



PORT HACKING HIGH SCHOOL

HIGHER SCHOOL CERTIFICATE

ASSESSMENT POLICY

2024-2025

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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) prior to commencing the Preliminary HSC;
- 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.

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.

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

NON-COMPLETION WARNING LETTERS

Non-Completion Warning letters (also known as N-Warning letters) will be sent home if a student has:

- Not followed the course developed or endorsed by NESAs.
- 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 an assessment task without a valid illness or misadventure claim
- Not made a genuine serious attempt at the task
AND/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, not making a genuine effort, inappropriate comments to questions, challenging markers to take away marks, making abusive, rude or derogatory comments or, inappropriate diagrams) 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 includes: failing to comply with the Rules of Conduct set out by the school; failing to maintain honesty and integrity regarding assessment, misconduct that affects another student's performance and; plagiarism including the use of artificial intelligence.

Candidates who do not comply with these principles 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.

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.
 - NOT take any books, notes, paper or equipment, other than that specifically permitted by the supervisor, into the venue (classroom, library or auditorium) where the assessment task or exam is taking place.
 - Only use NESAs approved calculators.
 - Place all acceptable stationary in a clear, see-through bag. NO pencil cases.
 - Only use see-through water bottles.
 - Make a genuine, serious attempt at all tasks
 - Follow and adhere to all administration instructions, either written or verbal, regarding the administration of the exam, for example but not restricted to: reading time instructions; equipment permitted; toilet breaks.
- 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. (Please refer to "All My Own Work", "Plagiarism" and "Use and Detection of Artificial Intelligence" on the following pages for more details)

"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 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 all or nearly all of a 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 teacher's professional judgment and 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 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 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 NESA's Assessment Certification Examination (ACE) manual.

"Should malpractice [plagiarism] be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- *providing evidence of and explaining the process of their, which might include diaries, journals of notes, working plans or sketches and progressive drafts work [eg Word change tracker or Google Docs version control] to show the development of their ideas*
- *answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills."*

(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 NESA, 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 Higher School Certificate. If a student is not entitled to a HSC they will receive a Transcript of Study from NESA 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. The principal will complete the formal NESA procedures including formal notification and the appeals process.

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 NESA 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 NESA. 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 NESA 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.

Each year, NESA publishes a calendar of when and how students can appeal Non-Completion Determinations.

For further details, visit NESA's website at:

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

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 NESA.

Limitations of Illness or Misadventure Applications

Port Hacking High School's Illness and Misadventure claim processes are aligned to NESA'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 or cloud storage. 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 NESAs 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 initialled 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	
Indicate all the dates that the symptoms of the student's illness will affect either (please tick): <input type="checkbox"/> Sitting a test/exam <input type="checkbox"/> Submitting a task <input type="checkbox"/> Their optimum performance in a test/exam	

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

<p>Details of doctor or health professional who completed this form</p> <p><u>PLEASE NOTE:</u> Do not sign this form if anyone other than you has written on it.</p> <p>Name:</p> <p>Profession:</p> <p>Qualifications/specialty:</p> <p>AHPRA Registration Number:</p> <p>Place of work/organisation:</p> <p>Telephone:</p> <p>Signature:</p> <p>Date:</p>
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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, including all days you will be affected.
 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 Principal's Assessment Review Panel to consider the appeal.

Appealing an Illness or Misadventure Claim Principal's Determination

Students may appeal the Principal's Assessment Review Panel's Illness or Misadventure appeal determination directly to NESAs.

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 NESAs 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.

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 Deputy Principal will form an Assessment Review Panel, which will ascertain the best method to address these issues. This may include one of the options below or a combination of two or 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.

MANAGING ASSESSMENT PROCEDURES AND APPEALS

With the exceptions of:

- *Illness/Misadventure claims* (please see “Appealing an Illness of Misadventure Claim Deputy Principal’s Determination”) and;
- *Non-Completion Determinations* whose appeals processes are outlined by NESAs,

when determining whether a particular course of action should be taken and the outcome of issues with assessment including but not limited to:

- malpractice (including collusion, misrepresentation and breach of assessment conditions)
- plagiarism (including use of AI)
- misconduct
- non-serious attempts at a formal assessment task
- adjustments or amendments to the school’s assessment policy or assessment schedules
- disability provisions
- invalid results
- unreliable results

the Deputy Principal will form a Deputy Principal’s Assessment Panel (typically including the subject Head Teacher, classroom teacher and/or any other relevant staff eg HT Learning Support or School Counsellor) to determine the actions to be taken. This panel will consider each case on its merits, considering all the issues, evidence and procedures outlined in this policy and the NESAs ACE Manual, in order to arrive at a fair conclusion for all students.

