

# JINDABYNE HIGH SCHOOL 2023/24 HSC ASSESSMENT BOOKLET

Edited: September 2023



Phone: (02) 6456 2346

Fax: (02) 6456 1082

Email: [jindabyne-h.school@det.nsw.edu.au](mailto:jindabyne-h.school@det.nsw.edu.au)

Website: [www.jindabyne-h.schools.nsw.edu.au](http://www.jindabyne-h.schools.nsw.edu.au)

Address: 8-20 Park Road Jindabyne NSW 2627



Education

Public Schools NSW

## Table of Contents

Aims and Purpose of Assessment.....	4
NSW Education Standards Authority Requirements .....	6
Rights and Responsibilities .....	9
Assessment Policy.....	10
HSC Scenarios .....	17
Study Skills and Time Management.....	19
Glossary of Key Words.....	20
Other Useful Terms.....	21
Referencing – Harvard Style Referencing .....	22
Flow Chart for ‘N’ Determination .....	23
Illness / Misadventure Appeals Process .....	24
Assessment Mark / Grade Appeal Form .....	26
Frequently Asked Questions.....	27
Year 12 Assessment Schedules 2023 - 2024.....	31
ANCIENT HISTORY.....	31
BIOLOGY.....	31
BUSINESS STUDIES.....	32
CHEMISTRY .....	32
COMMUNITY & FAMILY STUDIES (CAFS) .....	33
DRAMA.....	33
ENGLISH STUDIES.....	34
ENGLISH STANDARD .....	34
ENGLISH ADVANCED.....	35
ENGLISH EXTENSION 1 .....	35
ENGLISH EXTENSION 2 .....	36
GEOGRAPHY.....	36
INDUSTRIAL TECHNOLOGY – Timber .....	37
INVESTIGATING SCIENCE .....	37
JAPANESE BEGINNERS .....	38
JAPANESE CONTINUERS.....	38
MATHEMATICS STANDARD 1.....	39
MATHEMATICS STANDARD 2.....	39
MATHEMATICS.....	40
MATHEMATICS EXTENSION 1 .....	40
MODERN HISTORY .....	41
MUSIC .....	42
PERSONAL DEVELOPMENT, HEALTH & PE .....	43
PHYSICS.....	43
SOCIETY AND CULTURE.....	44
SPORTS COACHING .....	44
VISUAL DESIGN .....	44
HSC Assessment Schedule .....	45

## Introduction

Congratulations on the successful completion of the Year 11 and welcome to the Year 12 HSC Course. Year 12 is the last year in your schooling, but I hope it is but a stepping stone to the next phase of your life. I know that you will continue to learn and grow as a person over the years ahead of you and my hope is that you will embrace the learning opportunities provided for you over the next 12 months so that you will leave Jindabyne High School with pride, leadership, and skills for a fulfilling future.

You will soon discover that Year 12 offers you far greater freedoms but also places much heavier demands upon your time and responsibilities. You are now a role model for younger students and your behaviour and personal presentation should reflect that. Expectations in terms of your punctuality and attendance, commitment to your work and respect towards others are also far higher in the senior years. You also need to ensure your work ethic reflects a serious commitment to your studies to provide a solid foundation and maximise your potential. This will require a diligent approach to your studies and the conscious completion of all relevant assessment tasks outlined in this handbook. As a senior student at Jindabyne High School, you must be prepared to meet these high expectations.

This handbook is provided to assist you in planning and organising their time, by informing you of when assessment tasks are due, understanding the place of assessment in the HSC Course credential and the processes by which assessment marks are determined. It is important that you read this handbook and ensure you understand the information it contains.

This handbook also contains an outline of your rights and responsibilities as set out by NESA, what to do if something goes wrong and what will happen if you fail to follow the guidelines set out. Also, there are some useful documents that may assist you during the HSC course. Please remember it is our responsibility to provide you with these guidelines and explain them to you. It is your responsibility to read and ensure that you understand them.

The key to academic success over the next year is a positive attitude and a willingness to seek support. Your course of study for the HSC will be extremely challenging at times but remember that you have an experienced group of staff who are here to help you achieve your best in the HSC. From your classroom teachers and Head Teachers to your Year Adviser and Careers Adviser, through to your Deputy Principal and myself, we take no greater pleasure than supporting our students and seeing you achieve your best. Don't be afraid to ask for any assistance you may need to get you through these challenges.

Remember you are completing the HSC for yourself, not by yourself. As a school we look forward to working in partnership with you and your families to help you achieve your personal best. We look forward to a very productive, enjoyable, and successful year for all.

Sincerely,

*Kelly Henretty*

**Principal**

## Aims and Purpose of Assessment

Students are required to complete school-based assessment tasks for all Year 12 Courses. The key reasons for assessment are to:

- Support student learning
- Monitor student learning
- Diagnose student needs
- Evaluate the effectiveness of teaching/learning programs
- Inform the reporting process
- Assist accountability

Internal assessment plays an important role in assessing overall student achievement in a Year 12 course by:

- Assessing student achievement of a wider range of syllabus outcomes than may be measured by the external examination
- Assessing outcomes that are more easily assessed in settings other than an examination, e.g. fieldwork, practical tasks, performance assessment
- Providing multiple opportunities for students to demonstrate their achievements
- Providing different ways, other than approaches used in an exam, for students to demonstrate their achievements

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements are determined by the NSW Education Standard Authority (NESA) and are set out in the syllabus for each HSC subject. Below are common acronyms used throughout this handbook.

AQF	Australian Qualifications Framework
ATAR	Australian Tertiary Admission Rank
NESA	NSW Education Standards Authority
HSC	Higher School Certificate
JHS	Jindabyne High School
TAFE	Technical and Further Education
TVET	TAFE Vocation Education and Training
VET	Vocation Education and Training
UAC	University Admission Centre

Students must follow the principles set out in **HSC: All My Own Work** and make a genuine and serious attempt in all tasks.

At the end of each course, and based only on formal assessment tasks, the school will submit to NESA an overall school-based assessment mark for each student in each Board Developed Course (except VET and Life Skills Courses). This mark equates to a 'rank' (a student's position in relation to other students) in a course. This is a mark out of 100 for 2 Unit courses and a mark out of 50 for 1 Unit (and Extension 1) courses.

The mark is moderated by NESA based on a student's performance in the HSC examination for that course. Moderation takes account of how an assessment mark, given by one school compares with marks given to students doing the same course/s in a different school. In this moderation, the assessment rank order (the student's place in the class) will not be changed.

- School-based assessment contributes 50% of a student's final HSC mark in each course.
- It contributes equally with the HSC examination in the calculation of the ATAR.

Vocational Education and Training (VET) courses are competency based. A student's performance is judged as being either **competent** or **not yet competent** against a prescribed standard. The judgement is made on the basis of evidence that can be in a variety of forms.

Competency-based assessment focuses on the **requirements of the workplace**. Assessment of competence involves the assessment of skills and knowledge combined.

**Students must be aware that work-placement is a mandatory requirement in VET courses and if not completed could result in failure to satisfactorily complete the course and as such mean not enough units to complete the requirements for the Preliminary Course or Higher School Certificate.**

Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the **optional** VET curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examination, such as a trial HSC examination. It must be submitted at the same time as the school assessment marks for other HSC courses, but will be used only in the case of a successful illness/misadventure appeal.

At the conclusion of the Year 12 assessment program, the school will submit a school-based assessment mark to NESA for each of your courses, based on your performance in the tasks in the school's assessment program.

The assessment submitted is adjusted (moderated) by NESA to produce the assessment mark that appears on your results. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school group's assessment marks are adjusted based on the performance of the group in the HSC examination. The rank order of students as submitted by the school is not changed.

The assessment requirements for each Board Developed Course are set out in each syllabus. Feedback from past HSC exams (formerly called 'Notes from the Marking Centre') is now available online at (<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers>) for most courses.

# NSW Education Standards Authority Requirements

Full details may be obtained from the NESA website: <http://educationstandards.nsw.edu.au>

This site will also allow you to access full copies of each syllabus and lists the prescribed texts and specifications for each course. In order for you to qualify for the Higher School Certificate, the Principal must certify to the NSW Education Standards Authority that you have:

1. Satisfactorily completed a pattern of courses which meets the Board's requirements
2. Completed the requirements for each course, including any necessary practical, or project work, or work placements
3. Completed tasks designed by the school for the internal assessment program in each HSC course
4. Sat for, and made a genuine attempt at, the required HSC examinations.

## **Pattern of Study:**

The Year 12 course must include a minimum of 10 units of study composed of:

- At least 6 units of Board Developed Courses, including at least 2 units of English
- At least 3 courses of 2 units value or greater
- At least 4 subjects (including English)
- At most, 7 units of courses in Science can count towards HSC eligibility

Oral, practical and project work required for specific courses and the assessment requirements for each course must be completed.

A serious attempt at the required HSC examinations must be made.

