



SPRINGWOOD HIGH SCHOOL

YEAR 12
Higher School Certificate

STUDENT ASSESSMENT HANDBOOK

2024-2025

TABLE OF CONTENTS

INTRODUCTION

INFORMATION ABOUT THE HIGHER SCHOOL CERTIFICATE	5
Patterns Of Study.....	5
Subjects	5

TYPES OF COURSES

Vocational Education and Training (VET) HSC Courses	6
Life Skills Courses.....	6
Pathways	6

THE AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The difference between HSC Marks and Australian Tertiary Admission Rank (ATAR)	7
How HSC Marks and ATARs are Calculated	7
Important Differences.....	7

ASSESSMENT OF ACHIEVEMENT IN HSC COURSES

External Examination Based Assessment	8
Internal or School Based Assessment.....	8
VET Assessment	8
Satisfactory Completion of an HSC or Year 11 Course	8
Timing of assessment tasks.....	9
Notification of assessment tasks.....	9
Receipt systems for assessment tasks.....	9
Assessment of Separate Classes in the Same Course	9
Assessment Tasks - Completed at School	9
Assessment Tasks - Completed at Home and Submitted at School	10
Assessment Tasks – Completed at Home and Submitted Online	10
Technology Problems.....	10
Extension of Time for an Assessment Task.....	10
Absences due to VET Courses, Work Placement and Other School Sanctioned Commitments	10
Illness/Misadventure Application Process	10
Invalid or Problematic Assessment Tasks.....	11
Conduct during Assessment Tasks including Examinations	11
Malpractice: Cheating or Dishonest Practices (Offender or Facilitator)	11
Non-Serious and Non-Genuine Attempts.....	12
Reporting – Marks and Ranks	12
Appeals/Clarification of Assessment Marks	12
School review of HSC school-based assessments (ACE Manual)	12
Procedures for Students in danger of not meeting NESA Course Requirements.....	12
N Determinations	12
What are the consequences for post compulsory students (over 17 years) for not meeting course requirements or unsatisfactory participation in their courses?	13
Students transferring into or from this school – HSC and Year 11 Courses	13
Transferring between Courses	13

Periods of Leave such as Overseas or Interstate Travel.....	14
General and Specific Feedback to students for Assessment Tasks.....	14
What feedback is ok to give to an individual student, without needing to provide this feedback to all other students in the course?	14
What type of feedback should be shared with the whole class?	14
Timeframes for individual feedback for assessment tasks:	14
<i>SUMMARY - STUDENT RESPONSIBILITIES</i>	
1. Assessment tasks must be completed on or by the due date	15
2. All work must be that of the students	15
3. All work, not only Assessment Tasks, is to be completed	15
4. A genuine attempt at all tasks must be made.....	15
5. Regular school attendance is expected.....	15
6. Work must be submitted in an appropriate form and according to an acceptable standard	15
<i>PLAGIARISM POLICY</i>	
Policy Rationale	16
What is plagiarism?	16
What are the most common forms of plagiarism?	16
NESA penalties.....	16
School penalties.....	16
<i>How to Reference Sources and Write a Reference List using APA</i>	
Overview	17
Referencing Guide	17
Website	17
Online image	18
Streamed media (e.g. YouTube).....	18
Book	18
Book (with no author):	18
Book (edited):.....	19
Journal article - print.....	19
Journal article - electronic.....	19
Newspaper article.....	19
Magazine article	20
Referencing Assistance	20
<i>A Glossary of Key Words</i>	21
<i>SUBJECT ASSESSMENT SCHEDULES</i>	
HSC Course Assessment Calendar 2024 -2025	26
ENGLISH - ADVANCED	28
ENGLISH - STANDARD	29
ENGLISH - STUDIES.....	30
ENGLISH – EXTENSION 1	31
ENGLISH – EXTENSION 2	32
MATHEMATICS - ADVANCED	33

MATHEMATICS – STANDARD 2	34
MATHEMATICS – STANDARD 1	35
MATHEMATICS – EXTENSION 1.....	36
MATHEMATICS – EXTENSION 2.....	37
BIOLOGY	38
CHEMISTRY	39
PHYSICS	40
SCIENCE EXTENSION	41
ABORIGINAL STUDIES	42
BUSINESS STUDIES.....	43
LEGAL STUDIES	44
MODERN HISTORY	45
ANCIENT HISTORY.....	46
SOCIETY AND CULTURE	47
HOSPITALITY – FOOD & BEVERAGE 2 UNIT VOCATIONAL EDUCATION AND TRAINING (VET) COURSE	48
INDUSTRIAL TECHNOLOGY – MULTIMEDIA TECHNOLOGIES.....	49
TEXTILES AND DESIGN.....	50
COMMUNITY AND FAMILY STUDIES	51
PDHPE.....	52
SPORT, LIFE AND RECREATION	53
ENTERTAINMENT INDUSTRY	54
MUSIC 1.....	55
VISUAL ARTS.....	56

INTRODUCTION

This document is provided as a resource to senior students and parents so there will be an understanding of the student's responsibility and that of the school regarding assessment in Year 12. Staff explanation accompanies distribution. The Springwood High School HSC Assessment Policy is consistent with the guidelines provided by the NSW Education Standards Authority (NESA).

INFORMATION ABOUT THE HIGHER SCHOOL CERTIFICATE

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

- a) have gained the Record of School Achievement for Stage 5 and Year 11 or such other qualifications as the NESA considers satisfactory.
- b) have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate.
- c) sit for and make a serious attempt at the requisite Higher School Certificate external examinations.

Patterns Of Study

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

- At least six units from Board Developed courses;
- At least two units of a course in English;
- At least three courses of two units value or greater (either Board Developed or Board Endorsed courses);
- At least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six Year 11 units and six HSC units from courses in science.

Subjects

A subject is the general name given to an area of study and a subject may offer one or more courses. There are a wide variety of subjects to choose from for the HSC, with over 150 Board Developed Courses and a large range of Board Endorsed Courses. English, Mathematics, History, VET frameworks and some Languages are subjects, which offer more than one course. The other subjects each offer one 2 unit course.

TYPES OF COURSES

Board Developed Courses are courses for which the NESA develops a syllabus, setting out the objectives, outcomes, structure and content. NESA also develops HSC examinations for most of these courses. In addition, NESA develops course and assessment requirements, specimen examination papers, marking guidelines and performance scales for these courses for distribution to all schools. Universities divide Board Developed Courses into Category A and Category B (see below). Only two units of Category B courses can contribute to the calculation of the Australian Tertiary Admissions Rank (ATAR).

Board Endorsed Courses (BEC) count towards the HSC and are listed on the Record of Achievement. However, Board Endorsed Courses **do not** count towards calculation of the Australian Tertiary Admissions Rank (ATAR). There are two types of BECs:

- **School-Designed Courses** – These are courses developed by individual schools in response to local interest or need and endorsed by NESA.
- **Content Endorsed Courses (CECs)** – These fall into two categories: general CECs and VET CECs including many delivered by TAFE. Examples include Sport, Lifestyle and Recreation (SLR) and Photography.

Vocational Education and Training (VET) HSC Courses

VET courses can be conducted at school or delivered by TAFE or other Registered Training Providers (RTOs). Students must attempt all compulsory units of competency for their Industry Framework and a selection of elective units of competency to varying levels of indicative hours depending on the Industry Framework being undertaken. Work placement is a mandatory HSC requirement within all VET frameworks and appropriate hours have been assigned to each course. VET courses count towards the HSC and may also contribute to an ATAR if the examination is undertaken.

Life Skills Courses

Life Skills courses have been developed for students (in particular those with learning disabilities) for whom the regular outcomes and content of courses is not appropriate. Students are entered in Life Skills in collaboration with the student, parents/carers and other significant individuals in the student's life. This may be some or all courses of a student's pattern of study.

Life Skills Courses have outcomes in specific NESA syllabi and allow students to access the curriculum where this may not have been possible without this choice. It is not necessary for students to address or achieve all the Life Skills Outcomes in order to satisfactorily complete the course. However, Life Skills students must still complete and submit all modified work in order to satisfy Course Completion Criteria. Students do not need to complete all of the associated content to demonstrate achievement of a Life Skills outcome.

The course completion criteria for the Stage 6 Life Skills courses are the same as those for all Board Developed and Board Endorsed Courses. In class activities, Life Skills students do not complete examinations, and any assessment must be conducted sensitively and appropriately to their needs. A Life Skills student is not required to sit for examinations and as such does not receive examination marks or ranks of any kind on their school report.

Pathways

Students can accumulate HSC courses towards their Higher School Certificate over a five-year period.

The pattern of study is designed in consultation with the student, parents/carers. Students who wish to undertake a pathways pattern of study should see their supervising deputy principal to discuss options.

THE AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The requirements for the Australian Tertiary Admissions Rank (ATAR) are determined by the universities. A candidate's ranking is determined from the scaled aggregate of the marks in the best ten units in Board Developed HSC courses, subject to the following restrictions:

- at least two units of English must be included;
- at least three Board Developed courses of two units value or greater must be included;
- courses from at least four subjects must be included.

