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RESPECTFUL RESPONSIBLE POSITIVE

# YEAR 12

# Assessment booklet

## 2022-23

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# List of abbreviations

In this booklet, the following abbreviations are used:

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| ACE | Assessment, Certification and Examination Manual |
| ATAR | Australian Tertiary Admission Rank |
| CAPA | Creative and Performing Arts |
| DoE | Department of Education |
| HSC | Higher School Certificate |
| HSIE | Human Society and its Environment |
| NESA | New South Wales Education Standards Authority |
| PDHPE | Personal Development, Health and Physical Education |
| RoSA | Record of School Achievement |
| TAFE NSW | Technical and Further Education New South Wales |
| UAC | Universities Admissions Centre |
| VET | Vocational Education and Training |
| WHS | Wingham High School |

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**Wingham High School respectfully acknowledges the Biripi people, the Traditional Custodians of the land on which we learn and live, and recognise their continuing connection to land, water and community. Wingham High School pays respect to Elders past, present and emerging.**

# Foreword

Please ensure that you read this booklet, in conjunction with the Wingham High School Assessment Policy Support Document.

For each course, NESA produces a syllabus, a statement of subject rules, a list of prescribed texts (if applicable), works and projects and an assessment guide. The NESA HSC rules and requirements are covered in the ACE manual. This and many other NESA publications, including syllabi, can be found on the NESA website: educationstandards.nsw.edu.au

It is recommended that students regularly access the NESA site.

## The NSW Higher School Certificate

The HSC is the highest educational award that can be attained in NSW schools. It is an internationally recognised credential that provides a strong foundation for the future, whether students wish to pursue tertiary qualifications, vocational training or employment.

Students in NSW need a minimum standard of literacy and numeracy to receive the HSC.

The minimum standard will ensure students have the basic reading, writing and maths skills needed for everyday tasks and future learning.

**Assessment of most HSC board developed courses combine a moderated school-based assessment mark (50% of the total mark in each course) and the external HSC examination mark (the remaining 50%). This mark is reported on your HSC Record of Achievement.**

**School-based assessment is the focus of this booklet.**

## Scheduling of assessment tasks

HSC assessment is made up of a **variety** of assessment tasks. Therefore, these tasks may occur at different times in different courses. The final assessment task in most subjects is the Trial HSC conducted in Term 3 of the course.

This booklet outlines the nature of the WHS HSC assessment tasks for each course, and includes the following information:

- the assessment components and their weightings
- when assessment tasks will take place
- the nature of each assessment task (e.g., assignment, test, project).

**Task submission dates may change, in which case students will be given notice of at least **two weeks prior** to the* original published date.

A detailed description of the task that includes outcomes to be assessed and marking criteria or guidelines, will be issued at least two weeks before the due date for submission or completion.

# Wingham High School assessment guidelines for 2022-23
# HSC courses

## HSC Courses

Two types of courses are approved for study for the HSC:

- **Board Developed Courses** - the courses for which NESA develops a syllabus, setting out the objectives, outcomes, structure and content. The Board also sets HSC examinations for most of these courses.
- **Board Endorsed Courses** - all of these courses form part of an approved HSC program of study and are listed on a student's Record of Achievement. However, only 2 units of a Board Endorsed Course can be used in the calculation of the ATAR.

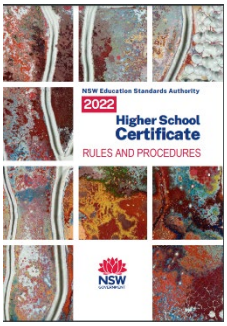
**Students may only obtain a HSC through the satisfactory completion of at least 12 units of Preliminary courses and 10 units of HSC courses which satisfy the NESA pattern of study requirements.**

Extension study is available in English, Mathematics, History, Music, Science and some language courses. Extension courses build on the content of the 2 Unit course and require students to study beyond the 2 Unit course. A second unit of Extension English and Mathematics may also be studied.

## Responsibilities of the NSW Education Standards Authority

For each course, NESA produces a syllabus, a statement of subject rules, a list of prescribed texts (if applicable), works and projects and an assessment guide. The NESA HSC rules and requirements are covered in the ACE manual. This and many other NESA publications, including syllabi, can be found on the NESA website: [educationstandards.nsw.edu.au](educationstandards.nsw.edu.au)

It is recommended that students regularly access the NESA site.




## HSC Results

Board Developed Courses have an external HSC examination and your achievement will be reported against standards that clearly describe the level of knowledge, skills and understanding you have reached. In December, your HSC results will be available online and through SMS. All eligible students will receive their HSC documentation in January.

Results of Board Developed Courses are recorded under the following headings on the Record of Achievement:

- an **Assessment Mark** - a moderated mark calculated from the marks awarded for student assessment tasks at school
- an **Examination Mark** - the mark awarded for the external examination
- the **HSC Mark** - the average of the Examination Mark and the Assessment Mark
- a **Performance Band** - the level of achievement in that course as measured against the published course standards.

The **Course Report** will include descriptors for each Performance Band. These provide a summary of what students know and are able to do. The mark gained by students in a course is shown next to the relevant Performance Band.

## Allocation of marks

The HSC mark for 2 Unit courses is reported on a scale of 0 to 100. A mark of 50 represents the minimum standard expected. There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 to 100 corresponds to the highest level of achievement (Band 6). Marks are based on the standard of achievement reached, not based on set distributions of marks.

## University admission

The ATAR is based on an aggregate of scaled marks in 10 units of Board Developed Courses. The highest rank is an ATAR of 99.95.

The ATAR is calculated by the UAC. Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry. NESA passes this information on to UAC.

For further information, visit the UAC website at uac.edu.au or call 1300 275 822.

## Guidelines for the satisfactory completion of HSC courses

To be eligible for the award of the HSC, students must fulfil the course requirements and restrictions, and the rules and regulations, as set down by the NSW Education Standards Authority in Year 11 and 12.

In NSW this includes the need for students to attain a minimum standard of literacy and numeracy to receive the HSC.

A student's pattern of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed course in English
- 3 courses of 2 units or greater
- a minimum of 4 different subjects.

In addition, a maximum of 6 units of courses in Science can contribute to the HSC.

### 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
(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
(d) *VET Courses only* – **completed** mandatory work placement hours.

It is expected that the student will:

- achieve satisfactory attendance, conduct and progress throughout the course
- avoid behaviour which could be considered cheating (including plagiarism) and ensure that all assessment work is the student's own or acknowledges the contribution of others.

While NESA does not mandate attendance requirements, principals may determine that, as a result of absence or lack of sustained effort, the course completion criteria may not be met. Absences and lack of application will be regarded seriously by principals who must give students early warning of the consequences.

