

BRISBANE WATER SECONDARY COLLEGE

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CAMPUS

YEAR 12 ASSESSMENT BOOKLET

As of 8th NOVEMBER 2020

STRENGTH THROUGH UNITY

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HSC ASSESSMENT PROCEDURES 2020/2021

1. REQUIREMENTS FOR THE AWARD OF THE HSC

1.1 THE HIGHER SCHOOL CERTIFICATE

Performance in Higher School Certificate Assessment is as important as your performance in the HSC Examination. NSW Education Standards Authority (NESA) has set requirements for both schools and students. (Syllabus and assessment information is available on the following website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/home>). Students must ensure they are aware of these requirements. Further information or any other matter relating to senior assessment can be obtained from the Head Teacher Teaching and Learning or Deputy Principal.

1.2 ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE

The rules and requirements for eligibility are set out in the New South Wales Education Standards Authority (NESA) publication, the Assessment, Certification and Examination (ACE) Manual, which is kept in every secondary school. It is also on the NESA website: <https://ace.nesa.nsw.edu.au/>

To be eligible for the Higher School Certificate you need to have:

- Gained a Record of School Achievement or other such qualifications as NESA considers satisfactory
- Attend a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE
- Completed HSC: *All My Own Work*
- Satisfactorily completed courses that comprise a pattern of study required by NESA for an award of the Higher School Certificate (see Below)
 - Completing the requirements for each course
 - Completing tasks designed for the internal assessment program in each HSC course at your School
- Sit for and made a serious attempt at the Higher School Certificate
- Completed Minimum Standards in Reading, Writing and Numeracy

1.3 PATTERN OF STUDY

Students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising of at least 10 units.

Both the Preliminary and HSC patterns must include at least:

- 6 units from the Board Developed Courses
- 2 units of a Board Developed Course in English
- Three courses of 2 unit value or greater (either Board Developed or Board Endorsed)
- Four subjects

NOTE: To satisfy pattern of study requirements for the Higher School Certificate, a maximum of 6 Preliminary units and seven HSC units can be counted from Science Courses

1.4 SATISFACTORY COMPLETION OF A COURSE

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

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

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including such things as assignments, class participation and practical work. Note also: students must complete HSC assessment tasks that contribute in excess of 50% of available marks in courses where internal assessment marks are submitted, for the Principal to deem them as satisfactorily completing the course.

If the Principal determines that a student has not fulfilled the above criteria, the student will be given a written warning in sufficient time to correct any problems regarding their application or completion of courses. If the problem is not corrected, then the student will be deemed **UNSATISFACTORY** in that course and an **'N' determination** will be made (see section 3.19 See appendix for details). In particular, student absence will be regarded seriously, since non-attendance will make it very difficult for students to fulfil course requirements. Homework and class based experiences are considered essential elements in meeting these requirements. There is a formal appeals process available to all students and this can be explained by the Year Advisor, Deputy Principal or Principal.

2. HIGHER SCHOOL CERTIFICATE CREDENTIALS

2.1 THE HIGHER SCHOOL CERTIFICATE

School-based assessment tasks will contribute to 50% of your marks at the HSC. Your school assessment mark will be based on your performance in assessment tasks undertaken during each course. This booklet explains the procedures and requirements of the school assessment program.

Note: assignments and projects developed for assessment in one subject may not be used either partially or in full for assessment in any other subject.

The other 50% of the marks will be based on your performance in the HSC examination for each subject. The Higher School Certificate is a **testamur** document, issued by NESA, which states that a student has met all of the requirements and has been awarded an HSC.

On the satisfactory completion of your Higher School Certificate, you will receive a portfolio containing:

- The HSC Testamur – This shows that you are eligible for the Higher School Certificate. It includes your name, school and date of the award.
- Higher School Certificate Record of Achievement – The Higher School Certificate (HSC), Record of Achievement (RoSA) including your Year 11 (Preliminary Stage 6) grades and, if applicable, Year 10 (Stage 5) grades.



ADDITIONAL INFORMATION:

The NESA publication, Rules and Procedures for Higher School Certificate Candidates, contains all the HSC rules and requirements you will need to know. This document is available from the following website

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

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

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

2.2 THE HIGHER SCHOOL CERTIFICATE RECORD OF ACHIEVEMENT

This provides formal recognition of a student's senior secondary school achievements.

The Higher School Certificate (HSC) Record of School Achievement (RoSA) includes students' Year 12 HSC (Stage 6) results, Year 11 (Stage 6) Grades and, if applicable, Stage 5 results will appear on separate pages.

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



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

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

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

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

Stage 6 Preliminary grades: Schools using the [Common Grade Scale for Preliminary courses](#) award A–E grades for Stage 6 Preliminary courses (other than Life Skills and Vocational Educational and Training (VET) courses).

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

The HSC does not report a single, overall score.

2.3 MODERATED ASSESSMENT MARKS

Each school conducts an assessment program for its students in each course, and reports students' assessment marks to NESA. Every school, therefore, assesses its own students individually on work done for each HSC course provided at the school.

Schools use different assessment tasks, have different marking standards, and have students of varying abilities. Due to these differences, the process of **moderation** is needed to allow students' assessment marks to be compared.

Moderation adjusts the assessment marks of a school group by using their examination marks in that course. The moderated assessment marks on the Record of Achievement can be used to compare the performances of students at different schools who have completed the same course.

2.4 SCALING FOR THE AUSTRALIAN TERTIARY ADMISSION RANK [ATAR]

Using the scaled examination marks and moderated assessment marks, the University Admissions Centre (UAC) carries out a further scaling process which leads to the calculation of each student's Australian Tertiary Admission Rank (ATAR).

The ATAR is a number between 0.00 and 99.95 (with increments of 0.05). It provides a measure of overall academic achievement in the HSC, which assists universities in ranking applicants for university selection.

The marks awarded to each student in each course are re-adjusted taking into account the general ability level of the group of students doing each course. This general ability level of each group is calculated by considering their performance in all the courses taken by the group.

Only after this scaling process is it valid to add up the marks awarded to a student and use this total to calculate the ATAR. It is not possible to obtain the ATAR by a combination of the marks or percentile bands which appear on the Record of Achievement.

A candidate's ATAR is based upon the scaled aggregate of the marks in the best ten units of Board Developed courses, subject to the following conditions:

- a) the best two units of English must be included in the ATAR
- b) the best eight units from the remaining Board Developed courses are included
- c) no more than two units of Category B courses may be included.

The ATAR is a rank, not a mark. The only purpose of the ATAR is to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose.

(Further information is available on the UAC website: www.uac.edu.au).

3. SCHOOL ASSESSMENT PROCEDURES

NESA requires that schools provide an assessment of each student's performance in each Higher School Certificate course

3.1 RIGHTS AND RESPONSIBILITIES

THE SCHOOL IS RESPONSIBLE FOR:

- a) setting assessment tasks which will be used to measure student performance in each component of a course
- b) specifying a mark/weighting for each assessment task
- c) informing students of the requirements of each assessment task (see section 3.3)
- d) keeping records of each student's performance in each assessment task
- e) providing students with information on their progress
- f) providing meaningful feedback to each student for all assessment tasks
- g) providing information to students, during the course that will show their order of merit and the relative differences between them

Different courses will have different numbers and types of assessment tasks. Further details about each assessment task can be obtained from the course teacher or the Head Teacher for the subject.

STUDENTS ARE RESPONSIBLE FOR:

- a) meeting all course requirements, including attendance at classes
- b) applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- c) being aware of assessment requirements and procedures
- d) making a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N determination' for that course (see section 3.18)
- e) their personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged
- f) submitting all tasks on or before 3:00pm on the due date (unless otherwise specified)
- g) being present for all 'in-class' tasks and examinations

3.2 ASSESSMENT SCHEDULE BOOKLET AND TIME-FRAME

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

assessment policy booklet is a summary of assessment tasks– this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks.

Students must be informed in writing of any assessment task, at least two weeks before the task (see section 3.3).

No assessment tasks or Variation of Routine are to be scheduled 1 week immediately preceding Trial HSC Examinations.

3.3 NOTIFICATION OF ASSESSMENT TASKS

The **due date** and **details** of an assessment task will be notified to students in writing at least two weeks before the task.