If students want results from English Studies, Mathematics Standard 1 or VET courses to be included in the calculation of their ATAR, they **MUST** undertake the written examination offered for the HSC. Students must inform their teacher and supervising deputy principal of their intention to sit this examination at the beginning of their HSC year (Term 4 of Year 11) as this intention needs to be entered on the NESA online site.

The ATAR may include units accumulated by a candidate over a total time span of five years. If a candidate repeats a unit, only the latest attempt will be available for inclusion in the ATAR.

The difference between HSC Marks and Australian Tertiary Admission Rank (ATAR)

The most important thing to know is that HSC marks and the ATAR have different purposes:

- Your HSC mark for **each course** tells you about your **performance** in your exam and assessments. There's no quota as to the number of students who can achieve top marks.
- Your ATAR tells you about your **position**, or ranking, compared to other students in NSW and takes into account your achievement in **all your HSC courses**. Its only purpose is to help universities select applicants for their courses.

How HSC Marks and ATARs are Calculated

HSC marks and ATARs are calculated separately using different methods.

- The NSW Education Standards Authority (NESA) takes raw HSC marks and **aligns** them to performance bands to calculate HSC marks.
- UAC **scales** raw HSC marks and uses the scaled marks to calculate ATARs.

Important Differences

Your HSC Marks:

- tell you how well you have performed in each of the different courses you have completed, but not how anyone else has performed in each course.
- are reported against academic standards (your level of knowledge of the subject).
- are provided by the NSW Education Standards Authority.

Your ATAR:

- tells you where you are positioned overall against other students, no matter what combination of courses you – or they – have completed.
- is a rank, not a mark.
- is provided by UAC.

ASSESSMENT OF ACHIEVEMENT IN HSC COURSES

The Higher School Certificate is assessed using external examination-based assessment and internal school-based assessment.

External Examination Based Assessment

Students are assessed through state-wide external Higher School Certificate Examinations organised by NESA. These examinations are conducted during October and November of each year. The results of these examinations are reported on separately for the courses studied by each student for the Higher School Certificate. The mark from the external examination (50%) is combined with the school internal assessment mark (50%) to create a final mark out of 100 or 50. Life Skills students, i.e. those on a special program of study for the Higher School Certificate are not required to sit these external examinations.

Internal or School Based Assessment

Each course of study will have a series of assessment tasks designed for students to demonstrate their level of achievement of the outcomes of the course. There will be a variety of task types which may include formal examinations, practical tests, oral tests, research projects, process diaries, appropriate for the outcomes being assessed. The maximum number of tasks in any 2 unit course is four. The maximum number of tasks in any 1 unit Extension course, is typically two, but can be three. In the case of Extension courses, students who fail to meet the assessment requirements for the co-requisite 2 unit course will not receive a result in either course. All weightings and components are listed in this book according to the relevant syllabus.

VET Assessment

VET courses are assessed in a number of ways. They count as part of the HSC and may contribute to an ATAR if the examination is undertaken, and the course is the only Category B course. Students **must nominate** to sit the Higher School Certificate examination for VET framework course if they want their mark to contribute to their ATAR.

In addition to the HSC, students who satisfactorily complete VET HSC courses including work placement, will also receive a VET credential, which may be an AQF Certificate or a Statement of Attainment depending on the hours and competencies completed. Students do not need to sit for the HSC examination to receive this credential.

Assessment for the AQF Certificate or a Statement of Attainment is competency-based. The Australian Quality Training Framework (AQTF) requires that a record be held by the Registered Training Organisation (RTO) of the competencies achieved. In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants. The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either 'competent' or 'not yet competent'. This judgement is made on the basis of a range of evidence, which may be in a variety of forms. A qualified assessor must conduct assessment. VET courses **require that a workplace component** be completed during the HSC year. This involves 35 hours of industry-based work.

Satisfactory Completion of an HSC or Year 11 Course

A student will be considered to have satisfactorily completed a Year 10 or Year 11 ROSA, or HSC courses if, in the Principal's view, there is sufficient evidence that the student has:

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

While NESA does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination (see next section for more details).

Timing of assessment tasks

(see Subject Assessment Schedules from page 29)

A timetable for assessment tasks is developed to minimise the number of occasions on which students will have three or more tasks in a week or two or more tasks scheduled for the same day. All assessment tasks are published in the assessment policy calendar and noted on the school calendar (or electronic version on Intranet) to avoid clashes with excursions and other school events. HSC Assessment tasks do not commence until the completion of the Year 11 Course.

Notification of assessment tasks

- Students will be given at least TWO weeks' notice, in writing, of an assessment task including examinations. This notice will include the nature of the task, course outcomes, the value or weighting of the task, marking guidelines, how feedback will be provided and the date for its completion or submission. If a student is absent for the issuing of 'notice', it is the students' responsibility to obtain the task. There will not be a staggered due date because of 'late' notice.
- Assessment tasks will be placed on the on-line school platform (parent portal/website).
- A moratorium on the conduct of assessment tasks will be held for ONE week prior and after the final Year 11 and Trial HSC examination period. This excludes NESA project collections points. This is so students have sufficient time to prepare for all of their examinations and not favour one subject over another.
- Failure to read an examination timetable is NOT grounds for appeal.

Receipt systems for assessment tasks

A *Notification of Assessment Task Sheet* is used to record the signatures and date of a student when an assessment task is issued in a course. All students in a course are to sign and date to indicate that they have been notified of an assessment task. The same process is to occur when submitting an assessment task. Signing and dating the *Receipt of Assessment Task Sheet* indicates that the teacher has received the task, and the student has met the due date for the task. This protects the student in the event that the task becomes lost or misplaced.

Assessment of Separate Classes in the Same Course

Where two or more classes exist in a course, they may be timetabled at different times. This requires astute management so as to safeguard the integrity of an assessment task which may allow one group an inadvertent advantage. Students are reminded of the malpractice provisions of this policy and must understand that their interests are best protected by silence and not assisting a group who may have a similar task to complete later in the school day/ week. Common tasks, conditions and marking procedures need to occur for all students (e.g. one teacher marks all of one section or one task or a benchmarking system is used to ensure consistency of teacher judgment).

Assessment Tasks - Completed at School

Students have a responsibility to be present in class for all assessment tasks.

If a student **is aware** of circumstances that may prevent their attendance in class for a task (known absence) they must make these circumstances known to their class teacher and the appropriate Head Teacher **before** the day of the task and complete an Illness/ Misadventure application. Circumstance may include illness, funeral, health appointment. Students must ensure that arrangements have been made for them to complete the task or a substitute task. Refer to 'Absences due to VET Courses, Work Placement and Other School Sanctioned Commitments' (page 10) for further details.

Students who are **unaware** that they will be absent (unknown absence) but are away due to illness or misadventure must complete an Illness/ Misadventure application and sit the task at a time arranged by the Head Teacher/Class Teacher.

It is important that students attend ALL day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date may be malpractice. If there is no valid reason, it is a form of cheating and students who do so may receive a zero mark for the task if they do not follow the Illness/Misadventure application process.

Students who are late for school must report to Student Services and obtain a late pass before attempting an assessment task. Depending on the nature of the task, if a student arrives late, the teacher will determine if the student can still sit for the task. They may then go through the Illness/ Misadventure application process if there are reasons for the lateness.

If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will ensure that the task can proceed with another teacher.

Assessment Tasks - Completed at Home and Submitted at School

All assessment tasks must be submitted on the due date by the due time, otherwise they are deemed to be 'late' and may receive a zero mark unless an Illness/Misadventure application is completed.

Assessment tasks must be personally delivered into the possession of the relevant teacher (or Head Teacher/ acting Head Teacher) at this time – not left at staffrooms, on desks, in cupboards or in classrooms or anywhere else. Students must submit the task themselves and remain in class for the entire lesson. If it is an online submission, students must check all correct documents are submitted in full.

Assessment Tasks – Completed at Home and Submitted Online

If an assessment task is submitted online, students should create a back-up and and/or keep a printed copy of the task or keep screenshots if appropriate.

Technology Problems

Computer "problems" are not considered as reasonable grounds for a Misadventure application. This includes issues including computer malfunction or failure, printer or USB malfunction or failure. Students are advised to back up their work continuously throughout the completion of the assessment task and print off draft copies which could be submitted if all else fails. Backing up work can include emailing work to oneself, or utilising Google Documents or Office 365 suite, which have autosaving functions and stored documents on the cloud.

Extension of Time for an Assessment Task

Through using the Illness/ Misadventure application process, the Deputy Principal (acting on Head Teacher recommendation) may grant an extension of time. Extensions must be sought before the due date – not the day of or after a task is due for completion/submission.

Absences due to VET Courses, Work Placement and Other School Sanctioned Commitments

In the event of an assessment task clashing with work placement or any other approved school activity (compulsory course excursions, TAFE transit, SRC commitments, school suspensions, representative sports, etc), students must complete the Illness/Misadventure application process. It is the student's responsibility to notify teachers of this commitment well in advance through the Illness/Misadventure process. A student may apply for an extension before the event occurs or may choose to submit the task earlier prior to the engagement. Otherwise, they are expected to submit/complete the task on the next day they are at school (regardless of whether a scheduled lesson exists) or at a time negotiated by the Class/Head Teacher.