## **Satisfactory Course Completion:**

- i. To complete a course satisfactorily, you must fulfil all requirements of the syllabus e.g. Assignments, practical work and participation in class. This includes the minimum requirement that a student makes a genuine attempt at assessment tasks worth more than 50% of the available marks for the course.
- ii. The Principal must be satisfied that there is sufficient evidence that you have:
  - a) Followed the course developed or endorsed by the Board
  - b) Applied yourself with diligence and sustained effort to the set tasks and experiences provided by the school
  - c) Achieved some or all of the outcomes

### **'N' Determinations:**

If the Principal determines that the above course requirements have not been met, you will be given written warning in sufficient time to correct any problems regarding satisfactory completion of course requirements.

A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will deem that the student has not met the requirements for the course.

The Principal will:

1. Advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected
2. Advise the parent or guardian in writing (if the student is under 18 years of age)
3. Request from the student / parent a written acknowledgement of the warning
4. Issue at least one follow-up warning letter if the problem has not been corrected
5. Retain copies of the warning notice(s) and other relevant documentation

You have the right to appeal to the school and then to the Board against the Principal's 'N' determination. The Principal will advise you of this right and explain the appeal process. Where it is determined that you have not satisfactorily completed a course, you will receive no results from the Board in that course.

Two or more 'N' determination warning letters in any one subject **regardless** of whether the work has been caught up or not can lead to an 'N' determination by the Principal.

Students undertaking a Stage 6 Life Skills course can be issued with 'N' Determinations.

Until a student receives results in 12 x Year 11 units and 10 x Year 12 units, he/she will not be eligible for the award of a Higher School Certificate. All of these units must include at least *two* units of English.

### **Disability Provisions (Special examination provisions for students with special needs):**

**Who can apply?** Any HSC student with a disability recognised in the Commonwealth *Disability Standards for Education 2005*.

The definition of 'disability' in the *Disability Discrimination Act 1992* (Cth) includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

If assessed eligible, students may be given provisions such as:

- readers and/or writers
- time to rest
- time to take medication
- large print
- separate or small group supervision
- adjustments to the physical environment; e.g. special furniture or lightning.

Disability provisions are available to students who need them to complete a task (e.g. for a reader or scribe, extended time or for large print papers), however no special considerations will be made in marking a completed task.

Appropriate documentation must be provided (e.g. medical certificates, medical reports that are no older than 12 months in nature and must be specific).

Students must be aware that School Based Disability Provisions granted for school based tasks may not be approved by NESA for external HSC examinations.

If a student has a special need that would, in a normal examination situation, prevent them from reading the examination questions and/or communicating responses, the Board may approve special examination provisions (see the NESA website for further information).

An application must be submitted and approved by NESA for disability provisions in the HSC exams. Applications for known conditions are done through interview with the Principal, the Learning Support Teacher, the Year Adviser, the Deputy Principal, or the School Counsellor.

Emergency provisions can be arranged if a student has an accident just before the HSC examination, if it impairs your ability to undertake the examination. You must immediately notify the Principal in such a case.

Disability provisions are not available:

- As compensation for difficulties in undertaking a course and preparing for the examination
- For lack of familiarity with the English language.



# Rights and Responsibilities

## School Responsibilities

- Students will be provided with electronic or hard copies of the relevant part of the syllabus for each course.
- Students will be provided with a scope and sequence for each course.
- Students will be provided with a school HSC Assessment Guide.
- The assessment schedules for each course will include the number, mark values and types of tasks to be set.
- A meeting will be held to explain school policies and procedures, NESA requirements and assessment schedules.
- Students will be given adequate written notice of the nature and timing of assessment tasks. Generally, at least two weeks' notice will be given.
- Meaningful feedback will be provided on students' performance on all assessment tasks.
- The school will be bound by our stated policies and procedures in regard to illness, misadventures, malpractice, late submission and non-completion of and in assessment tasks.
- Students will be advised in writing when they are not meeting NESA requirements for each course. The notification will include what is necessary to enable the students to meet the requirements satisfactorily.
- Students will be informed of their entitlements to school reviews.

## Student Responsibilities

- Students are required to sign a register to indicate receipt of these documents. They are to familiarise themselves with syllabus requirements, course scope and sequence, HSC Assessment policies, procedures and assessment schedules and to retain these documents for the duration of the course.
- Students are required to attend the meeting and sign a register to indicate that they have received copies of the HSC Assessment Guide and have listened to an explanation of school policies and procedures, assessment schedules and NESA requirements.
- Students will sign an Assessment Task Notification to indicate that they have received written notification of each assessment task.
- Students are to use feedback from assessment tasks to guide further improvement.
- Students will be bound by our stated policies and procedures in regard to illness, misadventures, malpractice, late submission and non-completion of and in assessment tasks.
- In order to avoid an 'N' Determination in a Year 12 course, students will address concerns in relation to meeting NESA requirements within the specified time frame.
- Students will utilise the appropriate appeal process when necessary.

# Assessment Policy

It is your responsibility to **read** and **understand** this information. The following points apply to all students studying any subject in any Faculty at Jindabyne High School.

## **SATISFACTORY COMPLETION OF A COURSE**

### **Course Completion Criteria**

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

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

For the satisfactory completion of a course, the NSW Education Standards Authority does not mandate an attendance requirement. As a guide, however, where a student's attendance falls below **85%** of a school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the specific course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal.

If at any time it appears that a student is at risk of receiving an 'N' Determination (this is a non-successful completion of course), the Principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected.

Periodically, each student's progress will be monitored by their Year Adviser, Head Teacher and the Deputy Principal. Students who are in danger of receiving an 'N' determination will be interviewed, and if deemed necessary, a note will be sent home informing parents/guardians of their child's status and a HSC support plan will be established.

Students who have not complied with the above requirements and have received **at least two (2) written warnings** may be regarded as not having satisfactorily completed the course. The Principal will then apply the 'N' determination.

Indicators of possible failure for students to apply themselves and fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement and the like caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

## **NOTIFICATION OF A TASK**

Teachers will give students at least 2 weeks written notice of the details of an assessment task.

This notice will refer to the outcomes to be assessed, the type of task to be completed, the due date, and what the students need to do to demonstrate their achievement of the outcomes.

Students will be required to sign to acknowledge they have received each assessment task notification. This will be completed on the record of assessment notification sheet kept by each teacher. If the student is absent when the Assessment Task is given out, it is the responsibility of the student, upon returning to school, to check with the teacher about the missed Assessment Task Notification. If a student has not returned to school within 3 school days, written notice of the Assessment Task may be mailed home. If an assessment task has been altered then notification must be provided to the students with a **Change in Stage 6 Assessment Task** form.

It is the student's responsibility to notify the relevant teacher or faculty Head Teacher if they have not received complete details of assessment information for any course. This may have resulted because of absences, illness or other circumstances that prevented the student being given the information.

## **SCHEDULING OF ASSESSMENT TASKS**

Students will need to refer to the Assessment Schedules in this booklet.

## **SUBMISSION OF A TASK - DUE DATES**

**All** submitted tasks must be handed to the designated person (if not in attendance, then the Head Teacher, Deputy Principal) **at the nominated lesson and/or notified time**, on the due date (or earlier if needed). The relevant teacher and student will sign a register to indicate that the task has been submitted and the date of submission. Tasks must not be left on a teacher's desk. No responsibility will be taken for tasks which are not submitted according to the procedure. If electronic submission is required students must ensure that they have appropriate backup copies and hard copies are kept. Failure of technology e.g. corrupt files, computer crashes, printer failure, email did not send, incorrect email address are not acceptable as a reason for late or non-submission.

If required to submit files electronically, a closing time will be specified after which tasks cannot be submitted.

**Students who fail to complete or submit an assessment task at the notified submission date and time, will automatically receive a mark of ZERO. This is in accordance with NESA guidelines.**

No marks will be awarded for late assessments without approved illness / misadventure applications.

If a student has been granted leave (e.g. work placement, sport representation) and will be absent from school on the day an assessment task is due for submission, **they must complete a Misadventure Form PRIOR to the leave**. An alternative arrangement will be negotiated, which will usually involve submitting the task on the day prior to the leave.

Where an assessment item will be conducted over more than one day (e.g. oral presentations) students must be prepared to complete the assessment item from the first lesson of the due date.

## ATTENDANCE

On the day of a task it is expected that all students are present for their normal timetable, in line with school policy. If a student is not present, a completed **Stage 6 'Illness/Misadventure' form** with a medical certificate, or other appropriate documentation will be required if there is an assessment task due.

With the HSC Examinations, it is important that you attend the examinations where possible, even in the case of illness/misadventure. NESA will not uphold an illness/misadventure application if the reason for your absence is not considered to be sufficiently serious. You must consult the Principal before deciding not to attend an examination. Advice from a relevant independent expert, such as a doctor or a police officer, must also be provided with your application, indicating why you were unable to attend the examination.

## SUSPENSION

It is the student's responsibility to determine whether any assessed tasks were set or due during the period of suspension.

- **Out-of-Class Assessments**

To avoid any advantage to suspended students, the assignment (or similar) task is due for suspended students at the same time as it is due for the rest of the students in the class. Submission of the task is to be organised through the front office only. A receipt of submission will be completed by the Deputy Principal.