The written notification details of each task must include:

- the date and time of when the task will take place or when the task is due
- components/topics and their weighting as specified in the course assessment schedule
- the general nature (mode) of the assessment task
- the weight value of the task in relation to the total weighted mark for the course as specified in this policy.
- where appropriate, marking criteria/rubric/information about how the task will be assessed. After the written notification has been issued, if a change of date for the completion of the task is required there is no need for two weeks' notice provided the task is not being brought forward. **Any changes of date will be notified in writing.**

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

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the school calendar who will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided. Students are expected to perform all tasks on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner.

3.4 ABSENCE WHEN A TASK IS NOTIFIED

Whenever students are absent from school, it is **the students' responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit an **HSC Assessment Task Review Application** firstly to the HSC Deputy Principal (or if absent to another Deputy Principal) (see section 3.7 and appendix 1)

3.5 EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION

An extension of time for completion of tasks may only be granted by the HSC Deputy Principal after consultation with the appropriate Head Teacher. Students must apply to the HSC Deputy Principal using the school's **HSC Assessment Task Review Application** (see Appendices) **as soon as you are aware** of the task. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A medical certificate will be required in cases of illness.

If your extension is not granted, you must submit the task on the due date. Unless prior application for an extension has been approved by the HSC Deputy Principal, the late submission of a task will result in **ZERO** marks being awarded for that task (see section 3.9 and 3.14 below).

3.6 PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the HSC Deputy Principal and follow 3.5 above **before the end of the next school day**.

Where a student knows in advance that they will be absent on the day of an assessment task, the student must notify the HSC Deputy Principal, submit their **HSC Assessment Task Review Application** and complete the work at a time specified by the HSC Deputy Principal. Students who fail to complete the task before the due date and do not make arrangements for its completion on the specified date **MUST** complete an **HSC Assessment Task Review Application** as in section 3.7 below.

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

3.7 ABSENCE DUE TO ILLNESS OR MISADVENTURE

Please note the following:

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

Misadventure – refers to any other event beyond the student’s control which allegedly affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood). You cannot submit an application on the basis of – misreading the exam timetables, misreading exam instructions, loss of study time, difficulties in preparation or loss of preparation time unless there are **exceptional circumstances**.

It is the student’s responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late, without first gaining an extension from the HSC Deputy Principal, then a mark of **ZERO** will be awarded (see section 3.14 below). If an extension has been granted there is no mark penalty.

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

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the HSC Deputy **IMMEDIATELY** if circumstances will prevent them from doing so. Students who are absent on the due date for the submission of an assessment task, or who are absent on the day of an assessment task, must submit an **HSC Assessment Task Review Application** (see Appendices) to the HSC Deputy Principal. A student may also submit an **HSC Assessment Task Review Application** to the HSC Deputy Principal if they believe that **exceptional circumstances** leading up to the task, or on the day of the task, adversely affected their performance in that task.

3.7.1 ABSENCE ON THE DAY AN ASSESSMENT TASK IS TO BE SUBMITTED

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to ensure that the entire work is submitted to the relevant class teacher **by 9.00 am** on the due date – **even if it is due by 3.00pm, or** to carry out the following procedures:

(i) **notify the HSC Deputy by telephone before 9:00 am** on the day the assessment task is due. Speak to the HSC Deputy Principal to make arrangements for the task to be submitted **AND**

(ii) **before period 1 on the day of their return to school** (the first school day the student is not covered by the medical certificate), see the HSC Deputy Principal to collect an **HSC Assessment Task Review Application**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who ask for a review on the grounds of illness must provide a medical certificate **for the relevant time period. Medical certificates obtained after the event will not be accepted. Back dated medical certificates will not be accepted.** This is to be attached to the Application and given to the HSC Deputy Principal on the day they return to school.

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

- (a) has not been submitted to explain their absence (see section 3.14)
- (b) submitted by the student is not approved (see section 3.14).

3.7.2 ABSENCE ON THE DAY OF AN ASSESSMENT TASK IS TO BE CONDUCTED (EXAM, PRACTICAL TASK, ORAL PERFORMANCE)

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

MUST:

- a) **notify the HSC Deputy Principal by telephone before 9:00 am** on the day of the assessment task and give an anticipated date for their return to school
- b) **before period 1 on the day of their return to school** (the first school day the student is not covered by the medical certificate), see the HSC Deputy Principal to collect an **HSC Assessment Task Review Application**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary. Students who request a review on the grounds of illness must provide a medical certificate certifying the illness **occurred on the day of the assessment task**. **Medical certificates obtained after the event will not be accepted. Back dated medical certificates will not be accepted.**
- c) be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of their return to school** (the first school day the student is not covered by the medical certificate and in consultation with the Classroom Teacher, Head Teacher or Deputy Principal).

Where appropriate, the HSC Deputy Principal may authorise for the task, or a substitute task, to be given as soon as practicable after the student's return. Where appropriate, the HSC Deputy Principal may authorise for an estimate to be given.

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

- (a) has not been submitted to explain their absence on the day of their return (the first school day the student is not covered by the medical certificate) (see section 3.14) or
- (b) submitted by the student is not approved (see section 3.14).

3.7.3 MISADVENTURE

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

- (a) **on the day of the task**, see the HSC Deputy Principal to collect an **HSC Assessment Task Review Application** and to provide an explanation as to why they feel their performance in the assessment task has been adversely affected. The student must outline to the HSC Deputy Principal an appropriate time-frame to complete the **HSC Assessment Task Review Application**, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary. Students who request a review on the grounds of illness MUST obtain a medical certificate **for the relevant time period**.
- (b) return the completed **HSC Assessment Task Review Application** to the HSC Deputy Principal, with the independent evidence, as per the time-frame agreed upon in (a)

Note: If you are receiving disability provisions see section 5

In the case of a student who has completed an assessment task and has submitted an **HSC Assessment Task Review Application** since they believe short term exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance:

- (a) if the assessment task review is not approved, then the student will receive the mark they actually gained on the task
- (b) if the assessment task review is approved, then the student will receive either the mark actually gained on the task or an estimated mark (based on appropriate previous assessment tasks), whichever is the higher. Before the final HSC assessment marks are calculated (that is, before the final school report and before the assessment marks are submitted to NESAs), the estimated mark for this task will again be calculated (based on all the appropriate assessment tasks) and the student will receive either the estimated mark or the mark actually gained on the task, whichever is the higher.

NOTE: **REVIEWS INITIATED AFTER ASSESSMENT TASK RESULTS HAVE BEEN ISSUED WILL NOT BE CONSIDERED IN ANY CIRCUMSTANCES.**

3.8 ATTENDANCE SCHOOL DAY BEFORE A TASK, PARTICIPATION IN CLASS AND ATTENDANCE ON THE DAY OF A TASK

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

The student must provide independent evidence of the facts, detailing why the circumstances prevented them from being at school or on time the school day prior to the assessment task, or why they could not attend all lessons on time prior to the task on the day of the assessment task. **Reviews for non-school related activities including participation in entertainment, driving tests, family holidays, work or sporting events, attendance at exams conducted by other education organisers or independent camps will not be upheld.** Details can be supplied on a confidential basis where necessary. Students who request a review on the grounds of illness must provide a medical certificate certifying the illness ***occurred during the day prior to the assessment task, or on the day of the assessment task (whichever is applicable).*** **Medical certificates obtained after the event will not be accepted. Back dated medical certificates will not be accepted.**

If proof of illness or leave is not approved, then the student's assessment mark for that task will be awarded a **ZERO** mark.

A student who becomes ill or suffers an illness or misadventure at school on the day of an assessment task **MUST** report firstly to the HSC Deputy Principal (or the Principal). If the student is ill but decides to do the assessment task, the student should notify the class before the assessment task commences.

A student who suffers an illness or misadventure at school on the day of an assessment task may submit an **HSC Assessment Task Review Application** (see section 3.7 above).

Students must participate fully in all classes during the day prior to an assessment task. **Students found to be studying for the task during the class time of other courses will be awarded a ZERO mark.**

3.9 LATE SUBMISSIONS OF TASKS

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be **LATE** unless there are exceptional circumstances. Tasks must be submitted in accordance with the instructions from the faculty. All faculties must maintain a record of tasks submitted.

