medical appointments, driving tests, family holidays that conflict with published assessment items. 	<ul style="list-style-type: none"> Complete the Application for Special Consideration and submit it to the subject head teacher, with supporting evidence, including parent's signature. After the deputy principal considers your appeal, you will be notified of the outcome
<i>You become aware that you have take home and/or in class tasks due when you have work placement for another subject</i>	<ul style="list-style-type: none"> You are to notify class teacher as early as possible. 	<ul style="list-style-type: none"> Hand in task: make arrangements with the teacher of that subject to hand the task in earlier or for a reliable friend/family member to hand it in on the due date on your behalf. In class task/exam: complete the Application for Special Consideration before you start work placement and submit it to the subject head teacher, with supporting evidence. The deputy principal will make a decision about when to re sit the task/exam
<i>You fail to submit an assessment task at the appropriate time.</i>	<ul style="list-style-type: none"> Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks. 	<ul style="list-style-type: none"> Class teacher will notify the head teacher. N-determination warning letter will be sent to your parents along with notification of a ZERO grade. If you believe you have good reasons complete the Application for Special Consideration and submit it to the subject head teacher, with supporting evidence. You must still submit the task to satisfy HSC requirements.
<i>You arrive at school to become aware you have accidentally left your task or equipment at home.</i>	<ul style="list-style-type: none"> You are to notify teacher/head teacher immediately. Provision may be made for you to return home or parents contacted. 	<ul style="list-style-type: none"> If you follow all procedures promptly, no penalty will be incurred, as long as you return in time to complete the set task.

Scenario	Action	Follow-Up
<i>You experience technical difficulties in publication of a task.</i>	<ul style="list-style-type: none"> • Always back up work on a computer disk. • Keep draft copies of <u>all</u> work. 	<ul style="list-style-type: none"> • No provision can be made for computer problems. • You submit hand written copy and any available draft copies. • Complete the Application for Special Consideration if relevant and submit it to the subject head teacher, with supporting evidence/explanation.
<i>You are experiencing difficulty in completing a research task.</i>	<ul style="list-style-type: none"> • You must discuss any difficulties with your class teacher well before the due date. • Written application for extension may be made to the teacher/head teacher via the Application for Special Consideration. The deputy principal will consider this. • This must be submitted at least THREE days prior to due date. 	<ul style="list-style-type: none"> • You will be advised if you have been granted an extension. • If an extension is granted, you must submit the task by the new due date.
<i>You submit work which is not your own.</i>	<ul style="list-style-type: none"> • All materials used in research must be appropriately referenced (including Internet). 	<ul style="list-style-type: none"> • Using the work of others and presenting it as your own is a serious offence. The consequence will be zero marks awarded for the task, N-determination warning letter and an interview.
<i>You complete task of poor quality.</i>	<ul style="list-style-type: none"> • Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks. 	<ul style="list-style-type: none"> • Your teacher/head teacher will notify you and your parents/caregivers that a non-serious attempt was made and you will be issued with an N Warning. • Complete the Application for Special Consideration if you believe you have reason and submit it to the subject head teacher, with supporting evidence. • You will need to resubmit the task at an appropriate standard to satisfy HSC requirements. The marks awarded from your initial submission will stand without alteration unless the Application for Special Consideration is granted.
<i>You are unprepared for an oral task presentation.</i>	<ul style="list-style-type: none"> • You must be prepared to present the task on the first day listed, regardless of your position in the published order. 	<ul style="list-style-type: none"> • If you are not prepared to deliver the task when called upon, a ZERO grade will be awarded and you will be issued with an N- determination warning letter. • Complete the Application for Special Consideration if you believe you have reason and submit it to the subject head teacher, with supporting evidence.
<i>You attend school on the day task is due but you go home sick prior to the lesson when the task is to be submitted.</i>	<ul style="list-style-type: none"> • It is your responsibility to submit the task to your teacher/head teacher prior to leaving school. 	<ul style="list-style-type: none"> • If you fail to submit the task on date due it will receive a ZERO grade/mark and you will be issued with an N-determination warning letter. • Complete the Application for Special Consideration if you believe you have reason and submit it to the subject head teacher, with supporting evidence.

Examination Procedures

The HSC year at Goulburn High School has one separate examination period during Term 2, known as the HSC Trial Examinations. These exams are intended to give students an experience as close as possible to the HSC examinations. The Trial Examination timetable will be distributed two weeks before the examination period.

During the examination period students are expected to adhere to the following rules and conditions:

- Attendance is compulsory.
- Make sure that you are ready to enter the examination room no later than 10 minutes before the examination is due to start.
- Once you are told, move into the room quietly. You are not allowed to speak whilst moving to your seat.
- Full school uniform must be worn. Hats or hoodies must not be worn inside the examination room.
- During the examination time all students must remain silent.
- Eating and drinking in the examination room is banned. Water in a clear container is allowed.
- Any misbehaviour, such as turning around or distracting others, may result in your dismissal from the examination room and the cancellation of your exam paper.
- Make sure that you have been to the toilet beforehand. If you need to go to the toilet, raise your hand.
- If you have a question about the paper, raise your hand and wait for a supervisor to see you.
- No student will be allowed to leave the examination room during the examination time.
- Read all instructions carefully.
- Mobile phones are not allowed during exams and must be turned off and handed to the teacher on duty or remain in bags away from the exam area.
- All calculators to be used during examinations must be NESAs approved. If unsure check with the Mathematics Department.
- Make sure that you sign on and off for every examination.
- If you are absent for an examination you must contact the school as soon as practical so that an alternative time within the examination period can be arranged. On your first day of return to school you will need to provide the deputy principal with a completed Application for Special Consideration for Accident/Illness/ Misadventure/Special Circumstances and provide supporting documentation (usually a medical certificate).

Student Support at Goulburn High School

Disability Provisions

The Library is a great place for research and study. Use your time wisely when you have a study period. It is important that you **follow the protocol** for study periods

If you do come to the Library ask the librarian for help to find that extra bit of information that will help you write that essay or understand what you are learning in class. There is more to research than Wikipedia and the librarian can show you the tricks to researching smarter not harder, how to find books, journal articles and credible websites. If you need assistance with your assessment tasks just ask. The Library is still a **great place to chill and read a book** but only if your assessment tasks are up to date and you need some R&R.

Wellbeing Team

In Year 12 your Student Support teacher, learning support teachers and the Wellbeing head teacher offer a range of support. As you know, your wellbeing is a major concern of theirs. Some of the things they can assist you with include:

- stress
- an unexpected change of circumstances
- family issues
- pressure from work, home, friends
- financial hardship
- study

Essentially they will listen, support you practically where they can and refer you to more specialised help where necessary.

Classroom Teachers and Head Teachers

Our teaching staff understand the pressures of the HSC course. If you are worried about classwork or assessment tasks please speak with your teacher promptly rather than worry. They are able to clarify expectations and tasks. Head teachers are also available if you need further clarification, support or an application for Special Consideration.

Principal and Deputy Principal

Mr Mani, Mr Yee, Mrs McCormick and Mrs Hyland are always available to discuss any issues or queries that may be concerning you. Please call in and have a chat. It is always better to discuss a concern than let something become a major issue. The office staff can always pass on a message if they are not available when you call in.

Counsellors and School Psychologist

The counselling team at Goulburn High are available to discuss any concerns that require more specialised support. You can self-refer by using the forms outside the counsellor office but a conversation with the principal or deputy may speed up the referral process. Our counsellors can help with a range of concerns including stress, anxiety and relationship issues with friends, family and others. Counsellor support can help you manage an issue that you felt was getting out of control. It can be challenging to accept this support, but it is often very worthwhile.