Illness/Misadventure Application Process

If you cannot meet the due date and time for the submission/completion of a task, students must follow the Illness/Misadventure application process by doing the following:

1. Collect an Illness/Misadventure application form from the front office on the morning you return to school. Any student in these circumstances receives a zero mark until proven otherwise. You have 48 hours after you return to school to lodge an illness/misadventure application form. An N determination warning letter will be sent if this condition is not met (zero for the task).
2. Notify your teacher that you are back at school and are submitting Illness/Misadventure application. Be prepared to submit the task or do the task (or a substitute task) on the day you return unless you are also requesting an extension or estimate through the Illness/Misadventure process.
3. Complete the Illness/Misadventure application form, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person e.g. counsellor, funeral Order of Service or police event number. In the case of illness, health professionals should issue a medical certificate that describes the student's symptoms and describe how these symptoms could prevent the student's attendance at school or student's ability to complete the task. A parent signature or evidence of parent interaction must be on each form before it is processed.
4. Give the completed Illness/ Misadventure application form to the relevant Head Teacher. Discuss with the Head Teacher when you will do the task missed or a substitute task i.e. on the day of return or at a time arranged by the Head Teacher.
5. The Head Teacher makes a written recommendation, and the student transfers the completed Illness/ Misadventure application along with medical certificates or other documentation to the relevant Deputy Principal.

6. The relevant Deputy Principal liaises with the Head Teacher to make a decision and records this on the documentation and uploads to the school's electronic record system (Sentral).
7. Head Teachers will be notified of the decision by Deputy Principals. Students will be notified of the result of their application by the Head Teacher/Classroom Teacher.
8. In the case of an unsuccessful Illness/Misadventure application, the Classroom Teacher will notify the parents through an N Determination warning letter of the zero mark. If the Illness/Misadventure application is successful, the completed assessment task will be marked as usual, and the mark will stand.
9. An appeal on the Deputy Principal's decision can only be made to the Principal. This will be done by completing the Illness/Misadventure Appeal Form within two weeks of notification that the Illness/Misadventure application has been declined. The Appeal Committee consists of the Principal (or nominee) and two Head Teachers other than the Head Teacher dealing with the original illness/misadventure request. The panel convenor, Principal or Principal's nominee, will co-ordinate the hearing process to examine if the assessment policy has been followed by the teachers and student concerned. The student will be notified verbally of the outcome and a written response on the outcome of the appeal will be provided to the student and a copy sent to the family of the student who appealed.

Invalid or Problematic Assessment Tasks

Where an assessment task does not function as required or where there is a problem with its administration, a completed task may have its weighting reduced, a replacement task may be added, or in extreme cases a task may be totally discarded and/or a replacement task arranged.

Staff intrusion into examination moratoriums, however unintentional, may result in the rescheduling of that task. Two weeks' notice in writing must be given. Examination moratoriums are designed to allow students to prepare for examinations to the best of their ability. Students should report situations moratoriums are impinged upon.

Conduct during Assessment Tasks including Examinations

Students must follow the instructions of their teachers at all times during the conduct of an assessment task/examination. NESA guidelines state that students can bring the following items to examinations: black pens, pencils, a ruler, highlighters, a clear bottle of water with no label and a non-programmable watch. Students must not have with them any notes (on paper, in their equipment/ belongings or on their person) without the specific approval of the teacher conducting the task. Notes and examination papers must not be taken from an assessment task room without the approval of the teacher in charge.

Students must not behave in any way that is likely to disturb the work of any other student or upset the conduct of the task. A student will receive ONE warning. If they persist, on the SECOND warning they will receive a zero mark as a consequence of their actions - as determined by the Head Teacher in consultation with their staff. The student can then appeal if need be. No tasks, student papers or work efforts are to be ripped up or destroyed, given that an appeal may occur.

All work submitted as part or all of an assessment task must be the work of that student. Students have a responsibility to maintain the security of any assessment tasks completed outside class. They must not permit other students to have access to these tasks. This is especially true of students absent for an in-class assessment task who may be unfairly advantaged through your discussion of a task with them. Copying the work of another student and/or permitting work to be copied are further dishonest practices and will be dealt with as outlined below.

Malpractice: Cheating or Dishonest Practices (Offender or Facilitator)

Proven cases of undertaking or assisting in cheating or dishonest practices will receive a zero mark and parents will be notified. Examples of such practice include copying another's work; using material from a source without reference to the source; plagiarism, particularly from websites; buying work; passing off the work of another including parents, tutors, friends, ex-students and relations as your own; submitting the same work for two courses; breaching school examination rules; using non- approved aides. If you facilitate or 'help' others (e.g. providing your work to be 'looked at' or copied), you are providing an unfair advantage to this student over other students. This is not permitted; it is malpractice. Malpractice will be recorded on the NESA malpractice register.

Please be aware that if a student submits work generated by artificial intelligence (Chat GPT and similar) as their own work, this is considered malpractice and may result in a mark of zero being awarded for the task in question. To appeal this decision, the onus is on the student to prove that they have composed/created the assessment task. The student will be required to present this evidence to a panel of staff consisting of the Classroom Teacher and faculty Head Teacher.

Non-Serious and Non-Genuine Attempts

If your assessment task effort is deemed by the classroom teacher and Head Teacher to be non-serious you will receive a zero mark and parents will be notified. Non-serious attempts may include instances where there is no response to a question(s), extremely short or nonsensical responses, responses of irrelevance or those containing inappropriate comments, or the work does NOT reflect the known ability of the student. Please note that if a section of an examination is omitted, it will contribute its percentage value to the non-completion of 50% of assessment tasks requirement as laid down by the NESA. In the event that the whole task is deemed a non-serious or non-genuine attempt, the full weighting of the task will contribute to the NESA requirement. An N determination warning letter is sent home indicating that the task was non-serious/non-genuine and that the task needs to be redone. The original mark stands.

Reporting – Marks and Ranks

Cumulative ranks are based on progress in relation to the published syllabus course assessment components. Students will be notified of their cumulative/ final ranking in each course on reports issued by the school. Final assessment marks WILL NOT be disclosed to students as per NESA policy.

Final ranks can be disclosed and appear in the final HSC reports. Students can see their final rank in each course by using the Students Online service on the NESA website.

Appeals/Clarification of Assessment Marks

Students who have any concerns about the marking of an assessment task must follow this up with their Classroom Teacher or the Head Teacher at the time of the return of the task. Assessment task clarification will concentrate on the faculty's procedures for determining the assessment mark. A teacher's professional judgement cannot be questioned in relation to the achievement of the criteria. Processes only may be challenged i.e. failure to follow school Assessment Policy or NESA assessment policy.

School review of HSC school-based assessments (ACE Manual)

As the final submitted school-based assessment marks are not available to students, any assessment review they request will be based on their rank order placement and feedback on their performance during the course. That is, students who think that their placement in the rank order for a course is incorrect, given the feedback on their performance during the course, might seek a school review.

An assessment review should focus on the school's procedures for determining the final school-based assessment mark. Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned.

Procedures for Students in danger of not meeting NESA Course Requirements

Students who have not complied with the course completion requirements listed on page 7 cannot be regarded as having satisfactorily completed the course. In such cases, will receive a N determination warning letter and an opportunity to redeem their work in order to avoid an "N determination". The main reasons for issuing such a letter include:

- failing to complete or attempt assessment tasks or assignment work by the due date and /or appropriately.
- failing to regularly complete class work and homework appropriately. This includes practical work.
- making a non-serious effort to complete assessment tasks, assignment work major examinations and tests.
- making a non-serious effort to complete class work and homework.

NESA N determination warning letters specify exactly the tasks the student needs to complete to satisfy course requirements. These tasks must be attended to before the conclusion of their course and before the Board of Studies cut-off date. All students are to be given a chance to redeem themselves.

N Determinations

If a student has received at least 2 or more warning letters in any course and work remains outstanding the student may be given an 'N Determination' in that subject. If the student has received a zero for 50% or more of their assessment in any course, they will be given an 'N Determination' in that subject. This means a non-award for a subject, resulting in the course not being included on their Record of Achievement. If the loss of the course takes the student below the number of units required, i.e. 12 units for Year 11 and 10 units for HSC or if the course is English, then the student may not qualify to receive their Higher School Certificate. A meeting would be held with the Principal in such cases and options discussed.

The following consequences apply to students who for whatever reason, do not qualify for a Higher School Certificate. They may be:

- Required to repeat the course in the following year or repeat all courses/ the whole year.
- Deemed ineligible for a particular course or courses to be included on their Higher School Certificate as a result of an N Determination.
- Expelled in accordance with the Department of Education and Communities' policy on Suspension and Expulsion of School Students Procedures for unsatisfactory participation in learning.

What are the consequences for post compulsory students (over 17 years) for not meeting course requirements or unsatisfactory participation in their courses?

The following consequences apply to students who for whatever reason, do not qualify for a Preliminary Higher School Certificate Year 11 RoSA. They may be:

- Required to repeat the course in the following year or repeat all courses/ the whole year
- Deemed ineligible for a particular course or courses to be included on their Preliminary Higher School Certificate Year 11 Record of School Achievement as a result of an N Determination.
- Expelled in accordance with the Department of Education's Student Behaviour policy, Student Behaviour Procedures for unsatisfactory participation in learning, where:
 - a student has received a minimum of 2 written 'N' warnings in the same course from the principal because they are at risk of receiving an 'N' determination (non-completion of course requirements for this course)
 - the unsatisfactory participation in learning has a negative impact on the learning and/or wellbeing of other students.