If the task is a hand in and you are allotted a time to hand it in you must hand it in yourself. If the task is to be handed in electronically then you must upload it in plenty of time.

Unless the HSC Deputy Principal receives a completed **HSC Assessment Task Review Application** that provides an acceptable explanation for the late submission of a task (see section 3.7 above), the student will receive a **ZERO** mark for that task (see section 3.14 below).

3.10 GRANTING OF AN ASSESSMENT TASK REVIEW

If an **HSC Assessment Task Review Application** has been approved, then the HSC Deputy Principal may:

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

NOTE: YOUR APPLICATION FOR AN ASSESSMENT TASK REVIEW IS NO GUARANTEE THAT IT WILL BE APPROVED.

3.11 EXCURSIONS AND FIELD TRIPS

Students must attend those excursions and field trips, which are part of the HSC course assessment and complete the set work.

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

Students involved in a school organised excursion, or school organised commitment, that is on the week before or the day of an Assessment Task in another subject, do NOT have to complete an **HSC Assessment Task Review Application**. In this case, the teacher organising the excursion/school commitment must give a copy of student names in attendance to the relevant Head Teacher and the HSC Deputy Principal.

3.12 TECHNOLOGY AND ASSESSMENT TASKS

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

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

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

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive) or some form of cloud storage.
- when working at school, save the latest version of your work to your personal files on the school server
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
 - check the compatibility of your home software with the school's technology
 - save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers/printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your classroom teacher of this. (Note: printing can be done in the library during break times and Wednesday Afternoon Homework Hub.)

3.13 ORAL/ PERFORMANCE TASKS

Students must be ready to present oral/performance assessment tasks on the specified due date and the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally during the allocated time). In many cases, the actual oral/performance presentations by students may take several periods over a number of days. If you are absent during these days you must submit an HSC Assessment Task Review Application along with independent evidence (as per Section 3.7.2). Once a student has completed this task they do not need to appeal for any subsequent absences during the time period related to this task. On the specified day that the task is due, classroom teachers will normally indicate to students the order in which they will make their presentations. Students must complete the task during the allocated time.

3.14 ZERO MARKS

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

- submits a task late (without a valid reason) (see section 3.9 above)
 - does not attempt the assessment task (non-attempt)
 - does not make a serious attempt at a task (non-serious attempt). A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which contains frivolous or objectionable material. Where the HSC Deputy Principal deems a student to have made a non-serious attempt, a mark of zero will be awarded.
 - is found to be involved in substantial malpractice (see section 3.16 below)
 - is absent a day before an assessment task (without a valid reason) (see section 3.8 above)
 - is absent from or late a day before an assessment task. In such cases:
 - parents/guardians will be informed in writing
 - copies of the parental notification will be notified to the Head Teacher, Year Advisor, Deputy Principal and Principal
- Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N' determination for that course (see section 3.15, 3.18 and 3.19)

3.15 COMPLETION OF 50% OF AVAILABLE MARKS

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

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

If the assessment requirements for the course have not been satisfactorily completed, then NESAs will be notified that an 'N' determination has been made for the course and the student will not receive an Assessment Mark or an Examination Mark for that course (section 3.18 and 3.19).

3.16 MALPRACTICE IN ASSESSMENT TASKS

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

- cheating
- attempting to cheat
- assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source

- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting the assessment task in any way
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not submitted by the due date
- altering of an assessment task that has already been marked
- attempting to alter an assessment task that has already been marked

The decision with regard to malpractice having occurred will be taken by the class teacher or the marker of the assessment task, in consultation with the Head Teacher of the course involved. In all situations the decision regarding malpractice must be communicated to the Principal immediately.

The Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken. If malpractice is proven, a mark of **ZERO** may be awarded (see section 3.14 above).

3.17 QUERYING THE RESULT OF AN ASSESSMENT TASK

If on the return of an assessment task, a student considers that there is an irregularity in the marking of the assessment task, it is their responsibility to immediately discuss their concern with the subject teacher. If the issue is not resolved, the task will be retained by the Classroom Teacher of the subject and the Head Teacher should be approached by the student requesting a review. The Head Teacher's (or their delegate's) decision in relation to the determination of a grade or mark that is based upon the marking guidelines used in the marking of the task is **FINAL**. The review may result in the final mark remaining the same or higher or being lower than the original mark.

Disputes over an individual task must be raised with the Head Teacher on the day the task is returned and the task will be retained by the Head Teacher. The Head Teacher's decision is final. If the matter cannot be resolved the review process can be used to refer the matter to the assessment review panel.

IT SHOULD BE NOTED HOWEVER THAT A TEACHER'S PROFESSIONAL JUDGEMENT CANNOT BE THE BASIS OF A REVIEW.

Note: The Principal is the final arbiter in all procedural matters.

3.18 WARNING OF 'N' DETERMINATION

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

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

Further information

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

3.19 N DETERMINATION AND APPEALS

Any student who is at risk of **NOT** meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

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

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

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

3.20 CONFIDENTIALITY OF FINAL MARK

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

3.21 ORDER OF MERIT AND FINAL RANKING

Students will be given feedback from time to time as to their ongoing rank in any course. They can collect their *Assessment Rank Order Notice* from the school after the last HSC examination at Brisbane Water Secondary College Woy Woy and within the period of time for appeals (the date will be advised). Students can also access this at Students Online by using their PIN and following instructions from the NESA.

3.22 REVIEW OF ASSESSMENT RANK

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

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

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

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

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

3.23 ASSESSMENT TASK REVIEW APPLICATIONS BASED ON SPECIAL CONSIDERATION

The **HSC Assessment Task Review Application** must be submitted to the HSC Deputy Principal no later than **2 days AFTER** the assessment task is submitted or completed. Only information provided with the application will be considered as part of the review process. If a student has applied for special consideration using the **HSC Assessment Task Review Application**, this process will be determined by the Assessment Review Panel after completion of all assessment tasks.

If the school's review panel upholds the application adjustments may be made. The **"Upheld"** determination is made by the panel after it deems that the student has followed the appropriate process to apply for consideration and sufficient evidence has been provided to justify no penalty being applied to the student's mark for the task. In instances where a review relates to student lateness or absence, in the day prior to or on the date of an assessment, the "upheld" determination notifies the student that no penalty will be applied to the task mark for the associated lateness or absence. The panel has deemed that the student has followed the appropriate process and/or that there has been no unfair advantage gained by the student in relation to the task in question.

If the school's review panel makes a **"To be reviewed"** determination, then adjustments will be made. The **"To be reviewed"** determination is made by the panel after it deems that the student has followed the appropriate process to apply for consideration and sufficient evidence has been provided to justify the provision of special consideration in the mark allocation process. The final mark for this task will be adjusted to reflect the student's performance in other tasks that test the same/similar outcomes, skills or competencies. At the end of the course the student will receive either the estimated mark or the mark actually gained on the task, whichever is the higher. It must be noted that the adjustment can only be made to reflect observed student achievement levels.

If the school's review panel declines the application no adjustments will be made or the penalty of **ZERO** will remain. The **"Declined"** determination is made by the panel after it deems that the student has either not followed the appropriate process to apply for consideration and/or insufficient evidence has been provided to justify the provision of special consideration in the mark allocation process. In this case, the mark will remain as the mark actually gained on the task. The committee makes its decision based on the advice in the Assessment Certification Examination (ACE 11004) Manual. In instances where a review relates to student lateness or absence, in the two days prior to or on the date of an assessment, the **"declined"** determination notifies the student that a penalty will be applied to the task mark for the associated lateness or absence. The panel has deemed that the student has not followed the appropriate process and/or that there has potentially been an unfair advantage gained by the student in relation to the task in question.

A STUDENT'S RANK OR MARK CANNOT BE PROVIDED ON THEIR SCHOOL SEMESTER 1 REPORT UNTIL THE REVIEW PANEL DECISION HAS BEEN FINALISED. STUDENTS WILL NOT BE ALLOWED TO WITHDRAW A REVIEW ONCE IT HAS BEEN SUBMITTED.

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

3.24 ASSESSMENT CONCERNS

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

Note: The Principal is the final arbiter in all procedural matters contained in this policy.