Rights and Responsibilities

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any faculty at Goulburn High School

The school is responsible for providing:

- set tasks which will measure your performance in each component of the course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination on time
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress
- prompt feedback on each task. If you are concerned about a mark or rank on a particular task, you should speak to your teacher as soon as possible after results are issued
- we must also keep records of your performance in these tasks

As a student, you are responsible for:

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course by being present for all **timetabled classes, PBL assemblies, year meetings** and **work placements**
- being on time for all classes and maintaining a high level of attendance
- making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth in excess of 50% of the available marks you may receive an N-determination in a course
- attending all exams punctually with the appropriate equipment or communicate with school if there is an issue
- integrity – work submitted must be your own and sources consulted must be acknowledged
- submitting all tasks on or before the due date, including those due during work placement
- in the case of VET students, ensure you are properly equipped and dressed
- ensuring appointments are made at times when there are no scheduled assessment tasks
- explaining all absences to your teachers and the office, by providing documentation such as a medical certificate and a note
- contacting your teacher if there is an issue with work placement or other offsite requirements
- follow the Application for Special Consideration process where appropriate

HSC Assessment for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed Competent if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses.

Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. You will also receive a report from the school each semester indicating competency achievement.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) apply on the RTO RPL form with the evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer who will forward it to the RTO manager for review.

Credit Transfer will be given for units of competency previously achieved with another RTO.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an N-determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

Workplacement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- a N-determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

HSC Examination is only available in some VET courses (Refer to the specific course assessment summary for more detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

HSC ASSESSMENT CALENDAR

Goulburn High School

2024

Term 4 WEEK	Assessment Tasks due each week
Week 1 A	
Week 2 B	
Week 3 A	
Week 4 B	Agriculture
Week 5 A	Exploring Early Childhood
Week 6 B	
Week 7 A	Mathematics Standard 2 Pathway, Mathematics Standard 1 Pathway, Mathematics Advanced
Week 8 B	Business Studies, Industrial Technology – Timber, Modern History, Music, Visual Arts, Biology
Week 9 A	Ancient History, Chemistry, Legal Studies, Physics, Health and Movement Science, Society and Culture, Investigating Science, Geography
Week 10 B	English Advanced, English Standard, English Studies, Dance

2025

Term 1 WEEK	Assessment Tasks due each week
Week 1 B	
Week 2 A	
Week 3 B	Community and Family Studies
Week 4 A	English Extension 1
Week 5 B	Exploring Early Childhood
Week 6 A	Industrial Technology – Timber, Construction, Hospitality, Primary Industries, Extension Science
Week 7 B	Chemistry, Dance, Construction, Hospitality, Primary Industries
Week 8 A	Sport, Lifestyle and Recreation, Business Studies, History Extension, Modern History, Construction, Hospitality, Primary Industries
Week 9 B	Agriculture, Physics, Mathematics Standard 2 Pathway, Mathematics Standard 1 Pathway, Mathematics Advanced, Legal Studies
Week 10 A	Community and Family Studies, Health and Movement Science, Ancient History, Music, Society and Culture
Week 11 B	English Advanced, English Standard, English Studies, Community and Family Studies, Health and Movement Science, Biology

2025

Term 2 WEEK	Assessment Tasks due each week
Week 1 A	
Week 2 B	Visual Arts, Geography
Week 3 A	Exploring Early Childhood
Week 4 B	
Week 5 A	Sport, Lifestyle and Recreation
Week 6 B	Industrial Technology - Timber, Mathematics Standard 2 Pathway, Mathematics Standard 1 Pathway, Mathematics Advanced
Week 7 A	Exploring Early Childhood, Industrial Technology - Timber, Music, Dance, Biology
Week 8 B	Physics, Ancient History, Business Studies, Modern History, Industrial Technology – Timber, Extension Science, Investigating Science
Week 9 A	Legal Studies, Health and Movement Science, Society and Culture
Week 10 B	English Advanced, English Standard, English Studies, English Extension 1, Chemistry

Term 3 WEEK	Assessment Tasks due each week
Week 1 A	Agriculture, Geography
Week 2 B	Community and Family Studies, History Extension
Week 3 A	
Week 4 B	Visual Arts, Trial HSC
Week 5 A	Visual Arts, Trial HSC
Week 6 B	Extension Science
Week 7 A	
Week 8 B	
Week 9 A	
Week 10 B	

FACULTY: ENGLISH

ENGLISH ADVANCED

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Multimodal Presentation	Comparative essay	Sustained response	Trial HSC Examination
Outcomes:		EA12-1, EA12-2, EA12-5, EA12-7, EA12-9	EA12-1, EA12-4, EA12-5, EA12-6, EA12-9	EA12-1, EA12-3, EA12-4, EA12-8, EA12-9	EA12-1, EA12-3, EA12-4, EA12-5, EA12-9
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 10	Date Due: 2025, Term 1 Week 11	Date Due: 2025, Term 2 Week 10	Date Due: 2025, Term 3 Weeks 4 & 5
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in responding to texts and communication of idea appropriate to audience, purpose and context across all modes	50%	15%	10%	15%	10%
TOTAL	100%	25%	25%	25%	25%

Higher School Certificate Assessment Outcomes

- EA12-1** independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3** critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA12-4** strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6** investigates and evaluates the relationships between texts
- EA12-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA12-8** explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9** reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

FACULTY: ENGLISH

ENGLISH STANDARD

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Multimodal Presentation	Analytical response	Sustained response	Trial HSC Examination
Outcomes:		EN12-1, EN12-2, EN12-3, EN12-4, EN12-6	EN12-3, EN12-5, EN12-8, EN12-9	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 10	Date Due: 2025, Term 1 Week 11	Date Due: 2025, Term 2 Week 10	Date Due: 2025, Term 3 Weeks 4 & 5
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in responding to texts and communication of idea appropriate to audience, purpose and context across all modes	50%	15%	10%	15%	10%
TOTAL	100%	25%	25%	25%	25%

Higher School Certificate Assessment Outcomes

- EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
- EN12-4** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN12-5** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN12-6** investigates and explains the relationships between texts
- EN12-7** explains and evaluates the diverse ways texts can represent personal and public worlds
- EN12-8** explains and assesses cultural assumptions in texts and their effects on meaning
- EN12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

FACULTY: ENGLISH

ENGLISH STUDIES

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Multimodal Presentation	Research Task	Portfolio: Collection of classwork	Trial HSC Examination
Outcomes:		ES12-1, ES12-4, ES12-6, ES12-8	ES12-2, ES12-3, ES12-7, ES12-9	ES12-1, ES12-5, ES12-7, ES12-10	ES12-6, ES12-8, ES12-4, ES12-9
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 10	Date Due: 2025, Term 1 Week 11	Date Due: 2025, Term 2 Week 10	Date Due: 2025, Term 3 Weeks 4-5
Knowledge and understanding of course content	50%	15%	10%	15%	10%
Skills in: * comprehending texts * communicating ideas * using language accurately, appropriately and effectively	50%	10%	15%	15%	10%
TOTAL	100%	25%	25%	30%	20%

Higher School Certificate Assessment Outcomes

- ES12-1** comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES12-2** identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES12-3** accesses, comprehends and uses information to communicate in a variety of ways
- ES12-4** composes proficient texts in different forms
- ES12-5** develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- ES12-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES12-7** represents own ideas in critical, interpretive and imaginative texts
- ES12-8** understands and explains the relationships between texts
- ES12-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
- ES12-10** monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

FACULTY: ENGLISH

ENGLISH EXTENSION 1

Tasks:		Task 1	Task 2	Task 3
Task Description:		Common Module Literary Worlds Creative composition & reflection (Multimodal Presentation)	Elective Module: Worlds of Upheaval Critical response of prescribed and related texts	Common Module: Literary Worlds & Elective Module: Worlds of Upheaval Trial HSC Examination
Outcomes:		EE12-1, EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5
Syllabus Requirements	Syllabus Weighting	Date Due: 2025, Term 1 Week 4	Date Due: 2025, Term 2 Week 10	Date Due: 2025, Term 3 Weeks 4 -5
Knowledge and understanding of complex texts and of how and why they are valued	50%	15%	20%	15%
Skills in complex analysis, sustained composition and independent investigation	50%	15%	20%	15%
TOTAL	100%	30%	40%	30%