If it appears that a student is at risk of being given an **N determination** (non-completion of course requirements) in any course, the principal must warn the student as soon as possible and advise the parent or carer (if the student is under 18 years of age) **in writing.**

In such circumstances, warning letters relating to the student's non-completion of course requirements will be sent to students. These letters are sent in time for the problem to be corrected.

In circumstances of illness or misadventure associated with assessment tasks, appropriate arrangements are in place to prevent disadvantage to a student. (See WHS Assessment Policy Support Document for further details).

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then apply the N determination.

In addition to any other set tasks and activities in HSC courses, students must complete 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 the student (and their parents/guardians if the student is under 18 years of age) in advance if they are in danger of not meeting the assessment requirements of the course.

## School responsibilities and procedures for assessment

For each course the school has developed an assessment program which:

- outlines the requirements for satisfactory completion of the course
- states the number and type of tasks to be completed during the semester/year
- lists the schedule of tasks
- states the weighting of each task.

For each assessment task, students will be given a written notification at least 2 weeks in advance of the task, indicating the issue date, due date, weighting, outcomes being assessed, specific task description and marking criteria. Changes to assessment tasks will be given in a written notification at least 2 weeks prior to the due date of the task.

For assessment blocks/examinations, a written timetable will be issued at least 2 weeks prior to the commencement of the block.

**No assessment tasks will be scheduled in the two weeks before or one week after a published assessment block.**

Written teacher feedback will be provided to each student using the marking criteria for the task, indicating what the student did well and how they can improve. Teacher feedback will occur within 2 weeks after the due date of the task.

## School-based assessment

School-based assessment comprises 50% of the overall mark in each course and is recorded on the HSC Record of Achievement.

The school submits assessment marks for each Board Developed Course studied to NESA. These marks are calculated from the results of each assessment task undertaken as part of the student's HSC course.

The final HSC assessment mark will be moderated by NESA using HSC examination marks to ensure that students are not advantaged or disadvantaged by the pattern of marks used by their school. This process will retain the school's measurement of the order of merit of its students and the relative differences between them.

The assessment marks submitted by a school for each course are intended to indicate students' achievements relative to each other and the standards of the course. This measure of a student's achievements is based upon multiple measures and observations made throughout the HSC course rather than at a single, final examination.

Measuring achievement at points throughout the course increases the accuracy of the final assessment of a student's performance. It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g., research, fieldwork or practical skills), thus broadening the base of the assessment.

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus. This information may be accessed through the NESA website: educationstandards.nsw.edu.au

Teachers will use other activities for diagnostic purposes and to establish success in the teaching/learning of a particular concept, topic or unit. These are essential parts of the course and should be carried out by all students. It should be noted that not all tasks are weighted equally and a low level of achievement in a major task may have significant consequences.

**Late submission of assessment tasks will incur a 100% penalty = zero marks.**

It should be noted that in the case of **VET** courses studied at school, there is **no assessment mark**. A student record of achievement for the competencies achieved for each module is kept.

### Non-assessable tasks

Not all homework, assignments and tests contribute to assessment. The purpose of non-assessable tasks is to give students practice and so, help them to improve their results. Assigned work must be completed in order to have satisfactorily completed the course – not just the tasks specified in course assessment schedules. As these tasks are part of a course, their completion is required to meet course requirements.

## Review of final assessment ranks

Following submission of assessment marks from the school in each HSC course, NESA will provide information for students on their relative positions in each course.

If the position assigned by the school differs significantly from what was expected by a student, based on information provided during the course, the student may seek a review in that course.

## Disability provisions

NESA assesses applications from students with special assessment needs in order to provide eligible students with practical support in HSC examinations. Applications for disability provisions may be made by students for the RoSA, Preliminary HSC and HSC according to procedures determined by NESA. The coordinators of these applications are the Head Teacher Wellbeing and the Learning and Support Teacher. They will be able to provide Year 12 students with Disabilities Provisions Application forms and information guides. Students who wish to apply for disability provisions should contact the Head Teacher Wellbeing.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm
- an intermittent condition, such as back pain when sitting for long periods.

Parents are encouraged to contact the Head Teacher Wellbeing for any questions regarding the process. Parents will also be provided with the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals. The due date is always the last day of Term 1 for pre-existing conditions, except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the examination year, with teacher comments and medical documentation also dated July.

For more details, refer to the NESA website on educationstandards.nsw.edu.au or contact the school.

When an application is submitted, evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance. Examples of provisions available include braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication.

Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. **NESA only determines disability provisions for the HSC examinations.** Students and parents should be aware that there is no guarantee NESA will grant the same provisions as those given at school. Supporting documents such as medical reports that confirm diagnosis of a particular condition, hearing and vision tests or timed essays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/diagnosis will not change with time, for example permanent vision loss or diabetes. Provisions for emergencies (for example, a broken arm) may be sought up to the day of the examination. Due to insufficient evidence, some requests for provisions will be declined if all the necessary information is not provided.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/misadventure appeals, **not** disability provisions. Also, **disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time**.

However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis, for example separate supervision in a room with natural light if bright lighting frequently results in a migraine.

NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.

Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.

## RoSA grade information

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their HSC. **It is a cumulative record of all academic achievement.**

The RoSA is designed to record and credential all of secondary school students' academic results up until the HSC. It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently. The NSW syllabuses state **what** students at each stage are expected to learn.

The A to E Common Grade Scales describe **how well** students have achieved. NSW teachers are very experienced in determining the standard of work that warrants a particular grade.

The RoSA details grades using an A to E grading scale, and NESA works with teachers to ensure that appropriate standards are developed and applied.

These methods of moderation and monitoring of grades helps ensure that parents and employers know that a grade awarded in one school is equivalent to the same grade awarded in another school.

## Common grade scale for HSC courses

| | |
|---|---|
| **Grade A** | The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| **Grade B** | The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| **Grade C** | The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| **Grade D** | The student demonstrates basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| **Grade E** | The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas. |

## Student responsibilities and procedures

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time.

### Submission of assessment tasks

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become problematic. Development of time management skills is an important part of the teaching and learning process.

Completion/collection of work missed by students due to absence from a class for any reason is the **responsibility of the student**. Teachers will make every effort to assist students.

Assessment tasks (other than class tasks) must be submitted on the due date before 9.00 am on the day OR as specified by the head teacher. Submission after this time will incur a **zero mark** unless a successful Illness/Misadventure application is lodged.

Printer/computer failure **is not** an acceptable reason for late submission of work.

