



# Gosford High School

**Integrity - Excellence - Spirit**

**Diversity - Opportunity**



## Higher School Certificate 2024 Assessment Policy & Schedules Booklet

This booklet contains essential information for students attempting courses in Year 12 2024. This booklet:

- specifies the assessment tasks and the weighting for each task
- provides a schedule of the tasks for each course
- outlines the school's assessment policies and procedures

Please become familiar with this document and retain it for future reference.

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## A Message from the Principal

This Assessment Policy Booklet provides the rules, expectations and procedures that the school will use when assessing student achievement during the HSC year. The booklet is issued to all students and is available on the school website allowing parents/ caregivers and students access to assessment task information for each of the courses offered.

There are specific rules and policies that govern the obligations of the student and the school with regards to HSC assessment and unforeseen circumstances. These rules and procedures are all contained in this booklet allowing student's access to the necessary steps and support when unexpected events and circumstances impact on student's lives in the HSC year. This booklet and policy will be used by the school when reviewing any variation to the planned assessment process the school has in place.

The NSW Educational Standards Authority (NESA), the Department of Education and Gosford High School have developed several procedures to ensure students are supported during the HSC. I encourage all students and their parents/caregivers to become familiar with the assessment requirements of each course studied and the overarching school assessment rules and policies.

I commend this document to you.



Mr Michael Smith  
**Principal**



# Assessment Policy and Procedures

## INTRODUCTION

This booklet explains the requirements for your Higher School Certificate Courses. Each student who completes the Higher School Certificate must have satisfactorily completed 12 units of Year 11 courses in previous years. Individual subjects may be completed in Year 11 if acceleration is taking place in one or more subjects. The HSC will only be awarded when 10 units of HSC courses have been completed.

## PRINCIPLES OF EFFECTIVE ASSESSMENT

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time.

### **Assessment for, assessment as, assessment of learning**

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.



## **Assessment for Learning**

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- Reflects a view of learning in which assessment helps students learn better, rather than just receive a better mark
- Involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- Includes clear goals for the learning activity
- Provides effective feedback that motivates the learner and can lead to improvement
- Reflects a belief that all students can improve
- Encourages self-assessment and peer assessment as part of the regular classroom routines
- Involves teachers, students and parents reflecting on evidence
- Is inclusive of all learners.

## **Assessment as Learning**

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- Encourages students to take responsibility for their own learning
- Requires students to ask questions about their learning
- Involves teachers and students creating learning goals to encourage growth and development
- Provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- Encourages peer assessment, self-assessment and reflection.

## **Assessment of Learning**

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- Is used to plan future learning goals and pathways for students

- Provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- Provides a transparent interpretation across all audiences.

### **Using these principles**

The approach or approaches used will be informed by:

- The evidence of student learning to be gathered
- The processes for gathering the evidence
- The feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

## **REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE**

Performance in the Higher School Certificate Assessment is as important as your performance in the Higher School Certificate Examination. NSW Education Standards Authority (NESA) has set requirements for both schools and students. (Syllabus and assessment information is available on the following website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>).

Students must ensure they are aware of these requirements. Further information on requirements for the award of the Higher School Certificate or any other information relating to senior assessment can be obtained from the Year Adviser, relevant Head Teacher, Deputy Principal or Principal.

### **The Higher School Certificate**

To be eligible for the award of the Higher School Certificate, students must:

- Have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory
- Have attended a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- Complete HSC: All My Own Work (or its equivalent). The Teacher Librarian maintains records of the completion of this course for all HSC students.
- Have demonstrated a minimum standard of literacy and numeracy
- Have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate
- Sit for and make a serious attempt at the required Higher School Certificate examinations.

## **Pattern of Study**

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- At least six units from Board Developed courses
- At least two units of a Board Developed course in English
- At least three courses of two units value or greater and
- At least four subjects

## **Satisfactory completion of a course**

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

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

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including aspects such as - assignments, class participation and practical work. For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be attempted. Furthermore, the student must fulfil the course completion criteria.

If at any time a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the Principal will warn the student as soon as possible and advise the parent or guardian in writing. Student absences will be regarded seriously as absence will make it difficult for the course completion criteria to be met.

The warning will be given in time for the problem to be corrected and will provide advice about the possible consequences on Higher School Certificate eligibility of an 'N' determination in a course.

The Principal will:

- a. Advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected (see page 112 for a sample copy of Official Warning Letter);
- b. Advise the parent or guardian in writing;
- c. Request from the student or parent/guardian a written acknowledgement of the warning;
- d. Issue at least one follow-up warning if the issue has not been corrected; and
- e. Retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue a non-completion determination and advise NESA.

There is a formal appeals process available to all students and this can be explained by the Year Adviser, Deputy Principal or Principal.

## HIGHER SCHOOL CERTIFICATE CREDENTIALS

### The Higher School Certificate

School-based assessment tasks will contribute to 50% of your marks for the Higher School Certificate. Your school assessment mark will be based on your performance in assessment tasks undertaken during each course. The other 50% of the marks will be based on your performance in the HSC examination for each subject.

The Higher School Certificate is a **testamur** document, issued by NESA, which states that a student has met all of the requirements and has been awarded a HSC.



Eligible students upon completing their HSC will receive the following credentials:

- The Higher School Certificate Testamur – This shows that a student is eligible for the Higher School Certificate. It includes your name, school and date of the award. The HSC Testamur is delivered by post in January. Students are able to download their credentials via their Students Online account.
- Higher School Certificate Record of Achievement – The Higher School Certificate (HSC), Record of Achievement (RoA) including your Year 11 (Stage 6) grades, and if applicable, Year 10 (Stage 5) grades.

**Additional Information:** The NESA publication, Higher School Certificate (HSC) Rules and Procedures guide, contains the main rules and requirements you will need to know. This document is available at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/2022-rules-and-procedures-guide>

To receive an Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course.

## The Higher School Certificate Record of Achievement

The Higher School Certificate (HSC) Record of Achievement (RoA) includes students' Year 12 HSC (Stage 6) results, Year 11 (Stage 6) grades and, if applicable, Year 10 (Stage 5) grades. Results for each Stage appear on separate pages.

This provides formal recognition of students' senior secondary school achievements.



**Assessment mark:** School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete several assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course. NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

**Examination mark:** The examination mark for each course shows the student's performance in NESA's HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

**HSC mark:** The Higher School Certificate mark is a 50:50 combination of a student's external examination mark and school based assessment mark for each course.

**Performance Bands:** A student's HSC mark for each course will fall within one of six performance bands, where the highest achievement is Band 6 (90-100 marks) and where the minimum standard experiences is 50 marks. A performance band of E1-E4 is shown for Extension courses. Each performance band is aligned to what a student at that level of performance typically knows, understands and can do.

Further information relating to standards-referenced assessment can be found at <https://arc2.nesa.nsw.edu.au/page/faq/course>

**Stage 6 Year 11 grades:** Schools using the Common Grade Scale for Year 11 courses award A-E grades for Year 11 courses (other than Life Skills and Vocational Education and Training (VET) courses).

**Stage 5 grades:** Schools using the Common Grade Scale and course performance descriptors award A-E grades for Stage 5 courses (other than Life Skills and Vocational Education and Training (VET) courses).

The HSC does not report a single, overall score.

## Moderation

For further information on moderation visit

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation>

## The Australian Tertiary Admissions Rank

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities Admissions Centre on behalf of universities in NSW and the ACT.

Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry.

Students should refer to the Universities Admissions Centre website at [www.uac.edu.au](http://www.uac.edu.au)

## SCHOOL ASSESSMENT PROCEDURES

As part of the Higher School Certificate students will complete school-based assessments, tasks such as tests, written assignments, practical activities, fieldwork and projects. Together, for most HSC courses, these contribute to 50 % of your final HSC marks. NESA's syllabus packages, including assessment and reporting documents, indicate the mandatory components for HSC assessment and the weightings to be attached to those components.

### The School's Responsibilities

The NSW Education Standard Authority (NESA's) syllabus packages, including assessment and reporting documents, indicate the mandatory components for HSC assessment and the weightings to be attached to those components.

Each school will determine:

- a. The practical and written tasks, such as tests, assignments or projects, on which their assessments are to be based
- b. The weightings to be allocated to each task, except when these are specified in the syllabus package.

## **Schools are required to develop an assessment program for each of their courses.**

This involves the following *responsibilities*:

- a. Number of tasks  
Identifying the number of tasks that will be used to measure students' achievement in each syllabus component
- b. Weightings  
Allocating weightings to each of the tasks in accordance with the components and weightings in the Assessment and Reporting document for the course
- c. Scheduling tasks  
Scheduling the assessment tasks for the HSC courses
- d. Advice to students  
Providing students with the notification at least two weeks in advance about the school's requirements for assessment in each course.

The advice given to students must include:

- the components and their weightings as specified in the assessment and examination materials on NESA's website
  - the general nature of each assessment task
  - a schedule of when assessment tasks are planned to take place, including adequate notice of the precise timing of each assessment task
  - the weight value of each task in relation to the total weighted mark for the course
  - details of administrative arrangements associated with each task (e.g. how the school will deal with absence, late submission of tasks, illness/misadventure immediately before or during the task, etc)
  - details of the school's policy on malpractice in assessment tasks
  - details of the procedures to be implemented if tasks produce invalid or unreliable results
  - details of the procedures for dealing with student appeals arising from assessment tasks
- e. Appropriate procedures for marking, recording and reporting students' performance on all assessment tasks
  - f. Notifying parents/caregivers in writing of any missed assessment task or non-serious attempt
  - g. Issuing standard NESA HSC Warning letters when performance in a course is in question.

## **Maintaining records**

Schools are required to maintain records of marks awarded for each task identified as part of the assessment program of an HSC course.

Schools are **not** required to retain evidence of assessments such as test papers, assignments, projects, practical exercises, etc.

The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to consider possible effects of illness or domestic situations.



Schools may offer, however, substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. This must be in accordance with the illness/misadventure provisions published in the school's assessment program. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

**School Principals** have the authority to grant disability provisions for assessment tasks.

<http://ace.nesa.nsw.edu.au/ace-8072>

## STUDENT'S RESPONSIBILITIES

This involves the following *responsibilities*:

- Meeting all course and school requirements including attendance at classes
- Applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- Being aware of and following assessment requirements and procedures
- Making a serious attempt in all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N determination' for the course.

*In Year 12, this may result in a non-award in that course and if the course counts towards the ten units required to be completed for the award of a Higher School Certificate, the student may not receive a Higher School Certificate. This may also result in the student not being awarded an ATAR if this course counts towards his/her 10 units.*

For all assessment tasks and examinations, the following will be treated as a non-serious attempt and a zero mark awarded:

- Answering only the multiple choice questions and/or true/false and or matching etc
- Presenting some or all the responses so that they appear not to be genuine attempts to really answer the question/s asked. This may include copying or modifying some or all of the question/s or leaving a number of blanks
- Including frivolous or objectionable material
- Bringing unauthorised notes into the assessment or examination
- Accessing and/or copying information from an electronic device
- Purchasing and modifying a commercial product and submitting this as their own project
- Using online translation tools
- Using erasable pens. **Only** non-erasable pens are to be used in assessment tasks including examinations. Queries regarding marked tasks will not be addressed if any part of the task has been completed with an erasable pen
- Tasks will have to **be redone** in order to meet course outcomes but the **zero mark will remain**
- **Personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged (refer to All My Own Work)**
- **Understanding malpractice - see the section on malpractice.**

- Submitting all tasks on or before the due date
- Being present for all 'in-class' tasks and examinations

## ASSESSMENT SCHEDULING

This assessment booklet provides you with an assessment schedule for each of your courses. Each assessment schedule lists: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting.