Higher School Certificate Assessment Outcomes

- EE12-1** demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE12-2** analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
- EE12-3** independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
- EE12-4** critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
- EE12-5** reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

FACULTY: SCIENCE

AGRICULTURE

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Farm Product Study	Research Task	Presentation on Option	Trial Examination
Outcomes:		H3.1 H3.2, H3.3, H3.4	H1.1, H2.1, H2.2	H3.4, H4.1, H5.1	All
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 10	Date Due: 2025, Term 1 Week 9	Date Due: 2025, Term 3 Week 1	Date Due: 2025, Term 3 Weeks 4 & 5
Knowledge and understanding of course content.	40%		10%	15%	15%
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner.	40%	20%	10%		10%
Skills in effective research, experimentation and communication	20%		5%	10%	5%
TOTAL	100%	20%	25%	25%	30%

Higher School Certificate Assessment Outcomes

- H1.1** explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production
- H2.1** describes the inputs, processes and interactions of plant production systems
- H2.2** describes the inputs, processes and interactions of animal production
- H3.1** assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
- H3.2** critically assesses the marketing of a plant OR animal product
- H3.3** critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
- H3.4** evaluates the management of the processes in agricultural systems
- H4.1** justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations
- H5.1** evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

FACULTY: HSIE

ANCIENT HISTORY

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Ancient Period: In-class Essay	Core Study: Pompeii: Historical Analysis	Ancient Personalities: Research Task	Trial HSC Examination
Outcomes:		AH12-4, AH12-5	AH12-6, AH12-10	AH12-3, AH12-8, AH12-9	AH12-1, AH12-2, AH12-7
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 9	Date Due: 2025, Term 1 Week 10	Date Due: 2025, Term 2 Week 8	Date Due: 2025, Term 3 Weeks 4 & 5
Knowledge and understanding of course content	40%	10%	5%	5%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	5%	5%
Historical inquiry and research	20%	5%	5%	10%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	25%	20%	25%	30%

Higher School Certificate Assessment Outcomes

- AH 12-1** Accounts for the nature of continuity and change in the ancient world.
- AH 12-2** Proposes arguments about the varying causes and effects of events and developments.
- AH 12-3** Evaluates the role of historical features, individuals and groups in shaping the past.
- AH 12-4** Analyses the different perspectives of individuals and groups in their historical context.
- AH 12-5** Assess the significance of historical features, people, places, events and developments of the ancient world.
- AH 12-6** Analyses and interprets different types of sources of evidence to support an historical account or argument.
- AH 12-7** Discusses and evaluates differing interpretations and representations of the past.
- AH 12-8** Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
- AH 12-9** Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.
- AH 12-10** Analyses issues relating to the ownership, custodianship and conservation of the ancient past.

FACULTY: SCIENCE

BIOLOGY

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		In-class Skills Assessment	Research Task: Infographic	Depth Study: Human & Disease	Trial HSC Examination
Outcomes:		BIO12-4, BIO12-5, BIO12-6	BIO12-4, BIO12-5, BIO12-7, BIO12-13	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-7, BIO12-14	BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 8	Date Due: 2025, Term 1 Week 11	Date Due: 2025, Term 2 Week 7	Date Due: 2025, Term 3 Weeks 4 & 5
Skills in working scientifically	60%	15%	15%	25%	5%
Knowledge and understanding of course content	40%		10%	5%	25%
TOTAL	100%	15%	25%	30%	30%

Higher School Certificate Assessment Outcomes

- BIO12-1** questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation
- BIO12-2** planning investigations: designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO12-3** conducting investigations: conducts investigations to collect valid and reliable primary and secondary data and information
- BIO12-4** processing data and information: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO12-5** analysing data and information: analyses and evaluates primary and secondary data and information
- BIO12-6** problem solving: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO12-7** communicating: communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO12-12** explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13** explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14** analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15** explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

FACULTY: HSIE

BUSINESS STUDIES

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Description of task: Operations	Description of task: Finance	Description of task: Marketing	Description of task: Trial HSC
Outcomes:		H3, H4, H5, H9	H8, H10	H2, H4, H5, H7	H1, H3, H6
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 8	Date Due: 2025, Term 1 Week 8	Date Due: 2025, Term 2 Weeks 8	Date Due: 2025, Term 3 Weeks 4 & 5
Knowledge & understanding	40%	5%	10%	10%	15%
Stimulus based skills	20%		5%	5%	10%
Inquiry & Research	20%	10%	5%		5%
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	20%	25%	20%	35%

Higher School Certificate Assessment Outcomes

- H1** critically analyses the role of business in Australia and globally
- H2** evaluates management strategies in response changes in internal and external influences
- H3** discusses the social and ethical responsibilities of management
- H4** analyses business functions and processes in large and global businesses
- H5** explains management strategies and their impact on businesses
- H6** evaluates the effectiveness of management in the performance of businesses
- H7** plans and conducts investigations into contemporary business issues
- H8** organises and evaluates information for actual and hypothetical business situations
- H9** communicates business information, issues and concepts in appropriate formats
- H10** applies mathematical concepts appropriately in business situations

FACULTY: SCIENCE

CHEMISTRY

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		In class task	Practical Task	Depth Study	Trial Examination
Outcomes:		CH12-4, 12-6, 12-12	CH12-3, CH12-5, CH12-6, CH12-12, CH12-13	CH12-1, CH12-3, CH12-4, CH12-5, CH12-7, CH12-14, CH12-15	All outcomes
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 9	Date Due: 2025, Term 1 Week 7	Date Due: 2025, Term 2 Week 10	Date Due: 2025, Term 3 Weeks 4 or 5
Skills in working scientifically	60%	10%	15%	20%	15%
Knowledge and understanding of course content	40%	10%	10%	5%	15%
TOTAL	100%	20%	25%	25%	30%

Higher School Certificate Assessment Outcomes

- CH12-1** develops and evaluates questions and hypotheses for scientific investigation
- CH12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- CH12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- CH12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH12-5** analyses and evaluates primary and secondary data and information
- CH12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH12-12** explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13** describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14** analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15** describes and evaluates chemical systems used to design and analyse chemical processes

FACULTY: PDHPE

COMMUNITY AND FAMILY STUDIES (CAFS)

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		IRP Project Plan, Product and Diary	Groups in Context Essay	Case Study	Trial HSC Examination
Outcomes:		H4.1, H4.2	H3.2, H4.2, H5.1	H2.1, H6.1, H6.2	H1.1, H2.2, H3.4, H4.2, H5.2
Syllabus Requirements	Syllabus Weighting	Date Due: 2025, Term 1 Week 3	Date Due: 2025, Term 1 Weeks 10 & 11	Date Due: 2025, Term 3 Week 2	Date Due: 2025, Term 3 Weeks 4 & 5
Knowledge and Understanding of course content	40%		10%		30%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	15%	25%	
TOTAL	100%	20%	25%	25%	30%

Higher School Certificate Assessment Outcomes

- H1.1** analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1** analyses different approaches to parenting and caring relationships
- H2.2** evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3** critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1** analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2** evaluates networks available to individuals, groups and families within communities
- H3.3** critically analyses the role of policy and community structures in supporting diversity
- H3.4** critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1** justifies and applied appropriate research methodologies
- H4.2** communicates ideas, debates issues and justifies opinions
- H5.1** proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2** develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1** analyses how the empowerment of women and men influences the way they function within society
- H6.2** formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments to the creation of positive social environments

FACULTY: PDHPE

DANCE

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Core Performance	Core Composition	Major Study and Interview	Trial HSC Examination (Practical and written)
Outcomes:		H1.3, H2.1, H2.2	H3.1, H3.2, H3.4	H1.1, H1.2, H2.3, H3.3, H4.2	H4.1, H4.4, H4.5
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 10	Date Due: 2025, Term 1 Weeks 7	Date Due: 2025, Term 2 Week 7	Date Due: 2025, Term 3 Weeks 4 & 5
Performance	20%	15%			5%
Composition	20%		15%		5%
Appreciation	20%			5%	15%
Major Study	40%			35%	5%
TOTAL	100%	15%	15%	40%	30%