A Principal and Director, Educational Leadership may only expel a student for unsatisfactory participation in learning where a student has received a minimum of 2 written 'N' warnings in the same course from the Principal because they are at risk of receiving an 'N' determination (non-completion of course requirements) for this course if the Principal has:

- advised the student of the tasks or actions to be undertaken in time for the problem to be
- corrected and alerted the student to the possible consequences of receiving two written 'N' warnings or an 'N' Determination
- advised the parent or carer in writing of the initial 'N' warning
- requested a written acknowledgement of the 'N' warning from the student, parent or carer
- issued at least one follow-up 'N' warning letter if the first letter is not effective
- the student has been given a formal written notice of potential expulsion from the school
- following the written 'N' warning letters and notice of potential expulsion, the student has been given the opportunity, time and appropriate support to complete the course requirements but has not done so.

Students transferring into or from this school – HSC and Year 11 Courses

The only students who will be enrolled into the Year 11 or HSC years at Springwood High School will be those who can fit the exact pattern of study undertaken at their former school. The school, in consultation with the student, will make decisions about how the student will be assessed. For VET courses, previous schools will be asked to provide the competencies achieved.

Late enrolment into the Year 11 Course, may mean that where possible a student's yearly examinations are adjusted to suit the topics or texts completed at the previous school. If this is not possible, students complete (in their yearly examination) what they have studied since their arrival but are given an exam mark equivalent to the sections of the yearly examination completed. In these circumstances, they are not provided with an examination rank or any final rank. A rank on any individual task completed since their enrolment would be the only rank they receive.

Transferring between Courses

Transfer of students can occur at the commencement of courses as students reconsider choices or 'drop' subjects. This window period is limited as it is untenable to catch up work in an alternative subject. There are some unusual circumstances requiring attention e.g. A student who 'dropped' a course at the start of the HSC or Year 11 Course but is wishing to resume study of it again after reconsidering their decision. The Principal will authorise any such instance in consultation with the relevant Deputy Principal, the student, the parents and the Head Teacher. To enter the HSC course, students must have satisfactorily completed the Year 11 Course for that subject, or a clear and exceptional arrangement made for concurrent study.

Periods of Leave such as Overseas or Interstate Travel

Extended leave is not recommended for students completing the Year 11 ROSA or HSC course. It impacts on their ability to satisfy course completion requirements i.e. applying themselves with diligence and sustained effort to the set tasks provided in the course.

If a student is intending to apply for extended leave, they need to Report to the supervising Deputy Principal to find out the procedure.

General and Specific Feedback to students for Assessment Tasks

Feedback enables students to recognise their strengths as well as areas for development, and to identify and plan with their teacher the next steps in their learning. Students should be provided with opportunities to improve their knowledge, understanding and skills through feedback.

There is no limit to feedback for everyday classwork; this applies to Years 7-12.

What feedback is ok to give to an individual student, without needing to provide this feedback to all other students in the course?

For Assessment Tasks, all students have an opportunity to seek individual feedback on a draft, prior to the submission of the task; however, the following guidelines apply:

- All students have an opportunity to receive individual feedback on a task, provided it is given to the teacher by the specified due date for feedback. This date should be identified on the assessment task notification when issued to students.
- To ensure equity, all students should have equal access to feedback, which requires all students to have the same amount of opportunities to receive individual feedback. This should be negotiated with the students in the course and made clear to all students.
- The feedback can be specific about what areas require attention (for example, 'analysis requires more depth, incorporate more key terms, refer to specific examples/quotes/sources, attention to grammar or spelling, look at best use of examples etc).

What type of feedback should be shared with the whole class?

- Any type of scaffold, instructions, further information or resources issued to one student, should be issued to all students in the course. This should be consistent across courses. Any information which could give a student an unfair advantage should be shared with all students in the course.
- Any misconceptions, misunderstandings or clarification should be shared with all students in the course.

Timeframes for individual feedback for assessment tasks:

If a date is specified on the assessment task, students need to submit their draft within the timeframe specified.

If feedback is to be issued, the teacher should provide this no later than a minimum of 48 hours before the task is due, to allow students to make use of the feedback.

Students are responsible for following up on the collection of feedback from teachers.

SUMMARY - STUDENT RESPONSIBILITIES

1. Assessment tasks must be completed on or by the due date

Failure to complete a task as required will not be accepted and a zero mark will be awarded unless special conditions apply (see Illness and Misadventure). The following are requirements:

- Students must be at school for the whole school day to undertake an assessment task during the designated lesson on that day and participate in all other lessons on that day.
- Tasks may be submitted to their teacher the day before the due date of a hand in assessment task otherwise the Illness and Misadventure application procedures will apply.
- Tasks submitted on the due date by a student who is not recorded as presented at school are subject to Illness and Misadventure procedures.

2. All work must be that of the students

In the case of malpractice (e.g. copying the work of others; providing access for others to copy your work or evidence of direct collaboration on the final task/product), the student/s may suffer a penalty or be awarded a zero. This decision will be made by the Deputy Principal after consultation with the relevant Head Teacher and class teacher.

3. All work, not only Assessment Tasks, is to be completed

Students should be aware that the Principal must certify that all courses of study have been satisfactorily studied in both Year 11 and HSC Courses i.e. assignments, homework, course summaries, practical work, essays, topic tests, research etc. **Failure to complete set work** may place the students' Higher School Certificate in jeopardy as 10 units of study must be satisfied to be eligible for the Higher School Certificate.

4. A genuine attempt at all tasks must be made

Failure to make a **genuine** attempt at Assessment Tasks totalling in excess of 50% of the available marks will result in the course not appearing on the student's Record of Student Achievement as they are deemed ineligible in that course. It may place the award of the Higher School Certificate in jeopardy. Completion of tasks adding up to a total of exactly 50% is not sufficient to be eligible in a course.

Non-serious or non-genuine attempts at a task will result in a NESA warning letter being issued and the student will be required to redo the task to a standard reflective of their ability.

Note: The original mark awarded for the task will stand e.g. 3/15. When re-doing an assessment task, a 'zero' mark will be awarded (i.e. the mark becomes 0/15) if the student does not complete the task to a standard reflective of their ability.

You are at risk if:

- you have received at least 2 or more warning letters in any subject and work remains outstanding - may be given an 'N Determination' in that subject.
- you have received a zero for 50% or more of your assessment in any subject and will be given an 'N Determination' in that subject.

In the case of competency-based courses, the Principal will determine whether the attempts made by the student to complete the course are genuine. Students who do not meet course completion requirements may jeopardise the award of a Higher School Certificate.

5. Regular school attendance is expected

Students are required to maintain a satisfactory record of both attendance and application up to and including the final date set down by the Department of Education. This reflects that they are applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course. Students are expected to be at school at least 95% of time in the year unless ill. This means that they are present 190 days in the 200 days of a school year.

6. Work must be submitted in an appropriate form and according to an acceptable standard

Students are advised to provide a signature to the teacher on the Assessment Task Receipt Sheet provided by the teacher.

PLAGIARISM POLICY

Policy Rationale

With the explosion of information now available to students, it is essential that they learn how to use the ideas and work of others correctly in their own work and become competent with the accepted ways of acknowledging this use.

This policy aims to help students:

- Understand what plagiarism means.
- Know the procedures that will be used when plagiarism occurs.
- Develop strategies to avoid plagiarism including the correct use of referencing.

What is plagiarism?

'Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.' (NESA, HSC Assessments and Submitted Works, Advice to Students, 2006)

Plagiarism is dishonest. It is a legal, moral and scholarly requirement that you must acknowledge the ideas of others when you use them to build your own insights and understanding.

Plagiarism detection methods are getting more and more sophisticated. Using "spinner" software to hide your cheating such as Quillbot confirms your intention to cheat.

As an HSC student, you are seeking an academic qualification of high standing. Part of gaining this is learning academic conventions which demonstrate the depth of your research and your intention not to plagiarise.

Intended or deliberate plagiarism means that a student has decided to cheat. Unintended plagiarism means you have not recognised the sources of your information by failing to meet the citation and bibliography requirements of the school and NESA.

What are the most common forms of plagiarism?

- Copying, buying, stealing or borrowing someone else's work in part or in whole and presenting it as your own.
- Using material directly from books, journals, CDs or the internet without acknowledging the source.
- Submitting work that contains a large contribution from another person-such as a parent, tutor or another student who is not acknowledged.
- Paying someone or using software applications to write or prepare material that is associated with a task, such as process diaries, logs and journals.

NESA penalties

If you plagiarise in submitted works, you may receive zero marks for the task, and you may lose that course from your HSC award. (NESA, HSC Assessments and Submitted Works, Advice to Students, 2006)

School penalties

- If plagiarism is detected, your school may refuse to certify your project as 'authentic work'.
- You may be awarded a zero mark for the entire task.
- Your teachers must be satisfied that the work you are presenting is your own, particularly in tasks that require work to be done at home.
- Any help you have received must be acknowledged.
- Schools may use procedures similar to the NESA's rules.

