

# 2023-2024

## WGHS ASSESSMENT POLICY AND SCHEDULES BOOKLET



This booklet contains essential information for students attempting courses in Year 12 2023-2024. This booklet:

- Specifies the assessment tasks and the weighting for each tasks for each course
- Outlines the school's assessment policies and procedures

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



### **Willoughby Girls High School**

A Leader in Girls Education

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## A MESSAGE FROM THE PRINCIPAL

The Willoughby Girls High School Assessment Policy Booklet contains important information which will assist you in fulfilling all the requirements for the Higher School Certificate. This includes the rules, expectations, and procedures that WGHS will use when assessing student achievement during the HSC year. Most importantly, it sets out the School Assessment Procedures, which must be adhered to so that everyone is treated fairly and equitably.

There are specific rules and policies that govern the obligation 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 Willoughby Girls High School have developed a number of 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.

Commitment, organisation and planning will be the keys to a successful year and I encourage all students to create their own personal assessment calendar. Importantly, plan your time to include those things that you enjoy such as exercise, reading and time with family and friends. This will ensure that you have balance during this 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 at WGHS.

Remember that all of you are very capable and when you do your best, you will achieve your goals.

I commend this document to you.

Mrs Adrienne Scalese  
Principal



# ASSESSMENT POLICIES AND PROCEDURE

## 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 unit 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.

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 the student's 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:

- a) Have qualified for a RoSA or equivalent recognised by NESA
- b) Attend a government school, an accredited non-government school, a **NSW Education Standards Authority** recognised school outside NSW, or a TAFE college
- c) Complete [HSC: All My Own Work](#) (or its equivalent) before you submit any work for Year 11 or HSC Courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- d) Satisfactorily complete courses in the patterns of study detailed below (page 12)
- e) Sit for and make a serious attempt at the required HSC courses
- f) Meet the [HSC minimum standard of literacy and numeracy](#) within five years of starting your HSC course

### Pattern of Study and course requirements

You must satisfactorily complete:

- A Year 11 pattern of study that includes at least 12 units
- An HSC pattern of study that includes at least 10 units

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects

Some courses have certain rules and prerequisites for example:

- You can enrol in an extension course, only if you are enrolled in the corresponding 2-unit course
- Where course have an optional exam, you can only enrol in the optional exam, if you have enrolled in the corresponding course (or in the case of VET the 240-hour course)
- You cannot do more than one non-extension course from a subject (eg you cannot do Mathematics Standard and Mathematics Advanced).

There are also specific eligibility rules for some Language courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your HSC examination.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about [eligibility, rules and prerequisites](#) on the NESA website.

Additional rules apply if you want an ATAR. [The ATAR eligibility rules](#) are determined by UAC.

## Types of HSC courses

**Board Developed courses** are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR. View a list of all [Board Developed Courses broken down by subject](#).

**Board Endorsed courses** are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

**Special education (Life Skills)** - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with your Year Adviser or Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

**Vocational Education and Training (VET)** - VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR. Check with your school about whether this will be possible for you.

## 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:

1. Followed the course developed or endorsed by NESA
2. Applied themselves with diligence and sustained effort to the set tasks and experiences that the school provided in the course
3. 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 more than 50% of the available marks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks worth more than 50% must be attempted. Furthermore, the student must fulfil the course completion criteria.

For most VET Industry Curriculum Framework courses and some VET Board Endorsed courses, you must undertake set work placement hours to develop industry competencies and practise learned skills. You must complete any required work placement to complete these courses. If mandatory work placements are not completed, the school will issue the student with a non-completion of course determination.

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the school will give the student a written warning in time for the student to meet criteria 1 to 3 above and advise the parent/caregiver. 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 and alert the student to the possible consequences of an 'N' determination (see pages 117-118 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 first letter is not effective; and
- e. Retain copies of all relevant documents.

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 the requirements and has been awarded an 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 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 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 [2024 Rules and Procedures guide | NSW Education Standards](#)

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 a number of 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 who completed an HSC course that has a compulsory external examination. NESA puts these assessment 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 in most courses 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 in courses with a compulsory external examination is a 50:50 combination of a student's external examination mark and school-based assessment mark for the course. In courses with optional examinations, the HSC mark is drawn from the external examination only.

**Performance Bands:** A student's HSC mark is reported against standards described in the performance bands. For each 2-unit course there are six performance bands, where the highest achievement is Band 6 (90-100 marks) and where the minimum standard expected is Band 2 (50-60 marks). For 1-unit extension courses, four performance bands, E1-E4 are used to report student achievement. Each performance band describes what a student working at the level typically knows, understands and can do. Some performance descriptions are abridged on the Course reports.

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

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



**Year 10 (Stage 5) grades:** Schools use the Common Grade Scale and course performance descriptors to award A-E grades for Year 10 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. ATARs are calculated in each state to reflect a student's rank against other students in their state. In NSW, the ATAR is calculated and released by UAC. In the ACT, it's calculated by the ACT Board of Senior Secondary Studies, in consultation with UAC, and released by schools. NSW and ACT ATARs are equivalent to those in other states. For example, an ATAR of 85.00 in NSW or the ACT is equivalent to an ATAR of 85.00 in other states.

### The ATAR is a rank, not a mark

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (ie all 16 to 20 year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group).

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank (your ATAR + any applicable adjustments). Most universities also use other criteria when selecting students (eg a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).

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.

### 1. 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. **Written advice to students**  
Providing students with written advice 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.**

## 2. 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 take into account 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
- Attending lessons regularly. Students who do not attend lessons regularly are unlikely to be able to demonstrate achievement of course outcomes and that they have applied themselves with diligence and sustained effort. Department of Education guidelines require that students must attend 90% of the time unless exempted by the Principal.
- 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 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 of 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 or electronic devices (mobile phones, smart watch, headphones/airpods) into the assessment or examination
- Accessing and/or copying information from an electronic device
- Using Generative Artificial Intelligence, when specifically prohibited as part of an assessment task
- 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 outcome requirements 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 on page 28***
- Submitting all tasks on or before the due date
- Being present for all ‘in-class’ tasks and examinations

## ASSESSMENT SCHEDULE BOOKLET AND TIME-FRAME

This assessment booklet provides you with an assessment schedule for each of your subjects (see pages 39-111). Each assessment schedule lists for each task: 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 To Routines will be scheduled **2 weeks immediately preceding** the Trial HSC examinations unless Principal approved.

## NOTIFICATION OF ASSESSMENT TASKS

Students will be notified of the **due date** and **details** of an assessment task in writing at least three weeks before the task. This notification could be received in hard copy or digitally via google classroom.

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 three weeks' notice provided the task is not being brought forward. If there are **any changes of date, students will receive an amended written notification either in hard copy or digitally via google classroom.**

**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 three weeks in advance. The Principal is to be consulted if it is not possible to give 3 week's notice for changed tasks.

**Dates for assessment tasks** will be submitted to the Deputy Principal responsible for the year group. 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 a hand in assessment task, students are required to use the '**Assignment/Assessment Task Cover Sheet**' included in this document (see page 115).

## 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 the 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 Appeals Panel.

## Limitations on Assessment Appeal Applications

You cannot submit an Illness Misadventure Application on the basis of:

- Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- A computer/printer, file sent or USB failure
- Alleged deficiencies in teaching
- 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 **Illness Misadventure Application** to the Deputy Principal (or if absent to the Principal) (see page 113 for a sample copy of form).

## 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 **Illness Misadventure Application** (see page 113) **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 on page 116 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 **Illness Misadventure 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 **Illness Misadventure 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** complete an **Illness Misadventure 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 a 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 still be required to complete the assessment task, which may be an alternate task.

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 **Illness Misadventure Application** to the Deputy Principal.

A student may also submit an **Illness Misadventure 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 **Illness Misadventure 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 Adviser.

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

A student who is absent from school for a valid reason on the school day before and / or 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 class teacher/ Deputy Principal before the **9.00am** on the due date, or carry out the following procedures:

- a. **Notify the school by telephone before 9.00am** on the day that the assessment task is due. Speak to the Front Office to make arrangements for the task to be submitted **AND**
- b. **Before 9.00am on the day of their return to school** (the first school day the student is not covered by the medical certificate), see the Deputy Principal to submit an **Illness Misadventure 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 stating the medical condition **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 on page 116 of this policy for this purpose. This is to be attached to the Application and given 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 **Illness Misadventure 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 school day before and/or on the day of an assessment task MUST:

- a. **Notify the school by telephone by 9.00am** on the day of the assessment task and give an anticipated date for their return to school
- b. **Before 9.00am on the day of their return to school** (the first day the student is not covered by the medical certificate), see the Deputy Principal to submit an **Illness Misadventure 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 on page 116 of this policy for this purpose. This is to be attached to the Application and given 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.**
- 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 Principal may authorise an estimate to be given.

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 **Illness Misadventure 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 or predictions. 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 to obtain an **Illness Misadventure Application** and to provide 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 time-frame to complete the **Illness Misadventure 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 **Illness Misadventure Application** to the Deputy Principal, with the independent evidence, as per the time-frame agreed upon.

**Note:** If you are receiving disability provisions refer to page 33 of this booklet.

In the case of a student who has completed an assessment task and has submitted an **Illness Misadventure 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 (based on comparable assessment tasks), 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 NESA), 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 ONE SCHOOL DAY BEFORE A TASK OR TRIAL HSC EXAMINATION AND ATTENDANCE ON THE DAY OF A TASK**

Students **MUST** attend all timetabled lessons on time (including period 0, 7 and 8) or scheduled school activities during the **1 day 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, she must provide independent evidence of the reasons, detailing why the circumstances prevented them from being at school or on time the day before 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 day 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 **Illness Misadventure Application** that provides an acceptable explanation for the late submission of a task (see pages 20-24), the student will receive a **ZERO** mark for that task (see page 27).

## INVALIDITY OF ASSESSMENT TASKS

WGHS has policies in place to ensure 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.
- **has already been issued or completed**, then, one or more of the following processes will be implemented:
  - Negotiation with all students affected
  - Implement an alternate task supplied for the whole or part of the original
  - Mark adjustment to discount the invalid part of the test
  - Other, as determined by the Head Teacher and Deputy Principal

The students and parents will be informed in writing and given two week's preparation time for the new task. Any NESA requirements for data collection, which affect the above policy will be considered by the Principal.