Appealing a Deputy Principal’s Assessment Determination

In the event that a student wishes to appeal the Deputy Principal’s Assessment Panel’s decision, students can appeal to the Principal for a review of the decision.

This appeal **MUST** be in writing and be received by the Principal within one week of the Deputy Principal’s Assessment Panel’s decision being communicated to the student/s.

The Principal will form a Principal’s Assessment Review Panel, which will not include members from the original Deputy Principal’s Review Panel to consider the appeal. However, The Deputy Principal’s Review Panel may be consulted regarding the original decision.

Appealing an Illness of Misadventure Claim Principal’s Determination

Students may appeal the Principal’s Assessment Review Panel’s determination directly to NESAs.

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 of Board Developed 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 Board Developed units.

NB: students must sit any optional exams for a course to be considered in the calculation of an ATAR.

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 (ie: have an option of a HSC examination) can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). Students wishing to include a Board Developed VET course in the ATAR calculation **must sit** the optional HSC examination.

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 NESAs.

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

MUSIC 1

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		Topic 1 An Instrument and Its Repertoire	Topic 2 Music of the 20th and 21st Century	Topics 1 & 2 Electives	Topics 1, 2 & 3 and Topic 3 Elective Music for Small Ensembles
		Core Performance & Musicology Analysis of Performance	Core Composition & Aural Analysis of composition model works	2 Student Elective choices: Performance or Composition or Musicology Viva Voce	Trial HSC Examination Aural Written Paper & HSC Program Presentation
		H1, H2, H5, H6, H7, H9	H2, H3, H4, H5, H6, H7, H8	*	H4, H5, H6*
Performance	10%	10%			
Composition	10%		10%		
Musicology	10%	10%			
Aural	25%		10%		15%
Electives	45%			30%	15%
WEIGHTING	100%	20%	20%	30%	30%

* Outcomes dependent on student elective choices

MUSIC 2

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		Mandatory Topic Music of the last 25 Years (Australian Focus)	Mandatory Topic Music of the last 25 Years (Australian Focus)	Mandatory Topic Music of the last 25 Years (Australian Focus) and Additional Topic TBA	Mandatory Topic Music of the last 25 Years (Australian Focus) and Additional Topic TBA
		Core Performance & Sight Singing	Core Composition Portfolio including Musicological Analysis of composition	Core Performance Presentation and Student Elective choice: Performance or Composition or Musicology Viva Voce	Trial HSC Examination Aural/ Musicology Written Paper
		H1, H10	H2, H3, H4, H5, H6, H8, H9	H1, H10 *	H2, H5, H6, H7, H8
Performance	20%	10%		10%	
Composition	20%		20%		
Musicology	20%		10%		10%
Aural	20%				20%
Elective	20%			20%	
WEIGHTING	100%	10%	30%	30%	30%

* Outcomes dependent on student elective choices

MUSIC EXTENSION

		TASK 2	TASK 3	TASK 4
		Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		Extension Elective	Extension Elective	Extension Elective
		<p>Performance – Viva voce on interpretation of two repertoire pieces</p> <p>OR Composition portfolio including details of musical influences and repertoire that has informed and guided the compositional process</p> <p>OR Musicology portfolio with research and critical analysis of works</p>	<p>Performance - presentation of repertoire and portfolio including critical appraisal of professional recordings</p> <p>OR Composition portfolio including analysis of works and styles and draft compositions</p> <p>OR Musicology portfolio including development of hypothesis with analytical support</p>	<p>Trial HSC Examination</p> <p>Performance presentation of repertoire and critical appraisal of concert practice</p> <p>OR Composition submission of preliminary recording and portfolio with reflection and revision of the compositional process</p> <p>OR Musicology portfolio with written draft, viva voce including reflections on professional critiques of related concert programs</p>
		H2, H3, H4, H5, H6, H8, H9	H1, H10 *	H2, H5, H6, H7, H8
Performance OR Composition OR Musicology	100%	30%	30%	40%
WEIGHTING	100%	30%	30%	40%