**No Variation of Routines are to be scheduled in the two weeks immediately preceding the Assessment Blocks and the Trial HSC Examinations block unless approved by the Principal.**

## NOTIFICATION OF ASSESSMENT TASKS

Students will be notified of the *due date* and *details* of an assessment task in writing at least two weeks before the task. **Students need to create a calendar of task using the information in the assessment booklet. If a student has not been issued with an assessment notification (hard or soft copy) prior to a scheduled task, then it is their responsibility to bring the issue to the attention of the Deputy Principal regarding the matter.**

The written notification details of each task must include:

- The date and time of when the task will take place or when the task is due
- Components and their weighting as specified in the course assessment schedule
- The general nature (mode) of the assessment task
- The weight value of the task in relation to the total weighted mark for the course as specified in this policy
- Where appropriate, marking criteria/rubric/information about how the task will be assessed.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for two weeks' notice provided the task is not being brought forward. If there are **any changes of date, students will receive an amended written notification.**

**NOTE:** The written notification has precedence over any information listed in the assessment schedules contained in this assessment booklet – that is, details of assessment tasks listed in the assessment booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task. In some circumstances, it may be necessary to alter the date of the task (that is, term and week) from that listed in the assessment schedule in this assessment booklet. When this occurs, students will be informed of any changes to the date – in writing, and two weeks in advance. The Principal is to be consulted if it is not possible to give 2 weeks' notice for changed tasks.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the school calendar who will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided wherever possible. Students are expected to perform/complete all tasks

on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner. In each case when submitting an assessment task, students are required to use the 'Assignment/Assessment Task Cover Sheet' included in this document.

Students and parents/caregivers should familiarise themselves with the procedures required for applying for Illness or Misadventure as no application will be upheld based on lack of knowledge or understanding of the assessment policy.

## APPEALS

- Students have the right to appeal the processes related to an assessment task. They must be able to state specific reasons for an appeal and provide appropriate evidence related to the appeal.
- Performance in previous tasks is not considered grounds for appeal.
- HSC students, at the time of the announcement of the Draft Rank Order at the conclusion of formal Year 12 lessons, have the right to appeal if they believe that their rank is anomalous. Such appeals can only relate to the accuracy of the school's records and its processes; there is no avenue for appeals related to the marks awarded. Students should contact the Deputy Principal to request a convening of the Assessment Appeals Review Committee.

## Limitations on Assessment Appeal Applications

You cannot submit an Assessment Appeal Application on the basis of:

- Difficulties in preparation or loss of preparation time; for example, because of an earlier illness
- Loss of study time or facilities during Year 12
- Long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during an examination
- The same grounds for which you received disability provisions, unless you experience additional difficulties during an examination
- Misreading examination timetables or instructions
- Other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations (unless leave has been approved by the Principal).
- Arriving late to a task unless circumstances beyond the student's control have occasioned the lateness
- Overseas vacation or family holidays

## ABSENCE WHEN A TASK IS NOTIFIED

Whenever a student is absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit an **Assessment Task Appeal Application** .

#### EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION

An extension of time for completion of tasks may only be granted by the Deputy Principal after consultation with the appropriate Head Teacher. Students must apply to the Deputy Principal using the school's **Assessment Task Appeal Application as soon as they are aware** of the task. Extensions will only be granted in cases of severe illness on the day of the task or other exceptional circumstances. A medical certificate will be required in cases of illness. It is highly recommended that students request their doctor use the proforma provided in the appendix of this policy for this purpose.

If an extension is not granted, you must submit the task on the due date. Unless prior application for an extension has been approved by the Deputy Principal, the late submission of a task will result in **ZERO** marks being awarded for that task.

#### PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and a Principal approved school activity or leave, the student **MUST** notify the Deputy Principal. Students must complete an **Assessment Task Appeal Application before the end of the school day following the activity.**

Where a student knows in advance that they will be absent on the day of an assessment task, the student must notify the Deputy Principal, submit an **Assessment Task Appeal Application** and complete the work at a time specified by the Deputy Principal. Students who fail to complete the task before the due date and do not make arrangements for its completion on the specified date must submit an **Assessment Task Appeal Application.**

The school will always endeavour to minimise clashes with assessment task and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

#### ABSENCE DUE TO ILLNESS OR MISADVENTURE

Please note the following:

**Illness or injury** – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);

**Misadventure** – refers to any other event beyond the student's control which allegedly has affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

For all illness or injury or misadventure, the Deputy Principal will verify the circumstances. It is the student's responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late, without first gaining an extension from the Deputy Principal, then a mark of **ZERO** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the Deputy Principal).

Students who are unable to complete a task on or by the due date due to approved absence, illness or misadventure may have adjustments made to the task or its submission date.

**Students who sit an assessment task while ill cannot make an illness/misadventure claim, rather, their mark for the assessment task will stand. Further, students cannot make a claim for misadventure due to illness after they have sat an assessment task; rather, the mark for the assessment task will stand.**

## **ILLNESS DURING A TASK**

In Year 12, students who suffer illness or misadventure during a task must inform the invigilator or examiner immediately. There are no circumstances in which misadventure applications for examination or other in-class tasks will be accepted without an accompanying statement from the invigilator/supervisor of the task and formal documentation; in no circumstances will misadventure applications be considered if they are made after the day of the task has passed. It follows that there is no avenue for misadventure after the release of marks.

In Year 12, students who do not complete an assessment task or examination with the cohort, due to illness or misadventure, will complete an alternative task to that completed by the rest of the cohort.

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the Deputy Principal **IMMEDIATELY** if circumstances will prevent them from doing so.

Students who are absent on the due date for the submission of an assessment task, or who are absent on the day of an assessment task, must submit an **Assessment Task Appeal Application** to the Deputy Principal.

A student may also submit an **Assessment Task Appeal Application** to the Deputy Principal if they believe that **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance in that task.

Students must immediately report to the Deputy Principal and submit an **Assessment Task Appeal Application** if they feel that an issue has arisen during a task which may have had an impact on their performance.

Where a student experiences an illness or other kind of long-term educational disadvantage, such cases will be accommodated through the UAC Educational Access Scheme (EAS) and not by consideration for illness and misadventure. Applications for EAS are made through the Careers and Transition Team.

## **Absence on the day an assessment task is to be submitted**

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to ensure that the completed task is submitted to the Deputy Principal before the **9am** on the due date, or carry out the following procedures:

- a. **Notify the Deputy Principal by telephone or email before 9am** on the day that the assessment task is due. Liaise with the Deputy Principal to make arrangements for the task to be submitted **AND**
- b. **Before 9am on the day of their return to school** (the first school day the student is not covered by the medical certificate), submit an **Assessment Task Appeal Application** and **submit the task**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate **for the relevant time period. MEDICAL CERTIFICATES OBTAINED AFTER THE EVENT WILL NOT BE ACCEPTED. BACK DATED MEDICAL CERTIFICATES WILL NOT BE ACCEPTED.** It is highly recommended that students request their doctor use the proforma provided in this policy for this purpose. This is to be attached to the online Application and submitted to the Deputy Principal before 9am on the day of their return to school (the first school day the student is not covered by the medical certificate). **A medical certificate that merely states a student was unfit for work/study is not acceptable.**

**NOTE:** In the case of a student being absent from school on the day an assessment task is due and the student did not make arrangements for the task to be submitted on that day, a **ZERO** will be recorded for that task if an **Assessment Task Appeal Application:**

- a. Has not been submitted to explain their absence or
- b. Has been submitted by the student but is not approved.

## **Absence on the day of an assessment task is to be conducted (exam, practical task, oral, test)**

Students who are absent from school for a valid reason on the day of an assessment task **MUST:**

- a. **Notify the Deputy Principal by telephone or email by 9am** on the day of the assessment task and give an anticipated date for their return to school
- b. **Before 9am on the day of their return to school** (the first day the student is not covered by the medical certificate), submit an **Assessment Task Appeal Application**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate certifying the illness **occurred on the day of the assessment task. MEDICAL CERTIFICATES OBTAINED AFTER THE EVENT WILL NOT BE ACCEPTED. BACK DATED MEDICAL CERTIFICATES WILL NOT BE ACCEPTED.** It is highly recommended that students request their doctor use the proforma provided in this policy for this purpose. This is to be attached to the Application and submitted before 9am on the day of their return to school (the first school day the student is not covered by the medical certificate).

**A medical certificate that merely states a student was unfit for work/study is not acceptable.**

- c. Be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of their return to school** (the first school day the student is not covered by the medical certificate).

Where appropriate, the Deputy Principal may authorise the task, or a substitute task, to be given as soon as practicable after the student's return. Where appropriate, the Deputy Principal may authorise that an estimate be made at the end of the course by the Assessment Appeal Panel.

Note: in the case of a student being absent from school on the day of an assessment task, a **ZERO** will be recorded for that task if an **Assessment Task Appeal Application**:

- a. Has not been submitted to explain their absence on the day of their return (the first school day the student is not covered by the medical certificate) or
- b. Has been submitted by the student but is not approved.

## Misadventure

The school recognises that students may have to prepare for assessment tasks in difficult circumstances, but it is not feasible to compensate students for difficulties in preparation. Since students frequently perform better in stressful circumstances than they expect, it is important to complete assessment tasks if possible rather than rely on estimations. However, if a student completes an assessment task but believes that short term **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance, the student **MUST**:

- a. **On the day of the task**, see the Deputy Principal and submit an **Assessment Task Appeal Application** which provides an explanation as to why they feel their performance in the assessment task has been adversely affected. The student must outline to the Deputy Principal an appropriate timeframe to complete the **Assessment Task Appeal Application**, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** obtain a medical certificate **for the relevant time period**.
- b. Return the completed **Assessment Task Appeal Application** to the Deputy Principal, with the independent evidence, as per the timeframe agreed upon.

**Note:** If you are receiving disability provisions refer to the relevant section of this of this booklet.

In the case of a student who has completed an assessment task and has submitted an **Assessment Task Appeal Application** but believes that short term exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance, the following will apply:

- a. If the assessment task appeal is not upheld, then the student will receive the mark they actually gained on the task



- b. If the assessment task appeal is upheld, then the student will receive either the mark actually gained on the task or an estimated mark (determined by the Assessment Review Panel), whichever is the higher. Before the final HSC assessment marks are calculated (that is, before the final school report and before the assessment marks are submitted to NESAs), the estimated mark for this task will again be calculated (based on comparable assessment tasks) and the student will receive either the estimated mark or the mark actually gained on the task, whichever is the higher.

**Note: appeals initiated after assessment task results have been issued will NOT be considered in any circumstances.**

## **ATTENDANCE TWO SCHOOL DAYS BEFORE A TASK OR TRIAL HSC EXAMINATIONS AND ATTENDANCE ON THE DAY OF A TASK**

Students **MUST** attend all timetabled lessons on time (including period 0 and 6) or scheduled school activities during the **2 days prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day (unless approval has been given by the Deputy Principal)**.

If a student fails to meet this requirement, he/she must provide independent evidence of the reasons, detailing why the circumstances prevented them from being at school or on time 2 school days prior to the assessment task, or why they could not attend all lessons on time prior to the task on the day of the assessment task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide a medical certificate certifying the illness **occurred during the 2 days prior to the assessment task, or on the day of the assessment task (whichever is applicable)**. **Medical certificates obtained after the event will not be accepted. Back dated medical certificates will not be accepted. A medical certificate that merely states a student was unfit for work/study is not acceptable.**

If proof of illness or leave is not approved, then the student will be awarded a zero mark.

## **LATE SUBMISSION OF TASKS**

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be **LATE** unless there are exceptional circumstances. Tasks must be submitted in accordance with the instructions from the relevant faculty. All faculties must maintain a record of tasks submitted. Unless the Deputy Principal receives a completed **Assessment Task Appeal Application** that provides an acceptable explanation for the late submission of a task, the student will receive a **ZERO** mark for that task.

## **INVALID OR UNRELIABLE ASSESSMENT TASKS**

GHS has policies in place to ensure the integrity of all assessment tasks. If, for any reason, a Head Teacher believes an assessment task may be considered invalid, unreliable or does not discriminate either before or after an assessment task has been issued, then the matter will be immediately raised with the Deputy Principal.

The Deputy Principal will then meet with the Head Teacher involved to determine if any part or all of the task should be deemed invalid or unreliable and the appropriate course of action.

If a task is deemed invalid or unreliable and has not yet been issued, then a new task will be created. If this has an impact on the original date of the task, then the task date will be changed and the students notified in writing of the change in date. If a task is deemed invalid or unreliable and has already been issued or completed then a new task will be created. The students and parents will be informed in writing and given two weeks' preparation time for the new task. Any NESA requirements for data collection, which affect the above policy will be considered by the Deputy Principal.

## **GRANTING OF AN ASSESSMENT TASK APPEAL**

If an **Assessment Task Appeal Application** has been upheld, then the Deputy Principal may:

- Authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return
- Authorise for an estimate to be given by the Assessment Review Panel
- Grant an extension of time
- Determine an alternative procedure (in consultation with the Principal and the relevant Head Teacher).