- **In-Class Assessments**

It is the student's responsibility to arrange, with their Subject Teacher and respective Head Teacher after the student's return from suspension, for an alternative task to be set, should it be required. Under special circumstances, the Principal may request the student to attend school for the time span only during which the in-school Assessment Task is being completed.

## EXPLAINED ABSENCES FOR ASSESSMENT TASKS

In cases where a student has been genuinely sick, has had an accident or any other misadventure on the day of an Assessment Task, where that task is to be done at school, a Doctor's Certificate must be sighted by the relevant Head Teacher immediately upon return to school. The student will complete an **Illness/Misadventure form**, found in the handbook, or obtained from the Deputy Principal. This must be completed and handed to the Deputy Principal **within 3 days** of the student's return to school. In such cases, a similar task may be set. In rare cases, such as an extended illness, an estimate may be given for an Assessment Task. Again, the circumstances should be presented to the Deputy Principal on the appropriate form. Absences that extend over a holiday period will incur an estimate.

If the student is feeling ill/unwell *during* a task/exam, notification must be made to the class teacher/exam supervisor before departure of the task/exam.

The outcome of the Illness/Misadventure will be determined by the Deputy Principal.

**The Illness/Misadventure appeals process does not cover:**

- difficulties in preparation or loss of preparation time;
- alleged deficiencies in tuition;
- loss of study time prior to the formal study vacation;
- misreading the Exam timetable;
- misreading of Exam instructions; and
- illnesses covered by special provisions, unless there is evidence of an unforeseen episode during the examination.

Where the appeal is upheld the student will be provided with an alternate task or a new date for the same task if this does not compromise assessment procedures.

Where the appeal is overturned, the student will receive a zero determination for the task.

**UNEXPLAINED ABSENCES FOR ASSESSMENT TASKS**

In all cases and for all students, any unexplained absence from an Assessment Task will result in a ZERO being awarded for that task.

**FAILURE TO SUBMIT ASSESSMENT TASKS**

If you fail to submit 2 or more assessment tasks (for the course), the Principal may deem you to have **NOT FULFILLED THE REQUIREMENTS OF THE COURSE** and you may / will not be eligible to receive the award of the Higher School Certificate, depending on the number of subjects (units) that you are studying.

**REVIEW OF ASSESSMENTS**

Students may ask for a review of their assessments if they feel that special circumstances have interfered with their performance that is not covered by the rules above. This request for review must be submitted in writing to the **Deputy Principal**, who will consult with the Head Teacher and Year Adviser. Documentary evidence is usually required.

If you wish to appeal against the mark/grade awarded by the school at the end of the course, you must submit a written appeal together with evidence to the **Principal**. The School will review the mark/grade you have been given and advise you of the result of the review. The Review Panel will consist of:

- Principal or Deputy Principal
- Head Teacher of the subject in question or a nominee
- Year Adviser

Your application for a review/appeal should show that your mark/grade in the course is not consistent with the reports given to you throughout the year by the school. A review will NOT be considered once the course is completed.

## **ASSESSMENT RANKINGS and RANK APPEALS**

After the final HSC Examination, students can obtain their rank order for assessment in each course via their Students Online account. If you feel that your placement in any course is not correct, you should talk to your teacher immediately. If you are still not satisfied that the ranking is correct, you may apply to the Principal for a review.

- There is no provision for a review of the marks you received for individual assessment tasks. Reviews are limited to the assessment process.
- If you wish to apply for a review, you must do so by the date specified by NESA.
- If you are dissatisfied with the outcome of the school review, you may advise the Principal that you wish an appeal be sent to NESA.
- NESA will not review the assessment marks or rank order. NESA will only consider whether the school review was adequate, and that the conduct of the review was proper in all respects.
- If an appeal is upheld NESA will direct the school to carry out a further review.

## **ACADEMIC INTEGRITY POLICY**

The NSW Education Standards Authority has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including all submitted works and practical examinations), must be your own. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own or using them without acknowledgement), could lead to receiving zero marks and may jeopardise your Preliminary Certificate and HSC results.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical or performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- obtaining unauthorised access to examination papers or questions before the examination
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Students have the right to appeal a malpractice determination, if they believe they have acted with integrity. When submitting an appeal, students will be required to provide evidence that they did not breach any of the assessment task rules or take part in any form of malpractice. Such evidence might include, but is not limited to, providing documentation of and explaining the processes of the work, which might include study notes, diaries, journals, working plans or sketches, and/or progressive drafts to show the development of ideas.

## **CONDUCT DURING ASSESSMENT TASKS, INCLUDING EXAMINATIONS**

Students must behave in a way that does not disrupt the task, exam or disturb the work of any other students.

During any assessment task/examination, if a student is involved in any of the following behaviours, a zero assessment mark may be awarded:

- communicates with another student
- looks at another student's work
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher
- non-serious attempt or answers contain frivolous or objectionable material or
- cheats in any way.

### ***Before the examination***

- Familiarise yourself with the location and time of your exam well in advance.
- Obtain sufficient rest the night before each examination. Eat an adequate breakfast.
- Arrive at your exam location at least 10 minutes before the due starting time. No additional time will be granted for students arriving late.
- Make sure you have made your restroom stop before the examination starts.
- Turn off all mobile phones.
- No mobile phones or electronic devices are to be on or with the student during an exam.
- No hats, beanies, hoods, sunglasses, food or drink are allowed in exams, other than a small clear bottle of water (HSC ruling).
- Non-programmable watch, to be placed on the desk in clear view (HSC ruling).
- Bring the correct equipment. No borrowing is allowed. Bags will be stored as directed by exam supervisors.
- Approved calculators may be used (See NESAs website for list).
- Calculators on mobile phones cannot be used.
- No responsibility will be taken for the safe-keeping of any unauthorised material or equipment surrendered to supervisors before or during examinations.
- School uniform is to be worn to all examinations.
- During a Stage 6 examination period, students need only attend their scheduled examinations.

### ***During the examination***

- The examination supervisors are in charge of all students.
- You must follow their instructions at all times and behave in a polite and courteous manner.
- Students must sit where directed, and remain in their seat until instructed otherwise.
- Students must face the front, and not talk or communicate in any way with other students.
- Students may not commence reading or writing until instructed to start the examination.
- Students are not permitted to leave the examination room until the completion of the examination.
- Students may not use the toilets during the first 30 minutes or the last 30 minutes of an examination. Permission must be sought from the supervisor before leaving your seat.
- Students must cease writing when instructed to do so and remain silent until they are outside the examination room.

***After the examination***

- Students must not remove any examination booklets or papers from the examination room.
- When instructed to do so, leave the examination room quietly and in an orderly manner. Some students may still be working on longer examinations.
- Students must not discuss the examination paper with an absent student.

Note: the time allowed for the exam or task must be adhered to, with the only exception being for students who have an approved disability provision that allows extra time.

Reading time is provided at the beginning of each examination whereby students are not permitted to write, highlight, or annotate their paper in anyway.



## HSC Scenarios

SITUATION	RESPONSE
Student is not applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.	An 'N' determination warning letter will be issued, indicating work required to rectify the situation.
Student misses class because of school commitments.	It is the responsibility of the student to inform the teacher in advance, to collect any material issued and to complete set work. Failure to do so may result in an N determination warning letter detailing work required.
Student's attendance is of concern, eg, below 85%.	An 'N' Determination warning letter will be issued, indicating work required to rectify the situation.
Repeated failure to complete homework.	An 'N' Determination warning letter will be issued, indicating work required to rectify the situation.
Non-serious attempt at task.	Zero marks awarded. 'N' Determination warning letter sent home. A genuine attempt at the task must be made.
Student knows in advance that they are unable to sit for a task on the designated day because of a school endorsed activity or leave.	Student must submit an Illness/Misadventure Form <b>before</b> the designated date for the assessment.
Student knows in advance that they are unable to submit a task on the designated day because of a school endorsed activity or leave.	Student must submit the task <b>before the due date</b> or arrange for the task to be submitted on the due date
Student fails to sit for a task on the designated date.	Illness/Misadventure Appeal Form must be submitted on the due date or within 3 days of student's return to school. If not possible within 3 days, contact the school. <b>The student should expect to complete the task on the first day of return to school.</b>
Task is submitted after the due time and/or date.	Zero marks will apply unless there are grounds for Illness/Misadventure. <b>If absent, the student should expect to submit the task on the first day of return to school.</b> An Illness/Misadventure Appeal Form must be provided within 3 days of the student's return to school. If not possible within 3 days, contact the school. If present, the student should submit an Illness/Misadventure Form on the day the task is due.
Student is unable to submit Illness/Misadventure Form within three days of the task.	Contact must be made with the school, preferably on the day, but within three days. Arrangements must be made for submission of the Illness/Misadventure Form. An 'N' Determination warning letter will be issued, indicating negotiated task completion details.