* outcomes dependant on student elective choices

VISUAL ARTS

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 2-4
		BOW and Seminar	Case Study 1-3	BOW and Critical Analysis of Artmaking	Trial HSC
		Initiation of the BOW	Development of the BOW and in- Class Essay	Critical analysis of Artmaking and Development of the BOW & VAPD	Written Exam and Resolving the BOW artworks undergoing refinement
		H1 H2 H3 H4	H2 H3 H8 H9	H2 H3 H4 H5 H8	H6 H7 H8 H9 H10
Artmaking	50%	20%	10%	15%	5%
Art criticism and Art History	50%		20%	5%	25%
WEIGHTING	100%	20%	30%	20%	30%

VISUAL DESIGN

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

ENGLISH

ENGLISH STANDARD

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		Common Module: Texts and Human Experiences	Module C: Craft of Writing	Module A: Language, Identity and Culture	All Modules Paper 1: 10% Paper 2: <i>Mod A - 7%</i> <i>Mod B - 8%</i> <i>Mod C - 5%</i>
		Multimodal with Related Text	Craft of Writing Composition with Reflection (with Module B stimulus)	Extended Response	Trial HSC Exam
		EN12-2 EN12-5 EN12-6	EN12-1 EN12-2 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 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		Common Module Texts & Human Experiences (15%) & Craft of Writing (10%)	Module A Textual Conversations	Module B Critical Study of Literature (15%) & Craft of Writing (10%)	All Modules Paper 1: Common Module 15% Paper 2: Module A 5% Module B 5% Module C 5%
		Multimodal Discursive Task (digital feature article) with related text	Comparative 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 8	Term 3 Weeks 2-4
		Literary Worlds	Worlds of Upheaval	Literary Worlds and Worlds of Upheaval
		Imaginative Composition and Reflection	Critical Response (with related text)	Trial HSC Exam (Creative/Critical Responses)
		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 Week 10	Term 2 Week 8
		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 Week 10	Term 2 Week 8	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%

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		Module A: Texts and Human Experiences	Module D: Focus on Writing	Module B: Language, Identity & Culture	Paper 1: Mod A – 5% Mod D – 5% Paper 2: Mod B – 10% Mod C – 10%
		Part 1: Multimodal Presentation Part 2: Listening	Creative Response & Reflection (Based on Mod C)	Extended Response	Trial Exam
		EAL12-1A EAL12-1B EAL12-6	EAL12-1A EAL12-2 EAL12-3 EAL12-9	EAL12-2 EAL12-4 EAL12-7 EAL12-8	EAL12-1A EAL12-2 EAL12-4 EAL12-7
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	Term 2 Week 8	Term 3 Weeks 2-4
		Research Methodology	Individuals and Work	Groups in Context	All units
		Research Project IRP	Topic test	Research task	Trial exam
		H4.1, H4.2	H2.3 H2.2	H3.2 H3.3 H4.1	H1.1, H2.1, H3.1, H3.2, H3.4, H4.1, H5.1, 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 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		Australian Food Industry	Food Manufacture	Food Product Development	All units
		Research Report	Written Response based on research	Design product and practical task	Trial 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 Week 10	Term 2 Week 8	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 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.



School Name: Port Hacking HS

Assessment Schedule Year 11/12 – 2024/2025

ASSESSMENT TASKS FOR SIT20322 CERTIFICATE II IN HOSPITALITY		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
<i>ONGOING ASSESSMENT OF SKILLS AND KNOWLEDGE IS COLLECTED THROUGHOUT THE COURSE AND FORMS PART OF THE EVIDENCE OF COMPETENCE OF STUDENTS.</i>		Competencies assessed throughout Terms 1-5	Competencies assessed throughout Terms 3-5	Week 9
				Term 3 Date: 17/9/24
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