**Note: an application for an Assessment Task Appeal is no guarantee that it will be upheld.**

## **ASSESSMENT REVIEW PANEL**

In exceptional circumstances where a student has had an assessment appeal determination as 'For Review' the following process will apply:

1. The task will be marked along with all others.
  2. At the end of the course, the Assessment Review Panel will then examine the marks awarded in relation to other assessment data and other relevant evidence of the student's level of achievement.
  3. If the mark achieved is commensurate with or better than expectations based on the other evidence, no action will be taken.
  4. If the mark is significantly below expectations, it will be set aside, and an estimate substituted before assessment marks are submitted to NESA and entered on the Report.
  5. In cases where an estimate is awarded, the Assessment Review Panel will exercise their professional judgment, using all available evidence of achievement, to provide the most accurate estimate possible. In the absence of good evidence, the Assessment Review Panel cannot predicate estimates on a student's potential or ability alone. The student's rank order in the course may not necessarily be maintained.
  6. Student are entitled to know estimated marks for tasks that are missed due to illness misadventure or have been reviewed.
- If a student transfers from Mathematics or English Advanced to the Mathematics Standard/ English Standard course during the HSC year and they have not completed a task in the alternate course then an estimate/s will be made by the Assessment Review Panel for the task/s they did not complete.

## EXCURSIONS AND VORs

Students must attend excursions and VORs, which are part of the Higher School Certificate course assessment and complete the set work.

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. No variations to routine will take place for Year 12 students two weeks prior to the Trial HSC Examination period and Term 1 Assessment Block. Students must also make every effort to avoid clashes with assessment tasks by advising the teacher who is organising the activity of any scheduled assessment tasks.

Students involved in a school organised excursion, or school organised commitment, that is on the week before or the day of an Assessment Task in another subject must submit an Assess Application.

## TECHNOLOGY AND ASSESSMENT TASKS

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for an extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- When working at home, continually back up all work on the hard drive of your computer, Cloud storage and on an external portable storage media (such as a USB drive)
- When working at school, save the latest version of your work to your personal files on the school server
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
  - Check the compatibility of your home software with the school's technology
  - Sound files should be saved as an MP3, Video/DVD and Digital Media should be saved as MP4, AVI or MOV files
  - Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.
- Students are to adhere to the instructions in regard to the proctoring of the task, this may include supervision by teams or other digital platforms and the integrity of the task must be upheld with no involvement from third parties
- Submission of any digital task within the due time is the responsibility of the student
- Digital submission of any task constitutes a digital signature that the student has submitted their own work

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers/printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing.

(Note: printing at school should only be a last resort and must be completed before the due hand in time).

## **ORAL/PERFORMANCE/PRACTICAL TASKS**

Students must present oral/performance assessment tasks on the specified due date and at the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally during the allocated time). On the specified day that the task is due, teachers will normally indicate the order in which they will make their presentations. Students must complete the task during the allocated time.

## **ZERO MARKS**

A **ZERO** will be awarded when a student:

- Submits a task late (without a valid reason)
- Does not attempt the assessment task (non-attempt)
- Does not make a serious attempt at a task (non-serious attempt). A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which contains frivolous or objectionable material. Where the Deputy Principal deems a student to have made a non-serious attempt, a mark of zero will be awarded
- Is found to be involved in substantial malpractice
- Is absent 2 school days before an assessment task (without a valid reason)
- Is absent from or late to class 2 days before an assessment task

In such cases:

- Parents/guardians will be informed in writing
- Copies of the parental notification will be distributed to the Head Teacher, Year Adviser, Deputy Principal and Principal

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N' determination for that course.

## **COMPLETION OF 50% OF AVAILABLE MARKS**

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in **excess of 50% of available marks** in the course for the Principal to deem them as satisfactorily completing the course.

If the Principal does not certify that the course has been satisfactorily completed, then the Principal will warn students (and their parents/caregivers) in advance if they are in danger of not meeting the assessment requirements of the course.

If the assessment requirements for the course have not been satisfactorily completed, then NESAs will be notified that an 'N' determination has been made for the course and the student will not receive an Assessment Mark or an Examination Mark for that course. In the case of Extension courses, students who fail to meet the assessment requirements for the common (2 or 3 unit) part of the course will not receive a result for both the Common and Extension courses.

## **MALPRACTICE IN ASSESSMENT TASKS**

Malpractice in any form is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate (NESAs, [ACE 9022](#))

Any student found involved in malpractice in completing an assessment task may be awarded a mark of **ZERO** for that task. They will be recorded on the NESAs Register of Malpractice for HSC assessment tasks. Malpractice includes, but is not limited to:

- Cheating
- Attempting to cheat
- Assisting others to cheat
- Colluding to facilitate either own advantage or advantage of another student.
- Submitting an assessment that was completed in a group and presenting it as individual work rather than completing it separately as per the notification.
- Submitting a task that was completed through generative AI technology which contravenes the school's assessment policy.
- Submitting a task where output has not been cited. All work presented in assessment tasks must be a student's own work or must be acknowledged appropriately
- Copying someone else's work in part or in whole, and presenting it as their own
- Copying in an exam from other student or using information secretly brought in
- Using material directly from books, journals, CDs or the internet without reference to the source
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Paying someone to write or prepare material
- Distracting other students from their work during an assessment task
- Disrupting the assessment task in any way
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Using online translation tools
- Contriving false explanations to explain work not submitted by the due date

- Altering of an assessment task that has already been marked
- Attempting to alter an assessment task that has already been marked
- Making up journal entries for a research project
- Copying information from an electronic device
- Not adhering to task exam description/details. For example: not complying with the word count stipulated on the task or examination question.

## **WHAT HAPPENS IF MALPRACTICE IS DETECTED?**

If an allegation of malpractice is made by the class teacher or marker, it will be referred to the head teacher of the course. The incident will then be referred to an Assessment Review Panel for investigation where student(s) and their parents are made aware of the details and given an opportunity to respond. Students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills. (NESA, ACE 9023)

Schools with HSC candidates are required to maintain a register of all instances where a student was found to have engaged in malpractice in a school-based assessment task, the subject concerned, the nature of the offence and the penalty applied. Details are recorded so that individual students cannot be identified, and the aggregated data does not identify individual schools. (NESA, Breaking HSC rules).

The decision with regard to malpractice having occurred will be made by the panel. The decision will be communicated in writing to the students with any penalty outlined. In all situations involving malpractice, the Principal will be aware of the circumstances. The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of ZERO may be awarded. If zero is awarded for malpractice, the student is required to complete the task or components of the task, to demonstrate completion of the outcomes.

Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption (NESA,)

## QUERYING THE RESULT OF AN ASSESSMENT TASK

Disputes over an individual task must be raised with the Head Teacher on the day the task is returned and the task will be retained by the Head Teacher. The Head Teacher's decision is final. A teacher's professional judgement cannot be the basis of an appeal.

## WARNING OF 'N' DETERMINATION

Students undertaking the HSC course must make a genuine/serious attempt to complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, **regardless of whether or not these tasks contribute to the final assessment mark.** It is a matter for the class teacher's professional judgement to determine whether or not a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the available marks.

Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course. Students and parents/guardians will be informed of the problem, in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

### Further information

A copy of the **Assessment, Certification and Examination (ACE) Manual** is available on the NESA website (in the Manuals section). The URL is: <https://ace.nesa.nsw.edu.au>

## 'N' DETERMINATIONS AND APPEALS

The procedures for Non-Completion determinations are explained to students at the HSC Information Meeting and in the Assessment Policy Booklet.

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s). A parent/ guardian will be required to acknowledge the warning in writing. Follow-up warnings will be issued if the warning is not resolved.

If a student fails to meet course and assessment requirements in a HSC course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Year 11 courses and 10 units of HSC courses which fulfil the NESA pattern of study requirements, they will not be eligible for the award of the HSC.

In the case of extension courses, students who fail to meet the assessment requirements of the co-requisite 2 unit course will not receive a result in either course.



The final decision regarding an 'N' determination recommendation will be made by the Principal. Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the Principal and the two Deputy Principals. The outcome of the appeal will be notified to the student, the parents/caregivers and NESAs.

## **CONFIDENTIALITY OF FINAL MARK**

The final HSC assessment mark for each course is confidential and cannot be given to students.

## **ORDER OF MERIT/FINAL RANKING**

Students will be given feedback from time to time as to their ongoing rank in any course. Students can access their Assessment Rank Order Notice after the last HSC examination has occurred. The notice must be available to students within the period that appeals can be made. Students may also see their final rank in each course by using the Students Online service.

## **REVIEW OF ASSESSMENT RANK**

Should any ranking differ from that expected, based upon previous information, a review of the ranking may be requested by the student before the due date indicated by NESAs. Marks awarded by teachers for individual assessment tasks are **not** subject to this appeal mechanism.

The school's Review Panel (comprising of a Head Teacher and Deputy Principal) will carry out a review to establish whether:

- The weightings specified by the school assessment schedules conform with NESAs requirements
- The procedures used by the school for determining the final assessment mark conform with its stated assessment schedule (in particular the weightings used for the various tasks and consistent with those specified in the assessment schedule)
- There are no computational or other clerical errors in the determination of the assessment mark.

If the school's Review Panel is satisfied that these conditions have been met, there will be no change to the assessment and the final rank will remain the same.

A further appeal may be lodged through the Principal to NESAs if the student is dissatisfied with the school review procedures.

## **ASSESSMENT TASK APPEAL APPLICATIONS BASED ON SPECIAL CONSIDERATION**

The **Assessment Task Appeal Application** must be submitted to the Deputy Principal no later than **2 days AFTER** the assessment task is submitted or completed. Only information provided with the application will be considered as part of the appeal process. The Deputy Principal assesses the assessment task appeal application to determine whether the student's

application is to be upheld or declined. An **'Upheld'** determination is made after assessing that the student has followed the appropriate process to apply for consideration and sufficient evidence has been provided to justify:

- no penalty being applied to the student's mark for the task
- an alternate task is scheduled
- a determination to estimate results to maintain rank or
- the application is classed as 'to be reviewed.'

If the assessment appeal application is **'Declined'**, no adjustments will be made. The **'Declined'** determination is made on the basis that the student **has not** followed the appropriate process to apply for consideration or provided sufficient evidence.

If a student has applied for special consideration using the **Assessment Task Appeal Application**, and the task is 'to be reviewed', the outcome will be determined by the Assessment Review Panel after completion of all assessment tasks.

Students who have received provisions under disability provisions procedures should not submit an assessment appeal application as their performance in the assessment task has been supported - unless the application would request review of separate circumstances.

#### **Subsequent/alternate task submission**

If students are absent due to illness or misadventure and they satisfy the requirements of the policy an alternate task will be organised by school executive. Once the task has been completed by the student they cannot then apply for special consideration for the same task.

#### **Tasks to be reviewed at end of course**

If a student completes a task but submits an Assessment Appeal form that has been assessed as 'to be reviewed', then the Assessment Review Panel will use teacher professional judgement and available evidence to determine if disadvantage or advantage is evident. NOTE this cannot occur on multiple tasks within the course assessment schedule. Long term disadvantage should be applied for under the EAS scheme.

#### **Task estimation**

In exceptional circumstances it is not appropriate for the student to sit an alternate task in which case the Assessment Review Panel will determine an estimate based on teacher professional judgement and available evidence.

**A students' rank cannot be provided on their school report until the review panels decision has been finalised.** It is not the role of the Assessment Review Panel to determine a degree of disadvantage due to an illness, injury, or misadventure rather to determine if disadvantage has occurred through teacher professional judgement/available evidence. Long term disadvantage needs to be applied for through EAS procedures, which the school can assist students with if required.

A further appeal may be lodged through the Principal to NESA if the student is dissatisfied with the school review procedures.

## **ASSESSMENT CONCERNS**

Where circumstances arise in the administration of the assessment of HSC courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Deputy Principal for resolution.

## **STUDENTS ACCELERATED IN A COURSE**

Students who have been accelerated in a course should complete all assessment tasks, or the equivalent, that are undertaken by students completing the standard course program. The school will endeavour to minimise the conflicting demands of Year 11 and HSC assessment, but this cannot be guaranteed.

During the scheduled Examinations and Assessment Blocks students accelerated in a course will be given study leave the day before their examination or a hand unless the task is scheduled the day after a weekend or a public holiday. Students accelerated in a course must attend all lessons in accordance with the section of this policy, attendance 2 schools days before a task and attendance on the day of the task.