## GRANTING OF AN ASSESSMENT TASK APPEAL

If an **Illness Misadventure 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
- Grant an extension of time
- Determine an alternative procedure (in consultation with the Principal and the relevant Head Teacher).

**Note: an Illness Misadventure application is no guarantee that the assessment task appeal 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 Appeal 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 Appeal Panel will exercise their professional judgement, 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. Students 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 VARIATIONS OF ROUTINE

Students must attend excursions and variations of routine, 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. 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, do NOT have to complete an Assessment Task Appeal. In this case, the teacher organising the excursion/school commitment will have student attendance recorded with the relevant Head Teacher and the Deputy Principal.

## 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 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 and save to your google drive
- 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 or have the task saved to your google drive which can be accessed at school.

(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 one school day before an assessment task (without a valid reason)
- Is absent from or late to class one day 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. (See pages 117-118 for a sample copy of Official Warning Letter).

## 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. (See pages 117-118 for sample copy of Official Warning Letter). 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

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.
- 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-approval 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
- Using generative Artificial Intelligence when specifically prohibited as part of an assessment task; output has not been cited or has been used in a way that contradicts the school's assessment policy.

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 case will then be referred to the Assessment Review Panel for investigation where the student(s) and their parents are made aware of the details and given an opportunity to respond. In the case of suspected malpractice, the student(s) suspected of malpractice will be required to provide evidence that all work is entirely their own. Such evidence might include but it not limited to the student(s):

- 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.

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. The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

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. NESAs treats allegations of malpractice and detected malpractice very seriously and will limit a student's marks and jeopardise their satisfactory completion of the HSC.

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.



In all situations involving malpractice, the Principal will be aware of the circumstances and the malpractice will be registered on the school's and NESA's malpractice register.

## 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

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. (See pages 117-118 for a sample copy of Official Warning Letter). The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student fails to meet course and assessment requirements in an 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 NESA.

## 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 NESA. Marks awarded by teachers for individual assessment tasks are **not** subject to this appeal mechanism.

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

- The weightings specified by the school assessment schedules conform with NESA 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 NESA if the student is dissatisfied with the school review procedures.

## ASSESSMENT TASK APPEAL APPLICATIONS BASED ON SPECIAL CONSIDERATION

The **Illness Misadventure Application** must be submitted to the Deputy Principal by 3.00pm on the first day of return to school. 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 Illness Misadventure 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 **Illness Misadventure 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 Illness Misadventure 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 Illness Misadventure Application form that has been assessed as 'to be reviewed', then the assessment review panel will review similar tasks to determine if disadvantage 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 to maintain rank**

In exceptional circumstances it is not appropriate for the student to sit an alternate task in which case the Deputy Principal may determine the student's relative assessment rank is to be maintained.

**A students' rank or mark 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 the comparison of similar tasks. 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 Trial HSC Examinations and HSC examinations, students accelerated in a course will be given study leave ONE day before their examination 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 1 school days before a task and attendance on the day of the task.

Study leave will NOT be provided to students accelerated in a course outside the Trial HSC Examinations and HSC Examinations.

## **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>

## DISABILITY PROVISIONS

Students seeking provisions for their Higher School certificate examinations should provide the appropriate application form to the Head Teacher Wellbeing 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 NESA) the school will endeavour, within the limits of its resources, to ensure that it is provided in all school-based examinations and assessment tasks.

If a student is entitled to Disability Provisions for examination periods, it is the responsibility of the student to request those provisions for any school-based assessment tasks. This can be negotiated with the Head Teacher Wellbeing. **This application must be submitted 2 weeks before a school assessment.**

Note the following unacceptable grounds for appeal: The provisions of the appeals process do not cover disabilities for which NESA/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:

- Be prompt to the examination. Students should assemble outside the hall or other designated venue (minimum 15 minutes prior to the commencement of the examination, test or assessment).
- 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.
- Complete an attendance slip for every examination. The slips will be collected and forwarded to the Deputy Principal.
- 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.
- Not write, use any equipment including highlighters, or annotate the examination paper in any way during reading time.
- 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
  - ☐ Pencil cases that are not clear and see through
- 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 breaks 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 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).
- The Head Teacher ensures that robust marking processes produce reliable assessment patterns.
- There is no predetermined alignment pattern of grades. Raw marks only are used. Mapping or scaling of final assessment marks will not occur.
- There is transparent alignment between the marks and grades a student received 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 Willoughby Girls 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 WGHS.

## **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.

### **Procedure**

- Course Mark books are created on Sentral using a school template created by the Faculty Head Teacher 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, the Faculty Head Teacher syncs the assessment data to the School's Reports when required.
- 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.
- HSC NESA marks are uploaded to Schools Online by the Faculty Head Teacher and checked by the Senior Executive.



## PROCEDURES FOR TASK ADMINISTRATION

For separate classes completing the same course, Head Teachers are required to ensure:

- Students receive the same information to ensure consistency in the administration of the assessment task.
- Where possible, the task should be completed on the same day/period to protect the integrity of the task. On occasion, the task may need to be scheduled outside the school timetable.
- All students have the same examination conditions and experiences.
- In subjects where more than one class exists, all tasks (or section of) will be marked by the one teacher or pilot/spot marking occurs for consistency.

During an assessment task, students must ensure that all digital devices (mobile phones, headphones/airpods and smart watches) are turned off and placed in their school bag. Students who breach this rule may have a penalty imposed, such as a zero for the task.



## 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:

- [2024 Rules and Procedures guide | NSW Education Standards](#)
- [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><br>Contemporary Australian Drama<br><br><b>Part One:</b> Performance Essay (Group)<br><br><b>Part Two:</b> Written Response (Hand-In) | Individual Project Progress Viva Voce and Logbook Submission | Group Performance Progress | <b>Topic:</b> Individual Project and Group Performance<br><b>Part One:</b> Group Performance<br><b>Part Two:</b> Individual Project performance or submission<br><u><b>Written Exam</b></u><br><b>Part One:</b> Australian Theatre Essay<br><b>Part Two:</b> Studies in Drama and Theatre |            |
| <b>Timing</b>              | Term 4<br>Week 9 (Perf)<br>Week 10 (Hand in)  | Term 1<br>Week 10  | Term 2<br>Week 9           | Term 3<br>Week 1: Performance<br>Weeks 3-4: Written   |            |
| <b>Outcomes assessed</b>   | H1.2, H1.3, H2.3, H3.2, H3.4  | H1.5, H1.7, H2.3 H3.2  | H1.4, H1.7, H2.2           | H1.1, H2.1, H2.2 H3.1, H3.5   |            |
| Component                  | Weighting %   |  |                            |   |            |
| <b>Making</b>              | 5   | 15   | 10                         | 10  | <b>40</b>  |
| <b>Performing</b>          | 5   |  | 15                         | 10  | <b>30</b>  |
| <b>Critically Studying</b> | 10  | 5  |                            | 15  | <b>30</b>  |
| <b>Total %</b>             | <b>20</b>   | <b>20</b>  | <b>25</b>                  | <b>35</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                                 |            |
|--------------------------|----------------------------------|-------------------------------------|--|--|------------|
| <b>Nature of tasks</b>   | Topic 1 Composition & Elective 1 | Topic 2 Viva Voce & Elective 2      | Aural Skills Written Test & Elective 3 | Trial HSC (Core Perf. & Electives 1-3) |            |
| <b>Timing</b>            | T4 W9                            | T1 W10                              | T2 W6                                  | T3 W2-4                                |            |
| <b>Outcomes assessed</b> | H2, H3, H5, H6, H7, H8, H9*      | H1, H2, H3, H4, H5, H6, H7, H8, H9* | H1, H2, H3, H4, H5, H6, H7, H8, H9*    | H1, H2, H3, H7, H8, H9*                |            |
| Component                | Weighting %                      |                                     |  |  |            |
| Core Performance         |                                  |                                     |  | 10                                     | <b>10</b>  |
| Core Composition         | 10                               |                                     |  |  | <b>10</b>  |
| Core Musicology          |                                  | 10                                  |  |  | <b>10</b>  |
| Core Aural               |                                  |                                     | 25                                     |  | <b>25</b>  |
| Elective 1               | 5                                |                                     |  | 10                                     | <b>15</b>  |
| Elective 2               |                                  | 5                                   |  | 10                                     | <b>15</b>  |
| Elective 3               |                                  |                                     | 5                                      | 10                                     | <b>15</b>  |
| <b>Total %</b>           | <b>15</b>                        | <b>15</b>                           | <b>30</b>                              | <b>40</b>                              | <b>100</b> |

\* Specific outcomes depend on each student's choice of Performance, Composition or Musicology elective.

## 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   |           |
|-------------------|---|--|---|--|-----------|
| Nature of tasks   | Elective Performance/<br>Portfolio &<br>Additional Topic Presentation | Core & Elective<br>Performance/Portfolio<br>& Score Reading Test | Core Composition<br>Portfolio &<br>Presentation | Trial HSC<br>(Core/Electives &<br>Written Paper) |           |
| Timing            | T4 W10  | T1 W10   | T2 W6   | T3 W2-4  |           |
| Outcomes assessed | H1, H2, H3, H4, H5, H6, H8,<br>H10*                                   | H1, H2, H3, H4, H5, H6,<br>H8, H10*                              | H2, H3, H4, H5,<br>H11, H12                     | H1, H2, H3, H4, H5,<br>H6, H7, H8, H10*          |           |
| Component         |   |  |   |  | Weighting |
| Core Performance  |   | 15   |   | 5  | 20        |
| Core Composition  |   |  | 20  |  | 20        |
| Core Musicology   | 5   | 5  | 5   | 5  | 20        |
| Core Aural        |   | 10   |   | 10   | 20        |
| Elective          | 5   | 5  |   | 10   | 20        |
| Total %           | 10  | 35   | 25  | 30   | 100       |

\* Specific outcomes depend on each student's choice of Performance, Composition or Musicology elective.