*** Examinable units to be confirmed by teacher.**

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



School Name: Port Hacking HS

Assessment Schedule Year 12 – 2025

ASSESSMENT TASKS FOR SIT20322 CERTIFICATE II IN HOSPITALITY <i>ONGOING ASSESSMENT OF SKILLS AND KNOWLEDGE IS COLLECTED THROUGHOUT THE COURSE AND FORMS PART OF THE EVIDENCE OF COMPETENCE OF STUDENTS.</i>		Task 3 The hospitality industry	Task 4 Beverage making 101	HSC TRIAL EXAM
Code	Unit of Competency	Competencies assessed throughout Terms 4-5	Competencies assessed throughout Terms 4-7	Weeks 2, 3, 4 Term 3
SITHIND006	Source and use information on the hospitality industry	X		
SITHFAB024	Prepare and serve non-alcoholic beverages		X	
SITHFAB025	Prepare and serve espresso coffee		X	
SITHFAB027	Serve food and beverages		X	
BSBTWK201	Work effectively with others		X	
SITHIND007	Use hospitality skills effectively		X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using 40 % Preliminary Yearly Exam and 60% HSC Trial.

* **Examinable units to be confirmed by teacher.**

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

HUMAN SOCIETY & ITS ENVIRONMENT

ANCIENT HISTORY

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	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 AH12.4 AH12.5	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%

BUSINESS STUDIES

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		Operations	Operations/ Marketing	Finance	All topics
		Unseen Essay	Unseen Business Report	Topic Test	Trial HSC Exam
		H3 H5 H8 H9	H2 H3 H6 H8	H1 H4 H6 H10	H1 H5 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 8-9	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		The Global Economy	Australia's place in the Global Economy	Economic Issues & Policies	Trial HSC
		Research Report: Brazil Case Study	Topic Test	In-class Essay	All topics
		H1 H3 H8 H9 H10	H1 H8 H10 H11	H1, H2, H3, H4, H5, H6, H7, H10	H1, H2, H3, H4, H5, H6, H10, H11
Knowledge and understanding of course content	40%	10%	5%	10%	15%
Stimulus-based skills	20%	0%	10%	0%	10%
Inquiry and research	20%	10%	0%	10%	0%
Communication of economic information ideas and issues in appropriate forms	20%	5%	5%	5%	5%
WEIGHTING	100%	25%	20%	25%	30%

GEOGRAPHY

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 2-4
		Ecosystems at Risk	Urban Places	Urban Places	Trial HSC:
		Topic Test:	Research Essay:	Unseen Essay:	All topics
		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 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		Crime core topic	Human Rights/World Order	Family	Trial HSC
		In class test	Research hand in	In class essay	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 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		Core Study: Power and Authority in the Modern World	National Study	Peace and Conflict	All topics
		Source Based Task	Known question; timed sustained response	Timed sustained response	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%	
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 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		Social and Cultural Continuity & Change	Social Conformity and Nonconformity	Popular Culture	Trial HSC:
		Applying Research Methods Hand-in Task	Research Scaffold Hand-in and In-class unseen Response Task	In class unseen responses	All topics
		H1, H4, H6, H7, H8	H1, H2, H3, H9, H10	H1, H3, H5, 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.



School Name: Port Hacking HS

Assessment Schedule Year 11 – 2024

ASSESSMENT TASKS FOR CPC20220 CERTIFICATE II IN CONSTRUCTION PATHWAYS (RELEASE 6) & STATEMENT OF ATTAINMENT TOWARDS CPC20120 CERTIFICATE II IN CONSTRUCTION (RELEASE 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
			Week 2 Term 1	Throughout Term 1	Throughout Term 2	Throughout Term 3	Week 8/9 Term 3 Weighting 50%
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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



School Name: Port Hacking HS

Assessment Schedule Year 12 – 2025

ASSESSMENT TASKS FOR CPC20220 CERTIFICATE II IN CONSTRUCTION PATHWAYS (RELEASE 6) & STATEMENT OF ATTAINMENT TOWARDS CPC20120 CERTIFICATE II IN CONSTRUCTION (RELEASE 3)			Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
ONGOING ASSESSMENT OF SKILLS AND KNOWLEDGE IS COLLECTED THROUGHOUT THE COURSE AND FORMS PART OF THE EVIDENCE OF COMPETENCE OF STUDENTS.			Throughout Term 4	Throughout Whole course	Throughout Term 5/6/7	Week 2-4 Term 3 Weighting 50%
Code	Unit of Competency	HSC Examinable Unit				
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	√		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainability in the construction industry	√			X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using 50% Preliminary Yearly Exam and 50% HSC Trial.

