



PORT HACKING HIGH SCHOOL

HIGHER SCHOOL CERTIFICATE

ASSESSMENT POLICY

2023-2024

TABLE OF CONTENTS

ELIGIBILITY	3
SATISFACTORY COMPLETION OF A COURSE	3
“ALL MY OWN WORK”: MAINTAINING HONESTY AND INTEGRITY	4
NON-COMPLETION DETERMINATIONS.....	6
HSC MINIMUM STANDARD OF LITERACY AND NUMERACY	6
DISABILITY PROVISIONS	7
FORMAL SCHOOL ASSESSMENTS	8
ABSENCE FROM A TASK.....	8
ILLNESS OR MISADVENTURE APPLICATIONS.....	9
ADMINISTRATIVE PROCEDURES	19
ADDITIONAL CERTIFICATIONS.....	20
AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR).....	20
VOCATIONAL EDUCATION AND TRAINING (VET) COURSES	21
CREATIVE & PERFORMING ARTS	23
DRAMA.....	23
MUSIC 1.....	24
MUSIC 2.....	25
MUSIC EXTENSION	26
VISUAL ARTS.....	27
VISUAL DESIGN	28
ENGLISH.....	29
ENGLISH STANDARD.....	29
ENGLISH ADVANCED	30
ENGLISH EXTENSION 1	31
ENGLISH EXTENSION 2	32
ENGLISH STUDIES.....	33
TAS - HOME ECONOMICS.....	34
COMMUNITY AND FAMILY STUDIES.....	34
FOOD TECHNOLOGY.....	35
TEXTILES AND DESIGN.....	36
HOSPITALITY (VET COURSE).....	37
HUMAN SOCIETY & ITS ENVIRONMENT	38
ANCIENT HISTORY	38
BUSINESS STUDIES	39
ECONOMICS	40
GEOGRAPHY	41
LEGAL STUDIES	42
MODERN HISTORY	43
SOCIETY & CULTURE.....	44
FRENCH CONTINUERS	45
TAS - INDUSTRIAL ARTS.....	45
CONSTRUCTION (VET COURSE).....	45
DESIGN AND TECHNOLOGY	46
ENGINEERING STUDIES.....	47
INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS & FURNITURE TECHNOLOGIES.....	48
INFORMATION PROCESSES AND TECHNOLOGY	49
MATHEMATICS.....	50
MATHEMATICS ADVANCED	50
MATHEMATICS EXTENSION 1	51
MATHEMATICS EXTENSION 2	52
MATHEMATICS STANDARD 2.....	53
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION	54
PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION	54
SPORT, LIFESTYLE & RECREATION STUDIES	55
SPORT COACHING (VET COURSE).....	55
SCIENCE.....	56
BIOLOGY.....	56
CHEMISTRY.....	57
PHYSICS.....	58
SCIENCE EXTENSION.....	59

ELIGIBILITY

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

- have gained the Preliminary HSC Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have completed *HSC: All My Own Work* (or its equivalent)
- have demonstrated a minimum standard of literacy and numeracy
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note 1: Students undertaking only Stage 6 Life Skills courses are not required to complete *the HSC: All My Own Work* program or its equivalent.

Note 2: Exemptions may apply to the minimum standard of literacy and numeracy

REQUIRED PATTERN OF STUDY

To qualify for the Higher School Certificate, students must satisfactorily complete a Year 11 Preliminary HSC 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 Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.
- Additionally, a student may count up to six units of science in Year 11 and seven units of science in Year 12.

SATISFACTORY COMPLETION OF A COURSE

The following course completion criteria refer to both Preliminary and HSC courses.

Course Completion Criteria

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

- 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.

Non-Completion Warning Letters

Non-Completion Warning letters (also known as N-Warning letters) will be sent home if a student has not met one of the following requirements in a subject:

- Not followed the course developed or endorsed by NESA.
- Not applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school such as classwork and assessment tasks.
- Not addressed some or all of the course outcomes.
- Non-attendance at or non-serious attempt at an assessment task without a valid illness or misadventure claim OR
- If a student has engaged in malpractice or a non-serious attempt in assessment tasks or exams.

N-Warnings can be redeemed by a student. The N-Warning letters outline the task to be completed and a new due date. If a student submits a serious attempt at the task, then the N-Warning is redeemed. While the student will receive zero for the task, which will affect their final mark, the N-Warning is cleared from their record.

Attendance

While NESAs 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. Warning letters must relate the student's absences to the non-completion of course requirements.

Non-serious attempts in assessment tasks and examinations

Any student who enters a non-serious attempt (including but not restricted to inappropriate comments to questions, challenging markers to take away marks, making abusive, rude or derogatory comments, inappropriate diagrams or not making a genuine effort) will receive zero marks for that assessment task. Students will be required to re-attempt the assessment task in order to satisfy course outcomes and avoid an n-warning; however, a zero will be recorded as the mark for the task.

Malpractice

Malpractice is defined as failing to comply with the Rules of Conduct set out by the School (see below). Candidates who do not comply with these rules or who engage in malpractice in assessment tests or examinations, or in the preparation of assessments, will typically receive no marks for that task. Students will be required to re-attempt the assessment task in order to satisfy course outcomes. Where malpractice has occurred the Deputy Principal will record this on NESAs's malpractice register.

Rules of Conduct

- a) Where a task takes the form of a test or examination, the supervisor's instructions must be followed at all times.

Candidates must:

- NOT speak to any person other than the supervisor during the examination.
- NOT behave in any way likely to disturb the work of any other candidate or upset the conduct of the examination.
- NOT bring mobile phones into the exam room. All mobile phones are to be turned off and left in students' bags. Mobile phones are not to be in students' pockets.
- NOT wear a watch of any kind.
- Only use NESAs approved calculators.
- Place all acceptable stationary in a clear, see-through bag. NO pencil cases.
- Only use see-through water bottles.
- Nor to take any books, notes, paper or equipment, other than that specifically permitted by the supervisor, into the room where the assessment task or exam is taking place.

- b) All tasks must be the work of the student submitting them. All sources used in preparation of a task must be acknowledged. Teachers will use their professional judgement to decide what is the student's own work.

“ALL MY OWN WORK”: MAINTAINING HONESTY AND INTEGRITY

Honesty is key for all students and staff

All HSC candidates, their teachers and others who guide them must comply with NESAs's Honesty in Assessment Standard to maintain the integrity of the HSC. Students should also read course syllabuses and related NESAs policies, such as those on malpractice and completion of a course on the NESAs website.

Students must be entirely honest when completing assessment tasks, exams and submitted works. Students will be marked only on the quality and originality of the work the student has produced. All plagiarised material will not be taken into consideration.

Always acknowledge your sources

Students must acknowledge any part of their work that was written, created or developed by someone else. This includes any material from other sources like books, journals, electronic resources, the internet and generative AI tools. Students do not need to formally acknowledge material that they learned from their teacher in class.

Plagiarism

Plagiarism is “when you pretend that you have written or created a piece of work that someone else originated.” (All My Own Work, NESAs). Where plagiarism has occurred, only the student’s original work will be marked. If an entire task is plagiarised the student will receive no marks for the task.

The school reserves the right to use a number of strategies to uncover instances of plagiarism, this includes software programs such as Turnitin. Turnitin is a text matching software program which uses an algorithm to find strings of words within a student’s assessment, that may be identical to resources already known to the software program. Turnitin promotes students to complete their best, original work.

Students may be instructed, via their assessment notification, to submit their assessment via Canvas, using the Turnitin software.

Use and Detection of Artificial Intelligence (AI)

It is important that the school and students take every measure to maintain the integrity of assessment tasks and to ensure that assessment task results are both valid and reliable. These measures include taking all available measures to ensure that students abide by the principles underlying "All My Own Work".

In January 2023, the NSW Department of Education has publicly announced that the use of generative AI programs (one example is ChatGPT) are banned in NSW public schools.