## MUSIC EXTENSION HSC Course Outcomes

| Performance Outcomes |  | Composition Outcomes |   | Musicology Outcomes |   |
|----------------------|--|----------------------|---|---------------------|---|
| H1                   | performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member  | H1                   | composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style   | H1                  | presents an extended essay demonstrating mastery of research, argument and data from primary and secondary source   |
| H2                   | leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others  | H2                   | leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others   | H2                  | 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  |
| H3                   | articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed      | H3                   | 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 | H3                  | 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 |
| H4                   | demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed                           | H4                   | demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed   | H4                  | demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing                          |
| H5                   | presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction | H5                   | presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition   | H5                  | presents, discusses and evaluates the problem solving process and the development and realisation of a research project   |
| H6                   | critically analyses the use of musical concepts to present a stylistic interpretation of music performed   | H6                   | critically analyses the use of musical concepts to present a personal compositional style   | H6                  | critically analyses the use of the musical concepts to articulate their relationship to the style analysed  |

## MUSIC EXTENSION

| Task number                                    | Task 1  | Task 2  | Task 3   |            |
|--|---|---|--|------------|
| Nature of tasks                                | Solo Performance<br>(2 pieces)<br><br>OR<br>1 <sup>st</sup> Submission<br>(portfolio) | Ensemble Performance<br><br>OR<br>2 <sup>nd</sup> Submission<br>(portfolio + draft essay/<br>composition) | Trial Performance<br>(3 pieces)<br><br>OR<br>Final Submission<br>(portfolio + final essay/<br>composition) |            |
| Timing   | Term 1<br>Week 10   | Term 2<br>Week 6  | Term 3<br>Weeks 2-4  |            |
| Outcomes assessed                              | H1, H2, H3, H4, H5, H6*   | H1, H2, H3, H4, H5, H6*   | H1, H2, H3, H4, H5, H6*  |            |
| Component                                      | Weighting %   |   |  |            |
| Performance or<br>Composition or<br>Musicology | 35  | 25  | 40   | 100        |
| <b>Total %</b>                                 | <b>35</b>   | <b>25</b>   | <b>40</b>  | <b>100</b> |

## 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>Development of the Body of Work</b><br>(hand-in)<br><br>Submission of work in progress and VAPD with annotated research and critical evaluation of the material and conceptual intention | <b>Research Assignment Essay</b><br>(in-class)<br><br>Extended written research response | <b>Development of the Body of Work</b><br>(hand-in)<br><br>artworks undergoing refinement and VAPD including possible curation | <b>Trial HSC Examination Art Criticism and Art History Written Examination</b> |            |
| <b>Timing</b>                 | Term 1<br>Week 3  | Term 1<br>Week 8   | Term 3<br>Week 1   | Term 3<br>Examination Period   |            |
| <b>Outcomes assessed</b>      | H1, H2, H3, H4  | H10  | H1, H2, H3, H4, H5, H6,  | H7, H8, H9, H10  |            |
| Component                     | Weighting %   |  |  |  |            |
| Artmaking                     | 20  |  | 30   |  | 50         |
| Critical & Historical studies |   | 20   |  | 30   | 50         |
| <b>Total %</b>                | <b>20</b>   | <b>20</b>  | <b>30</b>  | <b>30</b>  | <b>100</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  |            |
|--|--|--|---|---|------------|
| Nature of tasks  | <b>Common Module:<br/>Texts and Human<br/>Experiences.</b><br><br><b>Modified Paper 1<br/>Short answers<br/>(In class)</b> | <b>Module B:<br/>Critical Study of<br/>Literature</b><br><br><b>Multimodal<br/>Presentation<br/>Hand in)</b> | <b>Module C:<br/>The Craft of Writing<br/>Composition and<br/>Reflection<br/>(Hand in &amp; in class)</b> | <b>Trial HSC<br/>Examination<br/>Paper 1:<br/>Common Module:<br/>5%</b><br><b>Paper 2:<br/>Module A<br/>25%</b> |            |
| Timing   | Term 4<br>Week 7   | Term 1<br>Week 10  | Term 2<br>Week 5  | Term 3<br>Examination Period  |            |
| Outcomes assessed  | EA12-1, EA12-3,<br>EA12-6,   | EA12-2, EA12-4,<br>EA12-7  | EA12-1, EA12-3, EA12-<br>5, EA12-9  | EA12-3, EA12-4,<br>EA12-5, EA12-6,<br>EA12-8  |            |
| Component  | Weighting %  |  |   |   |            |
| Knowledge and understanding of course content  | 10   | 15   | 10  | 15  | 50         |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10   | 10   | 15  | 15  | 50         |
| <b>Total %</b>   | <b>20</b>  | <b>25</b>  | <b>25</b>   | <b>30</b>   | <b>100</b> |



## ENGLISH EAL/D HSC Course Outcomes

|          |  |
|----------|--|
| EAL12-1A | Responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.                          |
| EAL12-1B | Communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts  |
| EAL12-3  | Identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning. |
| EAL12-4  | Applies and adapts knowledge, skills and understanding of literacy devices, language concepts and mechanics into new and different contexts.   |

|         |  |
|---------|--|
| EAL12-5 | Thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts. |
| EAL12-6 | Investigates and evaluates the relationship between texts.   |
| EAL12-7 | Integrates understanding of the diverse ways texts can represent personal and public worlds  |
| EAL12-8 | Analyses and evaluates cultural reference and perspectives in texts and examines their effects on meaning  |
| EAL12-9 | Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner.  |

## ENGLISH EAL/D

| Task number  | Task 1  | Task 2  | Task 3  | Task 4   |            |
|--|---|---|---|--|------------|
| <b>Nature of tasks</b>   | Multi modal<br>Presentation<br>Module A:<br>Texts and Human<br>Experiences<br>(Hand in) | Reading and Writing<br>Module B:<br>Language, Identify<br>and Culture<br>(In Class) | Portfolio of writing<br>Focus on writing<br>(Hand in) | Trial Examination<br><br>MODULE A, B and C<br>PLUS LISTENING<br><br>Paper 1: Texts &<br>Human Experiences<br><br>Paper 2: Module B 5%<br>Module C: 20%<br>Listening 5% |            |
| <b>Timing</b>  | Term 4<br>Week 9  | Term 1<br>Week 8  | Term 2<br>Week 8                                      | Term 3<br>Weeks 3 & 4  |            |
| <b>Outcomes assessed</b>   | EAL12-1B, EAL12-2,<br>EAL12-6, EAL12-7  | EAL12-3, EAL12-7,<br>EAL12-8  | EAL12-3, EAL12-4,<br>EAL12-5, EAL12-9                 | EAL12-1A, EAL12-5,<br>EAL12-6, EAL12-8   |            |
| Component  | Weighting %   |   |   |  |            |
| Knowledge and understanding<br>of course content   | 10  | 10  | 15  | 15   | <b>50</b>  |
| Skills in responding to texts<br>and communication of ideas<br>appropriate to audience,<br>purpose and context across all<br>modes | 10  | 10  | 15  | 15   | <b>50</b>  |
| <b>Total %</b>   | <b>20</b>   | <b>20</b>   | <b>30</b>   | <b>30</b>  | <b>100</b> |

## 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  |     |
|---|--|--|---|---|-----|
| Nature of tasks   | Common Module:<br>Texts and Human<br>Experiences.<br><br>(Modified Paper 1<br>Short answers)<br>(In class) | Module B:<br>Close Study of<br>Literature<br><br>Multimodal<br>Presentation<br>(Hand in) | Module C:<br>The Craft of Writing<br>Composition and<br>Reflection<br>(Hand in) | Trial HSC<br>Examination<br>Paper 1:<br>Common Module:<br>5%<br>Paper 2:<br>Module A<br><br>25% |     |
| Timing  | Term 4<br>Week 7   | Term 1<br>Week 10  | Term 2<br>Week 5  | Term 3<br>Examination Period  |     |
| Outcomes assessed   | EN12-1, EN12-3,<br>EN12-6,   | EN12-2, EN12-4,<br>EN12-7  | EN12-1, EN12-3, EN12-5,<br>EN12-9   | EN12-3, EN12-4,<br>EN12-5, EN12-6,<br>EN12-8  |     |
| Component   | Weighting %  |  |   |   |     |
| Knowledge and understanding of<br>course content  | 10   | 15   | 10  | 15  | 50  |
| Skills in responding to texts and<br>communication of ideas appropriate<br>to audience, purpose and context<br>across all modes | 10   | 10   | 15  | 15  | 50  |
| Total %   | 20   | 25   | 25  | 30  | 100 |

## 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>  | <b>Common Module: Literary Worlds</b><br>Imaginative Response and Reflection<br>Written Response (Hand in) | <b>Elective</b><br>Critical Response with related material (Hand in) | <b>Trial HSC Examination</b><br>Section 1 – Common Module<br>Section 2 - Elective |            |
| <b>Timing</b>   | Term 1<br>Week 4   | Term 2<br>Week 10  | Term 3<br>Examination Period<br>Weeks 3 and 4                                     |            |
| <b>Outcomes assessed</b>  | EE12-2, EE12-4, EE12-5   | EE12-1, EE12-2, EE12-3, EE12-4                                       | 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  | 50         |
| Skills in complex analysis, sustained composition and independent investigation | 15   | 20   | 15  | 50         |
| <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  |     |
|--|------------------------------|---------------------------------------|---|-----|
| Nature of tasks                          | Viva Voce Proposal           | Literature review<br>(Hand in)        | Critique of the Creative Process<br>(Hand in) |     |
| Timing                                   | Term 1<br>Week 3             | Term 2<br>Week 3                      | Term 2<br>Week 8                              |     |
| Outcomes assessed                        | EEX12-1, EEX12-4,<br>EEX12-5 | EEX12-1, EEX12-2,<br>EEX12-3, EEX12-4 | EEX12-2, EEX12-3,<br>EEX12-5                  |     |
| Component                                | Weighting %                  |                                       |   |     |
| Skills in extensive independent research | 15                           | 20                                    | 15  | 50  |
| Skills in sustained composition          | 15                           | 20                                    | 15  | 50  |
| Total %                                  | 30                           | 40                                    | 30  | 100 |