## **SUBMITTED WORKS AND PRACTICAL EXAMINATIONS**

The following courses require you either to undertake practical examinations or to submit major works or projects.

- Design and Technology
- Drama
- English Extension 2
- History Extension
- Languages
- Music 1, Music 2 and Music Extension
- Science Extension
- Society and Culture
- Textiles and Design
- Visual Arts

Students are required to certify that any submitted works are their own. Class teachers must certify that they have been completed under the teacher's supervision. If school staff cannot certify the works, students might not be awarded marks for them, or they may receive reduced marks.

Further information for the requirements of each course can be found at <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

It is the student's responsibility to keep hard copies and back-ups of all major work projects ( where feasible) including drafts/ portfolios and process diaries.

## DISABILITY PROVISIONS

Students seeking provisions for their Higher School certificate examinations should provide the appropriate application form to the Deputy Principal in the first academic term of their HSC year. The application form identifies which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, writing samples and teacher comments. The provisions granted are solely determined by how the student's exam performance is affected.

Once a Disability Provision has been granted (either by the school or by NESAs) the school will endeavour, within the limits of its resources, to ensure that it is provided in all school-based examinations and assessment tasks.

Note the following unacceptable grounds for appeal: The provisions of the appeals process do not cover disabilities for which NESAs/School has already granted disability provisions, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the supervising staff member.

## CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS

Students must:

- Wear full school uniform to all examinations
- Cease speaking or communicating in any way as they enter the examination venue and remain **silent** while in the examination room except if talking to a supervisor
- **Follow** the examination supervisor's **instructions** at all times
- Behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination
- Make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material. Furthermore:
  - ✓ **NESA awards zero** to any script in which only the multiple choice questions have been answered or where the student has just copied or modified the question or part of it. These are treated as a **non-attempt of the examination in that course**.
  - ✓ In Year 12 this will result in a **non-award of the HSC** in that course so that course will not appear on your HSC.
  - ✓ In Year 12 this will also result in the student **not being awarded an ATAR** if this course counts towards his/her 10 units.
- You must not bring any of the following items into your assessments/exams:
  - ✓ Mobile phones
  - ✓ Programmable watches e.g. smart watches
  - ✓ Electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries
  - ✓ Stopwatches
  - ✓ Paper or printed or written material (including your exam timetable)
  - ✓ Dictionaries (except in language exams, if allowed)
  - ✓ Correction fluid or correction tape

- You cannot borrow equipment during assessments or exams. Exam supervisors may inspect your equipment when you enter the room and will tell you where to place unauthorised items.
- Remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor
- **Behave ethically** – no attempt should be made to engage in malpractice, to cheat or to attempt to cheat.

A penalty, including a zero mark may be applied if a student break any of the examination rules, with no opportunity to redo the task.

## MARKING, GRADING AND REPORTING

NESA descriptors and other grading information are used to assess student learning evidence and report on student achievement.

Procedure:

- Learning Outcomes and Overall Grades on Semester Reports are calculated from the marks and grades achieved on the complete body of learning evidence produced by students.
- In all Year 12 assessment tasks and examinations, students use candidate numbers rather than names. Numbers are not converted to names until marking has been finalised.
- The Head Teacher oversees the administration of procedures to ensure the integrity of marking. The purpose is to promote fair, unbiased and consistent marking.

Procedures may include but are not limited to:

- One marker only marking an entire question or task.
- Pilot marking (i.e., teachers mark in teams until all are in agreement regarding the standard) and regular check marking.
- Use of a designated moderator (i.e. an experienced teacher runs an initial moderation session for all markers and then regularly spot checks each marker's consistent application of the agreed standard).
- Double marking (i.e. two teachers mark each paper, compare marks awarded and resolve discrepancies).
- Group marking (i.e. teachers mark in teams, discuss standards and check each other's marking).
- Employment of external personnel to mark, double mark and/or check mark.
- The Head Teacher ensures that robust marking processes produce reliable assessment patterns.
- There is no predetermined pattern of Grades. Raw marks only are used. Mapping or scaling of final assessment marks will not occur.

- There is a transparent alignment between the marks and grades a student receives throughout a semester and the final grade awarded on Semester Reports.
- Teachers make professional judgements based upon the complete body of learning evidence collected for each student to provide information about learning progress on Reports.
- Students are entitled to know the estimate marks they are awarded for tasks missed due to illness or misadventure.

### **Student Transfers**

Students who transfer to Gosford High School after the period of HSC formal assessment commences will be assessed with all other candidates. Those who arrive after the period of formal assessment commences but before the final date of HSC entry will receive an estimate for any school based assessment tasks which have not been completed at GHS.

## **RECORDING OF ASSESSMENT DATA, RETURN OF TASKS AND FEEDBACK TO STUDENTS**

- NESA course descriptors and other grading information is used to assess student learning evidence and report on student achievement. Students are provided with feedback that is personalised, specific, timely and forward focused. Students are entitled to know their own mark or grade awarded for each assessment task they attempt. HSC students are entitled to know their own rank for each assessment task they attempt.

### **DATA Recording Procedures**

- The Head Teacher Administration oversees appropriate structures on Sentral to ensure all required calculations of marks and grades can be made and audited within this platform.
- Faculty Head Teachers establish processes to ensure that all assessment data is received from teachers and recorded in a timely manner in SENTRAL. The recording of data relating to assessment is the responsibility of the Head Teachers.
- When marks and grades are confirmed as accurate by teachers and students have signed off for the task mark, the Head Teacher syncs the assessment data to the School's Reports when required.
- Accurate and current assessment data is always available to the Principal and Deputy Principal.
- Marks, grades, cohort feedback documents and individual student feedback comments are made available to students in a timely manner.
- Calculations of overall yearly marks are made in Sentral for the purposes of determining Graduation Assembly awards and HSC marks for Reports and NESA upload.
- At the end of the course, students confirm their marks for all tasks.
- HSC NESA marks are uploaded to Schools Online by the Head Teacher Technology.

### **Feedback**

Feedback is provided that enables students to recognise strengths as well as areas for improvement, and to identify and plan with their teacher the next steps in their learning. It:

- is timely (approximately 2 weeks unless there are extenuating circumstances), specific and related to the learning and assessment intention.
- is constructive and provides meaningful information to students about their learning in a variety of forms.
- focuses on the outcomes of the task and corrects misunderstandings.
- identifies and reinforces students' strengths.
- provides information about how they can improve.
- facilitates the development of and provides opportunities for self-assessment and reflection during the learning process.
- informs future teaching and learning opportunities.





## HONESTY IN HSC ASSESSMENT – THE STANDARD

*This standard sets out NESA's requirements for students submitting their own work in HSC assessments.*

*Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with this standard.*

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

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

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- [Rules and Procedures Guide](#)
- [HSC: All My Own Work Program](#)

These documents are publicly available on the NSW Education Standards Authority (NESA) website at [ACE Manual: ACE 9022 Honesty in HSC Assessment – the Standard \(nesa.nsw.edu.au\)](#)

## Creative and Performing Arts

### DRAMA HSC Course Outcomes

H1.1	uses acting skills to adopt and sustain a variety of characters and roles
H1.2	uses performance skills to interpret and perform scripted and other material
H1.3	uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
H1.4	collaborates effectively to produce a group-devised performance
H1.5	demonstrates directorial skills
H1.6	records refined group performance work in appropriate form
H1.7	demonstrates skills in using the elements of production
H1.8	recognises the value of the contribution of each individual to the artistic effectiveness of productions
H1.9	values innovation and originality in group and individual work
H2.1	demonstrates effective performance skills
H2.2	uses dramatic and theatrical elements effectively to engage an audience

H2.3	demonstrates directorial skills for theatre and other media
H2.4	appreciates the dynamics of drama as a performing art
H2.5	appreciates the high level of energy and commitment necessary to develop and present a performance
H3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H3.2	analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H3.3	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
H3.4	appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
H3.5	appreciates the role of the audience in various dramatic and theatrical styles and movements

## DRAMA

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	<b>Topic One:</b> Contemporary Australian Drama <b>Part One:</b> Performance <b>Part Two:</b> Written Response (Hand-In)	<b>Topic Two:</b> Significant Plays of the 20th Century <b>Part One:</b> Performance <b>Part Two:</b> Written Response (Hand-In)	<b>Topic:</b> Individual Project and Group Performance Trial <b>Part One:</b> Group Performance <b>Part Two:</b> Individual performance or project submission	<b>Topic:</b> Written Trial <b>Part One:</b> Australian Theatre Essay <b>Part Two:</b> Significant Plays Essay (Written Exam)	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	H1.1, H1.2, H1.3, H1.5, H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.5, H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H2.1, H2.2, H2.3	H3.1, H3.2, H3.3,	
Component					Weighting %
<b>Making</b>	15	15	10		<b>40</b>
<b>Performing</b>	5	5	20		<b>30</b>
<b>Critically Studying</b>	5	5		20	<b>30</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

## MUSIC 1 HSC Course 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
H9	performs as a means of self-expression and communication
H10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
H11	demonstrates a willingness to accept and use constructive criticism

## MUSIC 1

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Presentation of Performance and viva voce	Composition and Analysis (Hand-in) Presentation of Elective 1 (Performance, musicology portfolio, or composition portfolio)	Presentation of Electives 2 and 3 (Performance, Viva Voce and/or composition portfolio)	Aural Skills Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 2 Week 2	Term 3 Weeks 3-and 4 Trial HSC Examination Block	Term 3 Weeks 3-4 Trial HSC Examination Block	
Outcomes assessed	H1, H4, H5, H9, H10	H1, H2, H3, H4, H5, H6, H7 H8, H10, H11	H1-8*	H4, H7, H10	
Component					Weighting %
Performance Core	10				10
Composition Core		10			10
Musicology Core	10				10
Aural Core		5		20	25
Elective 1		15			15
Elective 2			15		15
Elective 3			15		15
<b>TOTAL %</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

\*Teachers will select appropriate outcomes based on Elective options selected by each student

## MUSIC 2 HSC Course Outcomes

H1	performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
H2	demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
H3	composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
H4	stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
H5	analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations

H6	discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
H7	critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
H8	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H9	identifies, recognises, experiments with, and discusses the uses and effects of technology in music
H10	performs as a means of self-expression and communication
H11	demonstrates a willingness to participate in performance, composition, musicology and aural activities
H12	demonstrates a willingness to accept and use constructive criticism

## MUSIC 2

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	<b>Composition Portfolio</b> Mandatory Topic: Music of the Last 25 Years  Submit composition portfolio	<b>Presentation of Core Performance</b>  Mandatory Topic: Music of the Last 25 Years  Solo or ensemble performance including reflection on own interpretation	<b>Presentation or Submission of Elective</b>  Additional Topic Presentation of performances or composition portfolio or musicology portfolio	<b>Trial HSC Examination</b> Musicology and Aural Skills Exam  Melodic and rhythmic notation exercise and short responses to aural excerpts and unseen scores with reference to compositional techniques and stylistic features	
<b>Timing</b>	Term 1 Weeks 8 & 9 Assessment Block	Term 2 Week 5	Term 3 Week 2	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	H2, H3, H4, H5, H6, H8, H9	H1, H6, H10	H1-9, H11*	H2, H4, H5, H7, H11	
<b>Component</b>					<b>Weighting %</b>
Performance		20			<b>20</b>
Composition	20				<b>20</b>
Musicology	5			15	<b>20</b>
Aural	5	5		10	<b>20</b>
Elective			20		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>100</b>

\*Teachers will select appropriate outcomes based on Elective options selected by each student



## MUSIC EXTENSION HSC Course Outcomes

Performance Outcomes		Composition Outcomes		Musicology Outcomes	
1	performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member	1	composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style	1	presents an extended essay demonstrating mastery of research, argument and data from primary and secondary source
2	leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others	2	leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others	2	leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
3	articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed	3	articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style	3	articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
4	demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed	4	demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed	4	demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
5	presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction	5	presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition	5	presents, discusses and evaluates the problem solving process and the development and realisation of a research project
6	critically analyses the use of musical concepts to present a stylistic interpretation of music performed	6	critically analyses the use of musical concepts to present a personal compositional style	6	critically analyses the use of the musical concepts to articulate their relationship to the style analysed