Higher School Certificate Assessment Outcomes

- H1.1** understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2** performs, composes and appreciates dance as an artform
- H1.3** appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H1.4** acknowledges and appreciates the relationship of dance and other media
- H2.1** understands performance quality, interpretation and style relating to dance performance
- H2.2** performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
- H2.3** values the diversity of dance performance
- H3.1** identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent
- H3.2** demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent
- H3.3** recognises and values the role of dance in achieving individual expression
- H3.4** explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
- H4.1** understands the concept of differing artistic, social and cultural contexts of dance
- H4.2** recognises, analyses and evaluates the distinguishing features of major dance works
- H4.3** utilises the skills of research and analysis to examine dance as an artform
- H4.4** demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
- H4.5** acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

FACULTY: PDHPE

EXPLORING EARLY CHILDHOOD

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Children with Special Needs Research	Nutrition Task	Gender Analysis	Starting School Toolkit
Outcomes:		1.5, 5.1, 6.2	1.2, 1.3, 5.1	2.2, 2.3, 2.4, 5.1	4.1, 4.2, 1.1, 1.2, 2.1
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 5	Date Due: 2025, Term 1 Week 5	Date Due: 2025, Term 2 Week 3	Date Due: 2025, Term 2 Week 7
Knowledge and Understanding	50%	10%	15%	10%	15%
Process Skills	50%	15%	10%	15%	10%
TOTAL	100%	25%	25%	25%	25%

Higher School Certificate Assessment Outcomes

- 1.1** analyses prenatal issues that have an impact on development
- 1.2** examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3** examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4** analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5** examines the implications for growth and development when a child has special needs
- 2.1** analyses issues relating to the appropriateness of a range of services for different families
- 2.2** critically examines factors that influence the social world of young children
- 2.3** explains the importance of diversity as a positive issue for children and their families
- 2.4** analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5** examines strategies that promote safe environments
- 3.1** evaluates strategies that encourage positive behaviour in young children
- 4.1** demonstrates appropriate communication skills with children and/or adults
- 4.2** interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3** demonstrates appropriate strategies to resolve group conflict
- 5.1** analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1** demonstrates an understanding of decision making processes
- 6.2** critically examines all issues including beliefs and values that may influence interactions with others

FACULTY: SCIENCE

EXTENSION SCIENCE

Tasks:		Task 1	Task 2	Task 3
Task Description:		Literature Review	Progress Report	Scientific Research Report
Outcomes:		SE-2, SE-3, SE-5, SE-7	SE-1, SE-6, SE-7	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7
Syllabus Requirements	Syllabus Weighting	Date Due: 2025, Term 1 Week 6	Date Due: 2025, Term 2 Week 8	Date Due: 2025, Term 3 Week 6
Communicating Scientifically	30%	15%	5%	10%
Gathering, recording, analysing and evaluating data	30%	10%	10%	10%
Application of scientific research skills	40%	5%	15%	20%
TOTAL	100%	30%	30%	40%

Higher School Certificate Assessment Outcomes

- SE-1** refines and applies the Working Scientifically processes in relation to scientific research
- SE-2** analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
- SE-3** interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
- SE-4** uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
- SE-5** analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
- SE-6** analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
- SE-7** communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

FACULTY: HSIE

GEOGRAPHY

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Ecosystems and Global Biodiversity: Fieldwork Report	Rural and Urban Places: Stimulus-Based Responses	Global Sustainability: Skills and Stimulus test	HSC Trial Examination:
Outcomes:		GE-12-01, GE-12-02, GE-12-07, GE-12-09	GE-12-01, GE-12-05, GE-12-06	GE-12-03, GE-12-04, GE-12-08	GE-12-01, GE-12-08, GE-12-09
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 9	Date Due: 2025, Term 2 Week 2	Date Due: 2025, Term 3 Week 1	Date Due: 2025, Term 3 Weeks 4 & 5
Knowledge and understanding of course content	40%		20%	5%	15%
Geographical skills and tools	20%			10%	10%
Geographical inquiry and research, including fieldwork	20%	20%			
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	25%	25%	20%	30%

Higher School Certificate Assessment Outcomes

- GE-12-01** analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time
- GE-12-02** analyses geographical processes and influences, at a range of scales, that form and transform places and environments
- GE-12-03** assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management
- GE-12-04** evaluates responses and management strategies, at a range of scales, for sustainability
- GE-12-05** synthesises and evaluates relevant geographical information from a variety of sources
- GE-12-06** justifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE-12-07** selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
- GE-12-08** applies mathematical ideas and techniques to analyse complex geographical data
- GE-12-09** communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

FACULTY: PDHPE

HEALTH AND MOVEMENT SCIENCE

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Research Presentation	Research Presentation	Extended Responses	Trial HSC Examination
Outcomes:		H1, H2, H3, H4, H5, H14, H15, H16,	H7, H8, H10, H11, H17	H7, H8, H9, H10, H11, H16, H17	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 9	Date Due: 2025, Term 1 Weeks 10 & 11	Date Due: 2025, Term 2 Week 9	Date Due: 2025, Term 3 Weeks 4 & 5
Knowledge and Understanding of course content	40%	10%	10%	10%	10%
Skills in Critical Thinking, Research and Analysis and Communicating	60%	15%	15%	15%	15%
TOTAL	100%	25%	25%	25%	25%

Higher School Certificate Assessment Outcomes

- H1** describes the nature, and justifies the choice, of Australia's health priorities
- H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** analyses the determinants of health and health inequities
- H4** argues the case for the new public health approach to health promotion
- H5** explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6** demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans to improve performance
- H11** designs psychological strategies and nutritional plans in response to individual performance needs
- H12** analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14** argues the benefits of health-promoting actions and choices that promote social justice
- H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

FACULTY: HSIE

HISTORY EXTENSION

Tasks:		Task 1	Task 2	Task 3
Task Description:		Historical Process (proposal, process log, annotated sources) History Project	Essay History Project	Trial HSC Examination All Topics
Outcomes:		HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3 HE12-4
Syllabus Requirements	Syllabus Weighting	Date Due: 2025, Term 1 Week 8	Date Due: 2025, Term 3 Week 2	Date Due: 2025, Term 3 Week 4 & 5
Knowledge and understanding about significant historiographical ideas and processes	40%	15%	10%	15%
Skills in designing, undertaking and communicating historical inquiry and analysis	60%	15%	30%	15%
TOTAL	100%	30%	40%	30%

Higher School Certificate Assessment Outcomes

- HE12-1** analyses and evaluates different approaches to history and the complexity of factor that shape historical interpretations
- HE12-2** plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- HE12-3** communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- HE12-4** constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

FACULTY: TAS

INDUSTRIAL TECHNOLOGY – TIMBER

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Designing and Planning Presentation	Industry Study	Project Development and management Report	Trial HSC Examination
Outcomes:		H3.1, H3.2, H3.3, H5.1	H1.1, H1.2, H1.3 H7.1	H4.3, H4.1, H2.1, H5.2	H4.2, H6.1 H6.2, H7.2
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 8	Date Due: 2025, Term 1 Week 6	Date Due: 2025, Term 2 Weeks 6-8	Date Due: 2025, Term 3 Weeks 4 & 5
Knowledge and understanding of course content	40%	5%	5%	10%	20%
Knowledge and skills in the design, management, communication and production of a major project	60%	15%	15%	20%	10%
TOTAL	100%	20%	20%	30%	30%