The emergence of generative AI programs has proven a challenge to ensuring the integrity of all assessment tasks. Therefore, **the use of artificial intelligence (AI) programs to either generate, write, modify, improve, edit or review student submissions is prohibited.**

At Port Hacking High School, most pre-prepared submissions are uploaded to Canvas. Once submissions are uploaded, a third-party software program, Turnitin, reviews all submissions and generates plagiarism and AI reports. Turnitin is a highly reputable plagiarism and AI detection software program. Turnitin will capture the use of AI for any reason.

Students should not use AI in ANY capacity when creating and reviewing their work. This includes using AI to:

- generate all or part of an assessment task;
- improve the standard of their work;
- review or edit work for spelling, punctuation, sentence structure or general language use or;
- run their work through an AI detection tool.

Additionally, students must assure that they adhere to all assessment task requirements which may include:

- specifying the software program/s allowed to be used to create the student's work eg for text based tasks only Microsoft Word and/or Google Docs can be used. (Both these programs are provided free to NSW Department of Education students.) This means, that this software is the only software that can be used in the creation of a student's work and only the embedded tools in these software programs are to be used.
- ensure that "track changes" is turned on from the time a student begins to create their task.
- ensure that at no time do they use or does their work come into contact with any software programs apart from those allowed by the assessment notification.

Suspected Malpractice (including plagiarism and/or use of generative AI)

If a student is suspected of plagiarism, the onus is on students to prove the work is their own. This aligns with NESAs Assessment Certification Examination (ACE) manual. "Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own."
(Reference: Honesty in HSC Assessment – the Standard ACE 9022)

NON-COMPLETION DETERMINATIONS

If a student has two or more outstanding N-Warnings in a subject/s, by the time the school is required to submit HSC marks to NESAs, the principal may submit a Non-Completion Determination (also known as N-Determinations). If the N-Determination is upheld, then the student may NOT have met the requirements for the Preliminary Course and thus the Higher School Certificate. If a student is not entitled to a Year 11 RoSA or the HSC they will receive a Transcript of Study from NESAs for the subjects they successfully completed.

If it appears that a student is at risk of being given a N-Determination in any course, the Principal (or Principal delegate) must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) **in writing**. This warning should be given in time for the problem to be corrected.

Students who do not make a genuine attempt to complete the course work outlined in the N-warnings, cannot be regarded as having satisfactorily completed the course. The Principal will then apply the N-Determination.

Where a student receives an N-Determination in a course, that course will not appear on the student's HSC. In some cases, the student may not then meet the pattern of study requirements and hence be ineligible for the award of the Higher School Certificate in that year.

If the N-Determination or NESAs withholds course results of a student not satisfactorily completing the required pattern of study, the student may complete the pattern by either repeating that course or undertaking other course(s) within the five-year accumulation period.

If a student is found to have engaged in malpractice for more than one course in any single year, then all courses attempted in that year may be withheld by NESAs. Students may; however, meet the requirements of the award of the Higher School Certificate within the five-year accumulation period.

The award of the Higher School Certificate may not be withheld for reasons related to school management of codes of conduct, such as non-payment of fees, participation in prohibited activities, non-wearing of school uniform or misuse of school equipment. Similarly, 'N' determinations may not be made on such grounds. The basis for withholding the Higher School Certificate is the Education Act 1990, Section 95.

Note: An N-Determination or NESAs decision to withhold a course will have the following consequences:

- in a 1 unit or 2 unit course, that course will not contribute in that year to the required pattern of study;
- in the common component of related courses, that course and the related Extension course will not contribute in that year to the required pattern of study;
- in the Extension course, that course only will not contribute in that year to the required pattern of study.

For further details, visit NESAs website at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home> or contact the school on 9524 8816.

HSC MINIMUM STANDARD OF LITERACY AND NUMERACY

A minimum standard of literacy and numeracy is required to receive the HSC from 2020 to reflect the importance of literacy and numeracy for success in daily life. HSC students will need to meet the HSC minimum standard in three areas – reading, writing and numeracy. The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. Together with the NSW Literacy

and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

To check that students have the basics right, they need to sit short online tests of reading, writing and maths for everyday life. Students get four chances a year to pass each of the tests from Year 10 until a few years after the HSC. Port Hacking High School will complete these tests once a term. If you pass the online tests of basic reading, writing and numeracy skills students will show they have met the HSC minimum standard.

DISABILITY PROVISIONS

Disability provisions (also known as Special Provisions) are practical arrangements designed to help students with a disability, who couldn't otherwise make a fair attempt, to demonstrate their learning in an assessment task or exam.

Disability provisions address students' formal assessment needs related to learning, medical, vision, and hearing disabilities. These provisions also cover specific diagnosed anxiety disorders or concentration disorders.

For example, students with a:

- learning disability may use reader or writer
- medical disability may access toilet breaks or use adapted furniture
- vision disability may use braille or large-print papers
- hearing disability may use an oral or sign interpreter
- diagnosed anxiety disorder may use rest breaks.

What is not covered

Disability provisions do not apply to:

- Conditions that may or may not occur during an exam (episodic), eg migraines. An occurrence of this type of condition would be covered by an illness/misadventure claim, except when there are identifiable factors that might contribute to, or trigger, a condition. For example, if fluorescent lighting frequently results in a migraine, a student might request seating near a window with natural light.
- Loss of preparation time or difficulty undertaking a course, eg a musical instrument being broken some months prior to the HSC.
- Difficulty with reading due to English being an additional language/dialect for a student.

When providing students with adjustments for school-based assessments, Port Hacking High School will take into account NESAs' key messages and principles for exam modifications to ensure that, where appropriate, adjustments are put in place that are consistent with disability provisions granted for the HSC.

Please Note: There is no guarantee NESAs will grant the same provisions as those given by the school.

Provisions are not granted solely on the basis of a diagnosis

Disability impacts students in different ways and to different degrees. Applying a one-size-fits-all approach does not recognise the individual needs of each student. Students with the same disability may need and receive different provisions. It is therefore possible that students with the same disability can have different approved provisions. Provisions are determined on the basis of functional evidence.

Approved provisions must not confer an advantage

The HSC is recognised for being a level playing field, where students sit for an assessments and exams at approximately the same time and under the same conditions. A student with an approved unjustified provision, such as extra time to work, would receive a significant advantage over students without that provision. The school must balance the interests of all students, including those without provisions.

The HSC remains a handwritten exam

Access to a computer can facilitate faster word production and easier editing compared to handwriting. For this reason, use of a computer is rarely approved for exam condition assessment tasks. For access to a computer to be granted, it must be evident that no other provisions can address the specific needs of the disability for an individual student.

Applying for Disability Provisions

The student should contact the Head Teacher Learning Support if they would like to apply for disability provisions. They should apply as soon as possible. The Head Teacher Learning Support will advise the student as to the evidence they require to make an application for Special Provisions, which may include medical or psychological reports, work samples, organised outside testing, etc. If a student doesn't have enough evidence, their disability provisions may not be approved.

Emergency arrangements can be made if a student has an illness or mishap just before an exam or assessment task that affects their ability to read or respond in the task. Any affected student should contact their Deputy Principal immediately if this happens.

FORMAL SCHOOL ASSESSMENTS

Each subject has prepared an Assessment Schedule which outlines the components and weightings of the assessment and the types of tasks to be included. These schedules are collated in the school's *High School Certificate Assessment Policy* booklet and is provided as a hard copy to each student as well as being posted on the school's website. Students will be given an individual Assessment Notification for each task typically THREE weeks prior to the due date of the task.

HSC Assessment Weeks & Trial HSC Exams

There will be three Assessment Weeks and a Trial HSC exam period over the four terms of the HSC course. All Year 12 students will participate in all formal assessments for all subject areas with minimal exceptions. The final Trial HSC exam period for Year 12 will take place over approximately a two-week period.