How to Reference Sources and Write a Reference List using APA

Overview

- The purpose of creating a Reference List is to inform readers of your sources of information, acknowledge the materials you have referred to in your composition and allow a reader to consult the referenced sources and verify the data or information independently.
- Typically, when writing a piece of work, you will need to cite the bibliographical references of the resources you have used in a Reference List. These resources could be hardcopies like books or magazines, or online sources such as websites or journal articles.
- References need to be cited in two different places:
 - When a source is referred to in the text. This is called an 'in-text' reference.
 - In a Reference List at the end of your work, which is arranged alphabetically by author then by date.
- The referencing method used at Springwood High School is APA which is developed by the American Psychological Association. It is currently in its 7th edition. There are many places online to support you with your referencing. A few handy links have been included after the examples.
- Please note, a Reference List is a list of the sources used and directly mentioned in a piece of work. A Bibliography is a list of the sources that you have read or consulted while completing a task but haven't necessarily been included in a piece of work. In your studies you may find that these terms are used interchangeably. Please follow the guidelines set by your class teacher for the name of the list and requirements for your references.

Referencing Guide

The following references demonstrate the correct formatting and punctuation required when writing a reference for a Reference List. There are many variations but generally references are as complete as possible. If the information is not available, then it is left out of the reference, as evident in the book reference without an author and website without a date in the following examples.

If you are referencing items beyond this list of examples, please visit a more comprehensive guide. A list has been included at the end of the examples.

Website

Author, A. A. (Year). Title. Site Name. <https://www.xxxxxxxx.xxx>

1. Author's surname, (comma) initials. (full stop) *person or organisation responsible for the site
2. (Year). (brackets) (full stop) *the date the site was created or last revised
3. Title of website. (italics) (full stop)
4. Site Name. (full stop)
5. URL

Example:

Wong, C. (2022). Frogs regrow amputated legs after treatment with a chemical cocktail. New Scientist. <https://www.newscientist.com/article/2306066-frogs-regrow-amputated-legs-after-treatment-with-a-chemical-cocktail/>

Example no date:

Bligh, R. (n.d.). ACP Cladding. Bligh Tanner. <http://blightanner.com.au/news-article/acp-cladding/>

Online image

Author, A. A. (Year). Title of image [Format]. Source. <https://xxxxxxx.xxx>

1. Author's surname, (comma) initials. (full stop)
2. (Year). (brackets) (full stop)
3. Title of image (italics)
4. [Format]. (square brackets) (full stop)
5. Source. (full stop)
6. URL

Examples:

Moffatt, T. (2019). *The visit* [Photograph]. Roslyn Oxley9 Gallery. <https://www.roslynoxley9.com.au/artist/tracey-moffatt>

Australian Geographic. *Magpies: Avian Air Raiders* [Image]. Australian Geographic. <http://www.australiangeographic.com.au/journal/magpies-avian-air-raiders.html>

Streamed media (e.g. YouTube)

Author, A. A. (Year, Month, DD). Title [Format]. Platform. <https://xxxxxxx.xxx>

1. Author's surname, (comma) initials. (full stop)
2. (Year, Month, DD). (brackets) (full stop)
3. Title (italics)
4. [Format]. (square brackets) (full stop)
5. Platform. (full stop)
6. URL

Example:

CSIRO. (2009, May 25). *CSIRO - Making a difference* [Video]. YouTube. http://www.youtube.com/watch?v=t_1mip1iS70

Book

Author, A. A. (Year). Title (Edition). Publisher.

1. Author's surname, (comma) initials. (full stop)
2. (Year). (brackets) (full stop)
3. Title of book. (italics) (full stop)
4. Publisher. (full stop)

Example:

Pirotta, S. (2018). *Orchard Book of First Greek Myths*. Orchard Books.

Book (with no author):

Title of Book (xth ed.). (Year). Publisher.

1. Title of book (italics)
2. (xrd ed.). (brackets) (full stop) (full stop) *for first editions, leave out edition information.
3. (Year). (brackets) (full stop)
4. Publisher. (full stop)

Example:

History in Context (4th ed.). (2018). Penguin Books.

Book (edited):

Editor (Ed.). (Year). *Title* (Edition). Publisher.

1. Editor's surname, (comma) initials. (full stop) *use an & for more than one editor
2. (Ed.). (brackets) (full stop) (full stop) *use Eds. for multiple editors
3. (Year). (brackets) (full stop)
4. *Title of book*. (italics) (full stop)
5. Publisher. (full stop)

Example with 1 editor:

Harvey, J. (Ed.). (2002). *Water pollution*. Penguin Books.

Example with 2 editors:

Melville, J., & Elliot, T. S. (Eds.). (1998). *The World's Axis*. Heinemann.

Journal article - print

Author, A. A. (Year). Title of article. *Title of Journal*, Volume(issue number), Pages.

1. Author's surname, (comma) initials. (full stop)
2. (Year). (brackets) (full stop)
3. Title of the article. (full stop)
4. *Title of the journal*, (italics) (comma)
5. *Volume* (italics) (no space) (issue number), (brackets) (comma)
6. Page numbers of article. (full stop)

Example:

Hollander, R. D., & Steneck, N. H. (1990). Science and engineering related ethics and values studies: Characteristics of an emerging field of research. *Science, Technology & Human Values*, 15(1), 84-104.

Journal article - electronic

Author, A. A. (Year). Title of article. *Title of Journal*, Volume(issue), pages. <http://xx.xxx.xxxx.xxxx>

1. Author's surname, (comma) initials. (full stop)
2. (Year). (brackets) (full stop)
3. Title of the article. (full stop)
4. *Title of the journal*, (italics) (comma)
5. *Volume* (italics) (no space) (issue number), (brackets) (comma)
6. Page numbers of article. (full stop)
7. URL

Example:

Labbo, L.D., & Place, K. (2010). Fresh perspectives on new literacies and technology integration. *Voices from the Middle*, 17(3), 9-18. <https://www.learntechlib.org/p/65869/>

Newspaper article

Author, A. A. (Year, Month DD). Title of article. *Title of Newspaper*, pages.

1. Author's surname, (comma) initials. (full stop)
2. (Year, Month, DD). (brackets) (full stop)
3. Title of article. (full stop)
4. *Title of the newspaper*, (italics) (comma)
5. Page numbers of article. (full stop)

Example:

Sykes, J. (2018, January 4). The good the bad and the incomprehensible. *Sydney Morning Herald*, 20-21.

Magazine article

Author, A. A. (Year, Month DD). Title of article. *Title of Magazine*, Volume(issue), pages.

1. Author's surname, (comma) initials. (full stop)
2. (Year, Month, DD). (brackets) (full stop)
3. Title of article. (full stop)
4. *Title of the magazine*, (italics) (comma)
5. *Volume* (italics) (no space) (issue number), (brackets) (comma)
6. Page numbers of article. (full stop)

Examples:

Beaton, E. (2019, January-February). Tree Giants. *Scientific American*, 95(2), 12.

Referencing Assistance

American Psychological Association. (2023). *References*. APA Style. <https://apastyle.apa.org/style-grammar-guidelines/references>

American Psychological Association. (2022). *APA Style common reference examples guide*. <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>

Queensland University of Technology. (2023). *Getting started with APA*. Cite Write. <https://www.citewrite.qut.edu.au/cite/qutcite.html#apa>

A Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do.

A glossary of key words has been developed to help provide a common language and consistent meaning in NESA documents. Using the glossary will help teachers and students understand what is expected in response to examinations and assessment tasks.

Account	Account for, state reasons for, report on. Give an account or narrate a series of events or transactions
Acknowledge	Indicate the source of information given
Analyse	Identify components and the relationship between them, draw out and relate implications
Apply	Use, utilize, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Bibliography	A list of books, articles, movies, internet sites or music consulted, appearing at the end of work submitted
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make, build, put together items or arguments
Contrast	Show how things are different or opposite
Critically	Add a degree or level of accuracy depth, knowledge and understanding (analyse) logic, questioning, reflection and quality to (analysis/evaluation) (evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from, to note differences between
Electronic	resources such as Encarta, Encyclopedia Britannica and various other collections of database reference materials from CD or the internet
Evaluate	Make a judgment based on criteria, determine the value of
Examine	Inquire into
Explain	Relate causes and effect, makes the relationship 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
Inadvertent	Without intending to or without realizing
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Misconduct	Behaviour that is wrong and for which a penalty can be applied
Onus	A duty or responsibility
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
Recommended	Provide reasons in favour
Recount	Retell a series of events
Reference	The method used to indicate the original information source
Summarise	Express, concisely the relevant details
Synthesise	Putting together various elements to make a whole



SPRINGWOOD HIGH SCHOOL

Application for Illness, Accident, Misadventure Form

Preliminary (Year 11) and HSC Assessment Tasks/Examinations

This form is to be completed and given to the subject Head Teacher within **48 hours** of your return to school if you apply:

- (i) For an **extension of time** on an assessment task, prior to due date **OR**
- (ii) For **special consideration** because a task **has not** been submitted / **has not** been completed on the due date.
- (iii) Non-attendance to examinations

STUDENT NAME: _____ YEAR: _____

CLASS TEACHER: _____ SUBJECT: _____

ASSESSMENT/EXAMINATION TASK TITLE: _____

DATE DUE: _____ DATE SUBMITTED: _____

DATE SCHOOL ADVISED OF MISADVENTURE: _____ by (name) _____

ACTION REQUESTED: ☐ Extension of Time ☐ Special Consideration ☐ Opportunity to sit task at new date
(attach all supporting documentation such as medical certificates, include evidence of work in progress if applying for an extension of time)

STUDENT REASON FOR APPLICATION

(Completed by student, signed by parent before completion by Head Teacher)

STUDENT SIGNATURE: _____ PARENT SIGNATURE: _____

RECOMMENDATION BY HEAD TEACHER (all original documentation attached):

- ☐ Application endorsed – mark to stand or student given opportunity to complete alternate task at a negotiated time/date.
- ☐ Application endorsed - Extension granted until ____/____/____
- ☐ If task not submitted on this day a zero mark will apply.
- ☐ Application endorsed - Estimated mark to be given. Note: This mark will not be finalised until the end of the course based upon performance across the course
- ☐ Application not endorsed – no extension granted.
- ☐ Zero mark awarded – reasons not substantiated/Assessment Policy not followed.
- ☐ Task must still be submitted.