Higher School Certificate Assessment Outcomes

- H1.1** investigates industry through the study of businesses in one focus area
- H1.2** identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3** identifies important historical developments in the focus area industry
- H2.1** demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1** demonstrates skills in sketching, producing and interpreting drawings
- H3.2** selects and applies appropriate research and problem-solving skills
- H3.3** applies and justifies design principles through the production of a Major Project
- H4.1** demonstrates competency in a range of practical skills appropriate to the Major Project
- H4.2** explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3** critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1** selects and uses communication and information processing skills
- H5.2** examines and applies appropriate documentation techniques to project management
- H6.1** evaluates the characteristics of quality manufactured products
- H6.2** applies the principles of quality and quality control
- H7.1** explains the impact of the focus area industry on the social and physical environment
- H7.2** analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

FACULTY: SCIENCE

INVESTIGATING SCIENCE

Tasks:		Task 1	Task 2	Task 3
Task Description:		Depth Study	Critical Review	Trial HSC Examination All Topics
Outcomes:		INS12-1, INS12-2, INS12-5, INS12-7, INS12-12	INS12-3, INS12-4, INS12-6, INS12-14	INS12-1 – INS12-15
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 9	Date Due: 2025, Term 2 Week 8	Date Due: 2025, Term 3 Weeks 4 & 5
Skills in Working Scientifically	60%	25%	25%	10%
Knowledge and understanding of course content	40%	10%	10%	20%
TOTAL	100%	35%	35%	30%

Higher School Certificate Assessment Outcomes

- INS12-1** develops and evaluates questions and hypotheses for scientific investigation
- INS12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- INS12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- INS12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS12-5** analyses and evaluates primary and secondary data and information
- INS12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS12-12** develops and evaluates the process of undertaking scientific investigations
- INS12-13** describes and explains how science drives the development of technologies
- INS12-14** uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
- INS12-15** evaluates the implications of ethical, social, economic and political influences on science

FACULTY: HSIE

LEGAL STUDIES

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Structured responses Crime	Topic Test Human Rights	Optional study 1 Media File and Essay	Trial HSC Examination
Outcomes:		H1, H3, H6, H8, H9	H2, H4, H5, H10	H1, H7, H8, H9	H1 - H10
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 9	Date Due: 2025, Term 1 Week 9	Date Due: 2025, Term 2 Week 9	Date Due: 2025, Term 3 Weeks 4 & 5
Knowledge and understanding of the course content	40%	10%	10%	10%	10%
Analysis and evaluation	20%	5%	5%	0%	10%
Inquiry and research	20%	5%	0%	15%	0%
Communication of legal issues and appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	25%	20%	30%	25%

Higher School Certificate Assessment Outcomes

- H1** identifies and applies legal concepts and terminology
- H2** describes and explains key features of and the relationship between Australian and international law
- H3** analyses the operation of domestic and international legal systems
- H4** evaluates the effectiveness of the legal system in addressing issues
- H5** explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6** assesses the nature of the interrelationship between the legal system and society
- H7** evaluates the effectiveness of the law in achieving justice
- H8** locates, selects, organises, synthesises, and analyses legal information from variety of sources including legislation, cases, media, international instruments, and documents
- H9** communicates legal information using well-structured and logical arguments
- H10** analyses differing perspectives and interpretations of legal information and issues.

FACULTY: MATHEMATICS

MATHEMATICS STANDARD 2 PATHWAY

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		In class project or stimulus activity	Assignment/Investigation	In class open book test	Trial HSC Examination
Outcomes:		MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 7	Date Due: 2025, Term 1 Week 9	Date Due: 2025, Term 2 Week 6	Date Due: 2025, Term 3 Weeks 4 & 5
Understanding, Fluency and Communicating	50%	15%	10%	10%	15%
Problem Solving, Reasoning and Justification	50%	15%	10%	10%	15%
TOTAL	100%	30%	20%	20%	30%

Higher School Certificate Assessment Outcomes

- MS2-12-1** uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2** analyses representations of data in order to make inferences, predictions and draw conclusions
- MS2-12-3** interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
- MS2-12-4** analyses two-dimensional and three-dimensional models to solve practical problems
- MS2-12-5** makes informed decisions about financial situations, including annuities and loan repayments
- MS2-12-6** solves problems by representing the relationships between changing quantities in algebraic and graphical forms
- MS2-12-7** solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
- MS2-12-8** solves problems using networks to model decision-making in practical problems
- MS2-12-9** chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
- MS2-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Students MUST sit the HSC examination paper

FACULTY: MATHEMATICS

MATHEMATICS STANDARD 1 PATHWAY

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Assignment/Investigation	In class project or stimulus activity	In class open book test	Trial HSC Examination
Outcomes:		MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-5, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-6, MS1-12-7, 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
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 7	Date Due: 2025, Term 1 Week 9	Date Due: 2025, Term 2 Week 6	Date Due: 2025, Term 3 Weeks 4 & 5
Understanding, Fluency and Communicating	50%	15%	10%	10%	15%
Problem Solving, Reasoning and Justification	50%	15%	10%	10%	15%
TOTAL	100%	30%	20%	20%	30%

Higher School Certificate Assessment Outcomes

- MS1-12-1** uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-12-2** analyses representations of data in order to make predictions and draw conclusions
- MS1-12-3** interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-12-4** analyses simple two-dimensional and three-dimensional models to solve practical problems
- MS1-12-5** makes informed decisions about financial situations likely to be encountered post-school
- MS1-12-6** represents the relationships between changing quantities in algebraic and graphical forms
- MS1-12-7** solves problems requiring statistical processes
- MS1-12-8** applies network techniques to solve network problems
- MS1-12-9** chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Students MAY OPT IN to sit the HSC examination paper

FACULTY: MATHEMATICS

MATHEMATICS ADVANCED

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		In class test	Assignment/Investigation	In class open test	Trial HSC Examination
Outcomes:		MA12-2, MA12-4, MA12-9, MA12-10	MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 7	Date Due: 2025, Term 1 Week 9	Date Due: 2025, Term 2 Week 6	Date Due: 2025, Term 3 Weeks 4 & 5
Understanding, Fluency and Communicating	50%	8%	14%	13%	15%
Problem Solving, Reasoning and Justification	50%	12%	11%	12%	15%
TOTAL	100%	20%	25%	25%	30%

Higher School Certificate Assessment Outcomes

- MA12-1** uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA12-2** models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
- MA12-3** applies calculus techniques to model and solve problems
- MA12-4** applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA12-5** applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA12-6** applies appropriate differentiation methods to solve problems
- MA12-7** applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MA12-8** solves problems using appropriate statistical processes
- MA12-9** chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MA12-10** constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Students MUST sit the HSC examination paper

FACULTY: HSIE

MODERN HISTORY

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		National Study: Historical Investigation	Core Study: Power and Authority in the Modern World 1919-1946: Source Analysis	Peace and Conflict: Essay	Trial HSC Examination
Outcomes:		MH12-4, MH12-5	MH12-6, MH12-7	MH12-2, MH12-8	MH12-1, MH12-3, MH12-9
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 8	Date Due: 2025, Term 1 Week 8	Date Due: 2025, Term 2 Week 8	Date Due: 2025, Term 3 Weeks 4 & 5
Knowledge and understanding of the course content	40%	5%	15%	10%	10%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%		10%
Historical inquiry and research	20%	10%	5%	5%	
Communication of historical understanding in appropriate forms	20%			10%	10%
TOTAL	100%	20%	25%	25%	30%

Higher School Certificate Assessment Outcomes

- MH12-1** Accounts for the nature of continuity and change in the modern world.
- MH12-2** Proposes arguments about the varying causes and effects of events and developments.
- MH12-3** Evaluates the role of historical features, individuals, groups and ideas in shaping the past.
- MH12-4** Analyse the different perspectives of individuals and groups in their historical context.
- MH12-5** Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world.
- MH12-6** Analyses and interprets different types of sources for evidence to support an historical account or argument.
- MH12-7** Discusses and evaluates differing interpretations and representations of the past.
- MH12-8** Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
- MH12-9** Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.