# HISTORY

## 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>  | History Analysis<br>Oral          | Personality Source<br>Evaluation   | Period Study<br>Research Evaluation | <b>Trial HSC Examination</b>                        |            |
| <b>Timing</b>   | Term 4<br>Week 8                  | Term 1<br>Week 10                  | Term 2<br>Week 8                    | Term 3<br>Examination Period                        |            |
| <b>Outcomes assessed</b>  | AH12-3, AH12-5,<br>AH12-6, AH12-8 | AH12-1, AH12-2,<br>AH12-3, AH 12-4 | AH 12-1, AH 12-3,<br>AH 12-4        | AH12.1, AH12.2<br>AH12.5, AH12.7<br>AH12.9, AH12.10 |            |
| Component   | Weighting %                       |                                    |                                     |   |            |
| Knowledge and understanding<br>of course content                                      |                                   | 10                                 | 10                                  | 20  | <b>40</b>  |
| Historical skills in the analysis<br>and evaluation of sources and<br>interpretations |                                   | 10                                 |                                     | 10  | <b>20</b>  |
| Historical Inquiry and research   | 10                                |                                    | 10                                  |   | <b>20</b>  |
| Communication of historical<br>information, ideas and issues in<br>appropriate forms  | 10                                |                                    | 10                                  |   | <b>20</b>  |
| <b>Total %</b>  | <b>20</b>                         | <b>20</b>                          | <b>30</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                       |     |
|--|---|----------------------------------|------------------------------|-----|
| Nature of tasks  | History Project<br><br>Historical Process<br>(proposal, processlog,<br>annotated sources) | History Project<br><br>Essay     | Trial HSC<br>Examination     |     |
| Timing   | Term 1<br>Weeks 8   | Term 3<br>Week 1                 | Term 3<br>Examination Period |     |
| Outcomes assessed  | HE12-2, HE12-3,<br>HE12-4   | HE12-1, HE12-2<br>HE12-3, HE12-4 | HE12-1, HE12-3,<br>HE12-4    |     |
| Component  | Weighting %   |                                  |                              |     |
| Knowledge and understanding significant historical ideas and processes             | 10  | 10                               | 20                           | 40  |
| Skills in designing, undertaking and communicating historical inquiry and analysis | 20  | 30                               | 10                           | 60  |
| Total %  | 30  | 40                               | 30                           | 100 |

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



## 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                                      | Task 4                       |            |
|--|---------------------------|----------------------------------|---|------------------------------|------------|
| Nature of tasks  | PIP Report                | Belief Systems<br>In-Class Essay | Social<br>Inclusion/Exclusion<br>Media File | Trial HSC<br>Examination     |            |
| Timing   | Term 4<br>Week 9          | Term 1<br>Week 7                 | Term 2<br>Week 6                            | Term 3<br>Examination Period |            |
| Outcomes assessed  | H1, H4, H5, H7,H8,<br>H10 | H1, H2, H4, H5, H10              | H5, H6, H7, H8, H9,<br>H10                  | H1, H3, H4, H7, H8,<br>H10   |            |
| Component  | Weighting %               |                                  |   |                              |            |
| Knowledge and understanding of course content                            | 10                        | 20                               | 10  | 10                           | 50         |
| Application and evaluation of social and cultural research methodologies | 10                        |                                  | 10  | 10                           | 30         |
| Communication of information, ideas and issues in appropriate forms      | 5                         | 5                                | 5   | 5                            | 20         |
| <b>Total %</b>   | <b>25</b>                 | <b>25</b>                        | <b>25</b>                                   | <b>25</b>                    | <b>100</b> |

## LANGUAGES

### 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 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  |

|   |     |  |
|---|-----|--|
| Analyse, process and respond to texts that are in French cont.                | 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

## YEAR 12 FRENCH CONTINUERS

| Task number              | Task 1   | Task 2   | Task 3  | Task 4   |            |
|--------------------------|--|--|---|--|------------|
| <b>Nature of tasks</b>   | Response in English and French to spoken and written French texts<br><br>Listening: In class<br>Reading: Hand in | Oral interaction<br><br>Written composition in French<br><br>Speaking: In class<br>Writing: In class | Oral interaction<br><br>Response in English to spoken French texts<br><br>Listening: In Class<br>Speaking: In class | Trial HSC Examination  |            |
| <b>Timing</b>            | Term 4<br>Week 8   | Term 1<br>Week 9   | Term 2<br>Week 8  | Term 3<br>Examination Period                                       |            |
| <b>Outcomes assessed</b> | 2.1, 2.2, 2.3,<br>3.1, 3.3, 3.4, 3.5, 3.6  | 1.1, 1.2, 1.3, 1.4<br>2.1, 2.2, 2.3  | 1.1, 1.2, 1.3, 1.4,<br>3.1, 3.2, 3.3, 3.4, 3.5,<br>3.6  | 2.1, 2.2, 2.3,<br>3.1, 3.2, 3.3, 3.4, 3.5,<br>3.6<br>4.1. 4.2, 4.3 |            |
| Component                | Weighting %  |  |   |  |            |
| Listening & Responding   | 10   |  | 10  | 10   | <b>30</b>  |
| Reading & Responding     | 20   |  |   | 10   | <b>30</b>  |
| Speaking                 |  | 10   | 10  |  | <b>20</b>  |
| Writing in French        |  | 10   |   | 10   | <b>20</b>  |
| <b>Total %</b>           | <b>30</b>  | <b>20</b>  | <b>20</b>   | <b>30</b>  | <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   | Theme: Identity<br>in class task | Theme: acceptance<br>Speaking: take home task<br>Writing: in class task | Trial HSC Examination        |     |
| Timing            | Term 1<br>Week 4                 | Term 2<br>Week 10   | Term 3<br>Examination Period |     |
| Outcomes assessed | 1.1, 1.2,<br>2.1, 2.2, 2.3       | 1.1, 1.2  | 1.1, 1.2,<br>2.1, 2.2, 2.3   |     |
| Component         | Weighting %                      |   |                              |     |
| Text Analysis     | 30                               |   | 10                           | 40  |
| Speaking          |                                  | 10  | 10                           | 20  |
| Writing           |                                  | 30  | 10                           | 40  |
| Total %           | 30                               | 40  | 30                           | 100 |

## 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                                 |

|                           |     |   |
|---------------------------|-----|---|
| Understanding Texts cont. | 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                    |

#Written or spoken texts created by students incorporating their own ideas

## YEAR 12 JAPANESE 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)<br><b>In-class task</b><br>Response in English to aural and written Japanese texts/ composition in Japanese | <b>Topic:</b> Education and work, Recreation and past times<br><b>In-class task:</b><br>Response in English to written texts in Japanese/conversation in Japanese (individual, by appointment) | <b>Topic:</b> Holidays, Travel & Tourism, Future plans<br><b>In-class task -</b><br>Response in English to aural texts in Japanese/composition in Japanese | <b>Trial HSC Examination</b>   |            |
| <b>Timing</b>            | Term 4<br>Week 8  | Term 1<br>Week 9   | Term 2<br>Week 8   | Term 3<br>Examination Period   |            |
| <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 |            |
| Component                | Weighting %   |  |  |  |            |
| Listening & Responding   | 10  |  | 10   | 10   | 30         |
| Reading & Responding     | 5   | 20   |  | 5  | 30         |
| Speaking                 |   | 10   |  | 10   | 20         |
| Writing in Japanese      | 5   |  | 10   | 5  | 20         |
| <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 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  |

|   |     |  |
|---|-----|--|
| Analyse, process and respond to texts that are in Japanese cont.                | 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

## YEAR 12 JAPANESE CONTINUERS

| Task number              | Task 1  | Task 2  | Task 3   | Task 4   |            |
|--------------------------|---|---|--|--|------------|
| <b>Nature of tasks</b>   | Theme: Individual<br>Topic: School life<br>Shopping & going out<br><br><b>Multimodal task</b><br><br>Reflective journal<br>(written) + evaluation in<br>Japanese (oral) /<br>Response in English to<br>aural Japanese texts | Theme: Japanese<br>Speaking Communities<br>leisure, tradition and<br>culture, Travelling in<br>Japan<br><br><b>Multimodal task</b><br><br>Response in English to<br>aural and written<br>Japanese texts | Theme: Changing world<br>Topic: Future plan and<br>issues<br><br><b>Multimodal task</b><br><br>Response in English to<br>written and aural<br>Japanese texts /<br>Conversation<br>(by appointment) | Trial HSC<br>Examination                       |            |
| <b>Timing</b>            | Term 4<br>Weeks 8   | Term 1<br>Week 9  | Term 2<br>Week 8/9   | Term 3<br>Examination Period                   |            |
| <b>Outcomes assessed</b> | 1.1, 1.2, 1.3, 1.4,<br>2.1, 2.2, 2.3,<br>3.1, 3.3, 3.4, 3.5   | 3.1, 3.3, 3.4, 3.5, 3.6, 4.1,<br>4.2, 4.3   | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2,<br>2.3   | 2.1, 2.2, 2.3,<br>3.1, 3.2, 3.3, 3.4, 3.5, 3.6 |            |
| Component                | Weighting %   |   |  |  |            |
| Listening & Responding   | 10  |   | 10   | 10   | <b>30</b>  |
| Reading & Responding     | 10  |   | 10   | 10   | <b>30</b>  |
| Speaking                 |   | 10  | 10   |  | <b>20</b>  |
| Writing in Japanese      |   | 10  |  | 10   | <b>20</b>  |
| <b>Total %</b>           | <b>20</b>   | <b>20</b>   | <b>30</b>  | <b>30</b>                                      | <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                           |            |
|-------------------|--|---|----------------------------------|------------|
| Nature of tasks   | <b>Theme: Connectedness – Prescribed Text</b><br><br><b>(kimi no na wa)</b><br><br>In-class analysis and response to prescribed text | <b>Theme: Journeys, Impact of past – Prescribed Issues</b><br><br><b>(kimi no na wa)</b><br><br>In-class newspaper article / oral and written response to stimulus text | <b>Trial HSC Examination</b>     |            |
| Timing            | Term 1<br><br>Week 4   | Term 2<br><br>Week 7  | Term 3<br><br>Examination Period |            |
| 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> |

# MATHEMATICS

## MATHEMATICS ADVANCED HSC Course Outcome

|         |   |
|---------|---|
| 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 problem                                       |
| 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                         |

External Assessment: All students studying the Mathematics Advanced course will sit for a 3 hour formal HSC Examination. The format will be: 10 multiple choice questions and 6 x 15 mark free response questions. An official NESA reference sheet containing many formulae and results will be provided for this and every assessment task. Between 20% and 25% of this examination will contain questions that are also in the Standard 2 HSC examination on common course content.