4. STUDENTS ACCELERATED IN A COURSE

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

During the examination period students accelerated in a course will be given study leave (Stuvac) the day before their examination unless the task is scheduled the day after a weekend or a public holiday. On all other occasions during the examination period when Year 12 lessons have been suspended, students accelerated in a course must attend all lessons in accordance with section 3.8; however, they are offered Stuvac the day before examination. If the task is scheduled in the afternoon students will still be given Stuvac on the day before and are NOT expected to attend lessons before the task – including period 0. If the task is in the morning then students are expected to attend all lessons after their assessment task has been completed.

Stuvac will NOT be provided to students accelerated in a course outside the examinations. Stuvac is for preparation for exams in an examination block not for Oral/ Performances or presentations or hand-in tasks.

5. DISABILITY PROVISIONS

If a student is entitled to disability provisions for examination periods, it is the responsibility of the student to request these provisions for any assessment tasks. This can be negotiated with the Head Teacher Learning Support and HSC Deputy Principal. Note the following is unacceptable grounds for appeal: The provisions of the appeals process do not cover disabilities for which NESA/the School has already granted disability provisions, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the supervising staff member.

Ancient History

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4 Week 6	Term 1 Week 10	Term 3 Week 1	Term 3 Weeks 4-5	
Type of task	ICT task	Historical Analysis	Source Analysis	Trial HSC Examination	
Related Outcomes	AH12-4, AH12-6, AH12-7, AH12-9, AH12-10	AH12-1, AH12-2, AH12-5, AH12-6, AH12-8, AH12-9	AH12-3, AH12-4, AH12-6, AH12-8, AH12-9	AH12-1, AH12-2, AH1-3, AH12-5, AH12- 6, AH12-7, AH12-9, AH12-10	
Syllabus Content Area & Weighting					
Core: Cities of Vesuvius – Pompeii and Herculaneum	20			7.5	27.5
Historical Periods		15		7.5	22.5
Personalities in their Times		15		7.5	22.5
Ancient Societies			20	7.5	27.5
Task weighting %	20	30	20	30	100%
Component					
Knowledge and understanding of course content	7.5	12.5	5	15	40
Historical skills in the analysis and evaluation of sources and interpretations	2.5	2.5	5	10	20
Historical inquiry and research	5	10	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Component weighting %	20	30	20	30	100%

Biology

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4-5	
Type of task	First-hand Investigation	Data Analysis & Skills	Depth Study	Trial HSC Examination	
Related Outcomes	BIO 12-1 BIO 12-2 BIO 12-3 BIO 12-4 BIO 12-7 BIO12-14	BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-7 BIO 12-12	BIO 12-1 BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-7 BIO 12-13 BIO 12-15	BIO 12-2 BIO 12-3 BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-7 BIO 12-12 BIO 12-13 BIO 12-14 BIO 12-15	
Syllabus Content Area & Weighting					
Module 5: Heredity		20		7.5	27.5
Module 6: Genetic Change			15	7.5	22.5
Module 7: Infectious Disease	20			7.5	27.5
Module 8: Non-infectious Disease and Disorders			15	7.5	22.5
Task weighting %	20	20	30	30	100%
Component					
Skills in working scientifically	15	10	20	15	60
Knowledge and understanding	5	10	10	15	40
Component weighting %	20	20	30	30	100%

Business Studies

Task number	Task 1	Task 2	Task3	Task 4	Totals
Timing of task	Term 4 Week 9	Term 1 Week 9	Term 3 Week 1	Term 3 Weeks 4-5	
Type of task	Research and Business Report	Financial Stimulus test	Research and Extended Response	Trial HSC Examination	
Related Outcomes	H1, H2, H4, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Syllabus Content Area & Weighting					
Marketing	17.5			7.5	25
Finance		17.5		7.5	25
Human Resources			17.5	7.5	25
Operations			17.5	7.5	25
Task weighting %	17.5	17.5	35	30	100%
Component					
Knowledge and understanding of course content	2.5	5	15	17.5	40
Stimulus-based skills	5	5	5	5	20
Inquiry and research	7.5	2.5	10		20
Communication of business information, ideas and issues in appropriate forms	2.5	5	5	7.5	20
Component weighting %	17.5	17.5	35	30	100%

Chemistry

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 4-5	
Type of task	Research Analysis Task	Depth Study	Data Analysis & Stimulus Task	Trial HSC Examination	
Related Outcomes	CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-15	CH12-1 CH12-2 CH12-3 CH12-5 CH12-6 CH12-7 CH12-13	CH12-4 CH12-5 CH12-6 CH12-7 CH12-14	CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Syllabus Content Area & Weighting					
Module 5 – Equilibrium & Acid Reactions	15			7.5	22.5
Module 6 – Acid/Base Reactions		20		7.5	27.5
Module 7 – Organic Chemistry			20	7.5	27.5
Module 8 – Applying Chemical Ideas	15			7.5	22.5
Task Weighting %	30	20	20	30	100%
Component					
Skills in Working Scientifically	15	15	15	15	60
Knowledge and Understanding	15	5	5	15	40
Component weighting %	30	20	20	30	100%

Community and Family Studies

Task number	Task 1	Task 2	Task3	Task 4	Totals
Timing of task	Term 4 Week 10	Term 1 Week 6	Term 2 Week 8	Term 3 Week 4-5	
Type of task	Individual Research Project	Parents and Carers Report	Groups in Context and Individuals and Work Research and Written Report	Trial HSC Examination	
Related Outcomes	H4.1, H4.2	H2.1, H3.2, H3.4 H5.1, H5.2, H6.1	H3.1, H3.3 H4.2, H6.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H4.1, H4.2, H5.1	
Syllabus Content Area & Weighting					
Research Methodology	20			5	25
Parenting and Caring		20		5	25
Groups in Context			15	10	25
Option: Individuals and Work			15	10	25
Task weighting %	20	20	30	30	100%
Component					
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	10	20	15	60
Component weighting %	20	20	30	30	100%

Dance

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4 Week 10	Term 1 Week 6	Term 2 Week 7	Term 3 Week 1	
Type of task	Presentation of Core Performance Under Development Process diary discussion and performance of solo dance sequences	Presentation of Draft Core Compositions Process diary, rationale, elaboration and presentation of the core composition as a work in progress	Performance of Draft Major Study Work in progress Process diary, discussion and performance of solo dance sequence	Examination Written Core Appreciation Examination Process diary, discussion and performance of Major Study Work undergoing refinement	
Related Outcomes	H1.1, 1.2, 1.3, 2.1, 2.2, 2.3	H1.1, 1.2, 1.3, 3.1, 3.2, 3.3	H1.1, 1.2, 1.3, 2.1, 2.2, 2.3	H1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 4.5	
Syllabus Content Area & Weighting	Core Performance	Core Composition	Major Study	Core Appreciation and Major Study	
Core Performance	20				20
Core Composition		20			20
Core Appreciation				20	20
Major Study Performance			30	10	40
Task weighting %	20	20	30	30	100%
Component					
Knowledge and understanding of course content	10	10	15	10	45
Skills in critical thinking, research, analysis and communicating	10	10	15	20	55
Component weighting %	20	20	30	30	100%

Drama

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4 Week 10	Term 1 Week 9	Term 3 Week 1	Term 3 Week 4-5	
Type of task	Practical Workshop Essay	Extended Response and IP Submission	IP Submission and Group Performance	Trial HSC Examination	
Related Outcomes	H1.1, H1.2, H1.3, H1.5, H1.7, H2.1, H3.2, H3.3	H1.2, H1.3, H1.7, H2.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H2.1, H2.2, H2.3	H1.3, H3.1, H3.2, H3.3	
Syllabus Content Area & Weighting					
CORE: Australian Drama and Theatre	20			10	30
ELECTIVE: Studies of Drama and Theatre		15		10	25
Individual Project		5	20		25
Group Performance			20		20
Task weighting %	20	20	40	20	100%
Component					
Making	5	5	20	10	40
Performing	5	5	20		30
Critically Studying	10	10		10	30
Component weighting %	20	20	40	20	100%