FACULTY: MUSIC

MUSIC

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Core Composition and Elective Choice for Topic 1	Core Aural and Core Performance	Core Musicology Task for Topic 3	Trial HSC Examination
Outcomes:		Composition H3, H7 Elective H1-8*	Performance H1 Aural H6	H4, H5, H6, H8 Composition H3, H7	Electives H1-8*
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 8	Date Due: 2025, Term 1 Week 10	Date Due: 2025, Term 2 Week 7	Date Due: 2025, Term 3 Weeks 4 & 5
A Composition	10%	10%			
B Aural	25%		25%		
C Musicology	10%			10%	
D Performance	10%		10%		
E Electives	45%	15%			30%
TOTAL	100%	25%	35%	10%	30%

Higher School Certificate Assessment Outcomes

- H1** performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble.
- H2** reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied.
- H3** improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.
- H4** articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.
- H5** critically evaluates and discusses performances and compositions.
- H6** critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.
- H7** understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
- H8** identifies, recognises, experiments with, and discusses the use and effects of technology in music.

FACULTY: SCIENCE

PHYSICS

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Practical Task	Processing/Modelling Task	Depth Study	Trial Examination
Outcomes:		PH12-2, PH12-3, PH12-5, PH12-6, PH12-12	PH12-1, PH12-5, PH12-7, PH12-13	PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-7, PH12-14	PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 9	Date Due: 2025, Term 1 Week 9	Date Due: 2025, Term 2 Week 8	Date Due: 2025, Term 3 Weeks 4 or 5
Skills in working scientifically	60%	20%	15%	15%	15%
Knowledge and understanding of course content	40%	5%	10%	10%	10%
TOTAL	100%	25%	25%	25%	25%

Higher School Certificate Assessment Outcomes

- PH12-1** develops and evaluates questions and hypotheses for scientific investigation
- PH12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- PH12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- PH12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH12-5** analyses and evaluates primary and secondary data and information
- PH12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH12-12** describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13** explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14** describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15** explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

FACULTY: HSIE

SOCIETY AND CULTURE

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Social and Cultural Continuity and Change: <i>Topic Test</i>	Depth Study 1- Popular Culture: <i>Essay</i>	Depth Study 2: Social Inclusion and Exclusion: <i>Exam style sustained response from past HSC paper questions</i>	<i>Trial HSC Examination</i>
Outcomes:		H6, H8	H1, H2, H5, H7, H9, H10	H1, H3, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 9	Date Due: 2025, Term 1 Week 10	Date Due: 2025, Term 2 Week 9	Date Due: 2025, Term 3 Weeks 4 & 5
Knowledge and understanding of course content	50%		20%	15%	15%
Application and evaluation of social and cultural research methods	30%	20%			10%
Communication of information, ideas and issues in appropriate forms	20%		5%	10%	5%
TOTAL	100%	20%	25%	25%	30%

Higher School Certificate Assessment Outcomes

- H1** Evaluates and effectively applies social and cultural concepts.
- H2** Explains the development of personal, social and cultural identity.
- H3** Analyses relationships and interactions within and between social and cultural groups.
- H4** Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy.
- H5** Analyses continuity and change and their influence on personal and social futures.
- H6** Evaluates social and cultural research methods for appropriateness to specific research tasks
- H7** Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias.
- H8** Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex.
- H9** Applies complex course language and concepts appropriate for a range of audiences and contexts.
- H10** Communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

FACULTY: PDHPE

SPORT, LIFESTYLE AND RECREATION

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Theory Assessment Health Report	Practical Participation Assessment (ongoing)	Theory Assessment Training Report	Practical Participation Assessment (ongoing)
Outcomes:		1.1	2.3	2.1	3.1
Syllabus Requirements	Syllabus Weighting	Date Due: 2025, Term 1 Week 8	Date Due: Term 4 2024 – Term 1 2025	Date Due: 2025, Term 2 Week 5	Date Due: Term 2 2025 – Term 3 2025
Knowledge & Understanding	50%	15%	10%	15%	10%
Skills	50%	10%	15%	10%	15%
TOTAL	100%	25%	25%	25%	25%

Higher School Certificate Assessment Outcomes

1. knowledge and understanding of the factors that influence health and participation in physical activity
- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
2. knowledge and understanding of the principles and processes impacting on the realisation of movement potential
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
3. the ability to analyse and implement strategies that promote health, physical activity and enhanced performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity

FACULTY: TAS

VISUAL ARTS

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Statement of Intent Body of Work	Artist Case Study	Final Examination	Final Body of Work
Outcomes:		H1, H4	H7, H8	H9, H10	H1, H4, H5, H6, H3, H2
Syllabus Requirements	Syllabus Weighting	Date Due: 2024, Term 4 Week 8	Date Due: 2025, Term 2 Weeks 2	Date Due: 2025, Term 3 Weeks 4 & 5	Date Due: 2025, Term 3 Weeks 4 & 5
Art making	50%	20%			30%
Art criticism and art history	50%		25%	25%	
TOTAL	100%	20%	25%	25%	30%

Higher School Certificate Assessment Outcomes

- H1** initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions
- H2** applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3** demonstrates an understanding of the frames when working independently in the making of art
- H4** selects and develops subject matter and forms in particular ways as representations in art-making
- H5** demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6** demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7** applies their understanding of practice in art criticism and art history
- H8** applies their understanding of the relationships among the artist, artwork, world and audience
- H9** demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10** constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual

CONSTRUCTION

Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 1, Weeks 6-8 2025
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, Weeks 4 & 5 2025

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, test	Role-play, Oral presentation	Self-Assessment	HSC examinable

Cluster 1 Working Safely in the Construction Industry

CPCOHS2001A Apply OHS requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y
--	---	--	---	---	--	---	---

Cluster 2 Carpentry Basics

CPCCCA2011A Handle carpentry materials	Y	Y	Y	Y		Y	
CPCCA2002B Use carpentry tools and equipment	Y	Y	Y	Y			**

Cluster 3 White Card

CPCCWHS1001 Prepare to work safely in the construction industry	Y		Y	Y	Y		Y
---	---	--	---	---	---	--	---

Cluster 4 Levelling

CPCCCM2006B Apply basic levelling procedures	Y		Y	Y			
--	---	--	---	---	--	--	--

Cluster 5 Reading Plans

CPCCCM2001A Read and interpret plans and specifications	Y		Y	Y			Y
---	---	--	---	---	--	--	---

Cluster 6 Prepare for Concreting

CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground	Y	Y		Y		Y	
CPCCCM1015A Carry out measurements and calculations	Y	Y		Y		Y	Y

Cluster 7 Group Project

CPCCCM1013A Plan and organise work	Y	Y		Y		Y	Y
CPCCM2004A Handle construction materials	Y			Y			

Cluster 8 Skills Into Action

CPCCCM1012A Work effectively and sustainably in the construction industry				Y		Y	Y
CPCCCM1014A Conduct workplace communication				Y	Y		Y

Cluster 9 Option 1: Joinery Option 1 or 2 must be completed to gain the qualification and be eligible for the HSC (delete units not being delivered)

CPCCJN2001A Assemble components	Y	Y		Y		Y	
CPCCJN2002B Prepare for off-site manufacturing process	Y	Y		Y		Y	

Cluster 9 Option 2: Brick and Block Laying

CPCCBL2001A Handle and prepare bricklaying material	Y	Y		Y		Y	
CPCCBL2002A Use bricklaying and blocklaying tools and equipment	Y	Y		Y		Y	

** [CPCCCM2005B](#) Use construction tools and equipment – syllabus content to be delivered

Depending on the achievement of units of competency; the possible AQF qualification outcome is CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

HOSPITALITY

Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 1, Weeks 6-8 2025
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, Weeks 4 & 5 2025

	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable
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Cluster 1 Working Together new cluster

BSBWOR203 Work effectively with others				Y	Y		Y
BSBCMM201 Communicate in the Workplace				Y	Y		