Student submits an Illness/Misadventure Form within the required time.	Head Teacher considers the appeal in consultation with class teacher and notifies student of the outcome.
Illness/Misadventure appeal is upheld.	Marks awarded for completed task.
Illness/Misadventure appeal is denied.	Zero marks awarded and letter sent notifying of this. Student may appeal the decision. 'N' Determination warning letter sent home if the task has not been submitted. Student is still required to complete the task.
Student fails to submit an Illness/Misadventure Form as required above.	Zero marks awarded and parents are notified of this via an 'N' Determination warning letter sent home if the task has not been submitted. Student is still required to complete the task.
Task is not completed or submitted on the due date and student has no grounds for illness/misadventure appeal.	Zero marks awarded and parents are notified of this via an 'N' Determination warning letter sent home. Student is still required to complete the task.

### Supplementary Material

1. NESA Glossary of Key Words
2. How to reference
3. Flow Chart for 'N' Determinations
4. Illness / Misadventure Form
5. Assessment Mark / Grade Appeal Form
6. Frequently Asked Questions

## Study Skills and Time Management

Being able to manage your time is a key study skill. Study at Stage 6 in both Year 11 and Year 12 does require a commitment to your work.

The human mind forgets at an alarming rate. The amount of information people forget increases over time, following a typical pattern of degradation:

- Within one hour, an average of 50 percent is lost
- Within 24 hours, an average of 70 percent is lost
- Within one week, an average of 90 percent is lost



### Tips to assist in successfully revising and retaining your work:

1. Ensure that you organise your day so that ample time is allocated to your studies.
2. Develop your own study timetable - Keep a balance between subjects.
3. Contact your teacher to discuss aspects of your work or any problems you may encounter.
4. Keep up-to-date with your work. Do not fall behind.
5. Remember that personal research and extensive reading is an important feature of your study program.
6. Aim at developing your personal best.
7. Develop study habits that suit your personal needs. Learning styles vary from person to person. You may be visual, auditory, or a kinaesthetic learner.
8. Discussing your work with interested people is often thought provoking.
9. Allow for some leisure time to avoid becoming stressed and overwhelmed.
10. Revise your work regularly. If you study a little bit every day, it will help you understand it better.

## Glossary of Key Words

HSC subject syllabuses, school internal assessment tasks and examination questions have **key words** that state what students are expected to be able to do.

This glossary of key words has been developed to help provide a common language and **consistent** meaning in Higher School Certificate tasks and examinations. Using the **glossary** will help you understand what is expected in answers to questions in examinations and assessment tasks.

<b>Key Word</b>	<b>Definition - what you have to do</b>
<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse / evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about

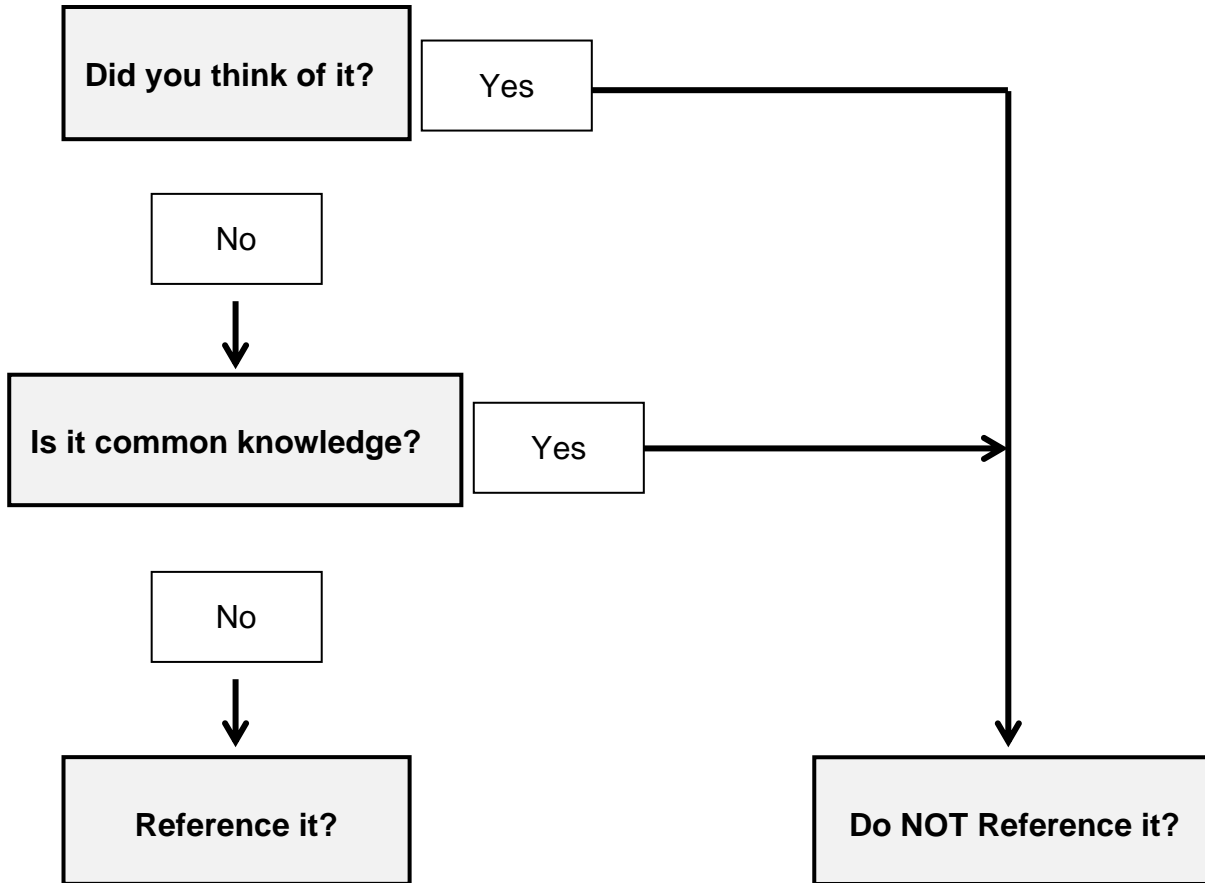
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

## Other Useful Terms

<b>Cite</b>	To quote as an authority, to mention in support of an argument, refer to as an example
<b>Cohesive</b>	Connected, consistent argument with parts flowing smoothly
<b>Concept</b>	A thought, idea or notion that may develop from a generalisation
<b>Details</b>	Individual parts of a whole; details add substance to a response
<b>Evidence</b>	Information and details presented in a given passage
<b>Example</b>	Instance that serves to illustrate; part of something used to show the characteristics of the whole
<b>Fact</b>	That which can be observed or verified; objective
<b>Factors</b>	Influences or facts that cause some effect or result
<b>Feature</b>	A characteristic of a passage
<b>Illustrate</b>	To explain and make clear with examples
<b>Implications</b>	Possible or suggested outcomes/results of decisions or actions
<b>Integrate</b>	Bring together (parts) into a whole
<b>Issues</b>	Ideas or situations about which there is some discussion and/or disagreement
<b>Logical</b>	Reasonable, convincing, of sound sense
<b>Opinion</b>	A belief or idea held with confidence but not substantiated with direct proof or knowledge
<b>Options</b>	Things that are or may be chosen as possible alternatives
<b>Passage</b>	A piece of text, such as a story, poem, recipe, graph, cartoon, blurb, excerpt
<b>Relationship</b>	Links or connections between two or more things/ideas/people
<b>Strategy/ies</b>	Action/s consciously chosen as part of a plan
<b>Sustain/ed</b>	Keep up or keep going, for example an argument or position in an essay

# Referencing – Harvard Style Referencing

**SUMMARY** (please refer to the **All My Own Work** modules referencing details)



## What is Referencing?

Referencing is a method of acknowledging the sources of information and ideas that you have used while completing assessment tasks outside the classroom.

It has two key elements:

- an **in-text reference** that indicates you have used a phrase, idea or concept from someone else
- a complete **Reference** at the end of the assessment task giving full details of all sources referred to in the task.