## MUSIC EXTENSION

<b>Nature of tasks</b>	<b>Performance and Critical Comparison</b> <b>OR</b> <b>Portfolio</b>	<b>Performance and Critical Appraisal</b> <b>OR</b> <b>Viva Voce</b>	<b>Trial HSC Examination</b>		
	<b>Performance</b> presentation of ONE solo piece, with critical comparison of interpretive decisions within two professional recordings of repertoire <b>OR</b> <b>Composition</b> portfolio including details of musical influences and repertoire that has informed and guided the compositional process <b>OR</b> <b>Musicology</b> analysis of TWO significant works from topic area	<b>Performance</b> presentation of ONE solo piece with concert notes <b>OR</b> <b>Composition</b> portfolio including analysis of works and styles and draft compositions <b>OR</b> <b>Musicology</b> portfolio including development of hypothesis with analytical support	<b>Performance</b> presentation of ensemble piece <b>OR</b> <b>Composition</b> submission of preliminary recording and portfolio with reflection and revision of the compositional process <b>OR</b> <b>Musicology</b> Portfolio with written draft, viva voce including development and resolution of topic, sources, and ideas.		
	Term 1, Week 3	Term 2, Week 7	Term 3 Weeks 3-4 Trial HSC Examination Block		
	E1-E6*	E1-E6*	E1-E6*		
<b>Component</b>				<b>Weighting %</b>	
Performance or Composition or Musicology	30	35	35	<b>100</b>	
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>	

\* Teachers will select appropriate outcomes based on Elective options selected by each student

## VISUAL ARTS HSC Course Outcomes

H1	initiates and organises artmaking 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 artmaking
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 arts

## VISUAL ARTS

Task Number		Task 1	Task 2	Task 3	Task 4
<b>Nature of tasks</b>		<b>Essay (In Class) Art Criticism and Art History</b>	<b>In Class Test Art Criticism and Art History</b> Short response questions + <b>Artmaking (Hand In)</b> Artworks in progress and VAD	<b>Annotated Bibliography (Hand In) Art Criticism and Art History</b> + <b>Art Making (Hand In)</b> Artworks in progress and VAD	<b>Trial HSC Examination Art Criticism and Art History</b> + <b>Artmaking (Hand In)</b> Body of Work and VAD
<b>Timing</b>		Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2, Week 7	Term 3 Weeks 3-4 Trial HSC Examination Block
<b>Outcomes Assessed</b>		H7, H8, H9, H10	H1,H2,H3,H4,H5 H7,H8,H9,H10	H1,H2,H3,H4,H5 H7,H8,H9	H1 - H10
<b>Art Criticism and Art History</b>	<b>50 %</b>	10	15	5	20
<b>Artmaking</b>	<b>50%</b>		10	20	20
<b>Total %</b>	<b>100 %</b>	<b>10</b>	<b>25</b>	<b>25</b>	<b>40</b>

# English

## ENGLISH ADVANCED HSC Course 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

## ENGLISH ADVANCED

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Written Response	Critical Essay	Extended Response	Trial HSC Examination Paper 1: Common Module: 10% Paper 2: Module A: 5% Module B: 5% Module C: 10%	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 7	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	EA12-1, EA12-2 EA12-3, EA12-4, EA12-5, EA12-6	EA12-1, EA12-3, EA12-5, EA12-7 EA12-9	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	
Component					Weighting %
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## ENGLISH STANDARD HSC Course 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	adopts 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 evaluates 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



## ENGLISH STANDARD

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Written response	Close Study	Extended response	Trial HSC Examination Paper 1: Common Module: 10% Paper 2: Module A: 5% Module B: 5% Module C: 10%	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 7	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6	EN12-1, EN12-3, EN12-5, EA12- 7, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	EN12-1, EN12-2 EN12- 3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	
Component					Weighting %
Knowledge and understanding of course content	10	10	15	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## ENGLISH EXTENSION 1 HSC Course 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

## ENGLISH EXTENSION 1

Task number	Task 1	Task 2	Task 3	
<b>Nature of tasks</b>	Written Response	Critical Response with related material	<b>Trial HSC Examination</b> Section 1 – Common Module Section 2 – Elective	
<b>Timing</b>	Term 1 Week 2	Term 2 Week 4	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	EE12-1, EE12-3, EE12-5	EE12-1, EE12-2, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	
Component				Weighting %
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis, sustained composition and independent investigation	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## ENGLISH EXTENSION 2 HSC Course Outcomes

EEX12-1	demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
EEX12-2	strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
EEX12-3	applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
EEX12-4	undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
EEX12-5	reflects on and evaluates the composition process and the effectiveness of their own published composition

## ENGLISH EXTENSION 2

Task number	Task 1	Task 2	Task 3	
<b>Nature of tasks</b>	Viva Voce	Literature review (Hand in)	Critique of the Creative Process (Hand in)	
<b>Timing</b>	Term 1 Week 3	Term 1 Week 11	Term 2 Week 7	
<b>Outcomes assessed</b>	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Component				Weighting %
Skills in extensive independent research	15	20	15	<b>50</b>
Skills in sustained composition	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Human Society and Its Environment

### ANCIENT HISTORY HSC Course Outcomes

AH12-1	accounts for the nature of continuity and change in the ancient world
AH12-2	proposes arguments about the varying causes and effects of events and developments
AH12-3	evaluates the role of historical features, individuals and groups in shaping the past
AH12-4	analyses the different perspectives of individuals and groups in their historical context
AH12-5	assesses the significance of historical features, people, places, events and developments of the ancient world

AH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-7	discusses and evaluates differing interpretations and representations of the past
AH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12-10	analyses issues relating to the ownership, custodianship and conservation of the ancient past

## ANCIENT HISTORY

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Source Analysis	Structured Essay and Annotations	Historical Analysis	Examination	
<b>Timing</b>	Term 1 Week 2	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 6	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	AH12-5, AH12-6, AH12-10	AH12-3, AH12-7	AH12-4, AH12-8	AH12-3, AH12-6, AH12-9	
Component					Weighting %
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	<b>20</b>
Historical inquiry and research	5	5	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	10	5		<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## BUSINESS STUDIES HSC Course Outcomes

H1	critically analyses the role of business in Australia and globally
H2	evaluates management strategies in response to 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

## BUSINESS STUDIES

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Case study and extended response	Stimulus-based short answers test	Financial information interpretation and analysis	Trial HSC Examination	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 7	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	H3, H7, H8	H4, H6, H9	H9, H10	H1, H2, H5	
Component					Weighting %
Knowledge and understanding of course content	10	10	5	15	<b>40</b>
Stimulus-based skills		10	5	5	<b>20</b>
Inquiry and research	10		10		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5		5	10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## ECONOMICS HSC Course Outcomes

H1	demonstrates understanding of economic terms, concepts and relationships
H2	analyses the economic role of individuals, firms, institutions and governments
H3	explains the role of markets within the global economy
H4	analyses the impact of global markets on the Australian and global economies
H5	discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
H6	analyses the impact of economic policies in theoretical and contemporary Australian contexts

H7	evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
H8	applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
H9	selects and organises information from a variety of sources for relevance and reliability
H10	communicates economic information, ideas and issues in appropriate forms
H11	applies mathematical concepts in economic contexts
H12	works independently and in groups to achieve appropriate goals in set timelines

## ECONOMICS

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Summative assessment	Written submission & unseen extended response	Research & written submission	Trial HSC Examination	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 7	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	H1, H4, H11	H5, H6, H7	H8, H9, H12	H2, H8, H10	
Component					Weighting %
Knowledge and understanding of course content	15	10	5	10	<b>40</b>
Stimulus-based skills	10			10	<b>20</b>
Inquiry and research		15	5		<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	5	5		10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>10</b>	<b>30</b>	<b>100</b>

## GEOGRAPHY HSC Course Outcomes

H1	Explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
H2	Explains the factors which place ecosystems at risk and the reasons for their protection
H3	Analyses contemporary urban dynamics and applies them in specific contexts
H4	Analyses the changing spatial and ecological dimensions of an economic activity
H5	Evaluates environmental management strategies in terms of ecological sustainability
H6	Evaluates the impacts of, and responses of people to, environmental change
H7	Justifies geographical methods applicable and useful in the workplace and relevant to a changing world

H8	Plans geographical inquiries to analyse and synthesise information from a variety of sources
H9	Evaluates geographical information and sources for usefulness, validity and reliability
H10	Applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
H11	Applies mathematical ideas and techniques to analyse graphical data
H12	Explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
H13	Communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

## GEOGRAPHY

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	Fieldwork Task	Extended Response	Research Task	Trial HSC Examination	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 8	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	H3, H9, H10	H4, H8, H11	H2, H5, H6	H1, H7, H12, H13	
<b>Component</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	5	5	20	<b>40</b>
Geographical tools and skills	5	5	5	5	<b>20</b>
Geographical inquiry and research, including fieldwork	5	5	10		<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## HISTORY EXTENSION HSC Course Outcomes

HE12-1	analyses and evaluates different approaches to history and the complexity of factors 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

## HISTORY EXTENSION

Task number	Task 1	Task 2	Task 3	
<b>Nature of tasks</b>	History Project  Historical Process (proposal, process log, annotated sources)	History Project  Essay	Trial HSC Examination	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 2 Week 10	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	HE12-2, HE12-3, HE12-4	HE12-1, HE12-2 HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	
Component				Weighting %
Knowledge and understanding of significant historical ideas and processes	10	10	20	<b>40</b>
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## LEGAL STUDIES HSC Course 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 a 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.

## LEGAL STUDIES

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Hand In Mini Response and Multiple Choice	Summative Assessment	In Class Essay	Trial HSC Examination	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 8	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	H1, H4, H8	H5, H7, H9	H3, H6, H10	H2, H5, H8	
Component					Weighting %
Knowledge and understanding of course content	10	10	5	15	<b>40</b>
Analysis and evaluation		5	5	10	<b>20</b>
Inquiry and research	5	5	10		<b>20</b>
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	

## MODERN HISTORY HSC Course 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	analyses 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

## MODERN HISTORY

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Source Analysis and In Class Response	Historical Analysis	Research Essay	Trial HSC Examination	
<b>Timing</b>	Term 1 Week 3	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 7	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	MH12-4, MH12-6	MH12-3, MH12-7	MH12-2, MH12-8	MH12-3, MH12-5, MH12-9	
Component					Weighting %
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	5		5	<b>20</b>
Historical inquiry and research	5	10	5		<b>20</b>
Communication of historical understanding in appropriate forms			10	10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## SOCIETY & CULTURE HSC Course 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

## SOCIETY AND CULTURE

Task number	Task 1	Task 2	Task 3	
<b>Nature of tasks</b>	Research Task	Research and Oral Presentation	Trial HSC Examination	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 2 Week 1	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	H6, H8, H10	H3, H7	H1, H5, H9	
Component				Weighting %
Knowledge and understanding of course content	10	10	30	50
Application and evaluation of social and cultural research methods	10	20		30
Communication of information, ideas and issues in appropriate forms	10	10		20
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**Note: There will also be several compulsory PIP certifications checks throughout Terms 1 and 2.**

## STUDIES OF RELIGION II HSC Course Outcomes

H1	explains aspects of religion and belief systems
H2	describes and analyses the influence of religion and belief systems on individuals and society
H3	examines the influence and expression of religion and belief systems in Australia
H4	describes and analyses how aspects of religious traditions are expressed by their adherents
H5	evaluates the influence of religious traditions in the life of adherents

H6	organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7	conducts effective research about religion and evaluates the findings from the research
H8	applies appropriate terminology and concepts related to religion and belief systems
H9	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

## STUDIES OF RELIGION II

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Source Analysis and Report	Research Task	Cultural Enquiry	Trial HSC Examination	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Week 7	, Term 2 Week10	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	H1, H2, H4	H5, H7, H8	H2, H6, H8	H3, H8, H9	
Component					Weighting %
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Source-based skills	10	5		5	<b>20</b>
Investigation and research	5	5	10		<b>20</b>
Communication of information, ideas and issues in appropriate forms		5	5	10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## Languages

### FRENCH BEGINNERS HSC Course Outcomes

Interacting	1.1	establishes and maintains communication in French
	1.2	manipulates linguistic structures to express ideas effectively in French
	1.3	sequences ideas and information
	1.4	applies knowledge of the culture of French-speaking communities to interact appropriately
Understanding Texts	2.1	understands and interprets information in texts using a range of strategies
	2.2	conveys the gist of and identifies specific information in texts
	2.3	summarises the main points of a text
	2.4	draws conclusions from or justifies an opinion about a text
	2.5	identifies the purpose, context and audience of a text
	2.6	identifies and explains aspects of the culture of French-speaking communities in texts
Producing Texts	3.1	produces texts appropriate to audience, purpose and context
	3.2	structures and sequences ideas and information
	3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in French
	3.4	applies knowledge of the culture of French-speaking communities to the production of texts