Please note that **oral tasks do not have any provision for late presentation**. A zero mark will be given if the student is unprepared or unwilling to present their oral task or complete their class task at the start of the designated time/lesson. An Illness/Misadventure application may be used where relevant.

## Honesty in assessment – the standard

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the HSC. Throughout the assessment process, the highest level of honesty is required.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their satisfactory completion of the HSC course.

Students should take responsibility for submitting all tasks to their personal best. A pattern of non-serious attempts or non-attempts may impact on a student's eligibility to undertake the HSC course.

## Malpractice or non-serious attempts

All work presented must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could result in a mark of zero for the task or examination.

Malpractice is any activity that allows a student 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 one's 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 one's own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aids or electronic devices during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Should **malpractice** be suspected, students will be informed of the allegation and be required to demonstrate in writing within 5 school days, that all unacknowledged work is entirely their own. If the suspected malpractice constitutes an alleged breach of examination or assessment task rules, students will be expected to respond within 5 school days to the allegations in writing. Based on the head teacher's determination, the student concerned will be referred to the Assessment Appeals Committee, which normally consists of the deputy principal supervising assessment and reporting as chairperson, a head teacher and the relevant year adviser.

Students determined to have been involved in **malpractice** in relation to any assessment task, including examinations, may expect to **receive a zero mark for that task**. Students who are determined to have made a **non-serious attempt** at an assessment task may also expect to receive a **zero for that task**.

## Plagiarism

Plagiarism is the copying of another person's ideas, text, or other creative work, and presenting it as one's own, especially without permission. Students should particularly note the definition and application of the rules found in the Wingham High School Assessment Policy Support Document (Assessment Support Package for Students).

Each student's mark is determined by the quality of the work produced by the student only. To demonstrate

honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NESA subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged.

**NB.** General teaching and learning do not require formal acknowledgement (refer to the Assessment Support Package for Students – All My Own Work and Guide to bibliographies and referencing).

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

### Examination and test conduct requirements

Examinations and tests require students to work **individually** and make a **genuine attempt** to the **best** of their ability. Examinations and tests are conducted under **silent conditions** for the duration of the allotted time period. A student who communicates with other students during an examination or test or brings material into an examination or test room that may assist the student or does not follow instructions from a teacher, may have some or all of their paper not included for assessment.

Students requiring disability provisions for examinations and tests (such as a reader, writer, extra time, large print papers, coloured paper or the use of a computer) should contact the Head Teacher Wellbeing for specific information.

### Examination and test rules

1. Students are responsible for the correct reading of their examination timetable including the examination location.
2. Students should be prepared to commence examinations at the scheduled time. Students should arrive at least **10 minutes** before the scheduled commencement time. Time will not be added for latecomers.
3. **No food** is to be brought into the examination room. Water in a clear, unlabelled bottle may be brought into the examination room.
4. Students will **not** be able to leave the examination room before the scheduled finishing time of the examination.
5. **All writing paper** will be supplied for examinations. Students must provide all other requirements such as writing equipment and calculators. Calculators must be approved and must not be programmable. Students are to bring all writing equipment in a transparent plastic bag.
6. No written material is to be brought into the examination room.
7. Students are required to wear **correct school uniform** to all examinations.

   **Mobile telephones, smart watches and any other electronic devices** are not permitted into the examination room. These devices must be switched off and placed in the box located in the foyer of the Multi-Purpose Centre (MPC). This must be done before entering any examination scheduled in the MPC. Students must have their device labelled, switched off and ready to surrender before entering the examination. Students are to use their own paper and rubber band to label their device.

   Students will be allowed to collect their device once the examination concludes and all papers are collected, not earlier. For examinations scheduled within classrooms, students must switch off their mobile telephone, smart watch and any other electronic device and leave this in the box at the front of the classroom. Students who are found with a mobile telephone or electronic device during an examination will have breached the examination rules. Penalties can include loss of examination marks.
8. Students who are unable to attend an examination due to illness or misadventure (accident etc) must telephone the school prior to the commencement time of the examination and leave a message for the relevant head teacher. Students **must** complete an Illness/Misadventure form and supply a doctor's certificate or other

9. credible documentation related to the incident as soon as possible after the absence. The dates on the supporting documentary evidence must cover the entire period of absence.
10. For practical examination times and locations, see your teacher before the examination period.
11. No white out markers or fluid.

### Mandatory requirements for misadventure, illness or other absence

In circumstances where a student is ill or experiences misadventure on the day an assessment task is scheduled, the student **must** complete and submit an Illness/Misadventure Application and notify the head teacher of the course by a phone call to the school. These procedures are detailed below.

Definitions of illness and misadventure:

- Illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the assessment task (e.g., influenza, an asthma attack, a cut hand).
- Misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the assessment task (e.g., death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

It is a student's right and responsibility to make an application for an illness or misadventure if they are prevented from attending an examination/assessment task due to an unforeseen situation OR consider that their performance was affected by an unforeseen situation immediately before or during the examination/assessment task. However, if the student's **circumstances are of an ongoing nature, they should apply for special provisions**.

In all cases Wingham High School requires evidence that clearly identifies disadvantage experienced during the time the student was attempting to complete the assessment task.

If specific symptoms of a prior illness or impacts of misadventure are present on the day of the assessment task or examination, and can be proven through an official medical certificate and/or police report and/or statutory declaration, it then may be accepted as grounds for an illness/misadventure appeal:

- If absent on the day of a scheduled examination, hand in assessment task or oral task, a student must:
  - **Notify the school on that day** of the reason for the absence. This could potentially be with advance notice.
  - Present a completed **Illness/Misadventure Application** form (supported by evidence) to the head teacher of that course **by 3 pm** or on the first day of the student's return to school, explaining the circumstances**.**
- In the event of absence on the due date for submission of an assessment task, the task may be posted to the school and bear the post mark of the due date **OR** may be brought to the school by a third party **OR** may be emailed to the relevant teacher. If the task was submitted late, the student **must** submit an Illness/Misadventure application to the head teacher.

  **NB:** A computer/printer failure will not be accepted as a valid excuse for failure to submit due work. A doctor's certificate on the day of an at home assessment task **must** be supported by evidence of previous work on that task.

It is the student's responsibility to arrange for an Illness/Misadventure application to be submitted by 3 pm or upon return to school (if not within 5 school days of due date). **Documentary evidence** must cover the date of the assessment task and the entire period of absence from school. Students should be prepared to complete the assessment task on the first day of their return to school.

The Illness/Misadventure application process is designed for cases where, because of illness or misadventure, a student's performance in an examination is not a good measure of their achievement.