## Why do you have to reference properly?

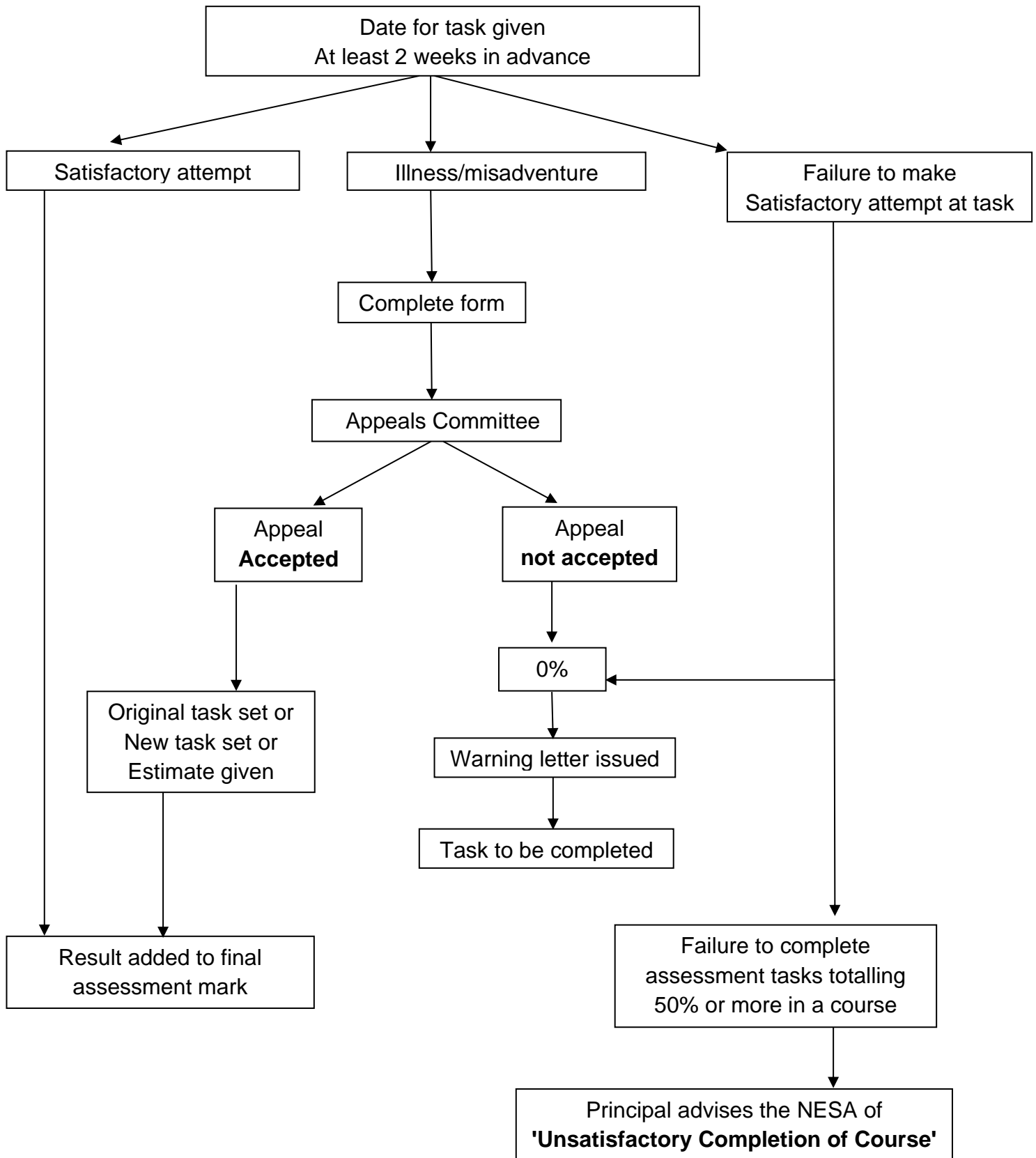
- to acknowledge your sources
- to give your readers information to identify and consult your sources
- to ensure your information is accurate.

## What if you don't reference properly?

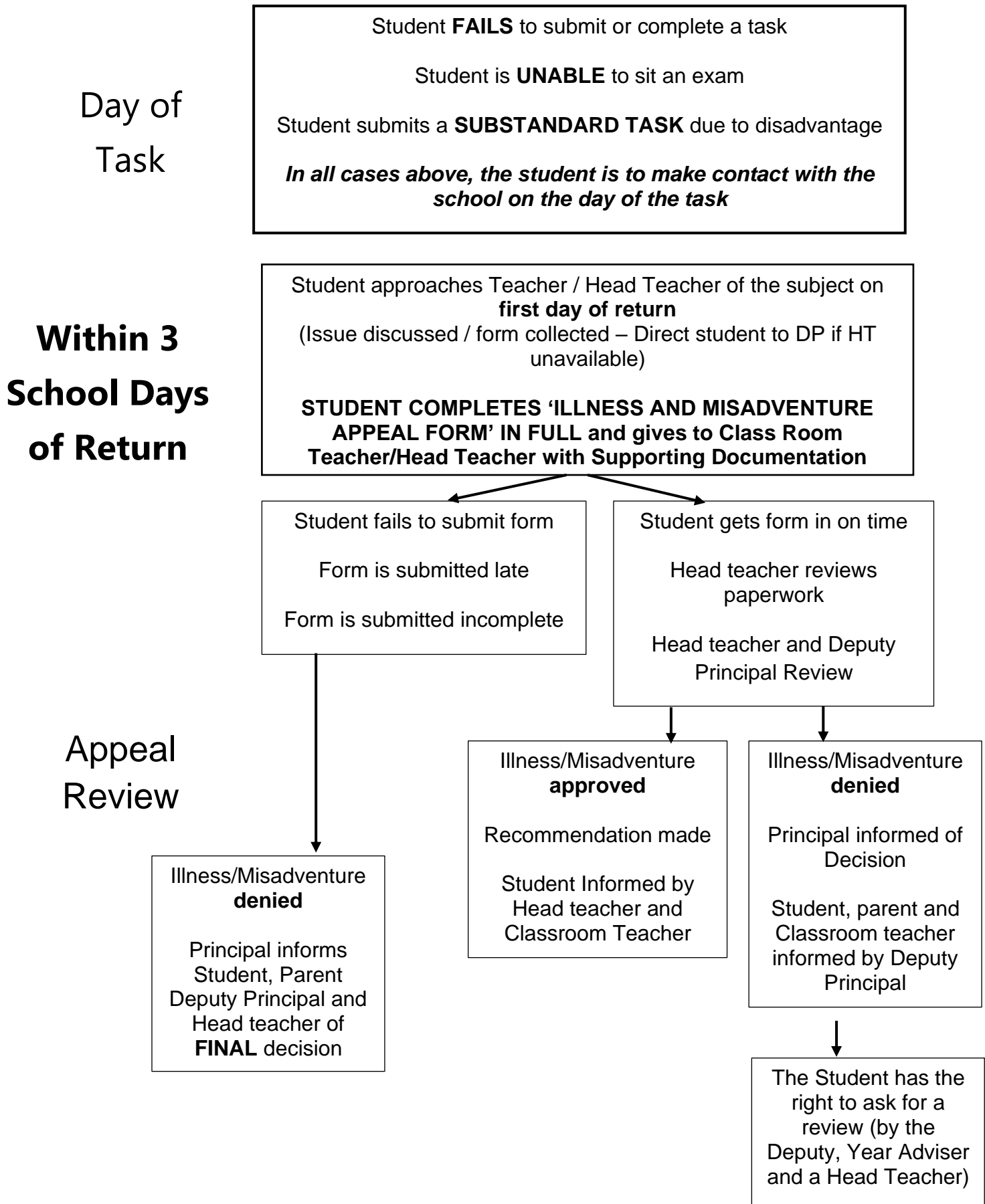
- you may be suspected of **plagiarism** (that is, not acknowledging someone else's ideas or writing)
- students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

# Flow Chart for 'N' Determination

(Unsatisfactory completion of Course)



# Illness / Misadventure Appeals Process







**Jindabyne High School  
Illness/Misadventure Form**

Student's name: \_\_\_\_\_

Date: \_\_\_\_\_

Subject: \_\_\_\_\_

Task No: \_\_\_\_\_

Class teacher: \_\_\_\_\_

Date Scheduled: \_\_\_\_\_

**Reasons for Failure to meet Requirements:**

**Supporting Evidence must be attached e.g. medical certificate**

Signature Student: \_\_\_\_\_

Date: \_\_\_\_\_

Signature Parent: \_\_\_\_\_

Date: \_\_\_\_\_

*Please return to the **Head Teacher** no later than 2 days after the scheduled date of the Assessment Task. When your absence/late submission is known before the date of the task, this form must be submitted to the Head Teacher at least one week **BEFOREHAND**.*

**Head Teacher Recommendation:**

Head Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

Principal / DP Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Appeal Panel Decision (where applicable):**

Signed: \_\_\_\_\_

Principal / DP

\_\_\_\_\_

Year Adviser

\_\_\_\_\_

HT on Panel

# Assessment Mark / Grade Appeal Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Appeal forms must be lodged with the Deputy Principal within one calendar week of the return of the task. You may seek advice from your class teacher, Year Adviser or Head Teacher before you complete this form. If the Deputy Principal deems there are grounds for appeal then this form will be forwarded to the Principal/Appeals Committee which will consist of two independent teachers plus a teacher from the faculty involved.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the School. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which special provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

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

Task Number: \_\_\_\_\_ Task Description: \_\_\_\_\_

Details of your appeal: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Supporting documentation (list the documents that you are attaching to this appeal).

\_\_\_\_\_

### Office Use Only - **Outcome of Appeal**

Declined / Upheld	Reasons:

Name: \_\_\_\_\_ Signed: \_\_\_\_\_

# Frequently Asked Questions

The information is provided in a question/answer format to highlight the areas and issues about which students and their parents/caregivers should be aware.

## **1. What is meant by assessment?**

Assessment is the measurement of actual student performance in various tasks. It is not a measure of their potential performance or an estimate of their general ability.