Head Teacher: _____ DATE: _____

Class Teacher: _____ DATE: _____

APPROVED:

- ☐ Deputy Principal: _____ DATE: _____
- ☐ DP: Entered Sentral Incident No: _____ DATE: _____
- ☐ NESA entry
- ☐ Copy to HT
- ☐ Copy to Class Teacher



SPRINGWOOD HIGH SCHOOL

Application for Appeal related to an Illness, Accident, Misadventure Application

Year 11 & 12 Assessment Tasks

STUDENT NAME: _____ YEAR: _____

COURSE: _____

ASSESSMENT TASK TITLE _____

CLASS TEACHER _____

STUDENT REASON FOR APPEAL

STUDENT SIGNATURE: _____

This form needs to be submitted to the supervising Deputy Principal/ Principal.

DECISION AND ACTIONS BY APPEAL COMMITTEE (all original documentation to file):

- ☐ Appeal upheld – mark to be reinstated. Student provided with an opportunity to redeem task at a negotiated time and date.
- ☐ Appeal declined – Zero mark to stand. Assessment policy not followed.
- ☐ Zero mark awarded – reasons not substantiated/Assessment Policy not followed.
- ☐ Task must still be submitted.
- ☐ Appeal documentation placed in student file. (Front Office)
- ☐ Letter sent to student and parent/carer stating basis for appeal committee decision.

SIGNATURE (Appeal Committee member): _____ DATE: _____



SPRINGWOOD HIGH SCHOOL

Application for Review of HSC Assessment Ranking (one form per course)

NOTE: This application must be submitted to the Principal as soon as possible after receiving our Rank Order Sheet.

CANDIDATE'S NAME: _____

COURSE: _____ RANK ORDER: _____

DECLARATION

I apply for a review of my school assessment ranking in the above course. I understand that the review will only establish whether:

- the weighting specified by the school in its assessment schedule conforms with the NES requirements as detailed in the Examination Specifications, and/or
- the procedures used by the school for determining the final assessment mark conform with its stated assessment schedule, and/or
- there are computational or other clerical errors in the determination of the assessment mark.

CANDIDATE'S SIGNATURE: _____ DATE: _____

REVIEW/APPEALS COMMITTEE DETERMINATION

PRINCIPAL'S SIGNATURE: _____ DATE: _____

SUBJECT ASSESSMENT SCHEDULES

HSC COURSE ASSESSMENT CALENDAR 26-27

ENGLISH

English Advanced	28
English Standard	29
English Studies	30
English Extension 1	31
English Extension 2	32

MATHEMATICS

Mathematics Advanced	33
Mathematics Standard 2	34
Mathematics Standard 1	35
Mathematics Extension 1	36
Mathematics Extension 2	37

SCIENCE

Biology	38
Chemistry	39
Physics	40
Extension Science	41

H.S.I.E

Business Studies	43
Legal studies	44
Modern History	45
Ancient History	46
Society and Culture	47

INDUSTRIAL TECHNOLOGY

Industrial Technology – Multimedia Technologies	49
Textiles & Design	50

PDHPE

Community and Family Studies	51
Personal Development, Health and Physical Education	52
Sports, Lifestyle & Recreation	53

CREATIVE AND PERFORMING ARTS

Entertainment Industry	54
Music 1	55
Visual Arts	56

HSC Course Assessment Calendar 2024 -2025

TERM 4, 2024		TERM 1, 2025		TERM 2, 2025		TERM 3, 2025	
WEEK	COURSE	WEEK	COURSE	WEEK	COURSE	WEEK	COURSE
Week 1		Week 1	<ul style="list-style-type: none"> English Advanced Visual Arts 	Week 1	<ul style="list-style-type: none"> Legal Studies Mathematics Extension 2 	Week 1	<ul style="list-style-type: none"> English Extension 2 Mathematics Extension 2
Week 2		Week 2		Week 2		Week 2	<ul style="list-style-type: none"> Textiles and Design Chemistry English Standard English Advanced Visual Arts
Week 3		Week 3	<ul style="list-style-type: none"> English Extension 2 	Week 3	<ul style="list-style-type: none"> CAFS 	Week 3	
Week 4		Week 4	<ul style="list-style-type: none"> Science Extension Visual Arts 	Week 4	<ul style="list-style-type: none"> Business Studies 	Week 4	<ul style="list-style-type: none"> Science Extension
Week 5	<ul style="list-style-type: none"> Industrial Technology Multimedia 	Week 5	<ul style="list-style-type: none"> English Extension 1 Music 1 	Week 5	<ul style="list-style-type: none"> Modern History English Advanced 	Week 5	<ul style="list-style-type: none"> TRIAL HSC EXAMS
Week 6		Week 6	<ul style="list-style-type: none"> Biology Business Studies PDHPE 	Week 6	<ul style="list-style-type: none"> Industrial Technology Multimedia Biology Aboriginal Studies 	Week 6	<ul style="list-style-type: none"> TRIAL HSC EXAMS Music 1 Aural Exam

Week 7	<ul style="list-style-type: none"> • Biology • Music 1 	Week 7	<ul style="list-style-type: none"> • Mathematics Advanced 	Week 7	<ul style="list-style-type: none"> • Ancient History • Chemistry • English Standard 	Week 7	
Week 8	<ul style="list-style-type: none"> • Business Studies • Society and Culture • Textiles and Design • Mathematics Advanced 	Week 8	<ul style="list-style-type: none"> • Industrial Technology Multimedia • Ancient History • Modern History 	Week 8	<ul style="list-style-type: none"> • CAFS • Biology • Physics • English Extension 2 • PDHPE • Mathematics Standard 1 • Mathematics Standard 2 • Mathematics Advanced 	Week 8	
Week 9	<ul style="list-style-type: none"> • Legal Studies • Aboriginal Studies • Ancient History • Modern History • Physics • Mathematics Standard 1 • Mathematics Standard 2 • Mathematics Extension 1 	Week 9	<ul style="list-style-type: none"> • Society and Culture • Mathematics Standard 1 • Mathematics Extension 1 	Week 9	<ul style="list-style-type: none"> • Legal Studies • Society and Culture • Science Extension • Mathematics Extension 1 • Music 1 	Week 9	
Week 10	<ul style="list-style-type: none"> • Chemistry • English Standard • English Studies • PDHPE • SLR • Mathematics Extension • Entertainment Industry 	Week 10	<ul style="list-style-type: none"> • Aboriginal Studies • Physics • English Standard • English Studies • Entertainment Industry 	Week 10	<ul style="list-style-type: none"> • Textiles and Design • English Studies • English Extension 1 • Entertainment Industry 	Week 10	
Week 11		Week 11	<ul style="list-style-type: none"> • English Advanced • Mathematics Standard 2 	Week 11		Week 11	

ENGLISH - ADVANCED

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	
Task Description	Multimodal Text	Take-home essay	Critical Reading and Response	Crafted response and written reflection	Trial HSC	
Module	Common Module: Texts and Human Experiences	Module A: Textual Conversations	Writing B: Critical Study of Literature	Module C: The Craft of Writing	All modules	
Due Dates	Term 1, Week 1	Term 1, Week 11	Term 2, Week 5	Term 3, Week 2	Term 3, Weeks 5-6	
Outcomes assessed	EA12-1, EA12-2, EA12-3, EA12-4, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-7, EA12-8,	EA12-1, EA12-5, EA12-6, EA12-9	EA12-2, EA12-4, EA12-5, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	
Components	Weighting %					
Knowledge and understanding of course content	15	10	5	10	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	10	15	15	5	50
Total %	20	20	20	25	15	100

ENGLISH - STANDARD

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	
Task Description	Pecha Kucha	Hand in Essay	In-class Essay	Crafted response and Written Reflection	Trial HSC	
Module	Common Module: Texts and Human Experiences	Module A: Language, Identity and Culture	Module B: Close Study of Literature	Module C: The Craft of Writing	Common Module, Module A, B and C	
Due Dates	Term 4 2024, Week 10	Term 1, Week 10	Term 2, Week 7	Term 3, Week 2	Term 3, Week 5 & 6	
Outcomes assessed	EN12-2, EN12-3, EN12-5, EN12-6	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-3, EN12-5, EN12-8	EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-4, EN12-6, EN12-7, EN12-8	
Components	Weighting %					
Knowledge and understanding of course content	10	10	10	10	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	10	10	10	50
Total %	20	20	20	20	20	100