Internal Assessment: The Year 12 HSC course will have 4 assessment tasks worth 25%, 20%, 25% and 30% respectively. The 20% task is an assignment/research task. The 30% task is a formal 3 hour Trial HSC Examination. The other two tasks will be in 40 minute in-class assessment

## MATHEMATICS ADVANCED

| TASK NUMBER  | TASK 1  | TASK 2  | TASK 3                             | TASK 4  |     |
|--|---|---|------------------------------------|---|-----|
| Nature of tasks                                    | Open Book Test<br>Topic: F2, M1,              | Assignment<br>&<br>In-class Validation task<br>Topics: C2, C3 | In class task<br>Topics: C4        | Trial HSC Examination<br><br>Year 12 Topics:<br>F2, T3, C2, C3, C4, M1, S2, S3<br><br>Year 11 Topics:<br>F1, T1, T2, C1, E1, S1 |     |
| Timing   | Term 4<br>Week 7                              | Term 1<br>Week 5  | Term 2<br>Week 3                   | Term 3<br>Weeks 4 - 5   |     |
| Outcomes assessed                                  | MA12- 1, MA12-4,<br>MA12-5<br>MA12-9, MA12-10 | MA12-3, MA12-6,<br>MA12-9, MA12-10                            | MA12-3, MA12-7,<br>MA12-9, MA12-10 | MA11 and 12- ALL  |     |
| Component  | Weighting                                     |   |                                    |   |     |
| Understanding,<br>Fluency and<br>Communicating     | 12.5  | 10  | 12.5                               | 15  | 50  |
| Problem Solving,<br>Reasoning and<br>Justification | 12.5  | 10  | 12.5                               | 15  | 50  |
| TOTAL %  | 25  | 20  | 25                                 | 30  | 100 |

## 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                               |

### External Assessment:

All students studying the HSC Standard 2 course will sit for a 2 ½ hour formal HSC Examination. The format will be 15 x 1 mark multiple choice questions and 85 marks of free response questions. An official NESA reference sheet containing many formulae and results will be provided for this and every assessment task. Between 20% and 25% of this examination will contain questions that are also in the Advanced course HSC examination on common course content.

### Internal Assessment:

The Year 12 HSC course will have 4 assessment tasks worth 20%, 25%, 25% and 30% respectively. The 20% task is an assignment/research task. The 30% task is a formal 2½ hour Trial HSC Examination. The other two tasks will be in class assessments.

## MATHEMATICS STANDARD 2

| TASK NUMBER  | TASK 1  | TASK 2   | TASK 3   | TASK 4   |            |
|--|---|--|--|--|------------|
| <b>Nature of Tasks</b>                             | Assignment<br>&<br>In-class validation task<br><br>Topics: A4 | Open Book Test<br>In-class<br><br>Topics:<br>N2, N3, F4, F5      | In class task<br><br>Topics:<br>M6, M7, N2, N3, S4, S5           | Trial HSC Examination<br><br>Year 12 Topics:<br>A3, M6, M7, F4, F5, S4, S5,<br>N2, N3<br>Year 11 Topics:<br>A1, A2, M1, M2, F1, S1, S2 |            |
| <b>Timing</b>                                      | Term 4<br><br>Week 5  | Term 1<br><br>Week 5   | Term 2<br><br>Week 3   | Term 3<br><br>Weeks 4 and 5  |            |
| <b>Outcomes assessed</b>                           | MS2 12 – 1, MS2 12-6,<br>MS2 12-9, MS2 12-10                  | MS2 12-3, MS2 12-4,<br>MS2 12-5, MS2 12-8<br>MS2 12-9, MS2 12-10 | MS2 12-2, MS2 12-4,<br>MS2 12-7, MS2 12-8<br>MS2 12-9, MS2 12-10 | MS 11 and MS2 12- ALL  |            |
| Component  | Weighting   |  |  |  |            |
| Understanding, Fluency<br>and Communicating        | 10  | 12.5   | 12.5   | 15   | <b>50</b>  |
| Problem Solving,<br>Reasoning and<br>Justification | 10  | 12.5   | 12.5   | 15   | <b>50</b>  |
| <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 |

### External Assessment:

All students studying the Mathematics Extension 1 course will sit for a 2 hour formal HSC Examination. The format will be: 10 multiple choice questions and 4 x 15 mark free response questions. An official NESA reference sheet containing many formulae and results will be provided for this and every assessment task.

### Internal Assessment:

The Year 12 HSC course will have 4 assessment tasks worth 25%, 25%, 20% and 30% respectively. The 20% task is an assignment/research task. The 30% task is a formal 2 hour Trial HSC Examination. The other two 25% tasks will be in 40 minute in-class assessments.

**Please note:** The Extension 1 candidates will sit for all Advanced and Extension 1 assessment tasks and HSC examinations.

## MATHEMATICS EXTENSION 1

| Task Number                                     | TASK 1                              | TASK 2                           | TASK 3  | TASK 4   |            |
|---|-------------------------------------|----------------------------------|---|--|------------|
| Nature of tasks                                 | Open Book Test<br>Topics:<br>P1, A1 | In class task<br>Topic:<br>V1    | Assignment &<br>in-class<br>Validation task<br>Topic:<br>C2, C3, T3 | Trial HSC<br>Examination<br>Year 12 Topics:<br>P1, V1, T3, C2, C3, S1<br>Year 11 Topics:<br>F1, MF2, ME-T1, ME-T2,<br>ME-C1, ME-A1 |            |
| Timing  | Term 4<br>Week 8                    | Term 1<br>Week 7                 | Term 2<br>Week 5  | Term 3<br>Weeks 4 - 5  |            |
| Outcomes assessed                               | ME12-1, ME11-5,<br>ME12-6, ME12-7   | ME12-2, ME12-4<br>ME12-6, ME12-7 | ME12-3, ME12-4,<br>ME12-6, ME12-7                                   | ME 11 and 12-ALL   |            |
| Component                                       |                                     |                                  |   |  | Weighting  |
| Understanding, Fluency and<br>Communicating     | 12.5                                | 12.5                             | 10  | 15   | 50         |
| Problem Solving, Reasoning and<br>Justification | 12.5                                | 12.5                             | 10  | 15   | 50         |
| <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   |

**External Assessment:**  
 All students studying the Mathematics Extension 2 course will sit for a 3 hour formal HSC Examination. The format will be: 10 multiple choice questions and 6 x 15 mark free response questions. An official NESA reference sheet containing many formulae and results will be provided for this and every assessment task.

**Internal Assessment:**  
 There is no Preliminary course for this subject. Students are enrolled by invitation only, depending on their Preliminary Advanced and Extension 1 results. This course commences at the beginning of term 4 of Year 11.  
 The Year 12 HSC course will have 4 assessment tasks worth 25%, 20%, 25% and 30% respectively. The 20% task is an assignment/research task. The 30% task is a formal 3 hour Trial HSC Examination. The other two 25% tasks will be in 40 minute in-class assessments.  
 Please note: The Extension 2 students do not sit for the Mathematics Advanced HSC Examination (only the Extension 1 and Extension 2 Examinations), however, they are required to do all Mathematics Advanced internal Assessment Tasks up to, but not including, the Trial HSC Examination.

## MATHEMATICS EXTENSION 2

| Task number                                  | TASK 1   | TASK 2  | TASK 3  | TASK 4  |            |
|--|--|---|---|---|------------|
| <b>Nature of tasks</b>                       | In class test<br>Topics:<br>MEX-N1 Introduction to Complex Numbers, MEX-N2 Using Complex Numbers | Assignment & in - class validation test<br>Topic:<br>MEX-V1 Further Work with Vectors | In class task<br>Topic:<br>MEX-C1 Further Integration | All topics to date<br>Trial HSC Examination<br>Topics:<br>MEX-P1 The Nature of Proof, MEX-P2 Further Proof by Mathematical Induction, MEX-V1, MEX-N1, MEX-N2, MEX-C1, MEX-M1 Application of Calculus to Mechanics |            |
| <b>Timing</b>                                | Term 4<br>Week 10  | Term 1<br>Week 10   | Term 2<br>Week 9                                      | Term 3<br>Weeks 3- 4  |            |
| <b>Outcomes assessed</b>                     | MEX12-4, 12MEX12-7<br>12MEX12-8  | MEX12-3, 12MEX12-7<br>12MEX12-8   | MEX12-5, 12MEX12-7<br>12MEX12-8                       | MEX12-ALL   |            |
| <b>Component</b>                             | <b>Weighting</b>   |   |   |   |            |
| Understanding, Fluency and Communicating     | 12.5   | 10  | 12.5  | 15  | 50         |
| Problem Solving, Reasoning and Justification | 12.5   | 10  | 12.5  | 15  | 50         |
| <b>TOTAL %</b>                               | <b>25</b>  | <b>20</b>   | <b>25</b>   | <b>30</b>   | <b>100</b> |

## SOCIAL SCIENCES

### 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                          |            |
|--|---------------------|----------------------|---------------------|---------------------------------|------------|
| Nature of tasks  | In Class Task       | In Class Task        | In Class Task       | Trial HSC Examination           |            |
| Timing   | Term 4<br>Weeks 8-9 | Term 1<br>Weeks 9-10 | Term 2<br>Weeks 7-8 | Term 3<br>Examination<br>Period |            |
| Outcomes assessed  | H2, H5, H8          | H4, H7, H9           | H5, H6, H8          | H1, H3,<br>H10                  |            |
| Component  | Weighting %         |                      |                     |                                 |            |
| Knowledge and understanding of course content                                | 10                  | 10                   | 10                  | 10                              | 40         |
| Stimulus-based skills  | 5                   | 5                    |                     | 10                              | 20         |
| Inquiry and research   | 5                   | 5                    | 10                  |                                 | 20         |
| Communication of business information, ideas and issues in appropriate forms |                     | 5                    | 5                   | 10                              | 20         |
| <b>Total %</b>   | <b>20</b>           | <b>25</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  |