## **2. What must I do to have satisfactorily studied a course?**

*NESA expects students to have:*

- a) followed the course developed or endorsed by NESA; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- c) achieved some or all of the course outcomes; and/or
- d) completed all assessment tasks. However, if you fail to seriously attempt assessment tasks worth 50% or more of the final assessment mark, you will be awarded a zero for that course.

*Where a candidate has failed to satisfactorily study a course, the Principal will:*

- a) apply a "N" (Non-completion) determination and advise NESA accordingly. Courses which were not satisfactorily completed will not be printed on HSC or Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
- b) advise the candidate of the submission and the right of appeal.

## **3. What happens if I feel I cannot submit an assessment task on time and have a valid reason?**

If you feel you have a valid reason for the late submission of an assessment task, then you must approach your teacher with a completed Illness/Misadventure Form, where possible at least two (2) full school days prior to the due date, giving your reasons in writing. Your parent or caregiver must sign this form. A time extension may be granted in legitimate cases.

## **4. What happens if I fail to attempt or submit a task on time without a valid reason?**

You will be awarded a zero for that task.

## **5. What happens if I fail to attempt or submit a task?**

If you have a valid reason for a non-attempt, then you will be given the same or a substitute task at a later date. Where this is not feasible, an estimate may be given after discussion with the Principal or Head Teacher. If the explanation is not accepted you will be awarded zero for that task.

## **6. What are valid reasons?**

It is up to students to demonstrate that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will initially be determined by the Head Teacher in consultation with the class teacher on the basis of fairness to all students in the group.

## **7. What if I am absent when an assessment task is notified?**

It is your responsibility to ask your teacher about any assessment tasks which may have been notified in your absence. This needs to be done during the first day of your return to school after an absence. It is your responsibility to refer to the schedule provided.

**8. What happens if I know I am going to be absent for an assessment task?**

You should notify your teachers at your earliest convenience in writing by completing an Illness/Misadventure Form. Giving your reasons in writing must be done at least two (2) full school days prior to the due date. Your parent or caregiver must sign this form. A time extension may be granted in legitimate cases.

**9. What happens if I am unable to sit for an examination?**

If you are going to be absent from an examination (Midcourse or Trial HSC Examinations) you must notify your class teacher, the Head Teacher of that subject and the Year 11/12 Student Adviser, to make arrangements to sit for the examination(s) at a later date. You will not be able to sit for the examinations before the due date.

If you are ill, it is necessary to contact the school immediately. A Doctor's Certificate may be required to cover an absence from an examination. You must complete the Illness/Misadventure Form as soon as you return to school after your absence.

If you are ill prior to or during the HSC examination period you must obtain a Doctor's Certificate and contact the school to obtain a NESAs "Illness and Misadventure" Appeal Form.

**10. Will my parents or caregiver be informed of any non-attempt?**

Yes they will. Any such communication, including official warnings given to you, will be maintained as records.

**11. Will my general behaviour throughout the year be taken into account for assessment purposes?**

Yes, if it affects your studies or the studies of other students. Your behaviour would affect your ability to meet the Board requirement that "students apply themselves with diligence and sustained effort."

**12. Are there specific behaviours which will affect my assessment?**

Yes, any of the following actions will incur a zero mark for any assessment task:

- a) cheating during an assessment task;
- b) copying from another student and claiming that work as your own;
- c) presenting an assignment which is clearly not your own work, which includes work completed by another individual on your behalf;
- d) allowing other students to copy your work;
- e) copying material with no due acknowledgement;
- f) disrupting an assessment task; and/or
- g) truancy or absence from an assessment task without providing a satisfactory explanation.

**13. What if I don't make a serious attempt at an assessment task?**

A non-serious attempt will lead to a student being awarded a zero for that task. Non-serious attempts may result from the attempt being so poor as to be considered non-serious or as a result of the use of derogatory remarks, obscene language, insufficient evidence of the student's own work, etc. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious.

**14. Can I leave an examination or set assessment task prior to the time set for its completion?**

No, except with the supervisor's permission in legitimate emergencies.

**15. Am I entitled to a review of my final assessment?**

Yes, the school has review procedures to examine legitimate cases. You should first approach the relevant Head Teacher. If that is not satisfactory then you should see the Deputy Principal. If the matter is still not resolved then a panel comprising the Principal, a Deputy Principal, the relevant Head Teacher and the Year Adviser will examine the matter and come to a final decision. This procedure applies to all courses including Frameworks courses.

**16. When may I lodge an appeal against a final HSC assessment?**

You have three (3) days from the time you are notified of your final assessment rank in which to lodge a formal, written appeal, using the Assessment Mark/Grade Appeal Form. No appeals will be considered after this date.

**17. Am I entitled to a re-assessment of an individual assessment task?**

Yes, if the mark and rank is not what the student expected, then the student may approach his/her teacher for a re-assessment within two (2) full school days after results have been received.

If illness has affected your performance during the task, you must inform your class teacher (and, in the case of examinations, the supervising teacher) immediately. A medical certificate may be required.

If the teacher, in consultation with the Head Teacher, feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re-assessment of other students.

If you need to appeal a Head Teacher's decision refer to the answer to Question 16.

**18. Will I be warned if my Higher School Certificate is at risk?**

Yes, you will be warned in writing via an N Determination Warning. Your parents or caregiver will be advised and you will be required to provide a written acknowledgement of the warning.

**19. How much warning will I get for each assessment task?**

A minimum of two (2) weeks' notification should be provided prior to any assessment task being given. This document may be regarded by a teacher of any course as sufficient notice of the due dates and the nature of upcoming assessment tasks. You should also refer to the answer to question 7. The published dates in this book should not be altered by a teacher without your being given sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall Assessment Schedule Summary, the School Calendar and consultation with the relevant Head Teacher.

**20. What happens if a teacher/faculty wishes to vary the assessment requirements given to you?**

This is allowable, as occasionally a task may need to be rescheduled or reset. However, the new date must be negotiated with the students in that course before it is changed.

**21. What feedback will I be given on my performance?**

For each task you will be told your assessment and your ranking in that task. You will be informed of your progressive ranking through the school reports.

**22. How do I submit assessment tasks?**

It is the responsibility of students to submit work for assessment during normal class time directly to the teacher or at the time specified by the class teacher. Students and teachers should ensure that receipt of task is noted.

**23. Where can I check the schedule of assessment tasks and/or seek advice?**

This booklet sets out the schedule of assessment tasks for all subjects and the relevant features of the school's policy for Year 12 Assessment. You should retain it and refer to it if any questions or problems arise. Teachers, Head Teachers, the School Counsellor, the Deputy Principal and the Principal should all be able to provide additional advice. A copy of this document is able to be accessed on the school's website.

**24. How does my assessment result affect my final course mark?**

The assessment mark is moderated against the student's performance in the HSC examination. The moderated assessment mark and examination mark are given equal weight in the determination of the student's HSC course mark, which is then used to calculate the ATAR.

Assessment tasks in VET courses are used to determine your achievement of competencies. There is no correlation between the achievement of competencies in VET courses and the ATAR. The HSC VET examination marks are recorded on your HSC and may be used to calculate your ATAR.

## Year 12 Assessment Schedules 2023 - 2024

### ANCIENT HISTORY

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Written Responses	Source Study Historical Analysis	Written Response	Trial HSC Exam
		Term 4 Week 7	Term 2 Week 1	Term 3 Week 1	Term 3 Week 5-6
		AH12-1, AH12-3, AH12-9	AH12-2, AH12-6, AH12-8, AH12-10	AH 12-4 AH 12-5 AH12-7	AH12-1 to ,AH12-7 AH12-9 AH12-10
Knowledge and understanding of course content	<b>40</b>	10	5	10	15
Historical skills in the analysis and evaluation of sources and interpretation	<b>20</b>		5	5	10
Historical inquiry and research	<b>20</b>	5	10	5	
Communication of historical understanding in appropriate forms	<b>20</b>	5	5	5	5
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

### BIOLOGY

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Model Making and Research Task "Importance of Cell Processes"	Data Analysis Task "Heredity"	Depth Study and Practical Investigation "Disease"	Trial HSC Exam
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 5-6
		BIO12-1 to BIO12-4 BIO12-7 BIO12-14	BIO12-4 to 12-7 and BIO12-15	BIO12-1 BIO12-4 to 12-13, BIO12-15,	BIO12-2 to 12-7 BIO12-12 to BIO12-15
Skills in working scientifically	<b>60</b>	20	20	15	5
Knowledge and understanding of course content	<b>40</b>	5	5	10	20
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

## BUSINESS STUDIES

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Operations Research Task	Finance Stimulus Task	Marketing Plan Analysis	Trial HSC Exam
		Term 4 Week 9	Term1 Week 9	Term 2 Week 7	Term 3 Week 5-6
		H2, H4, H5, H7, H9	H5, H7-H10	H4, H6-H9	H1 - H10
Knowledge and understanding	<b>40</b>	5	10	5	20
Stimulus based skills	<b>20</b>		10	5	5
Inquiry and research	<b>20</b>	10		10	
Communication in appropriate forms	<b>20</b>	5	5	5	5
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## CHEMISTRY