Cluster 2 Safe and hygienic food preparation-new cluster

Part A Hygienic Food Preparation							
SITXFSA001 Use hygienic practices for food safety	Y			Y			Y
Part B Safe Food Preparation							
SITHCCC001 Use food preparation equipment	Y	Y		Y			
SITXFSA002 Participate in safe food handling practices	Y	Y		Y			

Cluster 3 Café Skills- new assessment requirement

SITHFAB005 Part A Prepare and serve espresso coffee	Y	Y		Y		Y	Y Portfolio
SITHFAB004 Part B Prepare and serve non-alcoholic beverages	Y	Y		Y		Y	Y Portfolio

Cluster 4 Safe and Sustainable work practices

SITXWHS001 Participate in safe work practices	Y			Y	Y		Y
BSBSUS201 Participate in environmentally sustainable work practices				Y			

Cluster 5 Interacting with diverse customers

SITXCCS003 Interact with customers	Y			Y	Y		Y
SITXCOM002 Show social and cultural sensitivity	Y			Y	Y		

Cluster 6 Serving food and beverages – new assessment requirement

SITHFAB007 Serve food and beverage	Y			Y		Y	Y Portfolio
------------------------------------	---	--	--	---	--	---	-------------

Cluster 7 Keeping up to date with industry

SITHIND002 Source and use information on the hospitality industry				Y			Y
---	--	--	--	---	--	--	---

Cluster 8 Use hospitality skills effectively – new assessment requirement

SITHIND003 Use hospitality skills effectively	Y			Y		Y	Portfolio
---	---	--	--	---	--	---	-----------

PRIMARY INDUSTRIES

Assessment Summary for AHC21216 Certificate II in Rural Operations

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 1, Weeks 6-8 2025
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, Weeks 4 & 5 2025

Cluster name and unit of competency code and title.		Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, Oral Presentation	Third Party Report	Self-assessment	HSC examinable

Qualification Packaging Rules: <https://training.gov.au/Training/Details/AHC21216>

Cluster 1 Participate in WHS Processes

AHCWHS201 Participate in WHS Processes	Y		Y	Y		Y		Y
--	---	--	---	---	--	---	--	---

Cluster 2 Working in the Industry

AHCWRK209 Participate in environmentally sustainable work practices	Y		Y	Y	Y	Y		Y
AHCWRK204 Work effectively in the industry	Y		Y	Y	Y	Y		Y

Cluster 3 Weather

AHCWRK201 Observe and report on weather	Y			Y		Y		Y
---	---	--	--	---	--	---	--	---

Cluster 4 Chemicals

AHCCHM201 Apply chemicals under supervision	Y			Y	Y			Y
AHCCPM201 Treat Weeds	Y			Y	Y			Y

Cluster 5 Healthy Animals (for students following the livestock stream)

AHCLSK202 Care for health and welfare of livestock	Y			Y		Y		Y
AHCLSK205 Handle livestock using basic techniques	Y			Y		Y		Y
AHCLSK206 Identify and mark livestock	Y			Y		Y		Y

Cluster 6 Healthy Plants (for students following the plant stream)

AHCPMG202 Treat plant pests, diseases and disorders	Y	Y		Y		Y		Y
AHCNSY202 Care for nursery plants	Y	Y		Y		Y		Y
AHCPCM201 Recognise plants	Y	Y		Y		Y		Y

Cluster 7 Tractors

AHCMOM202 Operate tractors	Y		Y	Y				
AHCMOM304 Operate machinery and equipment	Y		Y	Y				

Cluster 9 Fencing

AHCINF202 Install, maintain and repair farm fencing	Y	Y		Y				
AHCINF201 Carry out basic electric fencing operations	Y	Y		Y				

Cluster 10 Grow Plants

AHCNSY201 Pot up plants	Y	Y		Y				
AHCSOL202 Assist with soil or growing media sampling and testing	Y	Y		Y				
AHCNSY203 Undertake propagation activities	Y	Y		Y				

Cluster 12 Clean Machinery

AHCPIO201 Inspect and clean machinery for plant, animal and soil	Y		Y	Y				
--	---	--	---	---	--	--	--	--

Depending on the achievement of units of competency; the possible AQF qualification outcome is AHC21216 Certificate II in Rural Operations or a Statement of Attainment towards AHC21216 Certificate II in Rural Operations.

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



Appendix 2 Malpractice Appeal Form

Please submit this appeal form (within 2 school days of HT decision) to the Deputy Principal

Step One: Appeal to Deputy Principal

Student Name: _____ Course: _____

Task Name: _____ Date: _____

Teacher: _____

Reason/s for appeal: (Evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

For Office Use Only:

Deputy Principal Decision

No change to HT decision: Reason/s:

Change to decision: Reason/s and decision outcome: Malpractice Register updated

HT Informed Student informed

Signed: _____ (Deputy Principal)

Date:

(Deputy Principal)

Step Two: Appeal to Principal

Please attach/provide only new evidence to the Principal in relation to your appeal and your reasons for the appeal below:

For Office Use Only:

Principal Decision

No change to DP decision: Reason/s:

Change to DP decision: Reason/s and decision outcome: Malpractice Register updated

DP Informed

DP HT Informed

Student informed

Principal Signature: _____

Date: _____



Appendix 3 Task/Result Appeal Form

Please submit within 2 school days of the task being returned to you

Student Name: _____ Course: _____

Date: _____ Teacher: _____

Task Name: _____

Step One – Course Teacher contacted: YES/NO Date of Contact: _____

Step Two – Appeal to Head Teacher

Reasons for appeal of mark (clear reference to task administration breakdown/marketing guidelines/course outcomes/feedback to be made here):

No change to mark. Reasons: _____

Change to mark. Reasons: _____

New Mark: _____ Updated result recorded

Student informed Teacher informed

Head Teacher Signature: _____ Date: _____

Step Three – Appeal Deputy Principal: Attach any new or additional information.

No change to mark. Reasons: _____

Change to mark. Reasons: _____

New Mark: _____ Updated result recorded

Student informed Head Teacher informed

Deputy Principal Signature: _____

Date: _____

Step Four - Appeal Principal: Attach any new or additional information.

No change to mark. Reasons: _____

Change to mark. Reasons: _____

New Mark: _____ Updated result recorded

Student informed Head Teacher informed Deputy Principal informed

Principal Signature: _____

Date: _____



Appendix 4

NON-COMPLETION OF AN ASSESSMENT TASK

**APPLICATION FOR SPECIAL
CONSIDERATION FOR AN ACCIDENT /
MISADVENTURE / ILLNESS /
SPECIAL CIRCUMSTANCES**

PART A: **TO BE COMPLETED BY STUDENT BEFORE COMPLETION
BY TEACHER**

To: Mr / Mrs / Miss / Ms _____

Head Teacher of: _____

Student's Name: _____

Class /subject: _____

Class Teacher: _____

Description of the task: _____

Due Date for Uncompleted Task: _____ (day) __ / __ / __

Delete one: I have been unable to

- Complete the task on the required date (for in-school assessment tasks)
- Submit the task by the required date (for assignments etc)

REASON

Supporting documents are / are not attached eg. Doctor's Certificate

Student's Signature: _____

Parent / Guardian's Signature: _____ Date: __ / __ / __

PART B: **TO BE COMPLETED BY THE CLASS TEACHER / HEAD TEACHER BEFORE THE APPLICATION IS SUBMITTED**

Recommendation by Class Teacher / Head Teacher

Teachers are requested to write a recommendation with regard to this application. Alternatively, the teacher could refer this application to the Head Teacher or discuss it directly with the Assessment Coordinator.

Class Teacher Signature: _____ Date: __/__/__

Head Teacher Signature: _____ Date: __/__/__

NOTE: Head Teacher KLA then passes completed form onto assessment coordinator.