Earth & Environmental Science

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4 Week 10	Term 1 Week 10	Term 3 Week 1	Term 3 Week 4-5	
Type of task	Data Analysis & Stimulus Skills Task	Research Analysis Task & Presentation	Depth Study	Trial HSC Examination	
Related Outcomes	EES 12-2 EES 12-4 EES 12-5 EES 12-6 EES 12-7 EES 12-12	EES 12-3 EES 12-5 EES 12-6 EES 12-7 EES 12-13	EES 12-1 EES 12-3 EES 12-4 EES 12-6 EES 12-7 EES 12-14 EES 12-15	EES 12-2 EES 12-3 EES 12-4 EES 12-5 EES 12-6 EES 12-7 EES 12-12 EES 12-13 EES 12-14 EES 12-15	
Syllabus Content Area & Weighting					
Module 5: Earth's Processes	20			7.5	27.5
Module 6: Hazards		20		7.5	27.5
Module 7: Climate Science			15	7.5	22.5
Module 8: Resource Management			15	7.5	22.5
Task weighting %	20	20	30	30	100%
Component					
Skills in Working Scientifically	15	10	20	15	60
Knowledge and Understanding	5	10	10	15	40
Component weighting %	20	20	30	30	100%

English Advanced

Task number	Task 1	Task 2	Task3	Task 4	Totals
Timing of task	Term 1 Week 1	Term 1 Week 9	Term 2 Week 6	Term 3 Week 4-5	
Type of task	Multimodal Task with Related Material	Critical Essay	Craft of Writing Response	Trial HSC Examination	
Related Outcomes	EA12-1, EA12-2, EA12-4, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-7, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-9	EA12-1, EA12-3, EA12-5, EA12-7, EA12-8, EA12-9	
Syllabus Content Area & Weighting					
Common Module: Texts and Human Experiences	25			5	30
Module A: Textual Conversations				15	15
Module B: Critical Study of Literature		25		5	30
Module C: Craft of Writing			20	5	25
Task weighting %	25	25	20	30	100%
Component					
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Component weighting %	25	25	20	30	100%

English Standard

Task number	Task 1	Task 2	Task3	Task 4	Totals
Timing of task	Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Week 4-5	
Type of task	Critical Essay and Related Material	Multimodal task and Reflection	Reading and Writing Task	Trial HSC Examination	
Related Outcomes	EN12-1, EN12-5, EN12-6, EN12-7, EN12-8	EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-9	EN12-1, EN12-5, EN12-6, EN12-7, EN12-8	EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-9	
Syllabus Content Area & Weighting					
Common Module: Texts and Human Experiences	15			10	25
Module A: Language, Identity & Culture			15	10	25
Module B: Close Study		20		5	25
Module C: Craft of Writing		20		5	25
Task weighting %	15	40	15	30	100%
Component					
Knowledge and understanding of course content	10	20	5	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	20	10	15	50
Component weighting %	15	40	15	30	100%

English Studies

Task number	Task 1	Task 2	Task 3	Task 4	Total
Timing of task	Term 4 Week 7	Term 1 Week 7	Term 2 Week 9	Term 3 Week 4-5	
Type of task	Imaginative piece with related material	Multimodal text and Reflection	Collection of classwork	Trial HSC Examination	
Related Outcomes	ES12-1, ES12-2, ES12-5, ES12-7 ES12-8	ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-10	ES12-3, ES12-6, ES12-7, ES12-9, ES12-10	ES12-1, ES12-2, ES12-3, ES12-4, ES12-7, ES12-9	
Syllabus Content Area & Weighting Common Module: Texts and Human Experiences					
	25		5	10	40
Module A: We are Australian		25	5		30
Module B: The Big Screen			20	10	30
Task weighting %	25	25	30	20	100%
Component Knowledge and understanding of course content	10	10	15	15	50
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	15	15	15	5	50
Component weighting %	25	25	30	20	100%

Exploring Early Childhood

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4-5	
Type of task	Research Task Child Health & Safety, Food & Nutrition	Research & Brochure Starting School, Children's Services	Research & Report Young children with Special Needs	Trial HSC Examination	
Related Outcomes	1.2, 1.3, 1.4, 2.4, 2.5	1.3, 2.1, 2.2, 2.4, 4.1, 6.1	1.1, 1.4, 1.5, 2.1, 4.2, 6.2	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.5, 6.1	
Syllabus Content Area & Weighting					
Child Health & Safety	15			3	18
Food & Nutrition	10			3	13
Starting School		10		3	13
Children's Services Industry		15		3	18
Young Children with Special Needs			25	3	28
Historical & Cultural Contexts of Childhood				10	10
Task weighting %	25	25	25	25	100%
Component					
Knowledge and Understanding	5	5	15	25	50
Skills	20	20	10		50
Component weighting %	25	25	25	25	100%

Food Technology

Task number	Task 1	Task 2	Task3	Task 4	Totals
Timing of task	Week 10 Term 4	Week 10 Term 1	Week 2 Term 3	Week 4-5 Term 3	
Type of task	Research Task Australian Food Industry	Experiment and Preparation Food Manufacture	Experimental Task Food Product Development And Contemporary Nutrition Issues	Trial HSC Examination	
Related Outcomes	H1.2, H1.4, H3.1	H1.1, H4.2	H1.3, H2.1, H3.2, H4.1, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1	
Syllabus Content Area & Weighting					
Australian Food Industry 25%	20			5	25
Food Manufacture 25%		20		5	25
Food Product Development 25%			20	5	25
Contemporary Nutrition Issues 25%			20	5	25
Task weighting %	20	20	40	20	100%
Component					
Knowledge and understanding of course content	10		10	20	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10		30
Skills in experimenting with and preparing food by applying theoretical concepts		10	20		30
Component weighting %	20	20	40	20	100%

Geography

Task number	Task 1	Task 2	Task3	Task 4	Totals
Timing of task	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 4-5	
Type of task	Fieldwork and in-class test	Fieldwork and Research Task	Fieldwork and In-Class Extended Response	Trial HSC Examination	
Related Outcomes	H2, H6, H9, H10, H11, H12	H4, H8, H9, H10, H12, H13	H1, H3, H5, H7, H10, H12, H13	H1, H2, H3, H4, H5, H6, H7, H10, H11, H12, H13	
Syllabus Content Area & Weighting					
Ecosystems at Risk	23			10	33
People and Economic Activity		23.5		10	33.5
Urban Places			23.5	10	33.5
Task weighting %	23	23.5	23.5	30	100%
Component					
Knowledge and understanding of course content	13	6	6	15	40
Geographic tools and skills	5	2.5	2.5	10	20
Geographical inquiry and research, including fieldwork	5	10	5		20
Communication of geographical information, ideas and issues in appropriate forms		5	10	5	20
Component weighting %	23	23.5	23.5	30	100%

Industrial Technology – Timber Products & Furniture Industries

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Task Name	Project Proposal	Industry Study	Major Project Progress	Trial HSC	
Task Type	Presentation	Written Report	Portfolio	Examination	
Timing	Term 4 Week 6	Term 1 Week 8	Term 3 Week 1	Term 3 Weeks 4-5	
Related Outcomes	H3.1, H3.2, H4.2, H4.3 H5.1	H1.1, H1.2, H1.3, H6.2, H7.2	H2.1, H3.3, H4.1, H5.1, H5.2	H1.1, H1.2, H3.1, H3.2, H4.1, H4.3, H6.1, H7.1	
Syllabus Content Area & Weighting					
Industry Study		10		5	15
Design & Management & Communication	20		10		30
Production			20	10	30
Industry Related Manufacturing Technology		10		15	25
Task weighting %	20	20	30	30	100%
Component					
Knowledge & Understanding		10	10	20	40
Knowledge & Skills – the design, management, communication & production of a Major Project.	20	10	20	10	60
Component weighting %	20	20	30	30	100%

Legal Studies

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	Term 3 Week 4-5	
Type of task	Class Test	Extended Response	Extended Response and Research Task	Trial HSC Examination	
Related Outcomes	H1, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H8, H9, H10	H1, H2, H3, H4, H5, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Syllabus Content Area & Weighting					
Core Part 1: Crime	21			9	30
Option: World Order		17.5		7.5	25
Option: Indigenous Peoples			17.5	7.5	25
Core Par 2: Human Rights			14	6	20
Task weighting %	21	17.5	31.5	30	100%
Component					
Knowledge and understanding of course content	7.5	5	7.5	20	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	3.5	4.5	12	N/A	20
Communication of legal information, issues and ideas in appropriate forms	5	3	7	5	20
Component weighting %	21	17.5	31.5	30	100%