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Data Analysis and Application	Practical Task (Including Depth Study)	Research task	HSC Trial Examination
		Term 4 Week 7	Term 1 Week 11	Term 2 Week 7	Term 3 Week 5-6
		CH12-4, CH12-6, CH12-12	CH12-1 CH12-3, CH12-5, and CH12-13	CH12-5, CH12-7, CH12-14	CH12-1 to 12-7, CH12-12 to 12-15
Skills in working scientifically	<b>60</b>	15	15	15	15
Knowledge and understanding of course content	<b>40</b>	5	10	10	15
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>



## COMMUNITY & FAMILY STUDIES (CAFS)

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Research Task	In class task Extended Response	IRP	Trial HSC Examination
		Term 4, Week 8	Term 1, Week 9	Term 2, Week 9	Term 3 Week 5-6
		H2.2, H3.1, H4.1, H4.2, H5.1	H1.1, H3.1, H3.3, H6.2, 7.1, 7.2, 7.3	H2.1, H2.2, H2.3, H3.2, H3.4, H5.2, H6.1, 7.4	H1.1, H2.2-3, H3.1-4, H4.1-2, H5.1-2, H6.1-2 7.1-4
Knowledge and understanding of course content	<b>40</b>	10	5	10	15
Skills in critical thinking, research methodology, analysing and communication	<b>60</b>	10	20	15	15
<b>TOTAL</b>		<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## DRAMA

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Contemporary Australian Theatre Performance & Written Task	Studies in Drama and Theatre Performance & Essay	Individual Project & Group Performance Progress	Trial HSC Exam
		Term 1 Week 3	Term 1 Week 11	Term 2 Week 7	Term 3 Week 5-6
		H1.1, H1.2, H1.5, H2.1, H2.2, H3.1, H3.3	H1.3, H1.7, H2.2, H2.3, H3.1, H3.2	H1.1 to 1.4, H1.6	H2.1 to 2.3, H3.1 to 3.3
Making	<b>40</b>	10	10	20	
Performing	<b>30</b>	10	10		10
Critically Studying	<b>30</b>	10	10		10
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>

## ENGLISH STUDIES

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Opinion piece incorporating related material</b> Mandatory Module	<b>Visual representation and annotations</b> Elective Module A – English in Citizenship, Community and Cultural Identity	<b>Multimodal task</b> Elective K – The Big Screen – English in Filmmaking	<b>Collection of classwork</b> Module G – Local Heroes
		Term 4 Week 8	Term 1 Week 11	Term 2 Week 9	Term 3 Week 6
		ES12-1, ES12-4, ES12-7, ES12-8	ES12-3, ES12-5, ES12-8	ES12-1, ES12-4, ES12-6, ES12-9	ES12-2 to 12-3, ES12-7, ES12-10
Knowledge & understanding of course content	<b>50</b>	15	10	10	15
Skills in: <ul style="list-style-type: none"> <li>comprehending texts</li> <li>communicating ideas</li> <li>using language accurately, appropriately &amp; effectively</li> </ul>	<b>50</b>	10	10	15	15
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

## ENGLISH STANDARD

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Multimodal presentation using prescribed text and related material</b>	<b>Close Study of Literature - Analytical response</b>	<b>Craft of Writing – Imaginative Response &amp; Reflection</b>	<b>Trial HSC Exam</b>
		Term 4 Week 8	Term 1 Week 8	Term 2 Week 6	Term 3 Week 5-6
		EN12-1, EN12-2, EN12-6	EN12-1, EN12-3, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4 EN12-9	EN12-3 to EN12-9
Knowledge and understanding of course content	<b>50</b>	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>	15	10	10	15

<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>
--------------	------------	-----------	-----------	-----------	-----------

## ENGLISH ADVANCED

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Multimodal text using prescribed text and related material	Comparative Essay	Writing portfolio & reflection	Trial HSC Exam
		Term 4 Week 8	Term 1 Week 11	Term 2 Week 8	Term 3 Week 5-6
		EA12-1, EA12-2, EA12-3, EA12-7	EA12-3, EA12-5, EA12-6, EA12-8	ES12-4, EA12-5, EA12-7, EA12-9	EA12-3 to EA12-8
Knowledge and understanding of course content	<b>50</b>	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	<b>50</b>	15	10	10	15
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>

## ENGLISH EXTENSION 1

Component	Weighting	Task 1	Task 2	Task 3
		Creative Response (Common Module: Literacy Worlds)	Critical Reading Portfolio and Critical Response Elective and Prescribed texts and related material	Trial HSC Exam
		Term 1 Week 3	Term 2 Week 8	Term 3 Week 5-6
		EE12-1, EE12-3, EE12-5	EE12-1, EE12-4	EE12-1, EE12-2, EE12-4
Knowledge and understanding of course content	<b>50</b>	10	20	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	<b>50</b>	25	15	10
<b>TOTAL</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## ENGLISH EXTENSION 2

Component	Weighting	Task 1	Task 2	Task 3
		Vive Voce (and Major Work Journal)	Literature Review (and Major Work Journal)	Critique of the Creative Process (and Major Work Journal)
		Term 4 Week 7	Term 2 Week 2	Term 3 Week 5
		EEX12-1, EEX-12-4 to 5	EEX12-1 to 4	EEX12-2 to 3, EEX12-5
Skills in extensive independent research	<b>50</b>	15	20	15
Skills in sustained composition	<b>50</b>	15	20	15
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## GEOGRAPHY

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Fieldwork Report	In Class Extended Response	Research Project	Trial HSC
		Term 4 Week 10	Term 1 Week 9	Term 2 Week 10	Term 3 Week 5-6
		H1, H2, H5, H6, H8, H10, H12, H13	H1, H4, H6, H12, H13	H3, H8, H10, H12, H13	H1-H7, H9-H13
Knowledge and understanding of course concept	<b>40</b>	5	10	5	20
Geographical tools and skills	<b>20</b>	5	5	5	5
Geographical inquiry and research, including fieldwork	<b>20</b>	10		10	
Communication of geographical information, ideas and issues in appropriate forms	<b>20</b>	5	5	5	5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

## INDUSTRIAL TECHNOLOGY – Timber

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Research Task	Folio Submission – Progressive	Major Project and Folio Submission	Trial HSC Exam
		Term 4 Week 7	Term 1 Week 6	Term 2 Week 10	Term 3 Week 5-6
		H1.1, H1.3, H3.2, H5.1, H5.2, H7.1, H7.2	H1.2, H2.1, H3.1, H3.2, H3.3, H5.1, H5.2,	H1.2, H2.1, H3.1-3.3, H4.1-4.3, H5.1, H5.2 H6.1, H6.2, H7.1, H7.2	H1.1, H1.2, H1.3, H3.1, H3.3, H4.3, H5.1, H6.1, H6.2, H7.1, H7.2
Knowledge and understanding of course content	<b>40</b>	20			20
Knowledge, skills and understanding in the design, management, communication and production of a major project	<b>60</b>		25	25	10
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## INVESTIGATING SCIENCE

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Formal Lab Report (including Depth Study)	Practical Exam	Research Task with in-class component	Trial HSC Exam
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 5-6
		INS12-1, INS12-2 INS12-3, INS12-4 INS12-5 INS12-7 INS12-12	INS12-2, INS12-3 INS12-4, INS12-6 INS12-13	INS12-3, INS12-4 INS12-5,INS12-7, INS12-14	INS12-2 to 12-7, INS12-12 to INS12-15
Skills in working scientifically	<b>60</b>	15	20	10	15
Knowledge and understanding of course content	<b>40</b>	10	5	15	10
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>30</b>

## JAPANESE BEGINNERS

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Weekend Assessment Task	In class task	In class task	HSC Trial Exam
		Term 4 Week 8	Term 1 Week 7	Term 2 Week 6	Term 3 Week 5-6
		1.1 – 1.4 2.1 – 2.6	2.1 – 2.6 3.1 – 3.6	1.1 – 1.4 2.1 – 2.6	1.1 – 1.4 2.1 – 2.3 3.1 – 3.6 4.1 – 4.3
Listening Responding	<b>30</b>	10		15	5
Reading and Responding (A and B)	<b>30</b>		15		15
Writing	<b>20</b>		10		10
Speaking	<b>20</b>	10		10	
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## JAPANESE CONTINUERS

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Weekend Assessment Task	In class task	In class task	HSC Trial Exam
		Term 4 Week 8	Term 1 Week 7	Term 2 Week 7	Term 3 Week 5-6
		1.1 – 1.4 3.1 – 3.6 4.1 – 4.3	3.4 – 3.6, 2.1 – 2.3 and 4.1	1.1 – 1.4 3.1 – 3.6 4.1 – 4.3	1.1 – 1.4 2.1 – 2.3 3.1 – 3.6 4.1 – 4.3
Listening Responding	<b>30</b>	10		15	5
Reading and Responding (A and B)	<b>30</b>		15		15
Writing	<b>20</b>		10		10
Speaking	<b>20</b>	10		10	
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## MATHEMATICS STANDARD 1