## FRENCH BEGINNERS

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	<b>Topic:</b> People, Places & Communities (lifestyle, change, relationships) <b>In-class task</b> Response in English to aural and written French texts/ composition in French	<b>Topic:</b> Education, work and future plans <b>In-class task:</b> Response in English to written texts in French/conversation in French (individual, by appointment)	<b>Topic:</b> Holidays, Travel & Tourism <b>In-class task -</b> Response in English to aural texts in French/composition in French	<b>Examination</b>	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 7	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Component					Weighting %
Listening & Responding	5		15	10	<b>30</b>
Reading & Responding	10	15		5	<b>30</b>
Speaking		10		10	<b>20</b>
Writing in French	5		10	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## FRENCH CONTINUERS HSC Course Outcomes

Exchange information, opinions and experiences in French	1.1	uses a range of strategies to maintain communication
	1.2	conveys information appropriate to context, purpose and audience
	1.3	exchanges and justifies opinions and ideas
	1.4	reflects on aspects of past, present and future experience
Express ideas through the production of original texts in French	2.1	applies knowledge of language structures to create original text #
	2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
	2.3	structures and sequences ideas and information
Analyse, process and respond to texts that are in French	3.1	conveys the gist of texts and identifies specific information
	3.2	summarises the main ideas
	3.3	identifies the tone, purpose, context and audience
	3.4	draws conclusions from or justifies an opinion
	3.5	interprets, analyses and evaluates information
	3.6	infers points of view, attitudes or emotions from language and context
Understand aspects of the language and culture of French-speaking communities	4.1	recognises and employs language appropriate to different social contexts
	4.2	identifies values, attitudes and beliefs of cultural significance
	4.3	reflects upon significant aspects of language and culture
# written or spoken texts created by students incorporating their own ideas		

## FRENCH CONTINUERS

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Theme: The Individual & The Changing World Multimodal task  Response in English to aural French texts / Conversation (in French) / Writing in French	Theme: The Changing World & French-speaking communities  Multimodal task  Response in English and French aural and written French texts	Theme: The Individual & The Changing World  Multimodal task  Response in English and French to written French texts / Conversation (by appointment)	Examination	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 10	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.6	1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
<b>Component</b>					<b>Weighting %</b>
Listening & Responding	10	10		10	<b>30</b>
Reading & Responding		10 (A + B)	5 (A)	15 (A + B)	<b>30</b>
Speaking	5		15		<b>20</b>
Writing in French	10		5	5	<b>20</b>
<b>Total %</b>	25	20	25	30	<b>100</b>

## FRENCH EXTENSION HSC Course Outcomes

Present and discuss options, ideas and points of view in French	1.1	discusses attitudes, opinions and ideas in French
	1.2	formulates and justifies a written or spoken argument in French
Evaluate, analyse and respond to text that is in Japanese and that reflects the culture of French-speaking communities	2.1	evaluates and responds to text personally, creatively and critically
	2.2	analyses how meaning is conveyed
	2.3	analyses the social, political, cultural and/or literary contexts of text that is in French

## FRENCH EXTENSION

Task number	Task 1	Task 2	Task 3	
Nature of tasks	<b>Theme: Individual and Contemporary Society – Prescribed Text (Les Intouchables)</b> In-class analysis and response to prescribed text	<b>Theme: Individual and Contemporary Society – Prescribed Issues</b> In-class newspaper article / oral response to stimulus text	Trial HSC Examination	
Timing	Term 1 Week 4	Term 2 Week 7	Term 3 Weeks 3-4 Trial HSC Examination Block	
Outcomes assessed	2.1, 2.2, 2.3	1.1, 1.2	1.1, 1.2, 2.1, 2.2, 2.3	
Component				Weighting %
Text Analysis	30		10	40
Speaking		10	10	20
Writing		30	10	40
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## JAPANESE BEGINNERS HSC Course Outcomes

Interacting	1.1	establishes and maintains communication in Japanese
	1.2	manipulates linguistic structures to express ideas effectively in Japanese
	1.3	sequences ideas and information
	1.4	applies knowledge of the culture of Japanese-speaking communities to interact appropriately
Understanding Texts	2.1	understands and interprets information in texts using a range of strategies
	2.2	conveys the gist of and identifies specific information in texts
	2.3	summarises the main points of a text
	2.4	draws conclusions from or justifies an opinion about a text
	2.5	identifies the purpose, context and audience of a text
	2.6	identifies and explains aspects of the culture of Japanese-speaking communities in texts
Producing Texts	3.1	produces texts appropriate to audience, purpose and context
	3.2	structures and sequences ideas and information
	3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
	3.4	applies knowledge of the culture of Japanese-speaking communities to the production of texts

## JAPANESE BEGINNERS

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	<b>Topic:</b> City vs Country <b>In-class task</b> Response in English to aural and written Japanese texts/ composition in Japanese	<b>Topic:</b> Education, work and future plans <b>In-class task:</b> Response in English to written texts in Japanese/conversation in Japanese (individual, by appointment)	<b>Topic:</b> Leisure & Travel <b>In-class task -</b> Response in English to aural texts in Japanese/composition in Japanese	<b>Examination</b>	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 8	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
<b>Component</b>					<b>Weighting %</b>
Listening & Responding	10		10	10	<b>30</b>
Reading & Responding	5	20		5	<b>30</b>
Speaking		10		10	<b>20</b>
Writing in Japanese	5		10	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>



## JAPANESE CONTINUERS HSC Course Outcomes

Exchange information, opinions and experiences in Japanese	1.1	uses a range of strategies to maintain communication
	1.2	conveys information appropriate to context, purpose and audience
	1.3	exchanges and justifies opinions and ideas
	1.4	reflects on aspects of past, present and future experience
Express ideas through the production of original texts in Japanese	2.1	applies knowledge of language structures to create original text #
	2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
	2.3	structures and sequences ideas and information
Analyse, process and respond to texts that are in Japanese	3.1	conveys the gist of texts and identifies specific information
	3.2	summarises the main ideas
	3.3	identifies the tone, purpose, context and audience
	3.4	draws conclusions from or justifies an opinion
	3.5	interprets, analyses and evaluates information
	3.6	infers points of view, attitudes or emotions from language and context
Understand aspects of the language and culture of Japanese-speaking communities	4.1	recognises and employs language appropriate to different social contexts
	4.2	identifies values, attitudes and beliefs of cultural significance
	4.3	reflects upon significant aspects of language and culture
# written or spoken texts created by students incorporating their own ideas		

## JAPANESE CONTINUERS

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Theme: The Changing World  Multimodal task  Response in English to written Japanese texts / Conversation (in Japanese) / Writing in Japanese	Theme: Japanese Speaking Communities  Multimodal task  Response in English and Japanese to aural and written Japanese texts	Theme: The Individual  Multimodal task  Response in Japanese / Conversation (by appointment)	Examination	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 10	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.6	1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Component					Weighting %
Listening & Responding		20		10	<b>30</b>
Reading & Responding	10 (A)	5 (B)		15 (A + B)	<b>30</b>
Speaking	10		10		<b>20</b>
Writing in Japanese	5		10	5	<b>20</b>
<b>Total %</b>	25	25	20	30	<b>100</b>

## JAPANESE EXTENSION HSC Course Outcomes

Present and discuss options, ideas and points of view in Japanese	1.1	discusses attitudes, opinions and ideas in Japanese
	1.2	formulates and justifies a written or spoken argument in Japanese
Evaluate, analyse and respond to text that is in Japanese and that reflects the culture of Japanese-speaking communities	2.1	evaluates and responds to text personally, creatively and critically
	2.2	analyses how meaning is conveyed
	2.3	analyses the social, political, cultural and/or literary contexts of text that is in Japanese

## JAPANESE EXTENSION

Task number	Task 1	Task 2	Task 3	
<b>Nature of tasks</b>	<b>Theme: Individual and Contemporary Society Prescribed Text (kimi no na wa)</b> In-class analysis and response to prescribed text	<b>Theme: Individual and Contemporary Society – Prescribed Issues</b> In-class newspaper article / oral response to stimulus text	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 1 Week 4	Term 2 Week 7	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	2.1, 2.2, 2.3	1.1, 1.2	1.1, 1.2, 2.1, 2.2, 2.3	
Component				Weighting %
Text Analysis	30		10	<b>40</b>
Speaking		10	10	<b>20</b>
Writing		30	10	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## SPANISH BEGINNERS HSC Course Outcomes

Interacting	1.1	establishes and maintains communication in Spanish
	1.2	manipulates linguistic structures to express ideas effectively in Spanish
	1.3	sequences ideas and information
	1.4	applies knowledge of the culture of Spanish-speaking communities to interact appropriately
Understanding Texts	2.1	understands and interprets information in texts using a range of strategies
	2.2	conveys the gist of and identifies specific information in texts
	2.3	summarises the main points of a text
	2.4	draws conclusions from or justifies an opinion about a text
	2.5	identifies the purpose, context and audience of a text
	2.6	identifies and explains aspects of the culture of Spanish-speaking communities in texts
Producing Texts	3.1	produces texts appropriate to audience, purpose and context
	3.2	structures and sequences ideas and information
	3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in Spanish
	3.4	applies knowledge of the culture of Spanish-speaking communities to the production of texts

## Spanish Beginners

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	<b>Topic:</b> Holidays, travel and tourism <b>In-class task</b> Response in English to written texts in Spanish/ composition in Spanish	<b>Topic:</b> Education, work and future plans <b>In-class task:</b> Response in English to written texts in Spanish/conversation in Spanish (individual, by appointment)	<b>Topic:</b> Home and holidays <b>In-class task -</b> Response in English to aural texts in Spanish/composition in Spanish	<b>Examination</b>	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 5	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Component					Weighting %
Listening & Responding			20	10	<b>30</b>
Reading & Responding	15	10		5	<b>30</b>
Speaking		10		10	<b>20</b>
Writing in Spanish	5		10	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# Mathematics

## MATHEMATICS ADVANCED HSC Course 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

## MATHEMATICS ADVANCED

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	MA-F2 Graphing techniques MA-T3 Trigonometric functions Assignment	MA-C2 Differential Calculus MA-C3 Applications of differentiation MA-C4 Integral Calculus Topic Test	MA-S2 Descriptive Statistics and Bivariate Data Analysis MA-S3 Random Variables Fact Sheet Task	All topics to date  Trial HSC Examination	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 7	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	MA 12-1, MA 12-5, MA 12-9, MA 12-10	MA 12-3, MA 12-6, MA 12-7, MA 12-10	MA 12-8, MA 12-10	From: MA11-1 to MA 11-9; MA-12-1 to MA-12-10	
Component					Weighting %
Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	<b>50%</b>
Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	<b>50%</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>



## MATHEMATICS STANDARD 2 HSC Course 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 justify a response

## MATHEMATICS STANDARD 2

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	MS S7 Rates and Ratio MS A4 Types of Relationships  Assignment	MS S7 Rates and Ratio MS A4 Types of Relationships MS S6 Non-Right Angle Trigonometry MS S4 Bivariate Data Analysis  Topic Test (Exam period)	MS S5 The Normal Distribution MS N2 Network Concepts MS N3 Critical path analysis  Fact Sheet Task	All topics to date  Trial HSC Examination	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 9	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	MS2 12-1, MS2 12-3 MS2 12-4, MS2 12-6, MS2 12-9, MS2 12-10	MS2 12-1, MS2 12-2, MS2 12-3, MS2 12-4 MS2 12-6, MS2 12-7, MS2 12-10	MS2 12-2, MS2-12-7, MS2 12-8, MS2-12-10	From: MS 11-1 to MS 11-10, MS2 12-1 to MS2 12-10	
<b>Component</b>					<b>Weighting %</b>
Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	50%
Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	50%
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

## MATHEMATICS EXTENSION 1 HSC Course Outcomes

ME12-1	applies techniques involving proof or calculus to model and solve problems
ME12-2	applies concepts and techniques involving vectors and projectiles to solve problems
ME12-3	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME12-4	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME12-5	applies appropriate statistical processes to present, analyse and interpret data
ME12-6	chooses and uses appropriate technology to solve problems in a range of contexts
ME12-7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