During each Assessment Week students are not required to attend normal lessons. They will be emailed a timetable, generally one week prior to the start of the assessment period or Trial HSC, which indicates the day and time they will be required to sit a test, submit a task, complete a practical activity and/or deliver oral tasks. They only need to attend school during these time periods.

Some subjects may have practical tasks that need to be completed and that will take longer than a period. These subjects will be given a day and time period for these tasks to be completed in. The time schedules for these particular tasks will be organised by the subject area doing that specific task and the students need to ensure they know what time has been designated to them.

Students will be required to know their NESA Student Number and use this number, instead of their names, when submitting or sitting exam style tasks during Assessment Weeks. This will get them in good practice for what is required of them during the HSC examinations and provide anonymity during the marking process. Students are not allowed to submit assessment tasks at any other time other than the designated period in the Assessment Week Schedule, unless a valid Illness or Misadventure Application has been approved.

It is essential that students ensure that they are present for and complete all assessment tasks.

ABSENCE FROM A TASK

If a student is going to be absent on the day of an assessment task, the student or their guardian **MUST** inform the school of their absence as soon as possible and no later than the start time of the assessment task or exam. Alternatively, the student may message their relevant Deputy Principal via a message through their Canvas Inbox.

The responsibility for notifying the school to request a substitute task and submission date lies with the student.

The relevant Deputy Principal will then notify students, who have missed an assessment task or failed to submit a task, of an alternate date and time either verbally or via Canvas Inbox. **Students should expect to submit or sit a task the day after the end of their illness or misadventure as noted on their Illness or Misadventure claim.** NB This end date should be consistent with the medical or misadventure documentation.

If a student misses a task, they must still submit or sit the task at a later date to avoid or redeem a n-warning, even if they are awarded a zero for failing to submit a valid and approved Illness or Misadventure claim.

Completing an assessment task to avoid a N-Warning and potentially a N-Determination for a course is a separate process to applying for an Illness or Misadventure claim, which determines if a zero mark applies.

ILLNESS OR MISADVENTURE APPLICATIONS

If a student has a valid reason (illness or misadventure) for being absent from a task or for failing to submit a task, then they must provide their relevant Deputy Principal with a completed Port Hacking High School Illness OR Misadventure Claim form **and** Student Declaration **within 3 school days** after returning to school immediately after an illness or misadventure.

Where there is no valid reason for non-completion of an assessment task or an Illness or Misadventure Application form is not received within 3 school days after the student returning to school immediately after an illness or misadventure, a zero mark will be recorded for that task.

NB Students who do not attempt or make a serious attempt at more than 50% of assessment tasks within a course will receive an Non-completion Determination for the final assessment submitted to NESAs.

Limitations of Illness or Misadventure Applications

Port Hacking High School's Illness and Misadventure claim processes are aligned to NESAs's policy and this extends to the limitations of Illness or Misadventure claims.

You cannot submit a claim on the basis of:

- difficulties in preparation or loss of preparation time except under exceptional circumstances (please see below and read carefully the information under the heading "Illness or Misadventure Claim Due to Disruption Prior to an Assessment Task"); for example as a result of an earlier or pre-existing illness or misadventure
- long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the task or exam
- the same grounds for which you received disability provisions
- alleged deficiencies in teaching; for example extended teacher absences
- loss of study time or facilities prior to the task or exam
- misreading the assessment/exam timetable. If you miss an exam or submission of a task or arrive late to an exam because you misread the timetable, contact the school immediately.
- misreading exam instructions
- other commitments, such as participation in non-school events; for example family holiday, work, in entertainment or sporting events, unless an *Exemption From School* claim has been approved by the principal for elite sporting or entertainment industry commitments.

Please note 1: Participation in a school authorised event **MUST** have the prior approval of the relevant Deputy Principal. It is the responsibility of the student to advise their Deputy Principal as soon as possible that they will be unable to attend or submit an assessment task because of a clash with a school event.

Please note 2: An *Exemption From School* will not be granted for family holidays, when an assessment task or exam is scheduled.

Illness Claims

- The Port Hacking High School Illness Claim form must be completed by an independent medical practitioner either on the day of the task or immediately prior to the task. This form must be specific to the date and time of the assessment task/s or exam/s.
- Back dated Illness Claim forms will not be accepted.
- If a student is sick on days beyond the days covered by the original Illness Claim form, the student will be required to complete an additional Illness Claim form.
- The Illness Claim form must cover all subsequent days of illness NOT just the day of the task.

Misadventure Claims

- Generally speaking 'Misadventure' is for unforeseen misfortune.
- Holidays/travel are NOT a valid excuse for missing an assessment task/exam NOR for requesting an alternate date for the task/exam. This includes asking to sit a task/exam early to accommodate a holiday.
- Technological malfunctions are not automatically considered a valid excuse. (Please refer to notes on 'Technology Problems')
- The Deputy Principal will judge whether the Misadventure Claim and supporting documents provide a valid reason.

Technology Problems:

Computer and/or printer malfunction is not automatically considered a valid excuse.

Problems with computers crashing and printers not working may be a reason to apply for misadventure. However, it will not be automatic that a student has a misadventure appeal granted due to a technology malfunction. A student will be required to show evidence of their work in order to be considered for a misadventure appeal. This evidence may be in the form of a:

- draft printout of the task
- handwritten draft version of the task
- USB handed to the teacher containing an electronic version of the task

A student:

- must keep a back-up copy of tasks in progress. The school recommends this be done through the use of the DET portal email. Students can email their work (as they progress through it) to their own email address, thereby having it accessible to show their teacher on request
- will be awarded a zero mark if they are unable to show evidence of the task in draft form
- must not expect to be granted a misadventure appeal if they leave the printing of the task until the night before it is due, and then find that they experience technology problems
- must be able to supply independent evidence of computer malfunction (eg letter from a computer company)

Illness or Misadventure Claim Due to Disruption Prior to an Assessment Task

Port Hacking High School's Assessment Policy aligns with NESA procedures. As stated prior, this includes:

You cannot submit an application on the basis of:

- *difficulties in preparation or loss of preparation time; for example as a result of an earlier or pre-existing illness*
- *long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the exam*

Assessment Weeks: If a student's preparation for the Assessment Weeks tasks is disrupted for MORE than five consecutive days immediately prior to the submission or sitting of a task, they MUST submit either an Illness or Misadventure application for consideration.

The Port Hacking High School Illness or Misadventure application must be completed and submitted **within 3 school days** after returning to school immediately after an illness or misadventure.

Trial HSC: Rare exceptions. The Trial HSC is the culmination of a full year's work and students should be preparing for the Trial HSC Exams throughout the HSC year.

Valid Illness or Misadventure Claims

The relevant Deputy Principal will make a considered judgement as to the validity of the claim and, if approved, the appropriate outcome.

Where the Deputy Principal decides that a valid reason has been supplied, one of the following outcomes will apply:

- a) an extension of time, or
- b) awarding of a mark based on completion of a substitute task, or
- c) where neither is feasible nor reasonable, or where the missed task is difficult to duplicate, the Deputy Principal may authorise the use of an estimate for that task based on other appropriate evidence.

Invalid Illness or Misadventure Claim

If the Illness or Misadventure Claim form is:

- incomplete or
- submitted more than three days after a student has returned to school or
- the student has not returned to school or is not available for a rescheduled task immediately after their illness or misadventure or
- the Deputy Principal does not accept the reason outlined in the claim for non-completion of an assessment task,

a zero mark will be recorded for that task.

NB Students who do not make a serious attempt at more than 50% of assessment tasks within a course will receive an 'N' determination for the final assessment submitted to NESAs.

Absence Before an Assessment Week or the Trial HSC

If a student is absent two or more days in the week prior to an Assessment Week or the Trial HSC he or she must contact the school to explain their absence, and then provide their Deputy Principal with an Illness or Misadventure application **within 3 school days** after returning to school.