Marine Studies

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Week 4-5	
Type of task	Practical Skills and Research	Practical Skills	Research Assignment	Examination	
Related Outcomes	2.1, 2.3, 5.1, 5.3	1.2, 2.1, 5.2	1.1, 3.3, 3.4, 5.4	1.2, 1.3, 1.4, 1.5, 2.1, 3.1, 3.2, 4.2	
Formative Assessment of Outcome	5.3		3.4, 5.4		
Syllabus Content Area & Weighting	Recreational Fishing	Skin Diving and Diving Science	Coral Reef Ecology	Option 10, 5, 16, 6	
Option 10 – Commercial and recreational Fishing	25			5	30
Option 5 – Coastal Studies				10	10
Option 16 – Skin Diving		25		5	30
Option 6 – Coral Reef Ecology			25	5	30
Task weighting %	25	25	25	25	100%
Component					
Knowledge	5	5	20	20	50
Skills	20	20	5	5	50
Component weighting %	25	25	25	25	100%

Mathematics Advanced

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1 Week 3	Term 2 Week 3	Term 2 Week 10	Term 3 Week 4/5	
Type of task	Summary Sheet Test	Take-Home Test	Assignment	Trial HSC Examination	
Related Outcomes	MA11-1, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9 MA12-1, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-6, MA12-7, 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	
Syllabus Content Area & Weighting					
Calculus	8	16	10.5	9.5	44
Exponential and Logarithmic Functions	2.5		1.75	1	5.25
Financial Mathematics			3.25	4.5	7.75
Functions	4.5	4	1.25	6	15.75
Statistical Analysis	5		2.75	4.5	12.25
Trigonometric Functions		5	5.5	4.5	15
Task weighting %	20	25	25	30	100%
Component					
Understanding, fluency and communication	10	12.5	12.5	15	50
Problem solving, reasoning and justification	10	12.5	12.5	15	50
Component weighting %	20	25	25	30	100%

Mathematics Extension 1

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1 Week 5	Term 2 Week 2	Term 2 Week 10	Term 3 Week 4/5	
Type of task	Summary Sheet Test	Assignment	Take-Home Test	Trial HSC Examination	
Related Outcomes	ME11-1, ME11-2 ME11-3, ME11-4, ME11-6, ME11-7, ME12-3, ME12-6, ME12-7	ME12-1, ME12-2, ME12-6, ME12-7	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7	
Syllabus Content Area & Weighting					
Calculus	7		14	8	29
Combinatorics				4	4
Functions	3			6	9
Proof		12.5	3	1	16.5
Trigonometric Functions	10			7	17
Vectors		12.5	8	4	24.5
Task weighting %	20	25	25	30	100%
Component					
Understanding, fluency and communication	10	12.5	12.5	15	50
Problem solving, reasoning and justification	10	12.5	12.5	15	50
Component weighting %	20	25	25	30	100%

Mathematics Standard 1

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5	
Type of task	Summary Sheet Test	Assignment	Take-Home Test	Trial HSC Examination	
Related Outcomes	MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS1-12-1, MS1-12-6 MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-5, MS1-12-7, MS1-12-9, MS1-12-10	MS-1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	
Syllabus Content Area & Weighting					
Algebra	8			6	14
Measurement	12	13.5		8	33.5
Financial Mathematics			12	6	18
Statistical Analysis			13	6	19
Networks		11.5		4	15.5
Task weighting %	20	25	25	30	100%
Component					
Understanding, fluency and communication	10	12.5	12.5	15	50
Problem solving, reasoning and justification	10	12.5	12.5	15	50
Component weighting %	20	25	25	30	100%

Mathematics Standard 2

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5	
Type of task	Summary Sheet Test	Assignment	Take-Home Test	Trial HSC Examination	
Related Outcomes	MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-5, MS2-12-7, 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	
Syllabus Content Area & Weighting					
Algebra	8			6	14
Measurement	12	13.5		6	31.5
Financial Mathematics			12	6	18
Statistical Analysis			13	6	19
Networks		11.5		6	17.5
Task weighting %	20	25	25	30	100%
Component Understanding, fluency and communication	10	12.5	12.5	15	50
Problem solving, reasoning and justification	10	12.5	12.5	15	50
Component weighting %	20	25	25	30	100%

Modern History

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4 Week 7	Term 1 Week 9	Term 3 Week 1	Term 3 Weeks 4-5	
Type of task	Research and ICT Task	Historical Analysis	Source Analysis	Trial HSC Examination	
Related Outcomes	MH12-1, MH12-3, MH12-6, MH12-8, MH12-9	MH12-2, MH12-7, MH12-8, MH12-9	MH12-2, MH12-4, MH12-5, MH12-6, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
Syllabus Content Area & Weighting					
Core Study: Power and Authority	20			7.5	27.5
Conflict in Europe 1935-1945		20		7.5	27.5
National Study: Japan 1904-1937			15	7.5	22.5
The Nuclear Age 1945-2011			15	7.5	22.5
Task weighting %	20	20	30	30	100%
Component					
Knowledge and understanding of course content	6	7	12	15	40
Historical skills in the analysis and evaluation of sources and interpretations	3	3	7	7	20
Historical inquiry and research	7	6	7	0	20
Communication of historical understanding in appropriate forms	4	4	4	8	20
Component weighting %	20	20	30	30	100%

Music 1

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4-5	
Type of task	20 th & 21 st Century score analysis. Elective 1	An Instrument and its Repertoire Composition and Elective 2	Popular Music Aural analysis assignment and Elective 3	Trial HSC Examination Aural skills Exam, Core Performance and Electives 1, 2, & 3	
Related Outcomes	H2, H4, H5, H6, H10, H11	H3, H5, H7, H8, H10, H11,	H4, H6, H10, H11	H1, H4, H6, H9, H10, H11	
Syllabus Content Area & Weighting					
Core aural			15	10	25
Core composition		10			10
Core musicology	10				10
Core performance				10	10
Elective 1	10			5	15
Elective 2		10		5	15
Elective 3			10	5	15
Task weighting %	20	20	25	35	100%
Component					
Core aural			15	10	25
Core composition		10			10
Core musicology	10				10
Core performance				10	10
Elective 1	10			5	15
Elective 2		10		5	15
Elective 3			10	5	15
Component weighting %	20	20	25	35	100%

Numeracy Stage 6 (CEC Pilot)

Numeracy Stage 6

Task number	Task 1	Task 2	Task 3	Task 3	Totals
Timing of task	Term 1 Week 5	Term 2 Week 6	Term 3 Week 2	Term 3 Week 7	
Type of task	Research Task – Financial Planning	Practical Task – Design and Build	Assignment – Statistics and Probability	Portfolio	
Related Outcomes	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.5, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.5, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.3, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2	
Syllabus Content Area & Weighting					
Module 3	25	13		15.5	53.5
Module 4		12	25	9.5	46.5
Task weighting %	25	25	25	25	100%
Component					
Knowledge and understanding	12.5	12.5	12.5	12.5	50
Skills	12.5	12.5	12.5	12.5	50
Component weighting %	25	25	25	25	100%

Personal Development, Health & Physical Education

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4 Week 6	Term 1 Week 7	Term 2 Week 10	Term 3 Week 4-5	
Type of task	Research and Written Report	Research and Analysis of Information	Research Task & Class Quiz	Trial HSC Examination	
Related Outcomes	H8, H13, H17	H7, H8, H16	H1, H2, H3, H16	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Syllabus Content Area & Weighting	Sports Medicine	Factors Affecting Performance & Improving Performance	Health Priorities in Australia	ALL	
Health Priorities in Australia			20	10	30
Factors Affecting Performance		20		10	30
Sports Medicine	15			5	20
Improving Performance		15		5	20
Task weighting %	15	35	20	30	100%
Component					
Knowledge and understanding of course content	5	10	15	10	40
Skills in critical thinking, research, analysis and communicating	10	25	5	20	60
Component weighting %	15	35	20	30	100%