**It does not cover:**

- difficulties in preparation or loss of preparation time, for example as a result of an earlier illness
- alleged deficiencies in teaching, for example extended teacher absences

- loss of study time or facilities prior to the formal study vacation
- misreading of the timetable
- misreading of examination instructions
- failure to enter for the examination in the correct course
- long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- conditions for which a student has been granted disability provisions, unless further difficulties are experienced
- courses that are undertaken as self-tuition
- student attendance at a sporting or cultural event
- other commitments, such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other education organisations.

It is important the Illness/Misadventure application is returned promptly to the deputy principal involved so that a determination can be made.

### Supporting evidence

In all cases Wingham High School requires independent evidence that clearly identifies disadvantage experienced **during the time the student was attempting to complete the assessment task** should be sought on the **same day of the assessment**. The documentation must be current, specific to the date and time of the assessment task and submitted with the Illness/Misadventure Application form**.** When completing an Illness/Misadventure application, the student should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of the application.

Student supporting evidence must include:

- A statement from the student explaining how they were affected during the assessment task.
- A statement about how the student's performance during the assessment task may have been affected. The dates featured on the evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.
- In cases of misadventure, evidence from other sources (e.g., police statements and/or statutory declarations explaining how the student's performance in the assessment task may have been affected) should be provided with the date and time of the occurrence and subsequent events. The dates featured on the misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.

The student **must attend school on the first day not covered by independent documentary evidence** i.e., when well enough or circumstances allow. The student will generally be required to sit the examination or task missed on that day. Penalties will apply for absences not supported by completed Illness/Misadventure applications.

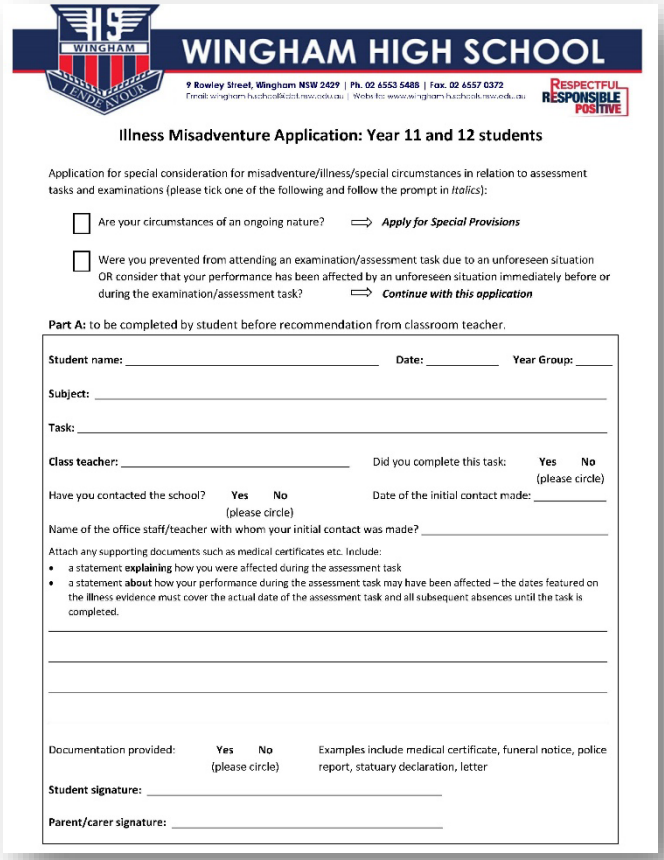
The outcome will be decided by the head teacher after considering documentary evidence. The possible outcomes are:

- student's result will remain as marked
- substitute task to be set and completed
- extension of time granted
- zero mark given
- other.

The student will be informed of this decision within 5 school days of lodgement of the Illness/Misadventure application. A student may appeal the decision or the result of any assessment task. However, an appeal cannot be made regarding professional teacher judgment in applying the marking criteria.

## Illness Misadventure application

NB: Illness Misadventure Application forms are to be obtained from a deputy principal



WINGHAM HIGH SCHOOL

9 Rowley Street, Wingham NSW 2429 | Ph. 02 6553 5488 | Fax. 02 6557 0372

RESPECTFUL RESPONSIBLE POSITIVE

**Illness Misadventure Application: Year 11 and 12 students**

Application for special consideration for misadventure/illness/special circumstances in relation to assessment tasks and examinations (please tick one of the following and follow the prompt in *Italics*):

☐ Are your circumstances of an ongoing nature? ⟹ ***Apply for Special Provisions***

☐ Were you prevented from attending an examination/assessment task due to an unforeseen situation OR consider that your performance has been affected by an unforeseen situation immediately before or during the examination/assessment task? ⟹ ***Continue with this application***

**Part A:** to be completed by student before recommendation from classroom teacher.

**Student name:** _____ **Date:** _____ **Year Group:** _____

**Subject:** _____

**Task:** _____

**Class teacher:** _____ Did you complete this task: **Yes No** (please circle)

Have you contacted the school? **Yes No** (please circle) Date of the initial contact made: _____

Name of the office staff/teacher with whom your initial contact was made? _____

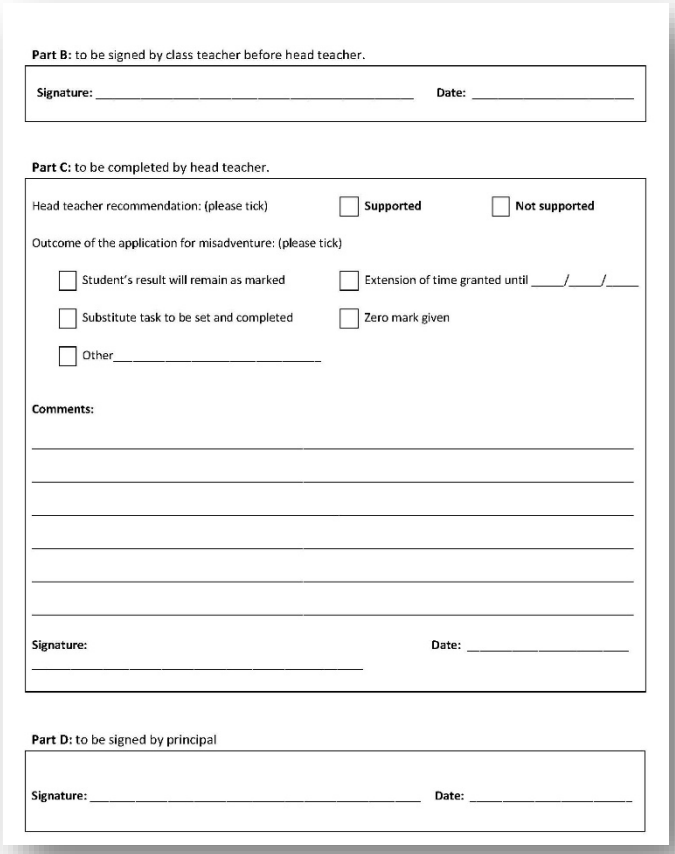
Attach any supporting documents such as medical certificates etc. Include:

- a statement **explaining** how you were affected during the assessment task
- a statement **about** how your performance during the assessment task may have been affected – the dates featured on the illness evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.