PORT HACKING HIGH SCHOOL Illness or Misadventure Claim Student Declaration

This form must be completed by the student who is applying for an Illness or Misadventure claim.

I, request that the Deputy Principal at Port Hacking High School consider my application for Illness or Misadventure.

I have carefully read the Port Hacking High School Assessment Policy detailing Illness and Misadventure applications.

I consider that my ability to:

submit or attend or an assessment task or exam performance was impossible

OR

that my performance in an assessment task or exam could be or was negatively affected

due to illness or an unforeseen misadventure which occurred immediately before or during the Assessment Week or Trial HSC Exam period.

I declare that all the information that I have supplied is true.

I give permission for a member of Port Hacking High School’s senior executive to obtain further details from any person who has provided evidence in the Illness or Misadventure Claim form if applicable and considered necessary by Port Hacking High School.

Instructions: A completed *Student Declaration* AND an *Illness Claim Form* OR *Misadventure Claim Form* must be submitted to the relevant Deputy Principal **within THREE school days after immediately** following an illness or misadventure. (These forms may also be submitted before the task is due.)

Subject/s affected	Assessment Task affected	Due date of task	Class Teacher
Is this an Illness or Misadventure Claim?			

<p>Illness Claim: Please describe how your illness and symptoms will or has affected your exam or assessment task performance OR your ability to attend an assessment task or exam.</p> <p>Misadventure Claim: Please describe the nature of your unforeseen misadventure AND how this misadventure will or has affected your exam or assessment task performance OR your ability to attend an assessment task or exam.</p>	
Have you attached the Illness or Misadventure Claim form?	

Student's signature		Parent's signature	
Student name		Parent name	
Date		Date	

DEPUTY PRINCIPAL

Day and Date claim received by Deputy Principal	Mon Tues Wed Thu Fri /...../.....
Deputy Principal Determination	Approved / NOT Approved
Outcome:	
Date determination and outcome communicated to student	
Method of communicating to student	
Deputy Principal Signature:	
Student signature of receipt of outcome, if verbally given.	Date:



Year 12 HSC Illness Claim Form – Independent Evidence

This form is used by Port Hacking High School to confirm and evaluate the impact on the student’s functioning in OR their ability to attend an assessment task or exam. Students should attend all assessment tasks or exam. Students who are unwell must seek independent medical advice either immediately before or immediately after an exam.

IMPORTANT: A back dated claim will not be accepted.

- An appropriately qualified health professional must complete this form. They must not be related to the student or have a relationship that could be seen as a conflict of interest.
- Only one health professional should complete this form. If multiple health professionals need to contribute information, each one should complete a separate form.
- Port Hacking High School will not accept this form if anyone other than the signatory has written on it.
- Digital signatures will not be accepted unless medically the student was only able to attend a telehealth appointment.
- Providing false or fraudulent information, including editing or adding to the health professional’s comments, is a breach of the school's code of conduct and may be deemed malpractice. A penalty affecting student’s HSC results may be imposed.

Health professionals:

- Any amendments to this form must be initialed and dated.
- Answer all questions based on your own professional opinion.
- The student has given permission for a member of the Port Hacking High School senior executive to obtain further information relating to the application from anyone completing this form.
- A medical certificate that merely states student was unfit for work/study is unacceptable.

Please note that any fee for providing this report is the responsibility of the student.

Patient’s name	
Diagnosis of medical condition	
Date(s) and times of all consultations/meetings related to this illness	
Please describe how the student’s condition and symptoms will or has affected their exam or assessment task performance OR their ability to attend an assessment task or exam.	

Any other comments or information which may assist in the assessment of the student's application.

Details of doctor or health professional who completed this form

PLEASE NOTE: Do not sign this form if anyone other than you has written on it.

Name:

Profession:

Qualifications/specialty:

AHPRA Registration Number:

Place of work/organisation:

Telephone:

Signature:

Date:



Year 12 HSC Misadventure Claim Form (Including School Sanctioned Events)

This form is used by Port Hacking High School to confirm and evaluate the impact on the student's functioning in OR their ability to attend an assessment task or exam. Students should attend all assessment tasks or exam. Students who experience unforeseen misadventure are advised to gather independent evidence either before or immediately after an exam. Independent Evidence can be provided by submitting:

1. **Official documentation** eg. Death notice or death certificate, insurance report that provides all relevant information, a police report, hospital admission papers for a relative.
2. **Independent witness statement**

Independent witness statement of misadventure should be completed by a relevant person such as a police officer, fire brigade, roadside assistance etc.

- They should not be related to the student or have a relationship that could be seen as a conflict of interest.
- Only one person should complete this form. If multiple people need to contribute information, each one should complete a separate form.
- Port Hacking High School will not accept this form if anyone other than the signatory has written on it.
- Providing false or fraudulent information, including editing or adding to the witness's comments, is a breach of the school's code of conduct and may be deemed malpractice. A penalty affecting student's HSC results may be imposed.
- The student has given permission for a member of the Port Hacking High School senior executive to obtain further information relating to the application from anyone completing this form.

Please note that any fee for providing this report is the responsibility of the student.

INSTRUCTIONS: Please provide details of the official documentation **and/or** the independent witness statement.

OFFICIAL DOCUMENTATION

Student's name	
Date of misadventure (or school sanctioned event)?	
Describe details of the misadventure (or school sanctioned event)?	
Describe the official documentation you are supplying to support your claim to an unforeseen misadventure.	

Please describe **how** this misadventure will or has **affected your exam or assessment task performance OR your ability to attend** an assessment task or exam.
 For school sanctioned events, please outline the event and have this section signed by the organising or approving staff member.

INDEPENDENT WITNESS STATEMENT	
Student's name	
Date of misadventure?	
Are you known to the student?	YES / NO
If YES, what is the nature of the relationship?	
Were you a witness to the event?	YES / NO
If NO, how did you obtain the evidence you are providing?	

Independent evidence of misadventure should be completed by a relevant person such as a police officer, fire brigade, roadside assistance.

Details of person who completed this witness statement
PLEASE NOTE: Do not sign this form if anyone other than you has written on it.

Name:

Profession:

Place of work/organisation:

Telephone:

Signature:

Date:

ILLNESS OR OR MISADVENTURE CLAIM FLOWCHART

If you have **prior warning** (eg a planned surgery or representative commitments) please contact the DP assigned to your year group as soon as this is known. Please comply with arrangements made at this time.

For illness or misadventure **without prior warning**, please follow the steps below:

1) Contact the school as early as possible.

Contact reception and explain that you cannot attend a **sit down task, exam or hand in a task** due to illness or misadventure. Ask that this message be passed on to the DP assigned to your year group.

Alternatively, you can message your DP via a message through your Canvas Inbox.



2) Get supporting documentation.

If ill, go to the doctor that day and have them complete the **Year 12 HSC Illness Claim Form – Independent Evidence** (back dated forms are not acceptable) and ensure that the form covers you for the day of the task AND any following days that you are not fit for school. (You will be expected to complete the task on the day after the doctor's sign off expires.)

If misadventure, complete the **Year 12 HSC Misadventure Claim Form** and attach any documentation that supports your claim. If not possible, then a Statutory Declaration may be requested.



3) Submit Task/Organise substitute task.

The responsibility for submitting the task or requesting a substitute task rests with the student. Once you have made this request, the relevant Deputy Principal will notify the student of an alternate date and time either verbally or via Canvas Inbox.

Students should expect to submit or sit a task the day after the end of their illness/misadventure as noted on their Illness or Misadventure claim.



4) Submit an Illness/Misadventure Form

Complete and submit a *Student Declaration form* as well as either the **Year 12 HSC Illness Claim Form – Independent Evidence** OR the **Year 12 HSC Misadventure Claim Form** to the DP assigned to your year group along with any supporting evidence (eg Insurance claim, Invoices – see notes on Technology Problems in your assessment booklet). The DP will assess the claim for its validity. **Please don't assume approval.**

The *Student Declaration form* as well as either the **Year 12 HSC Illness Claim Form – Independent Evidence** OR the **Year 12 HSC Misadventure Claim Form** MUST be submitted **within 3 school days** after the end date of your claim.