## MATHEMATICS EXTENSION 1

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	ME-P1 Proof by Mathematical Induction  ME-V1 Vectors  Fact Sheet Task	ME-V1 Vectors  ME-T3 Trigonometric equations  ME-C2 Further Calculus Skills  Topic Test	ME-C3 Applications of Calculus  Assignment	All topics to date  Trial HSC Examination	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 8	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	ME 12-1, ME 12-2, ME12-7	ME 12-1, ME 12-2, ME 12-3, ME 12-4, ME 12-7	ME 12-1, ME 12-4, ME 12-6, ME 12-7	From: ME 11-1 to ME 11-7; ME 12-1 to ME 12-7	
Component					Weighting %
Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	<b>50%</b>
Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	<b>50%</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100%</b>

## MATHEMATICS EXTENSION 2 HSC Course Outcomes

MEX12-1	understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
MEX12-2	chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
MEX12-3	uses vectors to model and solve problems in two and three dimensions
MEX12-4	uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
MEX12-5	applies techniques of integration to structured and unstructured problems
MEX12-6	uses mechanics to model and solve practical problems
MEX12-7	applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
MEX12-8	communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

## MATHEMATICS EXTENSION 2

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	MEX-N1 Introduction to complex numbers  MEX-N2 Using Complex Numbers  Fact Sheet Task	MEX-N2 Using Complex Numbers  MEX-P1 The Nature of Proof  Topic Test	ME-V1 Further work with Vectors  Assignment	All topics to date  Trial HSC Examination	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 6	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	MEX 12-1, MEX 12-4, MEX 12-7, MEX 12-8	MEX 12-1, MEX 12-2, MEX 12-4, MEX 12-7, MEX 12-8	MEX 12-3, MEX 12-7, MEX 12-8	From: MEX 12-1 to MEX 12-8	
Component					Weighting %
Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	<b>50%</b>
Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	<b>50%</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100%</b>

## Personal Development, Health and Physical Education

### PDHPE HSC Course 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 health promotion based on the Ottawa Charter
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)
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

## PDHPE

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Sports Medicine  Scenario and Extended Response	Factors Affecting Performance and Improving Performance  Topic Test	Health Priorities in Australia  Extended Response	All Content Areas  Trial HSC Examination	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 8	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	H8, H13, H16, H17	H7, H8, H10, H16	H1, H2, H3, H16	H1-H5, H7-H11, H13 - H17	
Component					Weighting %
Knowledge and understanding of course content	5	10	15	10	<b>40</b>
Skills in critical thinking, research, analysing and communicating	10	25	5	20	<b>60</b>
<b>Total %</b>	<b>15</b>	<b>35</b>	<b>20</b>	<b>30</b>	<b>100</b>



## BIOLOGY HSC Course Outcomes

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7	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

## BIOLOGY

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Tasks</b>	<b>Secondary Sources, research, communication and data processing</b> Module 7	<b>Depth Study: Disease</b> Modules 5, 7, 8	<b>Working scientifically Skills</b> Modules 5-8	<b>Trial HSC Examination</b> Modules 5-8	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 6	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes Assessed</b>	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO12-14	BIO 11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO 12-12 BIO 12-14 BIO12-15	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO 12-12, BIO 12-13 BIO 12-14, BIO 12-15	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12, BIO12-13 BIO12-14, BIO12-15	
Component					Weighting %
Skills in working scientifically	15	15	20	10	<b>60</b>
Knowledge and understanding of course content	5	5	10	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## CHEMISTRY HSC Course Outcomes

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information

CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	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

## CHEMISTRY

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Equilibrium and Acid reactions Topic test- emphasis on data processing and problem solving Module 5	Depth study Analytical chemistry First hand investigations conducted in class. In-class test Module 5,6,8.	Practical exam In class test  Modules 5,6,7	Trial HSC Examination  Module 5-8	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 8	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12	CH11/12-1, CH11/12-2 CH11/12-3, CH11/12-4 CH11/12-5, CH11/12-6 CH11/12-7, CH12-12 CH12-13, CH12-15	CH11/12-1, CH11/12-2 CH11/12-3, CH11/12-4 CH11/12-6, CH11/12-7 CH12-12, CH12-13 CH12-14	CH11/12-1, CH11/12-2 CH11/12-3, CH11/12-4 CH11/12-5, CH11/12-6 CH11/12-7, CH12-12 CH12-13, CH12-14 CH12-15	
<b>Component</b>					<b>Weighting %</b>
Skills in working scientifically	15	15	20	10	<b>60</b>
Knowledge and Understanding of Course content	5	5	10	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## INVESTIGATING SCIENCE HSC Course Outcomes

INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information

INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	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 hypothesis
INS12-15	evaluates the implications of ethical, social, economic and political influences on science

## INVESTIGATING SCIENCE

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Analysing Investigations  In class test  Module 5	Working scientifically Data processing and problem solving Module 6	Depth Study Science fact or fallacy?  Folio completed in class- in class test Module 7	Trial HSC Examination   Module 5-8	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2, Week 7	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	INS11/12-1 INS11/12-2 INS11/12-3 INS 11/12-4 INS 11/12-5 INS 11/12-6 INS 11/12-7 INS 12-12	INS11/12-1 INS11/12-2 INS11/12-3 INS 11/12-4 INS 11/12-7 INS 12-13	INS11/12-1 INS 11/12-4 INS 11/12-5 INS11/12-6 INS 11/12-7 INS 12-14	INS11/12-1 INS11/12-2 INS11/12-3 INS 11/12-4 INS 11/12-5 INS11/12-6 INS 11/12-7 INS 12-12, INS12-13 INS12-14, INS12-15	
Component					Weighting %
Skills in working scientifically	15	15	20	10	<b>60</b>
Knowledge and understanding of course content	5	5	10	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## PHYSICS HSC Course Outcomes

PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	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 the 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

## PHYSICS

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Working scientifically Data processing Written test  Advanced Mechanics Module 5	Working scientifically Practical task  Electromagnetism Module 6	Depth Study: Folio developed in class In class test	Trial HSC <b>Examination</b>  Module 5- 8	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2, Week 4	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	PHYS11/12-4 PHYS11/12-5 PHYS11/12-6 PHYS 11/12-7 PHYS 12-12	PHYS11/12-3 PHYS11/12-4 PHYS11/12-5 PHYS12-13	PHYS11/12-1 PHYS11/12-2 PHYS11/12-3 PHYS11/12-4 PHYS11/12-5 PHYS 11/12-6 PHYS11/12-7 PHYS 12-12 PHYS 12-13 PHYS11/12-7 PHYS12-14	PHYS11/12-1 PHYS11/12-2 PHYS11/12-3 PHYS11/12-4 PHYS11/12-5 PHYS 11/12-6 PHYS11/12-7 PHYS 12-12 PHYS 12-13 PHYS 12-14 PHYS 12-15	
Component					Weighting %
Skills in working scientifically	10	15	15	20	<b>60</b>
Knowledge and understanding of course content	10	5	5	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>



## SCIENCE EXTENSION HSC Course 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 science 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

## SCIENCE EXTENSION

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Experimental design and secondary sources	Trial HSC emphasising data collection and analysis	Scientific Research Report	
Timing	Term 1 Week 4	Term 3 Week TBA	Term 3 TBA	
Outcomes assessed	SE-1 SE-3 SE-6 SE-7	SE-4 SE-5 SE-7	SE-1-7	
Component				Weighting %
Communicating scientifically	15	5	10	30
Gathering, recording, analysing and evaluating data	5	15	10	30
Application of scientific research skills	10	10	20	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## DESIGN & TECHNOLOGY HSC Course Outcomes

H1.1	critically analyses the factors affecting design and the development and success of design projects
H1.2	relates the practices and processes of designers and producers to the major design project
H2.1	explains the influence of trends in society on design and production
H2.2	evaluates the impact of design and innovation on society and the environment
H3.1	analyses the factors that influence innovation and the success of innovation
H3.2	uses creative and innovative approaches in designing and producing
H4.1	identifies a need or opportunity and researches and explores ideas for design development and production of the major design project

H4.2	selects and uses resources responsibly and safely to realise a quality major design project
H4.3	evaluates the processes undertaken and the impacts of the major design project
H5.1	manages the development of a quality major design project
H5.2	selects and uses appropriate research methods and communication techniques
H6.1	justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
H6.2	critically assesses the emergence and impact of new technologies, and the factors affecting their development

## DESIGN AND TECHNOLOGY

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Project Proposal Presentation	Innovation and Emerging Technology Case Study* * Mandatory task	Project Development, Management and evaluation Report	Trial HSC Examination	
<b>Timing</b>	Term 4 Week 6	Term 1 Week 6	Term 2 Week 4	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	H1.1, H3.2, H4.1, H4.3, H5.1, H5.2	H2.2, H3.1, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H6.1, H6.2	
Component					Weighting %
Knowledge and understanding of course content		20		20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## ENGINEERING STUDIES HSC Course Outcomes

H1.1	describes the scope of engineering and critically analyses current innovations
H1.2	differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
H2.1	determines suitable properties, uses and applications of materials, components and processes in engineering
H2.2	analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
H3.1	demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
H3.2	uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
H3.3	develops and uses specialised techniques in the application of graphics as a communication tool

H4.1	investigates the extent of technological change in engineering
H4.2	applies knowledge of history and technological change to engineering based problems
H4.3	applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problem
H5.1	works individually and in teams to solve specific engineering problems and prepare engineering reports
H5.2	selects and uses appropriate management and planning skills related to engineering
H6.1	demonstrates skills in research and problem solving related to engineering
H6.2	demonstrates skills in analysis, synthesis and experimentation related to engineering

## ENGINEERING STUDIES

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Civil Structures Engineering report and research analysis	Research and Analysis task – Personal and Public Transport	Aeronautical Engineering Report and Model	Trial HSC Examination	
Timing	Term 4, Week 7	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 3-4 Trial HSC Examination Block	
Outcomes assessed	H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H2.1, H2.2, H3.2, H3.3, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	
Component					Weighting %
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	5	10	15	10	40
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

## FOOD TECHNOLOGY HSC Course Outcomes

H1.1	explains manufacturing processes and technologies used in the production of food products
H1.2	examines the nature and extent of the Australian food industry
H1.3	justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
H1.4	evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
H2.1	evaluates the relationship between food, its production, consumption, promotion and health

H3.1	investigates operations of one organisation within the Australian food industry
H3.2	independently investigates contemporary nutrition issues
H4.1	develops, prepares and presents food using product development processes
H4.2	applies principles of food preservation to extend the life of food and maintain safety
H5.1	develops, realises and evaluates solutions to a range of food situations

## FOOD TECHNOLOGY

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	<b>Emerging Technologies</b>  Independent Research Task	<b>Contemporary Nutrition</b>  Nutritional issue research and practical response	<b>Food Manufacture &amp; Food Product Development</b>  research and practical response	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4 Week 7	Term 1 Week 6	Term 2 Week 6	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	H1.2, H1.4, H3.1,	H2.1, H3.2, H4.1, H5.1	H1.1, H1.3, H4.1, H4.2, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1	
<b>Component</b>					<b>Weighting %</b>
Knowledge and understanding of course content	5	10	5	30	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10		<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts		15	15		<b>30</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



## SOFTWARE DESIGN & DEVELOPMENT HSC Course Outcomes

H1.1	explains the interrelationship between hardware and software
H1.2	differentiates between various methods used to construct software solutions
H1.3	describes how the major components of a computer system store and manipulate data
H2.1	explains the implications of the development of different languages
H2.2	explains the interrelationship between emerging technologies and software development
H3.1	identifies and evaluates legal, social and ethical issues in a number of contexts
H3.2	constructs software solutions that address legal, social and ethical issues
H4.1	identifies needs to which software solutions are appropriate
H4.2	applies appropriate development methods to solve software problems

H4.3	applies a modular approach to implement well structured software solutions and evaluates their effectiveness
H5.1	applies project management techniques to maximise the productivity of the software development
H5.2	creates and justifies the need for the various types of documentation required for a software solution
H5.3	selects and applies appropriate software to facilitate the design and development of software solutions
H6.1	assesses the skills required in the software development cycle
H6.2	communicates the processes involved in a software solution to an inexperienced user
H6.3	uses and describes a collaborative approach during the software development cycle
H6.4	develops and evaluates effective user interfaces, in consultation with appropriate people