ENGLISH - STUDIES

Task number	Task 1	Task 2	Task 3	Task 4	
Task Description	Multimodal Portfolio Task	Travel Blog	Reflective Diary Entries	Trial HSC Task	
Module	Common Module: Texts & Human Experiences	Module C: On The Road	Module N: The Way We Were		
Date Due	Term 4 2024, Week 10	Term 1, Week 10	Term 2, Week 10	Trial HSC Exam Period	
Outcomes Assessed	ES12-1, ES12-8, ES12-9, ES12-10	ES12-2, ES12-4 ES12-5	ES12-2, ES12-3 ES12-6, ES12-10	ES12-4, ES12-6 ES12-7	
Components	Weighting %				
Knowledge and understanding of course content	20	10	10	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	15	20	10	50
Total %	25	25	30	20	100

ENGLISH – EXTENSION 1

Task number	Task 1	Task 2	Task 3	
Task Description	Imaginative response and reflection	Critical response with related text	Trial HSC Examination	
Date Due	Term 1, Week 5	Term 2, Week 10	Term 3, Weeks 5-6	
Outcomes Assessed	EE12-2, EE12-4 EE12-5	EE12-1, EE12-2 EE12-3, EE12-4	EE12-2, EE12-3 EE12-4, EE12-5	
Components	Weighting			
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100

ENGLISH – EXTENSION 2

Task number	Task 1	Task 2	Task 3	
Task Description	Viva Voce	Literature Review	Critique of the Creative Process	
Date Due	Term 1, Week 3	Term 2, Week 8	Term 3, Week 1	
Outcomes Assessed	EEX12-1, EEX12-3, EEX12-4	EEX12-1, EEX12-2 EEX12-3, EEX12-4	EEX12-1, EEX12-3 EEX12-5	
Components	Weighting			
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Total %	30	40	30	100

MATHEMATICS - ADVANCED

Task number	Task 1	Task 2	Task 3	Task 4
Type of Task	In class test	In class test	In class test	Trial HSC Examination
Date Due	Term 4 2024, Week 8	Term 1, Week 7	Term 2, Week 8	Term 4, Weeks 4 & 5
Outcomes Assessed	MA-12-1, MA-12-3, MA-12-5, MA-12-6, MA-12-9, MA1-12-10	MA-12-3, MA-12-6, MA-12-9	MA-12-1, MA-12-3, MA-12-4, MA-12-7, MA-12-9, MA1-12-10	MA-12-1, MA-12-2, MA-12-3, MA-12-4, MA-12-5, MA-12-6, MA-12-7, MA-12-8, MA-12-9, MA1-12-10
Weighting	20%	25%	25%	30%

MATHEMATICS – STANDARD 2

Task number	Task 1	Task 2	Task 3	Task 4
Type of Task	In class test	In class test	In class test	Trial HSC Examination
Date Due	Term 4 2024, Week 9	Term 1, Week 11	Term 2, Week 8	Term 4, Weeks 4 & 5
Outcomes Assessed	MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8 MS2-12-9, MS2-12-10
Weighting	20%	25%	25%	30%

MATHEMATICS – STANDARD 1

Task number	Task 1	Task 2	Task 3	Task 4
Type of Task	In class test	In class test	In class test	Trial HSC Examination
Date Due	Term 4 2024, Week 9	Term 1, Week 9	Term 2, Week 8	Term 4, Weeks 4 & 5
Outcomes Assessed	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8 MS1-12-9, MS1-12-10
Weighting	20%	25%	25%	30%

MATHEMATICS – EXTENSION 1

Task number	Task 1	Task 2	Task 3	Task 4
Type of Task	In class test	In class test	In class test	Trial HSC Examination
Date Due	Term 4 2024, Week 9	Term 1, Week 9	Term 2, Week 9	Term 4, Weeks 4 & 5
Outcomes Assessed	ME-12-1, ME-12-5, ME-12-6, ME-12-7	ME-12-2, ME-12-5, ME-12-6, ME-12-7	ME-12-1, ME-12-3, ME-12-4, ME-12-6, ME-12-7	ME-12-1, ME-12-2, ME-12-3, ME-12-4, ME-12-5, ME-12-6, ME-12-7
Weighting	20%	25%	25%	30%

MATHEMATICS – EXTENSION 2

Task number	Task 1	Task 2	Task 3	Task 4
Type of Task	In class test	In class test	In class test	Trial HSC Examination
Date Due	Term 4 2024, Week 10	Term 1, Week 2	Term 3 Week 1	Term 4, Weeks 4 & 5
Outcomes Assessed	MEX12-1, MEX12-2, MEX12-7, ME-12-8,	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-5,	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8
Weighting	20%	25%	25%	30%

BIOLOGY

Task number	Task 1	Task 2	Task 3	Task 4	
Task Description	Mini Depth Study 1 Physical/Digital Model of Genetic Mechanisms	Mini Depth Study 2 Genetics problem solving	Practical Investigation Design and conduct a practical investigation	Trial HSC Examination	
Date Due	Term 4 2024, Week 7	Term 1 2025, Week 6	Part 1: Term 2, Week 6 Part 2: Term 2, Week 8	Term 3, Week 5-6	
Outcomes Assessed	BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO12-14	BIO12-4 to 7, BIO12-12-15	
Components	Weighting %				
Skills in Working Scientifically	15	10	25	10	60
Knowledge and understanding	5	10	5	20	40
Total Marks	20	20	30	30	100

CHEMISTRY

Task number	Task 1	Task 2	Task 3	Task 4	
Task Description	Research Task Module 6	Titration Practical Module 6/7	Depth Study Field Report Module 8	Trial HSC Examination Modules 5, 6, 7, 8	
Date Due	Term 4 2024, Week 10	Term 1, Week 7	Term 3, Week 2 TBC with USYD	Term 3, Week 5-6	
Outcomes Assessed	CH 12-1, CH 12-4, CH 12-5, CH 12-6, CH 12-7, CH12-13	CH 12-2, CH 12-3, CH 12-5,CH 12-13	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH12-15	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14	
Components	Weighting %				
Skills in Working Scientifically	10	15	20	15	60
Knowledge and understanding	10	5	15	10	40
Total Marks	20	20	35	25	100

PHYSICS

Task number	Task 1	Task 2	Task 3	Task 4	
Task Description	Projectile motion simulation and problem solving	Build a Model	Depth study report	Trial HSC examination	
Date Due	Term 4 2024, Week 9	Term 1 Week 10	Term 2 Week 8	Term 3	
Outcomes Assessed	PH11/12- 2, PH11/12-3, PH11/12-5, PH11/12-6, PH12-12	PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-13	PH11/12-1, PH11/12-4, PH11/12-6, PH11/12-7, PH12-14	PH11/12-4 to 7 PH12-12 to 15	
Components	Weighting %				
Skills in Working Scientifically	15	25	15	5	60
Knowledge and understanding	5	5	5	25	40
Total Marks	20	30	20	30	100

SCIENCE EXTENSION

Task number	Task 1	Task 2	Task 3	
Task Description	Annotated Bibliography	Data Analysis and Statistics	Scientific Research Report	
Date Due	Term 1, Week 4	Term 2, Week 9	Term 3, Week 4	
Outcomes Assessed	SE-2, SE-3, SE-6, SE-7	SE-1, SE-4, SE-6, SE-7	SE-1 – SE-7	
Components	Weighting			
Communicating scientifically	15	5	10	30
Gathering, recording, analysing and evaluating data	5	15	10	30
Application of scientific research skills	15	5	20	40
Total %	35	25	40	100

ABORIGINAL STUDIES

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Global Perspectives Source Analysis	Major Project	Comparative Study Presentation	Trial HSC	
Timing	Term 4 2024, Week 9	Term 1, Week 10	Term 2, Week 6	Term 3, Weeks 5 &6	
Outcomes assessed	H1.2, H1.3, H3.1	H4.1, H4.2	H1.1, H3.2, H3.3, H4.1, H4.3	All course outcomes may be assessed	
Components	Weighting %				
Course Content		5%	5%	30%	40%
Analysis and Evaluation	5%	10%	10%		25%
Research		20%			20%
Communication	5%	5%	5%		15%
Total %	10	40	20	30	100

BUSINESS STUDIES

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Essay	Topic test	Report	Trial HSC	
Timing	Term 4 2024, Week 8	Term 1, Week 6	Term 2, Week 4	Term 3, Weeks 5 & 6	
Outcomes assessed	H2, H5, H6	H4, H3, H10	H7, H8, H9	H4, H5, H9	
Components	Weighting %				
Knowledge and Understanding of Course Content	10	10	10	10	40
Stimulus based material		10		10	20
Inquiry and Research	10		10		20
Communication in appropriate forms		5	5	10	20
Total %	20	25	25	30	100