NB Even if your Illness or Misadventure Claim is not approved you should still submit or complete the task because, even though you will be awarded "0", you will avoid an N-award warning.

Appealing an Illness or Misadventure Claim Deputy Principal's Determination

All initial Illness or Misadventure Claims are to be submitted to the student's relevant Deputy Principal and it is this Deputy Principal who assesses the validity of the claim and, if approved, the outcome of the claim.

In the event that a student wishes to appeal the Deputy Principal's decision (either the approval or the outcome) students can appeal to the Principal for a review of the Deputy Principal's decision.

This appeal MUST be in writing and be received by the Principal within one week of the Deputy Principal's decision being communicated to the student. The appeal must be based on a breach of the school's assessment policy.

The Principal will form a panel to consider the appeal.

Appealing an Illness or Misadventure Claim Principal's Determination

Students may appeal the Principal's panel's Illness or Misadventure appeal determination directly to NESA.

ADMINISTRATIVE PROCEDURES

Adjustments or amendments to the school's assessment policy or assessment schedules

In some unforeseen circumstances, the school's assessment policy or assessment schedules (including associated documents, such as subject scope and sequences) may need to be adjusted or amended as a result of events, issues or considerations that emerge over the duration of a course. In such cases, the school reserves the right to alter:

- assessment policy documents and associated documents, including deleting, inserting or amending policy statements and/or requirements;
- the nature of an assessment task;
- the duration of an assessment task;
- the due date of an assessment task;
- the location of an assessment task;
- the weightings of assessment tasks;
- the components assessed in an assessment task/s and/or;
- the outcomes assessed in an assessment task/s.

If the schools' assessment policy or assessment schedules (including associated documents) require adjustments or amendments, the following principles will apply:

- all changes are consistent with NESA and the Department of Education's mandatory requirements and directions;
- students will be notified in writing of any changes;
- students will be notified as soon as practically possible;
- if the adjustments or amendments effect the requirements of a particular task, the school will endeavour to give students three weeks' notice of any changes.

Procedures regarding tasks that produce invalid or unreliable results

In exceptionally rare circumstances a task might not adequately discriminate between students (in such a case everyone gets the same or a very similar mark). Sometimes a task might become invalid or inequitable due to problems associated with its administration. In these circumstances the Head Teacher in consultation with the Deputy Principal will ascertain the best method to address these issues. This may include one of the options below or a combination of two of more of these options:

- only part of the task used to calculate the internal assessment mark;
- the weighting of the task may be reduced and additional weighting added to a future task;
- the weighting of the affected task may be distributed across previous tasks;

- the original assessment task will be replaced by an additional task which assesses the same syllabus outcomes. Sufficient written notice will be provided for any additional tasks and, if necessary, weightings will be adjusted accordingly.

Students will be notified in writing, if any assessment task is deemed to be invalid or unreliable and the course of action to be taken to rectify this issue.

Appeals regarding administration of an assessment task

Assessment appeals regarding the administration or procedures of an assessment task must be addressed to the relevant Deputy Principal in writing within THREE school days of the event occurring. Any appeal is to be based on a breach of the schools's assessment policy.

The Deputy Principal's determination in any matters can be appealed in writing to the Principal. This appeal MUST be in writing and be received by the Principal within one week of the Deputy Principal's decision being communicated to the student. The appeal must be based on a breach of the school's assessment policy.

The principal will form a panel to review the appeal.

Students may appeal the Principal's review panel's determination directly to NESA.

ADDITIONAL CERTIFICATIONS

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The requirements for the Australian Tertiary Admissions Rank (ATAR) are determined by the universities.

To be eligible for an ATAR in NSW, a student must satisfactorily complete at least 10 units of HSC courses. These courses must include at least:

- 8 units from Category A courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subject areas.

A candidate's ATAR is then calculated from the scaled aggregate of the marks in the best ten units in Board Developed HSC courses, subject to the following restrictions:

- best 2 units of English
- best 8 units from your remaining units, which can include no more than 2 units of Category B courses.

The ATAR is a rank, not a mark, which is the most identifiable difference between the ATAR and the HSC.

The 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).

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

- The HSC mark for **each course** considers a student's **performance** in exam and assessments against predetermined band standards. 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 rank in **all your HSC courses** in order to calculate a single rank based on your ranking in each course and the academic strength of each subject's candidature's performance relative to other subject's candidature. Its only purpose is to help universities select applicants for their courses.

A good analogy is running race: the HSC is your time (and is not compared to anyone else's time), and the ATAR is a student's place (first, second, third, and so on).

Please note 1: Due to the method used to calculate student rankings in individual subjects, the principal reserves the right to use up to TWO decimal places in marks to separate students on the same ranking.

Please note 2: Students wishing to have an ATAR calculated must indicate this on their HSC entry form. Students who do not meet the above requirements will not be eligible for an ATAR.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications AND a national qualification or a statement of attainment recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Board Developed VET courses are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Board Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations therefore can't count in the calculations of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

Record of Student Achievement (RoSA)

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) are entitled to receive the NSW Record of School Achievement (RoSA).

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Year 11 courses and grades. It is of specific use to students leaving school prior to the HSC.

Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC. These students will not receive a RoSA.

CREATIVE & PERFORMING ARTS

DRAMA

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Studies in Drama and Theatre Topic 6 Black Comedy	Aus Drama Contemporary Australian Practice	Individual Project (performance/ submission) and Group Performance & Logbook	Australian Drama and Theatre Studies in Drama and Theatre: Black Comedy Individual Project & GP
		Performance and Essay	Performance and Essay	IP/GP and Logbooks	Trial HSC Exam and Individual Project & GP Presentation
		H1.2 H2.1 H2.2 H3.2 H3.3	H1.2 H1.7 H2.1 H2.2 H3.2, H3.3	H1.1 H1.3 H1.4 H1.5 H1.6 H2.1 H2.2 H2.3 *	H1.3 H2.1 H2.2 H2.3 H3.1 H3.2 *
Making	40%	5%	5%	20%	10%
Performing	30%	5%	5%	10%	10%
Critically Studying	30%	10%	10%		10%
WEIGHTING	100%	20%	20%	30%	30%

*The teacher will select the appropriate outcomes based on the Individual Project option selected by each student.

MUSIC 1

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Topic 1 An Instrument & its Repertoire	Topic 2 Music of the 20 th and 21 st Century	Topic 3 Student choice from options below Technology and Its Influence on Music/Music for Radio, Film, Television & Multimedia/Australian Music	Core Performance, Electives 1, 2 & 3, Aural Exam
		Core Musicology Viva Voce and Elective 1	Core Composition & Portfolio and Elective 2	Core Performance/ Elective 3/ Aural Analysis of Elective 3 and Core Performance	Trial HSC Exam
		H2 H5 H6 H7 *	H3 H4 H5 H7 H8 *	H1 H4 H5 H6 H7 H8 H9 *	H1 H4 H5 H6 H7 H8 H9 *
Core Performance	10%			5%	5%
Core Composition	10%		10%		
Core Musicology	10%	10%			
Aural	25%			15%	10%
Electives	45%	10%	10%	10%	15% (5% each)
WEIGHTING	100%	20%	20%	30%	30%

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

MUSIC 2

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Music of the last 25 years (Australian Focus)	Music of the last 25 years (Australian Focus)	Music of the last 25 Years (Australian Focus) and Additional Topic	Music of the last 25 Years (Australian Focus) and Additional Topic
		Composition Draft, Portfolio and Essay	Elective: Practical or Submission	Core Performance and Aural Analysis	Trial HSC Exam
		H2 H3 H4 H5 H6 H8	H1-9*	H1-9*	H2 H5 H7 H9
Performance	20%			15%	5%
Composition	20%	15%			5%
Musicology	20%	15%			5%
Aural	20%			10%	10%
Elective	20%		15%		5%
WEIGHTING	100%	30%	15%	25%	30%