## SOFTWARE DESIGN & DEVELOPMENT

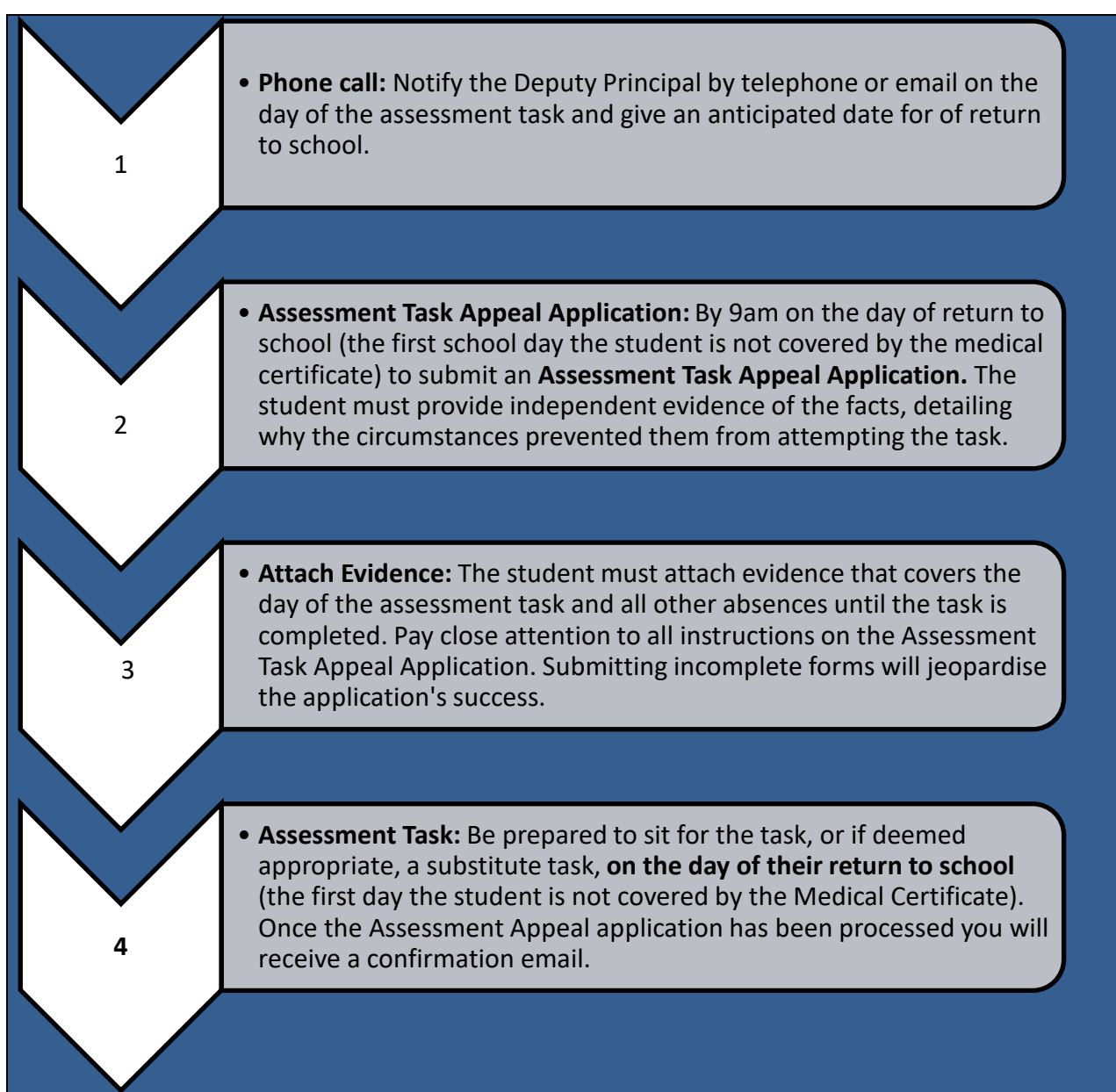
Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Individual Software Project Part 1	Software & Hardware Interrelationships	Individual Software Project Part 2	Trial HSC Examination	
<b>Timing</b>	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Week 10	Term 3 Week 7	Term 3 Weeks 3-4 Trial HSC Examination Block	
<b>Outcomes assessed</b>	H1.2, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H5.3, H6.1, H6.2	H1.1, H1.2, H1.3, H2.1, H2.2, H5.3	H1.2, H4.3, H5.2, H5.3, H6.2, H6.3, H6.4	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4	
Component					Weighting %
Knowledge and understanding of course content	5	5	10	30	50
Knowledge and skills in the design and development of software solutions	10	10	30		50
<b>Total %</b>	<b>15</b>	<b>15</b>	<b>40</b>	<b>30</b>	<b>100</b>

## APPENDICES



### ABSENCE DUE TO ILLNESS OR MISADVENTURE

Gosford High School has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure process. See the flow chart below. For more information refer to the Gosford High School Assessment Policy.





## STAGE 6 YEAR 12 ASSESSMENT TASK APPEAL APPLICATION

Name: \_\_\_\_\_ Course: \_\_\_\_\_

Assessment Task: \_\_\_\_\_ Date of task: \_\_\_\_\_

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Reason for application (please tick):

- Absent 2 days before an Assessment Task
- Late to class 2 days before an Assessment Task
- Missed a class 2 days before an Assessment Task
- Other School Commitment on the day of an Assessment Task
- Extension (due to illness or exceptional circumstances)
- Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or exceptional circumstances)
- Special Consideration (due to Illness/Misadventure/Exceptional Circumstances on the day of an Assessment Task)

Reasons supporting your application (to be completed by the student):

\_\_\_\_\_  
\_\_\_\_\_

Status of Task (please tick ✓ appropriate section/s):

- I have completed task OR I have submitted task
- Task was submitted/completed late
- I have missed the task and need to organise an alternative date
- I have not yet submitted the task and would like an extension

I have attached (please tick and complete relevant information):

- Medical Certificate from Doctor: \_\_\_\_\_ Date: \_\_\_\_\_
- Supporting letter from parent/caregiver: \_\_\_\_\_ Date: \_\_\_\_\_
- Other (please describe) \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/carer signature: \_\_\_\_\_ Date: \_\_\_\_\_

Deputy Principal / Panel's recommendation:

- Upheld
- To be reviewed
- Declined

\_\_\_\_\_  
\_\_\_\_\_

Signature of Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_



## Gosford High School

### Appendix 2: ASSIGNMENT/ASSESSMENT TASK COVER SHEET

Please attach this signed cover sheet to every assignment/assessment task you submit.

<b>Surname:</b>	<b>Given Name:</b>
<b>Subject:</b>	<b>Due Date:</b>
<b>Teacher:</b>	<b>Task Title:</b>
<b>Date of submission:</b>	

Declaration Where you are able to do so, please tick in the box adjacent to the statement.

- This task is entirely my own work based on my personal study and or research
- I have acknowledged all material and sources used in the preparation of this task per the assessment task notification
- Generative AI that contradicts the school's assessment policy has not been used
- This task or substantial parts of it, has not been submitted for assessment for any formal course of study in this school or any other institution, unless acknowledged in the task and previously agreed to by the teacher
- The task is within the word limit specified for the task
- I understand that this task may undergo electronic detection for plagiarism /malpractice
- I understand that in the case of suspected malpractice, I will be required to provide evidence that all unacknowledged work is entirely my own. Such evidence may include: answering questions regarding the task, and providing evidence of the process such as drafts, diaries, working plans, sketches to show the development of the ideas.

I understand that if I am unable to provide evidence that the task is my own work, then I will receive a mark of zero for the task and that details of the malpractice will be entered on NESA's Malpractice register.

I have read and understand the school's Assessment Policy

Student Signature/Confirmation: ..... Date: .....

1. I have read and understood the statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

Student Signature/Confirmation: ..... Date: .....



## Gosford High School

### Appendix 3: MEDICAL CERTIFICATE

(The school requires a student to notify their doctor that they are using this medical certificate to claim illness or misadventure for a scheduled assessment task)

Doctor's Name/Stamp: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

I, \_\_\_\_\_ a legally qualified medical practitioner certify that on the above date, I examined \_\_\_\_\_ (patient's name).

- The patient is suffering from \_\_\_\_\_  
*(Diagnosis provided with patient's consent where possible)*

Is suffering from a medical condition of a confidential nature

In my opinion this condition will affect the completion of the following: (please tick)

	In minor way	Moderately	Severely
CLASS ATTENDANCE			
WRITTEN ASSIGNMENTS			
PRACTICAL ASSIGNMENTS			
PRIVATE STUDY			

For the period: \_\_\_\_\_ to \_\_\_\_\_

EXAMINATIONS: I certify that the student is medically unfit to sit for examination/s on:

\_\_\_\_\_

OTHER REMARKS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

.....  
Signature of medical practitioner

## Appendix 4: SAMPLE COPY OF OFFICIAL WARNING LETTER



**Gosford High School**

Racecourse Rd

Gosford NSW 2250

Ph: 02 43252048

Fax: 02 43233175

Email: [gosford-h.school@det.nsw.edu.au](mailto:gosford-h.school@det.nsw.edu.au)

Mr & Mrs Smith  
1 First St  
Sydney NSW 2000

Dear Mr and Mrs Smith

### **OFFICIAL WARNING – Non-completion of a Higher School Certificate Course**

This letter is to advise that your son, .....is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in English Advanced.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the 1st official warning we have issued notifying you that Eric is at risk of not completing the above course.

### **Criteria for satisfactory completion of a course**

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA, and
- (b) applied him/herself 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.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient, tasks worth in excess of 50% must be completed.

Eric is not currently meeting one or more of these requirements. In particular, he has not applied himself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

**Opportunity to correct the problem**

The following tasks or requirements need to be completed by Eric to correct the problem.

<b>Task or course requirement</b>	<b>Percentage weighting</b>	<b>Original due date</b>	<b>Action required by student</b>	<b>Date for completion</b>
Module A	15%	31/07/2023	Resubmit	31/08/2023

**Action by parent/guardian**

To support your son in meeting the course requirements, we request that you discuss this matter with him, and encourage and support him to carry out the required actions. If you have any questions about this matter, please contact Ms J Thomas.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

\_\_\_\_\_  
Mr R Graham  
Class Teacher

\_\_\_\_\_  
Ms J Thomas  
Head Teacher

\_\_\_\_\_  
Ms W Clarke  
Principal

.....

***Acknowledgement of Official Warning***  
***Please return to the school office***

I have received the letter dated Wednesday, 1<sup>st</sup> August 2023 advising me that NAME is in danger of not meeting the course completion requirements for COURSE , and am aware that this is the 1<sup>st</sup> official warning.

I am aware that any course not satisfactorily completed will not be listed on the student’s Record of Achievement and may affect the student’s eligibility for the Higher School Certificate.

Parent/Guardian’s signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student’s signature: \_\_\_\_\_ Date: \_\_\_\_\_





## Gosford High School

### Appendix 5: HSC ASSESSMENT BOOKLET ACKNOWLEDGEMENT

I \_\_\_\_\_, (*name printed*) have received the Gosford High School assessment document for 2023-2024.

I am aware of the assessment requirements for each course, and I have noted in particular the sections: Illness/Misadventure, "Late Work", Malpractice and the "NESA's Policy on Non-Attempts", as outlined below.

Any assessment handed in **late** will be **checked diagnostically** but will receive **zero**— it will be classified as a **NON-ATTEMPT OR NON-SERIOUS ATTEMPT**.

#### NESA'S POLICY ON NON-ATTEMPTS/NON-SERIOUS ATTEMPTS

A candidate receives zero marks for an assessment task:

- For non-completion of a task by the due date, or
- Because of the standard of work that task will be considered to be a NON-ATTEMPT.

"When a candidate has been give zero marks (i.e. NON-ATTEMPT) because of failure to complete assessment tasks totalling 50% or more of the final assessment marks, the Principal must certify that the course has not been studied satisfactorily."

In these circumstances the candidate may be ineligible for a Higher School Certificate.

**NB:** Candidates and parents will be notified in writing when tasks are NON-ATTEMPTS and when the "50% rule" is in danger of being breached.

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Parent/Caregiver's Name*

\_\_\_\_\_  
*Parent/Caregiver's Signature*

**Date:** \_\_\_\_\_

**This page is to be left in the booklet.  
All students will complete an online HSC Assessment Booklet Acknowledgement.**