Documentation provided: **Yes No** (please circle) Examples include medical certificate, funeral notice, police report, statuary declaration, letter

**Student signature:** _____

**Parent/carer signature:** _____



**Part B:** to be signed by class teacher before head teacher.

**Signature:** _____ **Date:** _____

**Part C:** to be completed by head teacher.

Head teacher recommendation: (please tick) ☐ **Supported** ☐ **Not supported**

Outcome of the application for misadventure: (please tick)

☐ Student's result will remain as marked ☐ Extension of time granted until ____/____/____

☐ Substitute task to be set and completed ☐ Zero mark given

☐ Other_____

**Comments:**

**Signature:** _____ **Date:** _____

**Part D:** to be signed by principal

**Signature:** _____ **Date:** _____

## Appeals regarding assessment tasks

The appeals process applies in the following circumstances:

- dissatisfaction with outcome of an Illness/Misadventure application
- concern regarding a result for an individual task (this does not include an appeal regarding professional teacher judgement in applying the marking criteria)
- concern regarding results recorded on a progress report.

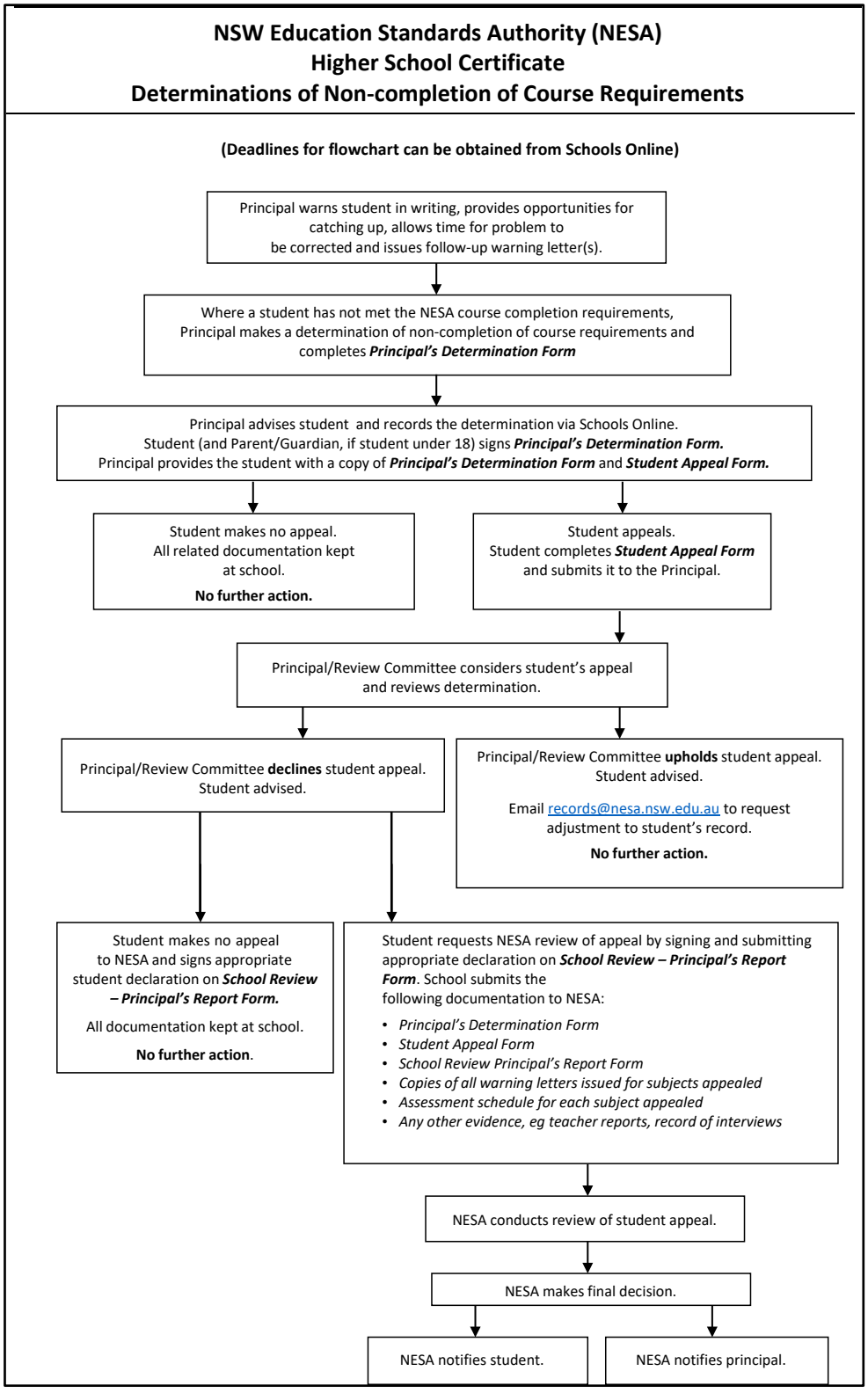
## The appeals procedure:

1. Consult the head teacher of the course **within 5 days** of receiving the determination of an Illness/Misadventure application, task result or report. The student will receive a response **within 2 school days**.
2. If a student believes that their grounds for appeal were not appropriately addressed by the head teacher, they may take the matter to the Assessment Appeals Committee and provide a copy of the assessment task, the attempt at the task and any other relevant information. These are then lodged with the deputy principal, Chairperson of the Appeals Committee, within **5 days** of receiving the outcome of the appeal with the head teacher. The committee will consider all the information provided to make a determination. The decision regarding the appeal will be communicated as soon as possible.

The Assessment Appeals Committee normally consists of the deputy principal supervising assessment and reporting as chairperson, a head teacher and the relevant year adviser.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course.
Details can be found on the NESA website: [educationstandards.nsw.edu.au](educationstandards.nsw.edu.au)

## N Determination appeal flowchart



### School leave and assessment tasks

All HSC assessments are conducted within the guidelines set by NESA. The NESA guidelines for HSC students make no provision for tasks missed due to leave. There are well-established protocols for illness and misadventure. However, requests for leave do not fall within these protocols.