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

MUSIC EXTENSION

		TASK 1	TASK 2	TASK 3
		Term 1 Week 9-10	Term 2 Week 9-10	Term 3 Weeks 2-4
		Extension Elective	Extension Elective	Extension Elective
		Critical comparison of interpretive decisions within two professional recordings of performance repertoire OR Composition portfolio and presentation OR Musicology portfolio and presentation of research and critical analysis	Performance presentation of repertoire and reflection of own concert practice OR Composition portfolio of draft compositions OR Musicology portfolio with viva voce	Trial HSC Performance presentation of repertoire and critical appraisal OR Composition submission of preliminary recording, portfolio and score OR Musicology portfolio with written draft
		H1-6*	H1-6*	H1-6*
Performance or Composition or Musicology	100%	30%	30%	40%
WEIGHTING	100%	30%	30%	40%

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

VISUAL ARTS

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 9-10	Term 2 Week 9-10	Term 3 Weeks 2-4
		Artmaking	Art Criticism and Art History	Artmaking and Statement	Resolving Artmaking and Art Criticism and Art History
		Development of the BOW	In-class Essay	Critical analysis of Artmaking and Development of the BOW	Trial HSC Exam and Resolving the BOW artworks
		H1 H2 H3 H4	H7 H8 H9 H10	H2 H3 H4 H5 H8	H6 H7 H8 H9 H10
Artmaking	50%	20%		15%	15%
Art criticism and Art History	50%		20%	5%	25%
WEIGHTING	100%	20%	20%	20%	40%

VISUAL DESIGN

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 9-10	Term 2 Week 9-10	Term 3 Weeks 2-4
		Ho Ho Ho!	Let's Design	Let's Design	Reflections
		Christmas Packaging	Individual Project Proposal	Individual Project	Interior Design of Reflections Night
		DM2 DM4 DM5	DM3 CH1 CH2 CH3 CH4	DM1 DM2 DM3 DM4 DM5 DM6	DM2 DM4 DM6
Design and Making	70%	20%	10%	20%	20%
Critical and Historical Studies	30%		30%		
WEIGHTING	100%	20%	40%	20%	20%

ENGLISH

ENGLISH STANDARD

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Common Module Texts and Human Experiences	Module C Craft of Writing	Module B Close Study	Paper 1: Common Mod 10% Paper 2: <i>Mod A - 7%</i> <i>Mod B - 8%</i> <i>Mod C - 5%</i>
		Multimodal	Composition with Reflection	Extended Response	Trial HSC Exam
		EN12-2 EN12-5 EN12-6	EN12-1 EN12-3 EN12-4 EN12-9	EN12-1 EN12-5 EN12-7 EN12-8	EN12-1 EN12-2 EN12-4 EN12-6 EN12-7 EN12-8 EN12-9
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	15%	15%
WEIGHTING	100%	25%	20%	25%	30%

ENGLISH ADVANCED

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Common Module Texts & Human Experiences (15%) Module C Craft of Writing (10%)	Module A Textual Conversations	Module B Critical Study of Literature (15%) Module C Craft of Writing (10%)	Paper 1: Common Module 15% Paper 2: Module A 5% Module B 5% Module C 5%
		Multimodal Discursive task	Extended Response	Critical Response and Reflection	Trial HSC Exam
		EA12-1 EA12-2 EA12-5 EA12-7	EA12-1 EA12-3 EA12-5 EA12-6 EA12-8	EA12-1 EA12-3 EA12-5 EA12-9	EA12-1 EA12-2 EA12-4 EA12-6 EA12-7 EA12-9
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	10%	10%	15%
WEIGHTING	100%	25%	20%	25%	30%

ENGLISH EXTENSION 1 (1 Unit course)

		TASK 1	TASK 2	TASK 3
		Term 4 Week 9	Term 2 Week 9-10	Term 3 Weeks 2-4
		Common Module Literary Worlds	Elective Worlds of Upheaval	Common Module and Elective
		Imaginative Composition and Reflection	Critical Response	Trial HSC Exam
		EE12-2 EE12-3 EE12-5	EE12-1 EE12-2 EE12-3 EE12-4	EE12-1 EE12-3 EE12-4
Knowledge and Understanding of texts and why they are valued	50%	15%	20%	15%
Skills in complex analysis composition and investigation	50%	15%	20%	15%
WEIGHTING	100%	30%	40%	30%

ENGLISH EXTENSION 2 (1 Unit course)

		TASK 1	TASK 2	TASK 3
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10
		Major Work	Major Work	Major Work
		Viva Voce	Literature Review	Critique of the Creative Process
		EEX12-1 EEX12-4 EEX12-5	EEX12-1 EEX12-2 EEX12-3 EEX12-4	EEX12-2 EEX12-3 EEX12-5
Skills in extensive independent research	50%	15%	20%	15%
Skills in sustained composition	50%	15%	20%	15%
WEIGHTING	100%	30%	40%	30%

ENGLISH STUDIES

TASK 1	TASK 2	TASK 3	TASK 4
Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
Common Module Texts and Human Experiences	Module E Playing the Game	Module K Big Screen	All Modules
Short Answer Questions	Group Presentation	Film Review	Collection of Class Work
ES12-1 ES12-5 ES12-8	ES12-3 ES12-7 ES12-9	ES12-2 ES12-6	ES12-3 ES12-4 ES12-10

Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	10%	15%
WEIGHTING	100%	25%	25%	20%	30%

TAS - HOME ECONOMICS

COMMUNITY AND FAMILY STUDIES

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Research Methodology	Individuals and Work	Groups in Context	All units
		Research Project IRP	In-class written task	Research task	Trial HSC Exam
		H4.1 H4.2	H5.2 H2.2	H2.2 H3.3 H4.1	H1.1 H2.1 H3.1 H3.2 H4.1 H4.2 H5.2
Knowledge and understanding of course content.	40%		10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating.	60%	20%	15%	15%	10%
WEIGHTING	100%	20%	25%	25%	30%

FOOD TECHNOLOGY

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Australian Food Industry	Food Manufacture	Food Product Development	All Units
		Research Report	Research and in-class essay	Product design and portfolio	Trial HSC Exam
		H1.4 H3.1	H1.1 H4.2	H1.3 H4.1	H1.1 H2.1 H3.1 H3.2 H4.1 H4.2
Knowledge and understanding of course content.	40%	10%	10%		20%
Knowledge and skills in designing, researching, analysing and evaluating.	30%	10%		10%	10%
Skills in experimenting with and preparing food by applying theoretical concepts.	30%		10%	20%	
WEIGHTING	100%	20%	20%	30%	30%

TEXTILES AND DESIGN

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 9-10	Term 2 Week 9-10	Term 3 Weeks 2-4
		Design	Australian Textile, Clothing and Footwear Industry	Properties and Performance of Textiles	All units
		Major Textiles Project Proposal	Extended response	Major Project Process Diary	Trial HSC Exam
		H1.1 H1.2 H2.1	H5.2 H6.1	H2.3 H4.1 H4.2	H1.3 H3.1 H3.2 H4.1 H5.1 H5.2 H6.1
Knowledge and understanding of course content.	50%		15%	5%	30%
Skills and knowledge in the design, manufacture, and management of a major textiles project	50%	25%		25%	
WEIGHTING	100%	25%	15%	30%	30%

HOSPITALITY (VET COURSE)

The Hospitality course is competency based. The purpose of assessment is to judge competence on the basis of performance criteria. A participant is judged either competent or not yet competent.

Competency based assessment is based on the requirements of the workplace, including problem solving and the assessment of skills and knowledge. A number of units of competency can be assessed together.