## ECONOMICS

| Task number  | Task 1              | Task 2              | Task 3               | Task 4                       |     |
|--|---------------------|---------------------|----------------------|------------------------------|-----|
| Nature of tasks  | In Class Task       | In Class Task       | In Class Task        | Trial HSC Examination        |     |
| Timing   | Term 4<br>Weeks 8-9 | Term 1<br>Weeks 8-9 | Term 2<br>Weeks 9-10 | Term 3<br>Examination Period |     |
| Outcomes assessed  | H3, H8              | H1, H4              | H1, H7, H9           | H2, H5, H11                  |     |
| Component  | Weighting %         |                     |                      |                              |     |
| Knowledge and understanding of course content                                | 10                  | 10                  | 10                   | 10                           | 40  |
| Stimulus-based skills  |                     | 5                   |                      | 15                           | 20  |
| Inquiry and research   | 10                  |                     | 10                   |                              | 20  |
| Communication of economic information, ideas and issues in appropriate forms | 5                   | 5                   | 5                    | 5                            | 20  |
| Total %  | 25                  | 20                  | 25                   | 30                           | 100 |



## 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                       |            |
|---|--------------------|-------------------|------------------|------------------------------|------------|
| Nature of tasks   | In Class Task      | In Class Task     | In Class Task    | Trial HSC Examination        |            |
| Timing  | Term 1<br>Week 1-2 | Term 1<br>Week 10 | Term 2<br>Week 9 | Term 3<br>Examination Period |            |
| Outcomes assessed   | H1, H4, H8         | H5, H7, H9        | H3, H6, H10      | H2, H5<br>H8,                |            |
| Component   | Weighting %        |                   |                  |                              |            |
| Knowledge and understanding of course content                             | 5                  | 10                | 10               | 15                           | 40         |
| Analysis and evaluation   | 5                  |                   | 5                | 10                           | 20         |
| Inquiry and research  | 5                  | 10                | 5                |                              | 20         |
| Communication of legal information, issues and ideas in appropriate forms | 5                  | 5                 | 5                | 5                            | 20         |
| <b>Total %</b>  | <b>20</b>          | <b>25</b>         | <b>25</b>        | <b>30</b>                    | <b>100</b> |

# 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>  | <b>Elective 2</b><br><br>Investigation into Cultural Perspectives on Australia Sport | <b>Core 2</b><br><br>Research task<br>Physiology and Training<br>Case study | <b>Core 1 and Elective 5</b><br><br>Health Promotion Campaign<br>First Nation Communities focus | <b>All Content Areas</b><br><br>Trial HSC Examination |            |
| Timing  | Term 4<br>Week 7   | Term 1<br>Week 5  | Term 2<br>Week 10   | Term 3<br>Examination Period                          |            |
| Outcomes assessed   | H12, H16   | H7, H8, H10, H17  | H2, H3, H4, H5, H14   | H1, H9, H11, H15                                      |            |
| Component   |  |   |   |   | Weighting  |
| Knowledge and Understanding of course content   | 5  | 5   | 20  | 10  | 40         |
| Skills in influencing personal and community health, taking action to improve participation and performance in physical activity. | 10   | 10  | 10  |   | 30         |
| Skills in critical thinking research, analysing and communicating   |  | 10  |   | 20  | 30         |
| <b>Total %</b>  | <b>15</b>  | <b>25</b>   | <b>30</b>   | <b>30</b>   | <b>100</b> |

## SCIENCE

### BIOLOGY HSC Course Outcomes

|         |  |
|---------|--|
| BIO12-1 | develops and evaluates questions and hypotheses for scientific investigation   |
| BIO12-2 | designs and evaluates investigations in order to obtain primary and secondary data and information                     |
| BIO12-3 | conducts investigations to collect valid and reliable primary and secondary data and information                       |
| BIO12-4 | selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media |
| BIO12-5 | analyses and evaluates primary and secondary data and information  |
| BIO12-6 | solves scientific problems using primary and secondary data, critical thinking skills and scientific processes         |

|          |   |
|----------|---|
| BIO12-7  | 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>                        | Data Processing Task                               | Depth Study  | Practical task:<br>investigation                   | Trial HSC examination   |            |
| <b>Timing</b>                                 | Term 4<br>Week 9                                   | Term 1<br>Week 8                                   | Term 2<br>Week 6                                   | Term 3<br>Weeks 3-4   |            |
| <b>Outcomes Assessed</b>                      | BIO12-3, BIO12-4,<br>BIO12-5, BIO12-6,<br>BIO12-12 | BIO12-1, BIO12-4,<br>BIO12-5, BIO12-7,<br>BIO12-13 | BIO12-2, BIO12-3,<br>BIO12-4, BIO12-6,<br>BIO12-14 | BIO12-4, BIO12-5,<br>BIO12-6, BIO12-7,<br>BIO12-12, BIO12-13,<br>BIO12-14, BIO12-15 |            |
| Component                                     | Weighting %  |  |  |   |            |
| Skills in working scientifically              | 10   | 25   | 15   | 10  | <b>60</b>  |
| Knowledge and understanding of course content | 5  | 5  | 10   | 20  | <b>40</b>  |
| <b>Total %</b>                                | <b>15</b>  | <b>30</b>  | <b>25</b>  | <b>30</b>   | <b>100</b> |

## CHEMISTRY HSC Course Outcomes

|        |  |
|--------|--|
| CH12-1 | develops and evaluates questions and hypotheses for scientific investigation   |
| CH12-2 | designs and evaluates investigations in order to obtain primary and secondary data and information                     |
| CH12-3 | conducts investigations to collect valid and reliable primary and secondary data and information                       |
| CH12-4 | selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media |
| CH12-5 | analyses and evaluates primary and secondary data and information  |

|         |  |
|---------|--|
| CH12-6  | solves scientific problems using primary and secondary data, critical thinking skills and scientific processes   |
| CH12-7  | communicates scientific understanding using suitable language and terminology for a specific audience or purpose |
| CH12-12 | explains the characteristics of equilibrium systems, and the factors that affect these systems                   |
| CH12-13 | describes, explains and quantitatively analyses acids and bases using contemporary models                        |
| CH12-14 | analyses the structure of, and predicts reactions involving, carbon compounds                                    |
| CH12-15 | describes and evaluates chemical systems used to design and analyse chemical processes                           |

## CHEMISTRY

| Task number                                   | Task 1                                | Task 2  | Task 3   | Task 4   |     |
|---|---------------------------------------|---|--|--|-----|
| Nature of tasks                               | Data Analysis Task                    | Practical & Problem Solving Task                            | Depth Study  | Trial HSC examination  |     |
| Timing  | Term 4<br>Week 7                      | Term 1<br>Week 10   | Term 2<br>Week 10  | Term 3<br>Weeks 3-4  |     |
| Outcomes assessed                             | CH12-4,<br>CH12-5, CH12-6,<br>CH12-12 | CH12-4, CH12-5,<br>CH12-6<br>CH12-7,<br>CH12-12,<br>CH12-13 | CH12-1, CH12-2,<br>CH12-3, CH12-4,<br>CH12-5, CH12-6,<br>CH12-7, CH12-14,<br>CH12-15 | CH12-4, CH12-5,<br>CH12-6, CH12-7<br>CH12-12, CH12-13,<br>CH12-14, CH12-15 |     |
| Component                                     | Weighting %                           |   |  |  |     |
| Skills in working scientifically              | 10                                    | 20  | 20   | 10   | 60  |
| Knowledge and Understanding of Course content | 5                                     | 5   | 10   | 20   | 40  |
| Total %                                       | 15                                    | 25  | 30   | 30   | 100 |



## EARTH & ENVIRONMENTAL SCIENCE HSC Course Outcomes

|         |   |
|---------|---|
| EES12-1 | Develops and evaluates questions and hypotheses for scientific investigation.   |
| EES12-2 | Designs and evaluates investigations in order to obtain primary and secondary data and information.                     |
| EES12-3 | Conducts investigations to collect valid and reliable primary and secondary data and information.                       |
| EES12-4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media. |
| EES12-5 | Analyses and evaluates primary and secondary data and information   |
| EES12-6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes          |

|          |   |
|----------|---|
| EES12-7  | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose                                      |
| EES12-12 | Describes and evaluates the models that show the structure and development of the Earth over its history  |
| EES12-13 | Describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems                 |
| EES12-14 | Analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate.                           |
| EES12-15 | Describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems |

## EARTH & ENVIRONMENTAL SCIENCE

| Task number                      | Task 1  | Task 2  | Task 3   | Task 4   |            |
|----------------------------------|---|---|--|--|------------|
| <b>Nature of tasks</b>           | Data Processing & Analysis<br>Evidence for environmental change | Depth Study<br>Research and report – use of technologies to predict geological and climatic disasters | Research Presentation<br>Australia's response to climate variation | Trial HSC Examination  |            |
| <b>Timing</b>                    | Term 4<br>Week 8  | Term 1<br>Week 6  | Term 2<br>Week 8   | Term 3<br>Week 3 - 4   |            |
| <b>Outcomes assessed</b>         | EES12-4, EES12-5, EES12-6, EES12-12                             | EES12-1, EES12-3, EES12-5, EES12-6, EES12-7, EES12-13   | EES12-1, EES12-2, EES12-6, EES12-7, EES12-14                       | EES12-4, EES12-5, EES12-6, EES12-7, EES12-12, EES12-13, EES12-14, EES12-15 |            |
| Component                        | Weighting %   |   |  |  |            |
| Skills in working scientifically | 10  | 20  | 10   | 20   | <b>60</b>  |
| Knowledge and understanding      | 10  | 10  | 10   | 10   | <b>40</b>  |
| <b>Total %</b>                   | <b>20</b>   | <b>30</b>   | <b>20</b>  | <b>30</b>  | <b>100</b> |

## PHYSICS HSC Course Outcomes

|        |  |
|--------|--|
| PH12-1 | develops and evaluates questions and hypotheses for scientific investigation   |
| PH12-2 | designs and evaluates investigations in order to obtain primary and secondary data and information                     |
| PH12-3 | conducts investigations to collect valid and reliable primary and secondary data and information                       |
| PH12-4 | selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media |
| PH12-5 | analyses and evaluates primary and secondary data and information  |
| PH12-6 | solves scientific problems using primary and secondary data, critical thinking skills and scientific processes         |
| PH12-7 | communicates scientific understanding using suitable language and terminology for a specific audience or purpose       |

|         |   |
|---------|---|
| PH12-12 | describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles                                    |
| PH12-13 | explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively                               |
| PH12-14 | describes and analyses 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  |     |
|----------------------------------|---|---|--|---|-----|
| Nature of tasks                  | Depth Study   | Practical Skills Task                   | Data Processing and Extended Response Task       | Trial HSC Examination   |     |
| Timing                           | Term 4<br>Week 10   | Term 1<br>Week 9                        | Term 2<br>Week 9                                 | Term 3<br>Weeks 3-4   |     |
| Outcomes assessed                | PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-12 | PH12-2, PH12-4, PH12-5, PH12-6, PH12-13 | PH12-4, PH12-5, PH12-6, PH12-7, PH12-14, PH12-15 | PH12-4, PH12-5, PH12-6, PH12-7, PH12-12, PH12-13 PH12-14, PH12-15 |     |
|                                  |   |   |  |   |     |
| Component                        | Weighting %   |   |  |   |     |
| Skills in working scientifically | 20  | 15                                      | 15   | 10  | 60  |
| Knowledge and understanding      | 5   | 5                                       | 10   | 20  | 40  |
| Total %                          | 25  | 20                                      | 25   | 30  | 100 |