Students and families are expected to make arrangements to ensure that all requirements of the HSC course can be fulfilled.

All assessments must be completed at the scheduled time unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the faculty head teacher **at least 2 weeks prior to the scheduled task**. Failure to consult within adequate time, and failure to comply with task submission requirements, will result in penalties for non-completion or late submission of a task in accordance with the WHS assessment policy.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

Students with a scheduled in-class task, such as an examination, presentation, or group-work task, may not be able to complete this prior to leave commencing. **Students should pre negotiate when the task can be completed.**

Leave from school may be granted by the principal upon completion of a leave application on which details of course work to be completed whilst on leave and any assessment requirements are indicated.

Students should be present at school to complete and submit all assessment tasks and examinations. Students and parents should NOT assume leave will be granted in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks.

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time. The Department of Education discourages students from taking leave during the school term.

The Department of Education's position in relation to student leave is stated in the Student ***Attendance in Government Schools Procedures School Attendance Policy***. This policy has been developed by the Learning and Engagement Directorate in 2015:

> 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School - Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.
> 14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons, should be specified on the application.

### Students completing work placement

Students completing school and/or TAFE placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority and placements should be managed to avoid clashes with school assessments.

## Concerns

If students are experiencing any difficulty with assessments tasks for a course, they should seek help from their year adviser, Head Teacher Wellbeing, their deputy principal or the head teacher responsible for that course.

# CAPA

Music

Visual Arts

# Music

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Composition + Elective 1 | Viva Voce + Elective 2 | Performance + Elective 3 | Trial HSC Examination - Aural | |
| **Timing** | Term 4, Week 9 - 2021 | Term 1, Week 9 - 2022 | Term 2, Week 9 - 2022 | Term 3, Week 5/6 - 2022 | |
| **Outcomes assessed** | H3, 5, 6, 7 + H1-11 (depending on elective) | H4, 6, 7, 8 + H1-11 (depending on elective) | H1, 2, 3, 9 + H1-11 (depending on elective) | H2, H4, H6, H8 | |
| **Course component** | | | | | **Weighting** |
| Musicology | | 10 | | | **10** |
| Performance | | | 10 | | **10** |
| Listening | | | | 25 | **25** |
| Composition | 10 | | | | **10** |
| Electives | 10 | 10 | 10 | 15 | **45** |
| **Weighting** | **20** | **20** | **20** | **40** | **Total 100** |

Music syllabus
https://arc.nesa.nsw.edu.au/standards-packs/SP02_15290/files/support_documentation/music1_syl.pdf

# Visual Arts

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Case Study | Body of Work Progress | Body of Work and VAPD | Trial HSC Examination | |
| **Timing** | Term 4, Week 8 | Term 1, Week 9 | Term 3, Week 2 | Term 3, Week 5/6 | |
| **Outcomes assessed** | H7, 8, 9, 10 | H1, 2, 3, 4 | H5, 6 | H7, 8, 9, 10 | |
| **Course component** | | | | | **Weighting** |
| Art Criticism and Art History | 35 | | | 15 | **50** |
| Artmaking | | 25 | 25 | | **50** |
| **Weighting** | **35** | **25** | **25** | **15** | **Total 100** |

Visual Arts syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus

# ENGLISH

English Advanced

English Standard

English Studies

# English Advanced

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Multimodal | Comparative Essay | Writing Task | Trial HSC Examination | |
| **Timing** | Term 4, Week 9 | Term 1, Week 8 | Term 2, Week 5 | Term 3, Week 5/6 | |
| **Outcomes assessed** | EA12-2, 12-3, 12-5. 12-7, 12-8, 12-9 | EA12-1, 12-3, 12-4, 12-5, 12-8 | EA12-1, 12-3, 12-4, 12-5 | EA12-2, 12-3, 12-4,12-5, 12-6, 12-7, 12-8, 12-9 | |
| **Course component** | | | | | **Weighting** |
| Knowledge and Understanding of Course Content | 10 | 10 | 15 | 15 | **50** |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 10 | 10 | 15 | **50** |
| **Weighting** | **25** | **20** | **25** | **30** | **Total 100** |

English Advanced syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017

# English Standard

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Multimodal | Essay | Writing Task | Tral HSC Examination | |
| **Timing** | Term 4, Week 10 | Term 1, Week 8 | Term 2, Week 6 | Term 3, Week 5/6 | |
| **Outcomes assessed** | EN12-2, 12-3, 12-5, 12-7, 12-9 | EN12-1, 12-3, 12-4, 12-7 | EN12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-8, 12-9 | EN12-1, 12-2, 12-3, 12-4, 12-5, 12-8, 12-9 | |
| **Course component** | | | | | **Weighting** |
| Knowledge and Understanding of Course Content | 10 | 10 | 15 | 15 | **50** |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 10 | 10 | 15 | **50** |
| **Weighting** | **25** | **20** | **25** | **30** | **Total 100** |

English Standard syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017

# English Studies

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Review and Reflection | Multimodal | Cross Modules Writing Folio | Trial HSC Examination | |
| **Timing** | Term 4, Week 10 | Term 1, Week 8 | Term 3, Week 2 | Term 3, Week 5/6 | |
| **Outcomes assessed** | ES12-2, 12-3, 12-4, 12-5, 12-7, 12-9, 12-10 | ES 12-1, 12-2, 12-3, 12-5, 12-6, 12-9 | ES12-1, 12-2, 12-3, 12-4, 12-5, 12-7, 12-8, 12-9 | ES12-2, 12-3, 12-4, 12-5, 12-7, 12-8, 12-9 | |
| **Course component** | | | | | **Weighting** |
| Knowledge and Understanding of Course Content | 10 | 10 | 20 | 10 | **50** |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10 | 10 | 20 | 10 | **50** |
| **Weighting** | **20** | **20** | **40** | **20** | **Total 100** |

English Studies syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017

# HSIE

Ancient History

Business Studies

Legal Studies

Modern History

Work Studies

# Ancient History

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Historical Analysis | Research/In-class Essay | Historical Investigation | Trial HSC Examination | |
| **Timing** | Term 4, Week 8 | Term 1, Week 9 | Term 2, Week 6 | Term 3, Week 5/6 | |
| **Outcomes assessed** | AH12-6, 8, 9, 10 | AH12-1, 2, 3, 4, 7, 9 | AH12-5, 6, 8, 9 | AH12-3, 4, 6, 7 | |
| **Course component** | | | | | **Weighting** |
| Knowledge and understanding of course content | 5 | 5 | 10 | 20 | **40** |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | 5 | 5 | 5 | **20** |
| Historical inquiry and research | 5 | 10 | 5 | | **20** |
| Communication of historical understanding in appropriate forms | 5 | 5 | 5 | 5 | **20** |
| **Weighting** | **20** | **25** | **25** | **30** | **Total 100** |