ASSESSMENT SCHEDULE WILL BE HANDED TO STUDENTS WHEN IT BECOMES AVAILABLE

HUMAN SOCIETY & ITS ENVIRONMENT

ANCIENT HISTORY

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Ancient Societies	Core: Pompeii and Herculaneum	Historical Period	All topics
		Historical Analysis	Source-based In-Class Task	Research Plan and Unseen Questions	Trial HSC Exam
		AH12.2 AH 12.4 AH 12.5	AH12.6 AH12.7 AH12.9 AH12.10	AH12.1 AH12.3 AH12.8 AH12.9	All
Knowledge and understanding of course content	40%	10%	5%	5%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	0%	10%	5%	5%
Inquiry and research	20%	10%	0%	10%	0%
Communication of historical understanding in appropriate forms	20%	0%	10%	5%	5%
WEIGHTING	100%	20%	25%	25%	30%

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Operations	Operations/ Marketing	Finance	All topics
		Unseen Essay	Unseen Business Report	Topic Test	Trial HSC Exam
		H2 H3 H5 H7 H8 H9	H2 H3 H6 H8 H9	H1 H4 H5 H6 H10	H1 H4 H5 H6 H9 H10
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Stimulus-based skills	20%	0%	5%	10%	5%
Inquiry and research	20%	15%	0%	0%	5%
Communication of business information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
WEIGHTING	100%	25%	20%	25%	30%

ECONOMICS

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Australia's Place in the Global Economy	The Global Economy	Economic Issues & Policies	All topics
		Topic Test	In-class Essay	Research Report	Trial HSC Exam
		H1 H8 H10 H11	H1 H2 H3 H4 H5 H6 H7 H10	H1 H3 H8 H9 H10	H1 H2 H3 H4 H5 H6 H10 H11
Knowledge and understanding of course content	40%	5%	10%	5%	15%
Stimulus-based skills	20%	10%	0%	0%	10%
Inquiry and research	20%	0%	10%	10%	0%
Communication of economic information ideas and issues in appropriate forms	20%	5%	5%	5%	5%
WEIGHTING	100%	20%	25%	25%	30%

GEOGRAPHY

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Ecosystems at Risk	Urban Places	Urban Places	All topics
		Topic Test	Research Essay	Unseen Essay	Trial HSC Exam
		H2 H5 H6 H10 H12 H13	H1 H6 H7 H8 H10 H11	H8 H9 H10 H11 H12 H13	All
Knowledge and understanding of course content	40%	5%	15%	5%	15%
Geographical tools and skills	20%	10%	0%	0%	10%
Geographical inquiry and research including fieldwork	20%	0%	10%	10%	0%
Communication of geographical information ideas and issues in appropriate forms	20%	5%	5%	5%	5%
WEIGHTING	100%	20%	30%	20%	30%

LEGAL STUDIES

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Crime core topic	Human Rights/World Order	Family	All topics
		In-class Test	Research and In-class Essay	In-class Essay	Trial HSC Exam
		H1 H6 H8 H9 H10	H1 H2 H3 H7 H8 H9	H4 H5 H6 H7 H8	All
Knowledge and understanding of course content.	40%	10%	5%	10%	15%
Analysis and evaluation	20%	5%	5%	5%	5%
Inquiry and research	20%	0%	10%	5%	5%
Communication of legal understanding in appropriate forms	20%	5%	5%	5%	5%
WEIGHTING	100%	20%	25%	25%	30%

MODERN HISTORY

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Core Study: Power and Authority in the Modern World	National Study	Peace and Conflict	All topics
		Source Based Task	In-class Essay (known question)	In-class Essay (known question)	Trial HSC Exam
		MH12.5 MH12.6 MH12.9	MH12.2 MH12.3 MH12.8 MH12.9	MH12.1 MH12.4 MH12.6 MH12.9	All
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	5%	5%
Inquiry and research	20%	5%	5%	10%	0%
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
WEIGHTING	100%	20%	25%	25%	30%

SOCIETY & CULTURE

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Continuity & Change	Social Conformity and Nonconformity	Popular Culture	All topics
		Applying Research Methods Hand-in Task	Research Scaffold Hand-in and In-class Response	In-class task (known question/s)	Trial HSC Exam
		H1 H4 H6 H8 H10	H1 H2 H3 H5 H7 H9 H10	H1 H2 H3 H5 H7 H9 H10	All
Knowledge and understanding of course content	50%	5%	10%	15%	20%
Application and evaluation of social and cultural research methods	30%	10%	10%	5%	5%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
WEIGHTING	100%	20%	25%	25%	30%

TAS - INDUSTRIAL ARTS

CONSTRUCTION (VET COURSE)

The Construction course is competency based. The purpose of this assessment is to judge competence on the basis of performance criteria. A participant is judged either competent or not yet competent.

Competency based assessment is based on the requirements of the workplace including problem solving and the assessment of skills and knowledge. A number of elements of units of competency can be assessed together.

ASSESSMENT SCHEDULE WILL BE HANDED TO STUDENTS WHEN IT BECOMES AVAILABLE

DESIGN AND TECHNOLOGY

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Major Design Project Proposal	Innovation and Emerging Technology	Major Design Project Development & Realisation	All Topics
		Hand-in Presentation	Hand-in Case Study	Hand-in Report	Trial HSC Exam
		H1.1 H4.1 H5.2	H2.1 H2.2 H3.1 H6.2	H1.2 H3.2 H4.1 H5.1	H1.1 H1.2 H2.1 H2.2 H3.1 H3.2 H4.3 H5.2 H6.1 H6.2
Knowledge and understanding of course content	40%		20%		20%
Knowledge and skills in designing, managing, producing and evaluating a major design project	60%	20%		30%	10%
WEIGHTING	100%	20%	20%	30%	30%

ENGINEERING STUDIES

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Civil Structures Engineering	Personal and Public Transport	Aeronautical Engineering	All Topics
		Hand-in report	In-class test	Hand-in report	Trial HSC Exam
		H1.2 H2.1 H3.1 H4.2	H1.2 H2.1 H3.1	H1.1 H2.2 H3.2 H4.1	H1.1 H1.2 H3.1 H3.3 H4.1 H4.2 H4.3 H5.1 H6.1 H6.2
Knowledge and understanding of course content	60%	15%	15%	15%	15%
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	5%	5%	15%	15%
WEIGHTING	100%	20%	20%	30%	30%

INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS & FURNITURE TECHNOLOGIES

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Major Project Design and Planning	Industry Study	Major Project Product Development and Management	All Topics
		Hand-in Presentation	Hand-in report	Hand-in Report	Trial HSC Exam
		H3.1 H3.2 H5.1 H5.2 H6.1	H1.1 H1.3 H7.1 H7.2	H2.1 H4.1 H5.2	H1.2 H3.1 H3.2 H 4.1 H4.3 H6.2 H7.1 H7.2
Knowledge and understanding of course content	40%		15%	5%	20%
Knowledge and skills in the design, management, communication and production of a major project	60%	15%		35%	10%
WEIGHTING	100%	15%	15%	40%	30%

INFORMATION PROCESSES AND TECHNOLOGY

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Project Management	Information systems and Databases	Multimedia Systems	All Topics
		Hand-in system and portfolio	Hand-in database and portfolio	Hand-in system and portfolio	Trial HSC Exam
		H5.1 H5.2 H6.1 H6.2	H3.1 H4.1 H5.2 H6.1	H1.1 H2.1 H2.2 H3.2 H5.1 H7.2	H1.1 H1.2 H2.1 H2.2 H3.1 H3.2 H4.1 H5.1 H5.2 H6.2 H7.1
Knowledge and understanding of course content	60%	10%	10%	20%	20%
Knowledge and skills in the design and development of information systems	40%	10%	15%	5%	10%
WEIGHTING	100%	20%	25%	25%	30%