## 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                                     | Section 1 Skills       | Section 2 Skills       | Scientific Research Report                       |            |
| Timing  | Term 1<br>Week 4       | Term 2<br>Week 9       | Term 3<br>Week 6<br>(or by NESA submission date) |            |
| Outcomes assessed                                   | SE-1, SE-3, SE-6, SE-7 | SE-1, SE-2, SE-4, SE-5 | SE-1, SE-3, SE-4, SE-5, SE-6, SE-7               |            |
| Component   | Weighting %            |                        |  |            |
| Communicating scientifically                        | 10                     | 10                     | 10   | 30         |
| Gathering, recording, analysing and evaluating data | 5                      | 10                     | 15   | 30         |
| Application of scientific research skills           | 15                     | 10                     | 15   | 40         |
| <b>Total %</b>                                      | <b>30</b>              | <b>30</b>              | <b>40</b>  | <b>100</b> |

## TECHNOLOGY AND APPLIED STUDIES (TAS)

### COMMUNITY AND FAMILY STUDIES HSC Course Outcomes

|      |   |
|------|---|
| H1.1 | analyses the effect of resource management on the wellbeing of individuals, groups, families and communities                    |
| H2.1 | analyses different approaches to parenting and caring relationships   |
| H2.2 | evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities |
| H2.3 | critically examines how individual rights and responsibilities in various environments contribute to wellbeing                  |
| H3.1 | analyses the socio-cultural factors that lead to specific needs of individuals in groups  |
| H3.2 | evaluates networks available to individuals, groups and families within communities   |
| H3.3 | critically analyses the role of policy and community structures in supporting diversity   |

|      |   |
|------|---|
| H3.4 | critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities                            |
| H4.1 | justifies and applies appropriate research methodologies  |
| H4.2 | communicates ideas, debates issues and justifies opinions   |
| H5.1 | proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources           |
| H5.2 | develops strategies for managing multiple roles and demands of family, work and other environments  |
| H6.1 | analyses how the empowerment of women and men influences the way they function within society   |
| H6.2 | formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments |

## COMMUNITY & FAMILY STUDIES

| Task Number  | Task 1  | Task 2  | Task 3   | Task 4                       |            |
|--|---|---|--|------------------------------|------------|
| Nature of tasks  | Core 1 – Research Methodologies<br><br>Independent Research Project | Core 2 – Groups in Context<br><br>Groups in Context Investigation | Core 3 – Parenting and Caring<br><br>Preparations for Becoming a Parent or Carer | Trial HSC Examination        |            |
| Timing   | Term 4<br>Week 9  | Term 1<br>Week 6  | Term 2<br>Week 8   | Term 3<br>Examination Period |            |
| Outcomes assessed  | H4.1,H4.2   | H1.1,H2.2,<br>H2.3 H3.3, H3.4                                     | H1.1, H2.1 ,H3.2, H5.1<br>H5.2,  | H2.3, H3.1,<br>H6.1, H6.2    |            |
| Component  |   |   |  |                              | Weighting  |
| Knowledge and Understanding of course content                                  | 5   | 5   | 10   | 20                           | 40         |
| Skills in critical thinking, research methodology, analysing and communicating | 15  | 20  | 15   | 10                           | 60         |
| <b>Total %</b>   | <b>20</b>   | <b>25</b>   | <b>25</b>  | <b>30</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                             |             |
|--|-------------------------------|--|---|------------------------------------|-------------|
| Nature of tasks  | Project Proposal Presentation | Innovation and Emerging Technology Case Study* | Project Development and Management Report | Trial HSC Examination              |             |
| Timing   | Term 4<br>Week 9              | Term 1<br>Week 6                               | Term 2<br>Week 9                          | Term 3<br>Weeks 3-4                |             |
| Outcomes assessed  | H2.1, H4.1, H4.2              | H2.2, H3.1, H3.2, H6.2                         | H4.3, H5.1, H5.2, H6.1                    | H1.1, H1.2, H2.1, H2.2, H3.1, H6.2 |             |
| Component  |                               |  |   |                                    | Weighting % |
| Knowledge and understanding of course content  |                               | 20   |   | 20                                 | 40          |
| Knowledge and skills in designing, managing, producing and evaluating a major design project | 20                            |  | 30  | 10                                 | 60          |
| Total %  | 20                            | 20   | 30  | 30                                 | 100         |

## 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>Australian Food Industry</b><br><br>Launchpad Guide Task | <b>Food Manufacture</b><br><br>Ice Cream 1<br>Case Study and In-class<br>written response | <b>Food Product Development and Practical</b><br><br>Create a food product and practical | <b>Trial HSC Examination</b>                                     |            |
| <b>Timing</b>  | Term 4, Week 8  | Term 1, Week 10   | Term 2, Week 9   | Term 3<br>Examination Period                                     |            |
| <b>Outcomes assessed</b>   | H1.2, H1.4, H3.1  | H1.1, H4.2  | H1.3, H4.1, H4.2, H5.1   | H1.1, H1.2, H1.3,<br>H1.4, H2.1, H3.1,<br>H3.2, H4.1, H4.2, H5.1 |            |
| Component  | Weighting %   |   |  |  |            |
| Knowledge and understanding of course content                                    | 10  | 5   | 5  | 20   | <b>40</b>  |
| Knowledge and skills in designing, researching, analysing and evaluating         | 10  | 10  | 5  | 5  | <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>30</b>   | <b>25</b>  | <b>25</b>  | <b>100</b> |

# HOSPITALITY



Education

Cookery

Qualification: SIT20421 Certificate II in Cookery – Release 1

Cohort 2023 - 2024

Training Package SIT Tourism, Travel and Hospitality (version2.1)

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Willoughby Girls High School

Assessment Schedule Year 12 – 2024

Compressed Curriculum (240 Hours 4 Units x 1 Year) - Commencing Term 4 2023

| Assessment Tasks for<br>SIT20421 Certificate II in Cookery – Release 1<br>Ongoing assessment of skills and knowledge is collected<br>throughout the course and forms part of the evidence of<br>competence of students. |  | Task 1 |           | Task 2 |           | Task 3 |           | Task 4 |           | Task 5 |           | EXAM<br>(Optional) |           |
|---|--|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------------------|-----------|
|   |  | Week   | 9         | Week   | 9         | Week   | 9         | Week   | 9         | Week   | 9         | Week               | 3 - 4     |
|   |  | Term;  | 2<br>2023 | Term;  | 3<br>2023 | Term   | 4<br>2023 | Term   | 2<br>2024 | Term   | 2<br>2024 | Term               | 3<br>2024 |
|   |  | Date   |           | Date   |           | Date   |           | Date   |           | Date   |           | Date               |           |
| Code  | Unit of Competency                           |        |           |        |           |        |           |        |           |        |           |                    |           |
| SITXFSA005  | Use hygienic practices for food safety       |        | X         |        |           |        |           |        |           |        |           |                    |           |
| SITXWHS005  | Participate in safe work practices           |        | X         |        |           |        |           |        |           |        |           |                    |           |
| SITXFSA006  | Participate in safe food handling practices  |        | X         |        |           |        |           |        |           |        |           |                    |           |
| SITHCCC025  | Prepare and present sandwiches               |        | X         |        |           |        |           |        |           |        |           |                    |           |
| SITXCOM007  | Show social and cultural sensitivity         |        | X         |        |           |        |           |        |           |        |           |                    |           |
| SITXCCS011  | Interact with customers                      |        | X         |        |           |        |           |        |           |        |           |                    |           |
| SITHKOP009  | Clean kitchen premises and equipment         |        |           |        | X         |        |           |        |           |        |           |                    |           |
| SITXINV006  | Receive, store and maintain stock            |        |           |        | X         |        |           |        |           |        |           |                    |           |
| SITHCCC026  | Package prepared foodstuffs                  |        |           |        |           |        | X         |        |           |        |           |                    |           |
| SITHCCC023  | Use food preparation equipment               |        |           |        |           |        |           |        | X         |        |           |                    |           |
| SITHCCC024  | Prepare and present simple dishes            |        |           |        |           |        |           |        | X         |        |           |                    |           |
| SITHCCC027  | Prepare dishes using basic method of cookery |        |           |        |           |        |           |        |           |        | X         |                    |           |
| SITHCCC034  | Work effectively in a commercial kitchen     |        |           |        |           |        |           |        |           |        | X         |                    |           |

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery – Release 1.

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

\* Examinable units to be confirmed by teacher.