Photography, Video and Digital Imaging

Task number	Task 1	Task 2	Task3	Task 4	Totals
Timing of task	Term 4 Week 9	Term 2 Week 2	Term 3 Week 2	Term 3 Week 4-5	
Type of task	Portfolio	Temporal Account/ Presentation	Individual Collaboration Project	Trial HSC Examination	
Related Outcomes	M2, M4, M5, M6 CH1,	M1, M2, M3, M5, M6	M1, M2, M3, M5, M6	M2, M3, M6 CH1, CH2, CH3, CH4, CH5	
Syllabus Content Area & Weighting					
Module DI 4: Manipulated Forms	20			10	30
Module V1: Introduction to Practice in Video		25		5	30
General G1: Individual/collaborative project			30	10	40
Task weighting %	20	25	30	25	100%
Component					
Making	15	20	30	5	70%
Critical / Historical Studies	5	5		20	30%
Component weighting %	20	25	30	25	100%

Physics

Task number	Task 1	Task 2	Task3	Task 4	Totals
Timing of task	Term 4 Week 7	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 4-5	
Type of task	Experimental Design & First-hand Investigation	Data Analysis & Skills Task	Depth Study	Trial HSC Examination	
Related Outcomes	PH12-1 PH12-2 PH12-3 PH12-5 PH12-6 PH12-7 PH12-12	PH12-4 PH12-5 PH12-6 PH12-7 PH12-13	PH12-1 PH12-5 PH12-6 PH12-7 PH12-14 PH12-15	PH12-2 PH12-3 PH12-4 PH12-5 PH12-6 PH12-7 PH12-12 PH12-13 PH12-14 PH12-15	
Syllabus Content Area & Weighting					
Module 5 Advanced Mechanics	20			7.5	27.5
Module 6 Electromagnetism		20		7.5	27.5
Module 7 The Nature of Light			15	7.5	22.5
Module 8 Universe to the Atom			15	7.5	22.5
Task weighting %	20	20	30	30	100%
Component					
Skills in Working Scientifically	15	10	20	15	60
Knowledge & Understanding	5	10	10	15	40
Component weighting %	20	20	30	30	100%

Society and Culture

Task number	Task 1*	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1 Week 2	Term 2 Week 2	Term 2 Week 10	Term 3 Weeks 4-5	
Type of task	Core: Class test + PIP Progress Report #1	Depth Study 1: Extended Response + PIP Progress Report #2	Depth Study 3: Extended Response + PIP Progress Report #3	Trial HSC Examination	
Related Outcomes	H1, H2, H3, H4, H5, H6, H8*, H9, H7, H10	H1, H2, H3, H5, H8*, H9, H10	H1, H2, H3, H5, H8*, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10	
Syllabus Content Area & Weighting					
Core: Personal Interest Project					
Core: Social and Cultural Continuity and Change	30			10	40
Depth Study 1: Popular Culture		20		10	30
Depth Study 3: Social Conformity & Non-conformity			20	10	30
Task weighting %	30	20	20	30	100%
Component					
Knowledge and understanding of course content	10	10	10	20	50
Application and evaluation of social and cultural research methods	20			10	30
Communication of information, ideas and issues in appropriate forms		10	10		20
Component weighting %	30	20	20	30	100%

*Task 1: Will be composed of two parts and submitted on the same day.

Core: Class Test (Outcomes H1. H3. H4. H6 H9 and H10) and PIP Proposal (Outcome H8).

Outcome H8 will be formatively assessed and non-completion will result in an N-Award regarding diligence and coursework.

Software Design & Development

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 4 Week 7	Term 1 Week 5	Term 3 Week 4-5	
Type of task	Case study Report	Project & Folio	Final Exam	
Related Outcomes	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 6.1, 6.2	3.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3	1.1, 1.2, 1.3, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.4	
Syllabus Content Area & Weighting				
Concepts & Issues in the Design & Development of Software	10	10	10	30
Introduction to Software Development	20	15	15	50
Developing Software Solutions		15	5	20
Task weighting %	30	40	30	100%
Component				
Knowledge & understanding of course content	20	10	20	50
Knowledge & skills in the design & development of software solutions	10	30	10	50
Component weighting %	30	40	30	100%

Sport, Lifestyle and Recreation/Talented Athletes Program

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4 Week 8	Term 1 Week 10	Term 2 Week 7	Term 3 Week 1	
Type of task	Case Study	Practical Assessment and Research Task	Practical Assessment	Event Management and Research Assessment task	
Related Outcomes	1.5, 3.5, 4.3	1.2, 2.2, 2.5, 3.2		1.6, 2.4, 4.5	
Formative Assessment of Outcomes	2.3	1.3, 2.3, 3.3	1.1, 1.3, 2.1, 3.1, 4.1, 4.4	4.2	
Topic	Healthy Lifestyle	Resistance Training	Games and Sports Application 2	Sports Administration	
Syllabus Content Area & Weighting					
Healthy Lifestyle 30	20				20
Games & Sports Application 2 30			30		30
Resistance Training 20		30			30
Sports Administration 20				20	20
Task weighting %	20	30	30	20	100%
Component					
Skills	10	10	20	10	50
Knowledge	10	20	10	10	50
Component weighting %	20	30	30	20	100%

Textiles and Design

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4 Week 7	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4-5	
Type of task	Planning/Research/MT P Design and Management Diary	Manufacturing processes MTP Management Diary	Investigation, Experimentation and Evaluation MTP Management Diary	Trial HSC Examination	
Related Outcomes	H1.1, H1.2, H1.3, H2.1, H2.3, H6.1	H1.1, H2.1, H2.2, H2.3, H4.2, H5.1	H2.3, H3.1, H4.1, H4.2	H1.3, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1	
Syllabus Content Area & Weighting					
Design	15	15		10	40
Properties and Performance of Textiles			30	10	40
Australian Textile Clothing, Footwear and Allied Industries	5	5		10	20
Task weighting %	20	20	30	30	100%
Component					
Knowledge and understanding of course content	5	5	10	30	50
Skills and Knowledge in the design, manufacture and management of a major textile project	15	15	20		50
Component weighting %	20	20	30	30	100%

Visual Arts

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1 Week 5	Term 2 Week 9	Term 3 Week 2	Term 3 Weeks 4-5	
Type of task	Body of Work Progress Practical	Case Study Written Response Critical/Historical Study	Body of Work Resolution Practical	Trial HSC Examination	
Related Outcomes	H1, H2, H3, H4, H7, H8, H9	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Syllabus Content Area & Weighting					
Making Art	20		30		50
Critical/Historical Study		20		30	50
Task weighting %	20	20	30	30	100%
Component					
Making Art	20		30		50
Critical/History Study		20		30	50
Component weighting %	20	20	30	30	100%

Vocational Education

School Name: BWSC Woy Woy Student Competency Assessment Schedule

COURSE: HSC Hospitality – Food and Beverage Stream 2021

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster D	Cluster E (Part 1)	Cluster E (Part 2)	Cluster F	Trial HSC Examination
		Safe, Clean and Skilled	Restaurant Service	Restaurant Service	Working in Hospitality	
		Week: 9 Term: 4	Week: 9 Term: 1	Week: 7 Term: 2	Week: 10 Term: 2	
Code	Unit of Competency					HSC Examinable Units of Competency
SITXFSA002	Participate in safe food handling practices	X				
SITHCCC001	Use food preparation equipment	X				
SITHFAB007	Serve food and beverage		X	X		
SITXCC003	Interact with customers		X	X		
SITHIND003	Use hospitality skills effectively		X	X		
SITHIND002	Source and use information on the hospitality industry				X	
BSBSUS201	Participate in environmentally sustainable work practices				X	
SITXCOM001	Source and present information				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

Schools may schedule examination items in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

School Name: BWSC Woy Woy Student Competency Assessment Schedule

COURSE: HSC Construction 2021

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster C	Cluster D	Cluster E	Cluster F	HSC Trial Examination
		Reading Plans and Calculating	Formwork	Level a simple slab	Assemble for off- site manufacture	
Assessment due		Week 6 Term 4	Week 6 Term 1	Week 8 Term 2	Week 7 Term 3	Week 4-5 Term 3
Code	Unit of Competency					
CPCCCM2001A	Read and interpret plans and specifications	X				HSC Examinable Units of Competency
CPCCCM1015A	Carry out measurements and calculations	X				
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on the ground		X			
CPCCCA2011A	Handle carpentry materials		X			
CPCCCM2006B	Apply basic levelling procedures			X		
CPCCCO2013A	Carry out concreting to simple forms			X		
CPCCCM2005B	Use construction tools and equipment			X		
CPCCJN2001A	Assemble components				X	
CPCCJN2002B	Prepare for off-side manufacturing process				X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