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

DESIGN AND TECHNOLOGY

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	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 Examination
		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 Week 10	Term 2 Week 8	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%

ENTERPRISE COMPUTING

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		Data Science	Data Visualisation	Individual Enterprise Project	All Topics
		Data Analysis Task	Design Task	Individual Student Project	Trial HSC Exam
		EC-12-02 EC-12-04 EC-12-05	EC-12-01 EC-12-06 EC-12-11	EC-12-01 EC-12-03 EC-12-08 EC-12-09 EC-12-10	EC-12-01 EC-12-02 EC-12-03 EC-12-04 EC-12-05 EC-12-06 EC-12-07 EC-12-08 EC-12-09 EC-12-10 EC-12-11
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Knowledge and skills in the practical application of the content	50%	5%	15%	15%	15%
WEIGHTING	100%	15%	25%	30%	30%

INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS & FURNITURE TECHNOLOGIES

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	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 H4.1 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%

MATHEMATICS

MATHEMATICS STANDARD 2

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		Financial Mathematics and Algebra	Measurement, Networks	Algebra, Statistical Analysis and Networks	All topics
		Written Test	Written Test	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 MS2-12-8 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%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	15%	10%	15%
WEIGHTING	100%	20%	25%	25%	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.

MATHEMATICS ADVANCED

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		Functions, Trigonometric Functions and Calculus	Calculus	Financial Mathematics and Statistical Analysis	All topics
		Written Test	Written Test	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%

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.

MATHEMATICS EXTENSION 1

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		Vectors and Induction	Trig Equations and Further calculus	Differential Equations and Vectors	All topics
		Written Test	Written Test	Written Test	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 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		Complex Numbers	Further work with Vectors and Further Integration	Mechanics Further Induction	All Topics (except the nature of proofs)
		Written Test	Written Test	Written Test	Trial HSC Exam
		MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-3 MEX12-5 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-6 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.

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 Week 10	Term 2 Week 9	Term 3 Weeks 2-4
		Sports Medicine	Health Priorities	Factors Affecting Performance	Trial HSC Examination
		In-class Essays	Research Task and In-class Questions	Athlete Case Study and In-class Questions	Examination
		H8, H13, H17	H1, H2, H4, H5, H14	H7, H8, H10, H11	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 10	Term 2 Week 9	Term 3 Weeks 2-4
		Sports Administration	Aquatics	Healthy Lifestyle	Individual Games and Sports Application
		Research Task	Practical Performance	In-class Test	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	50%	15%	10%	10%	15%
Skills	50%	10%	15%	15%	10%
WEIGHTING	100%	25%	25%	25%	25%

SCIENCE

BIOLOGY

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 2-4
		Module 5 Heredity	Module 6 Genetic Change	Module 7 Infectious Disease	All
		Investigation and Extended Response	Modelling	Depth Study	Trial HSC
		BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-4 BIO11/12-7 BIO12-14	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12-12 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 Week 10	Term 2 Week 8	Term 3 Weeks 2-4
		Module 7 Organic Chemistry	Module 6 Acid and Base Reactions	Module 5 Equilibrium and Acid Reactions	All Modules
		Modelling	Practical	Depth Study	Trial HSC Exam
		CH12-1 CH12-5 CH12-6 CH12-7 CH12-14	CH12-1 CH12-2 CH12-3 CH12-5 CH12-13	CH12-4 CH12-5 CH12-6 CH12-7 CH12-12	CH12-2 CH12-3 CH12-4 CH12-7 CH12-12 CH12-13 CH12-14 CH12-15
Skills in Working Scientifically	60%	15%	20%	10%	15%
Knowledge and Understanding of Course Content	40%	10%	5%	10%	15%
WEIGHTING	100%	25%	25%	20%	30%

PHYSICS

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	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 1 Week 10	Term 2 Week 8
		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	25%	5%	10%	10%
Application of scientific research skills	45%	15%	10%	20%
WEIGHTING	100%	30%	30%	40%