Ancient History syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017

# Business Studies

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Business Investigation | In-class Extended Response | Topic Test | Trial HSC Examination | |
| **Timing** | Term 4, Week 9 | Term 1, Week 6 | Term 2, Week 8 | Term 3, Week 5/6 | |
| **Outcomes assessed** | H2, 5, 7, 9, 10 | H2, 4, 5, 6, 7, 8, 9 | H2, 5, 6, 8, 9 | H1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | |
| **Course component** | | | | | **Weighting** |
| Knowledge and understanding of course content | 5 | 5 | 10 | 20 | **40** |
| Stimulus-based skills | 5 | 5 | 5 | 5 | **20** |
| Inquiry and research | 15 | 5 | | | **20** |
| Communication of business information, ideas and issues in appropriate forms | 5 | 5 | 5 | 5 | **20** |
| **Weighting** | **30** | **20** | **20** | **30** | **Total 100** |

Business Studies syllabus

https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/hsie/stage-6/business-studies

# Legal Studies

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Research Essay | Take Home Essay | In Class Essay | Trial HSC Examination | |
| **Timing** | Term 4, Week 9 | Term 1, Week 9 | Term 2, Week 8 | Term 3, Week 5/6 | |
| **Outcomes assessed** | H1, 3, 4, 6, 7, 8, 9 | H4, 5, 7, 8, 9, 10 | H1, 2, 6, 8, 9 | H1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | |
| **Course component** | | | | | **Weighting** |
| Knowledge and understanding of course content | 15 | 10 | 15 | 20 | **60** |
| Research | 5 | 10 | 5 | | **20** |
| Communication | 5 | 5 | 5 | 5 | **20** |
| **Weighting** | **25** | **25** | **25** | **25** | **Total 100** |

Legal Studies syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies

# Modern History

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Source Analysis | Research and In-class Essay | Historical Analysis | Trial HSC Examination | |
| **Timing** | Term 4, Week 8 | Term 1, Week 8 | Term 2, Week 10 | Term 3, Week 5/6 | |
| **Outcomes assessed** | MH 12-3, 12-4, 12-5, 12-6, 12-9 | MH 12-2, 12-3, 12-5, 12-7, 12-9 | MH 12-4, 12-5, 12-6, 12-8, 12-9 | MH 12-1, 12-2, 12-3, 12-6, 12-9 | |
| **Course component** | | | | | **Weighting** |
| Knowledge and understanding of course content | 5 | 10 | 10 | 15 | **40** |
| Historical skills in the analysis and evaluation of sources and interpretations | 10 | | 5 | 5 | **20** |
| Historical inquiry and research | 5 | 5 | 10 | | **20** |
| Communication of historical understanding in appropriate forms | | 5 | 5 | 10 | **20** |
| **Weighting** | **20** | **20** | **30** | **30** | **Total 100** |

Modern History syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017

# Work Studies

| Task number | Outcomes |
|---|---|
| Assessment will be tailored to individual student needs. Work experience and on the job training will be a relevant aspect of assessment. Other assessment could include a job application and resume, topic tests and a Work Experience log book.<br><br>Work Experience will be monitored by the Work Studies teacher/transition adviser, job coach and/or careers adviser.<br><br>All aspects of assessment will cater to students transitioning from school to the workforce. | 1 - 7 |

Work Studies syllabus
https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/work-studies

# MATHEMATICS

Mathematics Advanced

Mathematics Extension 1

Mathematics Extension 2

Mathematics Numeracy

Mathematics Standard

# Mathematics Advanced

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Topic Test | Project/Investigative Task | Topic Test | Trial HSC Examination | |
| **Timing** | Term 4, Week 9 | Term 1, Week 10 | Term 2, Week 9 | Term 3, Week 5/6 | |
| **Outcomes assessed** | MA 12-3, 12-6, 12-9, 12-10 | MA 12-1, 12-5, 12-9, 12-10 | MA 12-8, 12-9, 12-10 | MA 12-1 to 12-10 | |
| **Course component** | | | | | **Weighting** |
| Communicating<br>Fluency<br>Understanding | 12 | 15 | 8 | 15 | **50** |
| Reasoning<br>Understanding<br>Justification | 8 | 15 | 12 | 15 | **50** |
| **Weighting** | **20** | **30** | **20** | **30** | **Total 100** |

Mathematics Advanced syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017

# Mathematics Extension 1

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Topic Test | Topic Test | Project / Investigative Task | Trial HSC Examination | |
| **Timing** | Term 4, Week 8 | Term 1, Week 9 | Term 2, Week 8 | Term 3, Week 5/6 | |
| **Outcomes assessed** | ME 12-1, 12-6, 12-7 | ME 12-1, 12-2, 12-4, 12-6, 12-7 | ME12-2, 12-6, 12-7 | ME 12-1 to 12-7 | |
| **Course component** | | | | | **Weighting** |
| Communicating<br>Fluency<br>Understanding | 12 | 8 | 15 | 15 | **50** |
| Reasoning<br>Understanding<br>Justification | 8 | 12 | 15 | 15 | **50** |
| **Weighting** | **20** | **20** | **30** | **30** | **Total 100** |

Mathematics Extension 1 syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017

# Mathematics Extension 2

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Topic Test | Project | Topic Test | Trial HSC Examination | |
| **Timing** | Term 4, Week 7 | Term 1, Week 10 | Term 2, Week 9 | Term 3, Week 5/6 | |
| **Outcomes assessed** | MEX12-1, MEX12-2, | MEX 12-3 | MEX 12-4, 12-5, 12-6, 12-7, 12-8 | MEX 12-1 to 12-8 | |
| **Course component** | | | | | **Weighting** |
| Understanding, Fluency and Communication | 12 | 15 | 8 | 15 | **50** |
| Problem Solving, Reasoning and Justification | 8 | 15 | 12 | 15 | **50** |
| **Weighting** | **20** | **30** | **20** | **30** | **Total 100** |

Mathematics Extension 2 syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-2-2017