MATHEMATICS

MATHEMATICS ADVANCED

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Functions, Trigonometric Functions and Calculus	Calculus	Financial Mathematics and Statistical Analysis	All topics
		Written Test	Assignment Investigation Style Task and Written Validation Task	Written Test	Trial HSC Exam
		MA12-1 MA12-3 MA12-5 MA12-6 MA12-9 MA12-10	MA12-3 MA12-7 MA12-9 MA12-10	MA12-2 MA12-3 MA12-4 MA12-6 MA12-8 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10
Understanding, fluency and communicating	50%	10%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	15%	10%	15%
WEIGHTING	100%	20%	25%	25%	30%

MATHEMATICS EXTENSION 1

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Vectors and Induction	Trig Equations and Further calculus	Differential Equations and Vectors	All topics
		Written Test	Written Test	Assignment Investigation Style Task and Written Validation Task	Trial HSC Exam
		ME12-1 ME12-2 ME12-6 ME12-7	ME12-1 ME12-3 ME12-4 ME12-6 ME12-7	ME12-1 ME12-4 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7
Understanding, fluency and communicating	50%	10%	15%	10%	15%
Problem solving, reasoning and justification	50%	10%	10%	15%	15%
WEIGHTING	100%	20%	25%	25%	30%

Note:

Mathematics Extension 1 is deemed to be a 1 unit course where it is studied in combination with the Mathematics Advanced course. Students studying Mathematics Extension 1 will complete an assessment for both Mathematics Advanced and Mathematics Extension 1 in each assessment period.

MATHEMATICS EXTENSION 2

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Complex Numbers	Vectors and integration	Mechanics	All Topics (except the nature of proofs)
		Written Test	Written Test	Assignment Investigation Style Task and Written Validation Task	Trial HSC Exam
		MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-3 MEX12-6 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-5 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8
Understanding, fluency and communicating	50%	10%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	15%	10%	15%
WEIGHTING	100%	20%	25%	25%	30%

Note:

Mathematics Extension 2 is studied in combination with **Mathematics Extension 1**, where each course is deemed to be 2 unit courses. Students studying **Mathematics Extension 2** will complete an assessment for both **Mathematics Extension 1** and **Extension 2** in each assessment period.

In the case of **Extension** courses, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course. **Mathematics Advanced** is a co-requisite for **Mathematics Extension 1**.

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

Hence, **Mathematics Extension 2** students will be required to complete at minimum **Tasks 1, 2 and 3** of the **HSC Mathematics Advanced** course.

NESA publications: ACE 8025, ACE 8026, ACE 8073.

MATHEMATICS STANDARD 2

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Financial Mathematics and Algebra	Measurement	Algebra, Statistical Analysis and Networks	All topics
		Written Test	Assignment Investigation Style Task and Written Validation Task	Written Test	Trial HSC Exam
		MS2-12-1 MS2-12-5 MS2-12-6 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-6 MS2-12-7 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
Understanding, fluency and communicating	50%	10%	15%	15%	15%
Problem solving, reasoning and justification	50%	15%	10%	15%	15%
WEIGHTING	100%	25%	25%	30%	30%

For HSC examining purposes, the Preliminary course is regarded as assumed knowledge that has been covered by all candidates. Hence, Preliminary content may be assessed in each task.

NESA publications: ACE 8063

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Sports Medicine	Factors Affecting Performance	Health Priorities	All Units
		In-class Essays	Athlete Case Study and In-class Questions	Research Task and In-class Questions	Trial HSC Exam
		H8 H13 H17	H7 H8 H10 H11	H1 H2 H4 H5 H14	H1 – 17
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysis and communicating	60%	10%	15%	15%	20%
WEIGHTING	100%	20%	25%	25%	30%

SPORT, LIFESTYLE & RECREATION STUDIES (Content Endorsed Course)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 9-10	Term 2 Week 9-10	Term 3 Weeks 2-4
		Sports Administration	Individual Games	Healthy Lifestyle	Games and Sports Application 2
		Research Task	Practical Performance	In-class Essay	Practical Performance
		1.6 3.2 4.5	2.1 3.1 4.1	1.5 3.5 4.3	1.1 1.3 2.1
Knowledge and understanding	50%	15%	10%	10%	15%
Skills	50%	10%	15%	15%	10%
WEIGHTING	100%	25%	25%	25%	25%

SPORT COACHING (VET COURSE)

The Sport Coaching course is competency based. The purpose of assessment is to judge competence on the basis of performance criteria. A participant is judged either competent or not yet competent.

Competency based assessment is based on the requirements of the workplace, including problem solving and the assessment of skills and knowledge. A number of units of competency can be assessed together.

ASSESSMENT SCHEDULE WILL BE HANDED TO STUDENTS WHEN IT BECOMES AVAILABLE

SCIENCE

BIOLOGY

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Module 5 Heredity	Module 6 Genetic Change	Module 7 Infectious Disease	All Modules
		Modelling	Investigation and Extended Response	Depth Study	Trial HSC Exam
		BIO12-6 BIO12-7 BIO12-12	BIO12-2 BIO12-4 BIO12-5 BIO12-6 BIO12-13	BIO12-1 BIO12-2 BIO12-3 BIO12-4 BIO12-7 BIO12-14	BIO12-5 BIO12-6 BIO12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15
Skills in Working Scientifically	60%	20%	20%	10%	10%
Knowledge and Understanding of Course Content	40%	5%	5%	10%	20%
WEIGHTING	100%	25%	25%	20%	30%

CHEMISTRY

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
		Module 5 Equilibrium and Acid Reactions	Module 6 Acid and Base Reactions	Module 7 Organic Chemistry	All Modules
		Depth Study	Practical	Modelling	Trial HSC Exam
		CH12-4 CH12-5 CH12-6 CH12-7 CH12-12	CH12-1 CH12-2 CH12-3 CH12-5 CH12-13	CH12-1 CH12-5 CH12-6 CH12-7 CH12-14	CH12-2 CH12-3 CH12-4 CH12-7 CH12-12 CH12-13 CH12-14 CH12-15
Skills in Working Scientifically	60%	10%	20%	15%	15%
Knowledge and Understanding of Course Content	40%	10%	5%	10%	15%
WEIGHTING	100%	20%	25%	25%	30%

PHYSICS

TASK 1	TASK 2	TASK 3	TASK 4
Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9-10	Term 3 Weeks 2-4
Module 6 Electro- magnetism	Module 5 Advanced Mechanics	Module 7 Nature of Light	Module 8 From the Universe to the Atom
Research and Depth Study	Skills Test	Practical	Trial HSC Exam
PHYS11/12-4 PHYS11/12-6 PHYS11/12-7 PHYS12-13	PHYS 11/12-5 PHYS 11/12-6 PHYS 11/12-7 PHYS 12-12	PHYS 11/12-1 PHYS 11/12-2 PHYS 11/12-3 PHYS 11/12-5 PHYS 11/12-6 PHYS 12-14	PHYS 11/12-5 PHYS 11/12-6 PHYS 11/12-7 PHYS 12-12 PHYS 12-13 PHYS 12-14 PHYS 12-15

Skills in Working Scientifically	60%	10%	20%	20%	10%
Knowledge and Understanding of Course Content	40%	10%	5%	5%	20%
WEIGHTING	100%	20%	25%	25%	30%

SCIENCE EXTENSION

		TASK 1	TASK 2	TASK 3
		Term 4 Week 9	Term 2 Week 9-10	Term 3 Week 9
		Project Proposal	Progress Report/ Statistical Case Study	Scientific Research Report
		Research/ presentation	Research/Data Analysis	Research/ Report Writing
		SE-1 SE-3 SE-6 SE-7	SE-4 SE-5 SE-7	SE-1 SE-2 SE-3 SE-4, SE-5 SE-6 SE-7
Communicating scientifically	30%	10%	10%	10%
Gathering, recording, analysing and evaluating data	30%	5%	10%	10%
Application of scientific research skills	40%	15%	10%	20%
WEIGHTING	100%	20%	30%	40%