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

## TEXTILES AND DESIGN HSC Course Outcomes

|      |  |
|------|--|
| H1.1 | critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project |
| H1.2 | designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements                           |
| H1.3 | identifies the principles of colouration for specific enduses  |
| H2.1 | communicates design concepts and manufacturing specifications to both technical and non-technical audiences                    |
| H2.2 | demonstrates proficiency in the manufacture of a textile item/s  |
| H2.3 | Effectively manages the design and manufacture of a Major Textiles Project to completion                                       |

|      |  |
|------|--|
| H3.1 | explains the interrelationship between fabric, yarn and fibre properties                             |
| H3.2 | develops knowledge and awareness of emerging textile technologies                                    |
| H4.1 | justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses |
| H4.2 | selects and justifies manufacturing techniques, materials and equipment for a specific end-use       |
| H5.1 | investigates and describes aspects of marketing in the textile industry                              |
| H5.2 | analyses and discusses the impact of current issues on the Australian textiles industry              |
| H6.1 | analyses the influence of historical, cultural and contemporary developments on textiles             |

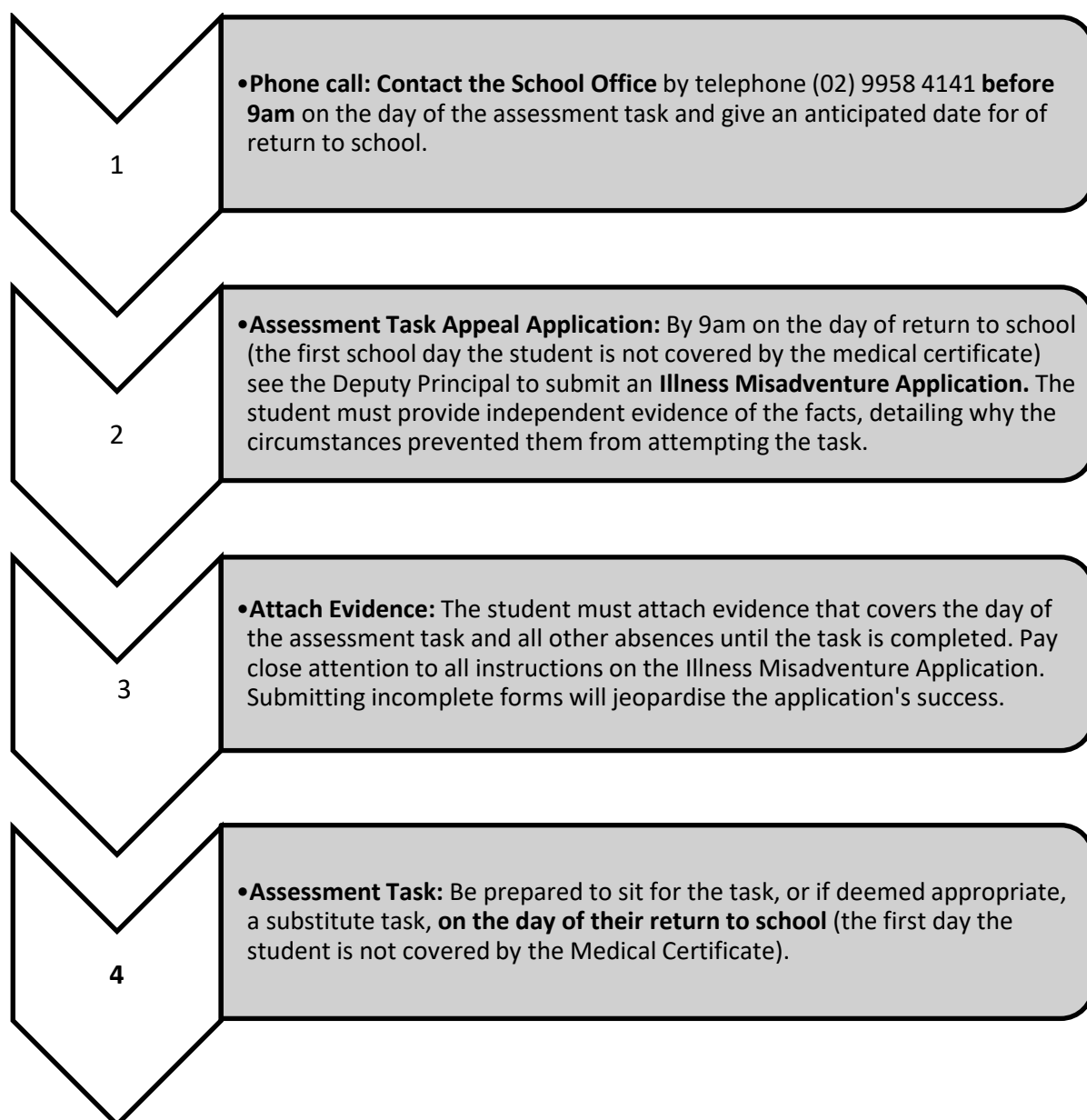
## TEXTILES AND DESIGN

| Task number   | Task 1           | Task 2                                      | Task 3                          | Task 4   |             |
|---|------------------|---|---------------------------------|--|-------------|
| Nature of tasks   | Marketing Report | Culture Study and in-class written response | Project Presentation            | Trial HSC Examination                          |             |
| Timing  | Term 4<br>Week 8 | Term 1<br>Week 6                            | Term 2<br>Week 8                | Term 3<br>Examination Period                   |             |
| Outcomes assessed   | H5.1, H5.2       | H6.1  | H1.1, H1.2, H2.2,<br>H3.1, H4.2 | H1.3, H3.1, H3.2,<br>H4.1, H5.1, H5.2,<br>H6.1 |             |
| Component   |                  |   |                                 |  | Weighting % |
| Knowledge and understanding of course content                                       | 5                | 10  |                                 | 25   | 40          |
| Skills and knowledge in the design, manufacture and management of textiles projects | 10               | 15  | 30                              | 5  | 60          |
| Total %   | 15               | 25  | 30                              | 30   | 100         |

## APPENDICES

### ABSENCE DUE TO ILLNESS OR MISADVENTURE

Willoughby Girls 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 Willoughby Girls High School Assessment Policy.







## Appendix 1 – ILLNESS MISADVENTURE APPLICATION – Years 10, 11, 12

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

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

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

Reason for application (*please tick*):

- ☐ Absent the day before an Assessment Task
- ☐ Late to class the day before an Assessment Task
- ☐ Missed a class the day 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 leading up to an Assessment Task, or on the day of an Assessment Task)

Were you provided with Disability Provisions for this assessment task?

- ☐ No
- ☐ Yes If yes, please provide details \_\_\_\_\_

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

- ☐ Medical Certificate from Doctor (*with illness specified*): Date: \_\_\_\_\_
- ☐ Supporting letter from parent/caregiver: \_\_\_\_\_ Date: \_\_\_\_\_
- ☐ Other (*please describe*) \_\_\_\_\_

This proforma is to be handed to the Faculty Head Teacher by 3pm. You will be informed within two days of lodgement of this application.

### Head Teacher / Deputy Principal Determination:

- ☐ Task to be accepted without penalty
- ☐ Missed Task or Alternative Task (*please circle*) to be completed by/on: \_\_\_\_\_ (date)
- ☐ An estimate or zero (*please circle*) to be awarded
- ☐ Extension granted. Due date: \_\_\_\_\_

Signature of Head Teacher/Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

### Deputy Principal / Panel's recommendation:

- ☐ Approved ☐ To be reviewed ☐ Declined

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

### Student Acknowledgement:

I acknowledge the arrangement above.

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

IF YOU ARE NOT SATISFIED WITH THE DETERMINATION YOU MAY APPEAL IN WRITING TO THE DEPUTY PRINCIPAL WITHIN TWO DAYS OF RECEIVING THE RESULT OF THIS APPLICATION

## STEPS TO COMPLETE APPENDIX 1 (Illness & Misadventure Application)

1. Collect form immediately on return to school or prior from the Deputy Principal.



2. Complete form ensuring all sections are complete.



3. Attach any supporting documentation to the application.



4. Submit form to Deputy Principal



## Willoughby Girls 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> |                    |

#### All My Own Work

1. *Acknowledgement of Sources by compiling a bibliography*

One of the most important elements of good practice involves careful acknowledgement of the ideas of others used in your response. This acknowledgement should occur in your answer at the point where you use another's ideas (e.g. Jones, 2007, p.92, i.e. author's surname, date of publication, page) and in a bibliography at the conclusion of your response.

2. *Avoiding malpractice / plagiarism / collusion*

Malpractice is any activity that allows students to gain an unfair advantage over other students. Plagiarism involves using the work of another person and presenting it as your own. Collusion occurs when two or more people work together for the purpose of deliberately misleading others.

These are some ways you would be engaging in malpractice / plagiarism / collusion, unless you have clearly acknowledged your source or your teacher has expressly permitted your whole class to do so:

- Copying out part(s) of any document from any source, including the internet;
- Using someone else's ideas or conclusions, even if you have put them in your own words;
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded / reworked some parts; and
- The unapproved use of artificial intelligence (AI) tools in the completion of the assessment.

#### DECLARATION:

I have read and understood the **All My Own Work** statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

I have read and understood the Willoughby Girls High School Assessment Policy.

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



## Willoughby Girls 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: \_\_\_\_\_ 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 | DOCTORS STAMP HERE OR ATTACH A MEDICAL CERTIFICATE |
|-----------------------------------|--|



#### Appendix 4: SAMPLE COPY OF OFFICIAL WARNING LETTER

**Willoughby Girls High School**  
151 Mowbray Rd  
Willoughby NSW 2068  
Ph: 02 99584141

Email: willoughbg-h.school@det.nsw.edu.au

Date

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 daughter, <name>, is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in <course name>.

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 <1<sup>st</sup>> official warning we have issued notifying you that <name> 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** 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.

<Name> is not currently meeting one or more of these requirements. In particular, she <brief description of what the student <has /has not done>.

### Opportunity to correct the problem

The following tasks or requirements need to be completed by <name> to correct the problem.

| Task or course requirement | Percentage weighting | Original due date | Action required by student | Date for completion |
|----------------------------|----------------------|-------------------|----------------------------|---------------------|
|                            |                      |                   |                            |                     |

### Action by parent/guardian

To support <name> in meeting the course requirements, we request that you discuss this matter with her, and encourage and support her to carry out the required actions. If you have any questions about this matter, please contact Ms Janet Atchison, Deputy Principal.

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

Yours sincerely

\_\_\_\_\_  
<Teacher name>

\_\_\_\_\_  
<Head Teacher name>

\_\_\_\_\_  
<Deputy Principal name>

.....

### Acknowledgement of Official Warning

*(Please return this section to the school office)*

I have received the letter dated <date> advising me that <name> is in danger of not meeting the course completion requirements for <course name>, 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: \_\_\_\_\_



## Willoughby Girls High School

### Appendix 5: HSC ASSESSMENT BOOKLET ACKNOWLEDGEMENT

I \_\_\_\_\_, (*name printed*) have received the Willoughby Girl's High School assessment document for 2022-2023.

I am aware of the requirements for each course, and I have noted in particular the sections relating to "**Late Work**", and the "**NESA's Policy on Non-Attempts**", as outlined below.

Any assessment handed in **late** will be **checked diagnostically** but will receive **no marks** – 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.**

## Appendix 6: GLOSSARY OF KEY WORDS

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

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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