PART C: **RECOMMENDATION OF ASSESSMENT COORDINATOR**

- Same task to be completed
- Estimate based on all other assessment tasks
- Estimate based on substitute task being set and completed
- Extension of time granted until _____
- Zero mark to be given
- Show as non-attempt: N Determination Warning to be issued
- Other _____

Signature of Assessment Coordinator: _____

Date: __/__/__

(Office: 3 copies, original to DP, Faculty, Class Teacher, student

Illness Misadventure – Student Information Guide

Information Guide

The New South Wales Education Standards Authority (NESA) Illness/Misadventure program assists students who:

- are prevented from attending an exam (including a practical exam) due to unforeseen situations such as illness or misadventure
- consider that their performance in an exam has been affected by unforeseen situations such as illness or misadventure immediately before or during the exam.

If either of the above categories applies to you at the time of the HSC exams, you will need to complete an Illness/Misadventure application. Before you complete the application, you should read the following information carefully. You should refer also to *Rules and Procedures for Higher School Certificate Candidates*.

Limitations on Applications

NESA's responsibility is limited to the conduct and presentation of the exams. This means students may only apply to NESA in relation to circumstances that occur **immediately** before or **during** an exam that affect their performance in the exam.

You **cannot** submit an application on the basis of:

- difficulties in preparation or loss of preparation time; for example as a result of an earlier or pre-existing illness
- long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the exam
- the same grounds for which you received disability provisions, unless you experience additional difficulties during an exam
- alleged deficiencies in teaching; for example extended teacher absences
- loss of study time or facilities during Year 12
- misreading the exam timetable. If you miss an exam or arrive late to an exam because you misread the timetable, contact your principal immediately. He or she may make a submission to NESA on your behalf
- misreading exam instructions
- failure to enter for the exam in the correct course
- illness and/or misadventure in a course that is undertaken as a self-tuition student
- other commitments, such as participation in entertainment, family holiday, work or sporting events, or attendance at exams conducted by other education organisations.

If you are unsure whether you are eligible, you should ask your principal.

Your Rights and Responsibilities

It is your right and responsibility to submit an Illness/Misadventure application whenever necessary. Only if you are incapacitated, an application may be submitted by your parent/guardian on your behalf.

When completing an Illness/Misadventure application, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete application could jeopardise the outcomes.

Attendance at Exams

You must attend every exam. Do not miss an exam just because you do not feel able to do your best. The Illness/Misadventure program is designed to support students who perform below their expectations because of unforeseen illness or misadventure.

NB: If you do not attend an exam and your Illness/Misadventure application is unsuccessful, you will not receive a result in that course. This could mean that you are ineligible for the award of the Higher School Certificate.

NESA does not expect you to attend an exam against specific medical advice. If you cannot attend an exam (including a practical exam) you must notify your principal immediately. Provide them with all relevant sections of the Illness/Misadventure form and any other relevant medical documentation to support your application.

You must seek medical advice and the medical practitioner must complete NESA's Illness/Misadventure form (Section C1) **at the time of the exams for each and every exam** you are applying for.

Evidence of Your Illness or Misadventure

It is very important to provide independent evidence with your application. You must seek independent evidence **on the same day, either immediately before or after each exam** for which you are applying. The documentation you provide must be current, specific to the date and time of the exam, and submitted with the Illness/Misadventure form.

A medical certificate that merely states you were unfit for work/study is unacceptable.

Practical Submissions

If, as a result of unforeseen illness or misadventure, you experience difficulties in completing your practical submission, you must advise your teacher immediately. They will complete Section B of the Illness/Misadventure form. For example, a Visual Arts Body of Work or Society and Culture Personal Interest Project.

Performance Exams

If unforeseen illness or misadventure occurs before the exam begins, and you are still able to attend the exam, notify your principal before you begin the exam. If you are presenting for the exam at a venue other than your home school, notify a NESA officer. For example, a Drama performance exam or Language speaking exam.

Before starting your exam, also advise the Examiner of your situation. Do not hesitate to approach the Examiner as their observations will be important in assessing your Illness/Misadventure application.

In the case of performance exams, it is not necessary to have Section B of the form completed. The Examiner will complete a report and send it to NESA separately.

Written Exams

If you are suffering from unforeseen illness or misadventure, but are still able to attend the exam, you must notify the Presiding Officer (the person supervising the exam) before the exam starts. If the illness or misadventure occurs during any exam, notify the Presiding Officer at once.

Do not hesitate to approach the Presiding Officer. They are there to help you. If you submit an Illness/Misadventure application, the Presiding Officer will need to complete Section B.

Completing & Submitting Your Application

The application **must not** be completed before the relevant exam has been conducted, or before the due date for practical submissions.

Before signing the **Student Declaration**, read the statements above the signature box very carefully. It is strongly recommended that you sign the form only after you have completed Section A, and after Section C has been completed by an appropriate person.

NB. If Section C is incomplete and you did not attend an exam, you may not receive a result in that course. This could mean that you are ineligible for the award of the Higher School Certificate.

It is the Principal's responsibility to submit your application to NESA.

All sections need to be completed as follows:

Form	Completed By:	Submit to:
Student information and declaration	Student	Principal
Section A	Student <ul style="list-style-type: none"> Complete Section A of this form on each day of each exam you apply for. Notify the Presiding Officer (written) or marker/examiner (practical) for every exam you apply for. 	Principal
Section B	Presiding Officer - for written exams Class teacher - for practical submissions Note: for speaking, or performance exams (eg Languages, Music) the examiner/marker will complete a report and send it to NESAs separately.	Principal
Section C	Medical practioner or appropriate persons (eg police officer, road assistance, fire brigade). <ul style="list-style-type: none"> Take this form to your doctor or another appropriate person to have Sections C1 and/or C2 completed. Additional evidence may be attached to Section C. 	Principal
Section D	Principal	NESA The principal must submit the application with all required documentation via SchoolsOnline .

The NESAs Application Process

The NESAs Illness/Misadventure Panel considers and makes a recommendation on each application on the basis of:

- NESAs responsibility in relation to the *Education Act 1990*, and
- the evidence presented in your Illness/Misadventure application.

The Illness/Misadventure Panel consists of senior education professionals who operate as a team and follow strict procedures. Each application is reviewed by a minimum of two panel members to ensure that every case is determined fairly and consistently. Complex matters may be referred the panel chair or to an independent medical expert for advice.

You will be notified of the outcome of your application on the same day as you receive your Higher School Certificate results.

Closing Dates for Applications

Practical exams – one week after the exam or submission date

Written exams – within one week of the your last exam and no later than the last scheduled HSC exam.

Exam Illness/Misadventure Application Checklist

Please tick to ensure:

- you have correctly recorded your student number
- you have completed Section A for **EACH AND EVERY** exam you wish to apply for. You should write **specific comments** for each exam and not just duplicate comments.
- you have had Sections C1 and/or C2 completed and attached the relevant documents for each exam for which you are applying. **Reminder a medical certificate that merely states you were unfit for work/study is unacceptable.**
- you have signed the student declaration form

If you have any questions about the Illness/Misadventure program that your principal cannot answer, please call (02) 9367 8381 or (02) 9367 8325.

Appendix 5

NSW Education Standards Authority



Illness Misadventure Declaration

*This form must be completed by **the student** who is applying for Illness/ Misadventure*

I, _____ Student Number: _____

request that the NSW Education Standards Authority (NESA) consider my application for Illness Misadventure.

I have carefully read the [HSC Rules and Procedures guide](#), detailing Illness/Misadventure application and the instructions on this form.

I consider that my exam performance was affected by **unforeseen** illness or misadventure which occurred **immediately before or during** the exam(s). I declare that all the information that I have supplied is true.

I give permission for a medical practitioner appointed by NESA or its officers to obtain further details from any person who has provided evidence in Sections C1 or C2, if applicable and considered necessary by NESA.

Student's signature: _____ Student's contact number: _____

Student's email address: _____ Date: _____

NB. If the student is unable to sign for themselves please contact:
Student Support (02) 9367 8381 or (02) 9367 8325