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Assignment/ Investigation	In-class supervised test	Field study activity & report	Trial HSC Exam
		Term 4 Week 10	Term 1 Week 8	Term 2 Week 8	Term 3 Week 5-6
		MS1: 12-8 to 12-10	MS1: 12-3 to 12- 5, 12-9, 12-10	MS1: 12-1, 12-2, 12-5 to 12,7, 12-9, 12-10	MS1: 12-1 to 12-10
Understanding Fluency and Communicating	<b>50</b>	12.5	12.5	12.5	12.5
Problem Solving, Reasoning and justification	<b>50</b>	12.5	12.5	12.5	12.5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

## MATHEMATICS STANDARD 2

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Assignment/ Investigation	In-class supervised test	Field study activity & report	Trial HSC Exam
		Term 4 Week 10	Term 1 Week 8	Term 2 Week 8	Term 3 Week 5-6
		MS2: 12-8 to 12- 10	MS2: 12-3 to 12-5, 12-9, 12- 10	MS2: 12-1, 12-2, 12-5 to 12,7, 12-9 to 12-10	MS2: 12-1 to 12-10
Understanding, Fluency and Communicating	<b>50</b>	12.5	12.5	12.5	12.5
Problem Solving, Reasoning and Justification	<b>50</b>	12.5	12.5	12.5	12.5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

## MATHEMATICS

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		In-Class Test	Investigation Assignment	Investigation Assignment	Trial HSC Exam
		Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Week 5-6
		H4 to H8	H2, H4, H9, H10	H3, H6, H8, H9, H10	H1 to H9
Concepts, skills & techniques	<b>50</b>	12.5	12.5	12.5	12.5
Reasoning & Communication	<b>50</b>	12.5	12.5	12.5	12.5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

## MATHEMATICS EXTENSION 1

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		In-Class Test	Investigation Assignment	Investigation Assignment	Trial HSC Exam
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Week 5-6
		HE1 to HE3, HE7	HE1, HE2, HE4, HE5, HE6, HE7	HE1, HE4, HE5, HE7	HE1-HE7
Concepts, skills & techniques	<b>50</b>	12.5	12.5	12.5	12.5
Reasoning & Communication	<b>50</b>	12.5	12.5	12.5	12.5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>



## MODERN HISTORY

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Source Analysis Core Study	Essay National Studies (Historical Analysis)	Viva Voce Peace and Conflict	Trial HSC Exam
		Term 1 Week 2	Term 1 Week 10	Term 2 Week 9	Term 3 Week 5-6
		MH12-4, MH12-6, MH12-7	MH12-1,MH12-3 MH12-8,MH12-9	MH12-2, MH12-5, MH12-9	MH12-3 to 12-5, MH12-7, MH12-9
Knowledge and understanding of course content	<b>40</b>	10	10	10	15
Source-based skills in the analysis and evaluation of sources and interpretation	<b>20</b>	10			10
Historical inquiry and research	<b>20</b>		10	10	
Communication of historical understanding in appropriate forms	<b>20</b>	5	5	5	5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>30</b>

# MUSIC

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Core Musicology &amp; Electives 1</b> Topic 1 : An Instrument & Its Repertoire	<b>Core Composition &amp; Elective 2</b> Topic 2 : Music of 20 <sup>th</sup> & 21 <sup>st</sup> Centuries	<b>Elective 3 &amp; Aural</b> Topic 3 : Own Choice	<b>Trial HSC Exam</b>
		Term 4 Week 10 H2, H4, H6, H8, H10	Term 1 Week 10 H2, H3, H5, H7-H11	Term 2 Week 8 H1, H4, H6, H9-H11	Term 3 Week 5-6 H1, H4, H6, H9 – H11
Core Performance	<b>10</b>				10 <u>Trial HSC – Prac</u> Performance representing one of the 3 chosen topics.
Core Composition	<b>10</b>		10 A Chorus in the style of your performance		
Core Musicology	<b>10</b>	10 Passionate discussion			
Aural Skills	<b>25</b>			10 Concept of Music - 2 Questions in class	15 <u>Trial HSC</u> – Written 4 Exam Questions
Elective 1 <i>Performance, Musicology Viva Voce pr Composition</i>	<b>15</b>	15			
Elective 2 <i>Performance, Musicology Viva Voce pr Composition</i>	<b>15</b>		15		
Elective 3 <i>Performance, Musicology Viva Voce pr Composition</i>	<b>15</b>			15	
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

## PERSONAL DEVELOPMENT, HEALTH & PE

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Research Report	Injury Analysis	Extended Response	Trial HSC Exam
		Term 1 Week 1	Term 2 Week 1	Term 3 Week 1	Term 3 Week 5-6
		H2, H3, H5, H14, H15	H8, H13, H16, H17	H7, H10, H11	H1-H5, H7-11, H13-H16
Knowledge & Understanding	<b>40</b>	10	10	10	10
Stimulus based skills	<b>30</b>	10	5	5	10
Skills in Critical thinking, research & analysis	<b>30</b>	5	5	10	10
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

## PHYSICS

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Construction & Research task "Motors"	Practical & Data Analysis Task "Projectile & Circular Motion"	Research & Application task "Special Relativity"	Trial HSC Exam
		Term 4 Week 10	Term 1 Week 11	Term 2 Week 10	Term 3 Week 5-6
		PH12-1, PH12-4, PH12-5, PH12-13	PH12-4 to 12-6, PH12-12	PH12-2, PH12-3, PH12-7, PH12-14, PH12-15	PH12-2 to 12-7 PH12-12 to 12-15
Skills in working scientifically	<b>60</b>	20	20	10	10
Knowledge and understanding of course content	<b>40</b>	5	5	10	20
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>

## SOCIETY AND CULTURE

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>PIP Proposal &amp; Viva Voce</b> Personal Interest Project	<b>In-Class Task</b> Core: Social & Cultural Continuity and Change	<b>Essay</b> Belief Systems and Ideologies	<b>Trial HSC Examination</b> Written Paper
		Term 4, Week 8	Term 1, Week 8	Term 2, Week 10	Term 3 Week 5-6
		H1, H4-H9	H1-H7, H9, H10	H1-3, H5, H7, H9-10	H1-H5, H9, H10
Knowledge and understanding of course content	50	5	10	15	20
Application and evaluation of social and cultural research methods	30	15	10	-	5
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>

## SPORTS COACHING

Component
All Tasks are in class assessments. Details to be confirmed during school terms.

## VISUAL DESIGN

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Graphic Novel comic book or Children's book</b>	<b>Shoe design project</b>	<b>Trial HSC Exam</b>	<b>Major Design Project</b>
		Term 4 Week 10	Term 2 Week 10	Term 3 Week 4	Term 3 Week 7
		DM1-DM6, CH2, CH3	DM1-DM4, CH1, CH2	DM1-DM4, CH1, CH2	DM1-DM6, CH1-CH4
Designing & Making	<b>70</b>	20	10		40
Critical & Historical Studies	<b>30</b>	5	5	10	10
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>15</b>	<b>10</b>	<b>50</b>

# HSC Assessment Schedule

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>TERM 4 2023</b>							ANC 20% CHE 20% ITT 20% EEX2 30%	ENS 25% ENA 25% ENU 25% JAB 20% JAC 20% SAC 25%	BIO 25% BUS 20% ISC 25% MAX 25%	GEO 25% PHY 25% MAA 25% MS1 25% MS2 25% MUS 25% VDN 25%		
<b>TERM 1 2024</b>	PDH 25%	MOD 25%	DRA 30% ENX 35%			ITT 25%	JAB 25% JAC 25%	ENS 25% MS1 25% MS2 25% SAC 25%	BUS 25% GEO 20% MAA 25%	BIO 25% ISC 25% MOD 25% MUS 25% MAX 25%	CHE 25% DRA 30% ENA 25% ENU 20% PHY 25%	
<b>TERM 2 2024</b>	ANC 25% PDH 20%	EEX2 40%				ENS 20% JAB 25% JAC 25%	BUS 25% DRA 20% CHE 25%	ENA 20% ENX 35% ISC 25% MS1 25% MS2 25% MUS 25%	BIO 25% ENU 25% MAA 25% MOD 25%	GEO 25% ITT 25% MAX 25% PHY 20% SAC 20% VDN 15%		
<b>TERM 3 2024</b>	ANC 25% PDH 25%		<b>MORATORIUM PERIOD</b>		ANC 30% BUS 30% BIO 25% CHE 30% DRA 20% ENS 30% ENA 30% ENX 30% EEX 30% GEO 30% ITT 30% ISC 25%	JAB 30% JAC 30% MAA 25% MAX 25% MS1 25% MS2 25% MOD 30% MUS 25% PDH 30% PHY 30% SAC 30% VDN 10% ENU 30%	VDN 50%					
							MAJOR PROJECTS & PRACTICAL HSC MARKING – PLUS SOME NON ATAR SUBJECT TASKS					