Schools will schedule examination items in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

School Name: BWSC Woy Woy Student Competency Assessment Schedule

COURSE: HSC Entertainment Industry 2021

Assessment Tasks for CUA30415 Statement of Attainment towards Certificate III in Live Production and Services		Cluster E	Cluster F	Cluster G	Trial HSC Examination
		On the Stage	Vision Systems	Customer is always right	
		Term: 1 Week: 10	Term: 2 Week: 7	Term: 3 Week: 2	Term: 3 Week: 4-5
Code	Unit of Competency				HSC Examinable Units of Competency
CUASTA301	Assist with production operations for live performances	X			
CUASMT301	Work effectively backstage during performances	X			
ICTTEN202	Use hand and power tools	X			
CUAVSS302	Operate vision systems		X		
SITXCCS303	Provide service to customers			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate III in Live Production and Services CUA30415

Schools will schedule examination items in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

Course Completion Criteria

For a student to be considered to have satisfactorily completed a course within a Vocational Education and Training curriculum framework, there must be sufficient evidence that the student has:

- followed the course as specified;
- demonstrated they have applied themselves to the set tasks and experiences with diligence and sustained effort; and,
- achieved some or all of the course outcomes

Competency Assessment

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combination of tasks listed to the appropriate industry standard. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual elements of competency. Students who are absent from practical tasks will have limited opportunities to be reassessed on these skills.

The vocational qualification received by a student will be determined by the competencies they have achieved over the two years.

Mandatory Work Placement

Students undertaking VET courses must be aware that **Work Placement is a compulsory part of these courses**. Students are to complete 70 hours of Work Placement over the two years. Those students who fail to meet the requirements of Work Placement will receive an N Award in the subject. This has changed due to COVID. Please check NESAsite.

Students will sit a Trial HSC Examination in each of the courses listed above.

Animated Game Design and Nursing

Separate assessment schedules will be distributed early Term 4 for these subjects when available by the relevant RTO.

INDUSTRY BASED LEARNING

Task	When	Topics
1	Week 8 Term 2	Learning Log
2	Week 6 Term 3	Journal

APPENDICES



ABSENCE DUE TO ILLNESS OR MISADVENTURE

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

1

• **Phone call:** Notify the Deputy Principal by telephone (02) 4341 1600 on the day of the assessment task prior to 9.00am and give an anticipated date of return to school.

2

• **HSC Assessment Task Review Application:** By 9.00am on the day of return to school (the first school day the student is not covered by the medical certificate) see the Deputy Principal to collect an **HSC Assessment Task Review Application**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task.

3

• **Liaise with the Classroom Teacher and Head Teacher of the Faculty:** Students must see their classroom teacher with the **HSC Assessment Task Review Application**. The Classroom Teacher and Head Teacher will provide a comment/ recommendation. Recommendations may include: an extension, a new task or completion of the task in your next class period.

4

• **Attach Evidence:** The student must attach evidence that covers the day of the assessment task and all other absences until the task is completed. Pay close attention to all instructions on the **HSC Assessment Task Review Application**. Submitting incomplete forms will jeopardise the application's success.

5

• **Assessment Task:** Be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of their return to school as per recommendation by Head Teacher of that faculty.**



HSC Assessment Task Review Application

Name: _____ Roll Class: _____ Course: _____
Assessment Task: _____ Date of Task: _____

Reason for application (please tick):

- Absent the day before an Assessment Task
- Late to class the day before an Assessment Task
- Extension (due to illness or exceptional circumstances)
- Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or exceptional circumstances)
- Special Consideration (due to Illness/Misadventure/Exceptional Circumstances leading up to an Assessment Task, or on the day of an Assessment Task)

Were you provided with Disability Provisions for this assessment task?

- No
- Yes If yes please provide details _____

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

I understand that this review cannot be withdrawn. I have attached (please tick and complete relevant information)

- Medical Certificate from Doctor: _____ Date: _____
- Statutory Declaration: _____ Date: _____
- Other (please describe): Supporting letter from my parent/caregiver _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Classroom Teacher/ Head Teacher recommendation: [this may include extension time, completion of task on day of return]

Head Teacher Signature _____ Date: _____

HSC Deputy Principal / Panel's recommendation:

- Upheld
- To be reviewed
- Declined

Signature of HSC Deputy Principal: _____ Date: _____

Copies to:

Deputy Principal:
Head Teacher:
Class Teacher:
Office File



Brisbane Water Secondary College

STUDENT ASSESSMENT TASK REVIEW REQUEST

This form should be completed only if the student feels that they have met the assessment criteria requirements as detailed in the assessment task and marking criteria, and is requesting a review of the assessment process.

This form is to be completed and signed by the student and a parent/caregiver within 5 school days of the marks being returned.

Student Name: _____ **Class:** _____

In lodging a review request, the Deputy Principal, in consultation with your Classroom Teacher or the Head Teacher of the course, will review your performance in the course and give consideration to your statement in your review request. The review may result in the final mark remaining the same or becoming higher or lower than the original mark.

The Deputy Principal will decide whether there is sufficient evidence to change the original assessment mark.

I wish to have the Deputy Principal consider my review request in the following course:

Course Name	Assessment Task/ Number

SAMPLE COPY OF OFFICIAL WARNING LETTER



Brisbane Water Secondary College

Edward St

Woy Woy

NSW 2250

Ph: 02 43411600

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

Dear Ms Jones

I am writing to advise that your child AB Jones is in danger of not meeting the Course Completion Criteria for the English Standard HSC course.

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- Followed the course developed or endorsed by the NSW Education Standards Authority; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the School; and
- Achieved some or all of the outcomes.

The NSW Education Standards Authority requires schools and colleges to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this as **Warning 1** that we have issued concerning **English Standard**. A minimum of two course specific warnings must be issued prior to a final "N" Determination being made for a course. Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an "N" (non-completion of course) determination. An "N" determination will mean that the course will not be listed on the student's Record of Achievement.

N Award Description: Non completion of Task 1- Poetry

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment Task 1- Poetry	35%	1 st Jan 2021	Completion and submission of task	14 th Jan 2021

In order for **AB Jones** to satisfy the Course Completion Criteria, the aforementioned task requirements or outcomes need to be satisfactorily completed/achieved. Please discuss this matter with **AB** and contact the School (Classroom teacher: **Mrs Smith**) if further information or clarification is needed.

Yours faithfully,

Principal/Deputy Principal

Head Teacher

REPLY SLIP - N AWARD: Requirements for the satisfactory completion of a HSC Course:

I have received the letter dated 2nd January 2020 indicating that **AB Jones** is in danger of not having satisfactorily completing **English Assessment Task 1- Poetry**

I am aware that the "N" determination may make my child ineligible to receive a Higher School Certificate.

I am also aware that this course may not appear on their Course Record of Achievement.

Parent/Guardian's Signature _____

Date _____

Student's Signature _____

AB Jones

Date _____

PLEASE RETURN SLIP TO YOUR CLASS TEACHER: **Mrs Smith**



Brisbane Water Secondary College

HSC ASSESSMENT BOOKLET ACKNOWLEDGEMENT

I _____, (*name printed*) have received the Brisbane Water Secondary College assessment document for 2020-2021.

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

Any assessment handed in **late** will be **checked diagnostically** but will receive **no marks** – it will be classified as a **NON-ATTEMPT OR NON-SERIOUS ATTEMPT**.

NESA’S POLICY ON NON-ATTEMPTS/NON-SERIOUS ATTEMPTS

A candidate receives zero marks for an assessment task:

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

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

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

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

Student Signature

Parent/Caregiver’s Name

Parent/Caregiver’s Signature

Date: _____

**This page is to be left in the booklet.
A separate COLOUR sheet enclosed is to be completed and returned to the Front Office.**