LEGAL STUDIES

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Multimodal Presentation	Essay	Essay	Trial HSC	
Timing	Term 4 2024, Week 9	Term 2, Week 1	Term 2, Week 9	Term 3, Weeks 5 & 6	
Outcomes assessed	H2, H3, H6, H10	H1, H4, H6, H9	H4, H5, H7, H8	H1, H2, H3, H4, H6, H7, H9, H10	
Components	Weighting %				
Course Content	10	5	5	20	40
Analysis and Evaluation		5	5	10	20
Research	5	10	5		20
Communication	5	10	5		20
Total %	20	30	20	30	100

MODERN HISTORY

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Source Analysis	Essay	Research Essay	Trial HSC	
Timing	Term 4 2024, Week 9	Term 1, Week 8	Term 2, Week 5	Term 3 Weeks 5 & 6	
Outcomes assessed	MH12-3, 12-4, 12-5, 12-6	MH12-1, 12-2, 12-6, 12-7, 12-9	MH12-2, 12-6, 12-8, 12-9	MH12-1, 12-2, 12-9	
Components	Weighting %				
Knowledge and Understanding of Course Content	10	5	10	15	40
Historical skills in the Analysis and Evaluation of sources and interpretation		10	5	5	20
Historical Inquiry and Research	10		10		20
Communication of historical understanding in appropriate forms	5	5		10	20
Total %	25	20	25	30	100

ANCIENT HISTORY

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Source-based Task	Essay	Portfolio Task	Trial HSC	
Timing	Term 4 2024, Week 9	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 5 & 6	
Outcomes assessed	AH12-4, 12-6, 12-10	AH12-5, 12-8, 12-9	AH12-2, 12-3, 12-7	AH12-1, 12-3, 12-5, 12-6, 12-9	
Components	Weighting %				
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10	10			20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms			5	15	20
Total %	20	25	25	30	100

SOCIETY AND CULTURE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Proposal	Essay	Presentation	Trial HSC	
Timing	Term 4 2024, Week 8	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 5 & 6	
Outcomes assessed	H6, H8, H10	H2, H5, H7	H2, H3, H9	H1, H4, H5	
Components	Weighting %				
Knowledge and Understanding of Course Content	10	15	10	15	50
Application and Evaluation of Social and Cultural research methodologies	5	10	5	10	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	30	20	30	100

HOSPITALITY – FOOD & BEVERAGE 2 UNIT VOCATIONAL EDUCATION AND TRAINING (VET) COURSE

Task number	Task 1	Task 2	Task 3	Task 4
Nature of task	Work Placement	Evidence Central Task 1	Classwork	Preliminary Examination
Timing	Term 3 2024 Week 4 – Line 2 Week 5 – Line 6	Term 2, Week 10	Ongoing	Term 3, Weeks 8 & 9
Requirements	<ul style="list-style-type: none"> 35 Mandatory Hours Elements of all units of competency 	<ul style="list-style-type: none"> Use hygienic practices for food safety Participate in safe work practices Participate in safe food handling practices Prepare and present sandwiches 	<ul style="list-style-type: none"> Completion of assessable tasks in Evidence Central and booklet submission for review, prior to reporting period. Participation in class practical experiences and school functions. 	End of course examination inclusive of: - <ul style="list-style-type: none"> Use hygienic practices for food safety Participate in safe work practices Prepare and serve non -alcoholic beverages Prepare and serve espresso coffee
Total %			50	50
Components				
Outcomes	<ul style="list-style-type: none"> Competency Based Course. Assessment is based on the students' achievement for each unit of competency. 			
Unites of Competency	<ul style="list-style-type: none"> Use hygienic practices for food safety Participate in safe work practices Participate in safe food handling practices Prepare and present sandwiches 			
Weightings	<ul style="list-style-type: none"> Not Applicable in VET Course. Marks are for reporting purposes. 			

INDUSTRIAL TECHNOLOGY – MULTIMEDIA TECHNOLOGIES

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Project proposal Statement of Intent	Industry Study	Folio submission: Research, Selection & Justification, Development of Ideas	Trial HSC	
Timing	Term 4 2024, Week 5	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 5 & 6	
Outcomes assessed	H3.1	H1.1, H1.2, H1.3, H7.1, H7.2	H3.2, H5.1, H5.2	H1.1, H2.1, H4.3, H5.1	
Components	Weighting %				
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.		30		10	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major Project.	10		30	20	60
Total %	10	30	30	30	100

TEXTILES AND DESIGN

Major Textiles Project is due for submission to NESA on Monday, Term 3, Week 5, 2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Mid-Course Assessment Examination	Oral Presentation Design Inspiration Folio	Major Textile Project HSC Investigation & Experimentation folio	Trial HSC	
Timing	Term 1, Week 8	Term 2, Week 10	Term 3, Week 2	Term 3, Weeks 5/6	
Outcomes assessed	H 6.1	H1.1, H1.2, H2.1	H2.2, H2.3, H3.1, H4.2	H1.3, H3.2, H4.1, H5.1, H5.2	
Components	Weighting %				
Design	15	15	10		40
Properties and Performance of Textiles		5	20	25	50
Australian Textiles, Clothing, Footwear and Allied Industries.				10	10
Total %	15	20	30	35	100

COMMUNITY AND FAMILY STUDIES

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Individual Research Project (IRP)	Group Case Study	Mid-Course Assessment	Trial HSC	
Timing	Term 1, Week 3	Term 2, Week 3	Term 2, Week 8	Term 3, Weeks 5 & 6	
Outcomes assessed	H3.3, H4.1, H4.2, H5.1	H1.1, H3.1, H3.2, H4.1, H4.2, H5.1, H6.1	H4.1, H4.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.2	
Components	Weighting %				
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communication	5	10	15	5	35
Skills in: <ul style="list-style-type: none"> Applying management processes to meet the needs of individuals, groups, families and communities. Planning to take responsible action to promote wellbeing		10	5	10	25
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> Resource management Positive relationships Range of societal factors Nature of groups, families & communities	20	5		15	40
Total %	20	5		15	

PDHPE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	FAP Investigation	Health Priorities In Class	Options Extended Response Task In Class	Trial HSC Examination	
Timing	Term 4 2024, Week 10	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 5 & 6	
Outcomes assessed	H1–H5, H7-H11, H14-H17	H7, H8, H9, H17	H7, H8, H9, H10, H13, H16, H17	H1–H5, H7–H11, H13–H17	
Components	Weighting %				
Knowledge and understanding of <ul style="list-style-type: none"> Factors that affect health. The way the body moves. 	10	10	10	10	40
Skills in <ul style="list-style-type: none"> Influencing personal and community health. Taking action to improve participation and performance in physical activity. 	10	5	5	10	30
Skills in critical thinking, research and analysis	5	5	10	10	30
Total %	25	20	25	30	100

SPORT, LIFE AND RECREATION

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Practical Assessment	Research Task	Practical Assessment	Trial HSC Examination	
Timing	Ongoing	Term 1, Week 10	Ongoing	Term 3, Week 5/6	
Outcomes assessed	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.1,1.3, 1.6,3.2, 4.2	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.1, 1.3, 1.6, 2.1, 2.4, 3.1, 3.2, 4.1, 4.2, 4.4, 4.5	
Components	Weighting %				
Knowledge and understanding	15	10	15	10	50
Skills	15	10	15	10	50
Total %	30	20	30	20	100

ENTERTAINMENT INDUSTRY

YEAR 11

Task number	Task 1	Task 2	Task 3	Task 4
Nature of task	White Card	Plan a Career in the Creative Arts Industry	Safe and Sound	Bump in the Light
Timing	Term 1, Week 5	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10
Outcomes assessed		CUAIND314 Plan a Career in the Creative Arts Industry	CUAWHS312 Apply work health and safety practice CUASOU331 Undertake live audio operations	CUASTA212 Assist with bump in and bump out of shows CUALGT311 Operate basic lighting

YEAR 12

Task number	Task 5	Task 6	Task 7	Task 8
Nature of task	Working in the Industry	To be confirmed by RTO	To be confirmed by RTO	Entertainment Specialisation
Timing	Term 4 2024, Week 10	Term 1, Week 10	Term 2, Week k10	Term 2 Week 10
Outcomes assessed	CUAIND311 Work effectively in the creative arts industry			CUALGT314 Install and operate follow spots CUAPPR314 Participate in collaborative creative projects BSBPEF301 Organise personal work priorities

MUSIC 1

Task number	Task 1	Task 2	Task 2A	Task 3	Task 4
Task Description	Performance, Musicology, Composition	Performance, Musicology, Composition	Half Yearly Aural	Trial HSC Performance	Aural Exam
Due Dates	Term 4 2024, Week 7	Term 1, Week 5	Term 1, Week 5	Term 2, Weeks 9 & 10	Term 3, Week 6 (Exam Period)
Outcomes assessed	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H4, H6	H1, H9, H11 H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H4, H6, H10
Weighting %	25	10	10	45	10

VISUAL ARTS

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	BOW Proposal, VAPD & Artwork	In class essay	VAPD & BOW	Trial Exam	
Timing	Term 1 2025, Week 1	Term 1 2025, Week 4	Term 3 2025, Week 2	As per exam schedule	
Outcomes assessed	H1, H2, H3, H4	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Components	Weighting %				
Art criticism and art history		20		30	50
Artmaking	20		30		50
Total %	20	20	30	30	100