# Mathematics Numeracy

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Assignment | Assignment | Assignment | Practical Examination | |
| **Timing** | Term 4, Week 9 | Term 1, Week 9 | Term 2, Week 9 | Term 3, Week 5/6 | |
| **Outcomes assessed** | N6 1.3, 2.2, 2.5, 3.2 | N6 2.2, 2.3, 2.5 ,3.2 | N6 2.3, 2.4, 3.5, 3.1 | N6 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1 | |
| **Course component** | | | | | **Weighting** |
| Communicating<br>Fluency<br>Understanding | 12.5 | 12.5 | 12.5 | 12.5 | **50** |
| Reasoning<br>Understanding<br>Justification | 12.5 | 12.5 | 12.5 | 12.5 | **50** |
| **Weighting** | **25** | **25** | **25** | **25** | **Total 100** |

Mathematics Numeracy syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/numeracy-cec

# Mathematics Standard 2

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Topic Test | Topic Test | Project/Investigate Task | Trial HSC Examination | |
| **Timing** | Term 4, Week 8 | Term 1, Week 8 | Term 2, Week 9 | Term 3, Week 5/6 | |
| **Outcomes assessed** | MS2 12-1, 12-3, 12-4, , 12-5, 12-6, 12-8, 12-9, 12-10 | MS2 12-1, 12-3, 12-4, 12-5, 12-9, 12-10 | MS2 12-1, 12-2, 12-3, 12-4, 12-5, 12-5, 12-6, 12-7, 12-8, 12-9, 12-10 | MS2 12-1 to 10 | |
| **Course component** | | | | | **Weighting** |
| Communicating<br>Fluency<br>Understanding | 15 | 10 | 12.5 | 12.5 | **50** |
| Reasoning<br>Understanding<br>Justification | 10 | 15 | 12.5 | 12.5 | **50** |
| **Weighting** | **25** | **25** | **25** | **25** | **Total 100** |

Mathematics Standard syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017

# PDHPE

CaFS – Community and Family Studies

PDHPE – Personal Development, Health and Physical Education

SLR – Sports, Leisure and Recreation

# Community and Family Studies

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Independent Research Project | Research Task / In Class Written Responses | Research Report | Trial HSC Examination | |
| **Timing** | Term 4, Week 10 | Term 1, Week 7 | Term 2, Week 9 | Term 3, Week 5/6 | |
| **Outcomes assessed** | H6.1, 4.1, 4.2 | H2.2, 2.3, 3.1, 5.1, 4.1, 4.2 | H1.1, 2.2, 3.2, 5.1, 5.2, 4.1, 4.2 | All Outcomes | |
| **Course component** | | | | | **Weighting** |
| Knowledge and understanding of course content. | 0 | 10 | 10 | 20 | **40** |
| Skills in critical thinking, research methodology, analysing and communicating | 20 | 15 | 15 | 10 | **60** |
| **Weighting** | **20** | **25** | **25** | **30** | **Total 100** |

Community and Family Studies syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/community-family-studies-syllabus

# PDHPE

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|---|---|---|---|---|
| **Nature of task** | Analysis Task | Short Essays | Trial HSC Examination | |
| **Timing** | Term 1, Week 3 | Term 2, Week 10 | Term 3, Week 5/6 | |
| **Outcomes assessed** | H7, H8, H11, H16, H17 | H1, H2, H3, H4, H5, H14, H15, H16 | H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H14, H15, H16, H17 | |
| **Course component** | | | | **Weighting** |
| Knowledge and Understanding | 10 | 10 | 20 | **40** |
| Skills | 25 | 25 | 10 | **60** |
| **Weighting** | **35** | **35** | **30** | **Total 100** |

Personal Development, Health and Physical Education syllabus
https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus

# Sport, Lifestyle and Recreation Studies

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Ongoing Practical Class Demonstrations | Coaching Presentation | Ongoing Practical Class Demonstrations | Research Assignment | |
| **Timing** | Term 4, Week 9 | Term 1, Week 7 | Term 2, Week 9 | Term 3, Week 3 | |
| **Outcomes assessed** | H1.1, H1.3, H2.2, H3.1, H3.6, H4.4 & H4.5 | H1.1, H1.3, H2.1, H2.2, H3.1, H3.2, H4.2 & H4.5 | H1.1, H1.3, H2.1, H3.1, H3.2, H4.1 & H4.4 | H1.3, H2.5, H3.6, H4.2, H4.4 & H4.5 | |
| **Course component** | | | | | **Weighting** |
| Knowledge & Understanding | 10 | 15 | 10 | 15 | **50** |
| Skills | 15 | 10 | 15 | 10 | **50** |
| **Weighting** | **25** | **25** | **25** | **25** | **Total 100** |

Sport, Lifestyle and Recreation Studies syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/sport-lifestyle-recreation-studies

# SCIENCE

Agriculture

Biology

Chemistry

Marine Studies

Physics

# Agriculture

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Plant Production Task | Farm Product Study | Research Task | Trial HSC Examination | |
| **Timing** | Term 1, Week 6 | Term 2, Week 6 | Term 3, Week 2 | Term 3, Week 5/6 | |
| **Outcomes assessed** | H3.1, 3.2, 3.3, 3.4 | H1.1, 2.1, 2.2, 4.1 | H3.4, 4.1, 5.1 | All | |
| **Course component** | | | | | **Weighting** |
| Knowledge and Understanding | 10 | 20 | 10 | 20 | **60** |
| Skills | 10 | 10 | 10 | 10 | **40** |
| **Weighting** | **20** | **30** | **20** | **30** | **Total 100** |

Agriculture syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/agriculture-syllabus

# Biology

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Practical/ Modelling | Research Task | Depth Study | Trial HSC Examination | |
| **Timing** | Term 4, Week 9 | Term 1, Week 8 | Term 2 , Week 8 | Term 3, Week 5/6 | |
| **Outcomes assessed** | BIO 12.1,12.2,12.3, 12.4, 12.6, 12.7, 12.12. | BIO 12.5, 12.6, 12.7, 12.13. | BIO 12.2. 12.4, 12.6, 12.7, 12.14, 12.5. | BIO 12.1, 12.2, 12.3, 12.4,12.5, 12.6, 12.7, 12.12, 12.3, 12.14, 12.5. | |
| **Course component** | | | | | **Weighting** |
| Working Scientifically | 20 | 10 | 15 | 10 | **55** |
| Knowledge and Understanding | 5 | 5 | 15 | 20 | **45** |
| **Weighting** | **25** | **15** | **30** | **30** | **Total 100** |

Biology syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017

# Chemistry

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Research Task | Practical Task | Depth Study | Trial HSC Examination | |
| **Timing** | Term 4, Week 8 | Term 1, Week 6 | Term 2, Week 10 | Term 3, Week 5/6 | |
| **Outcomes assessed** | CH11/12-5, 7<br>CH12-12, 15 | CH11/12-1, 2, 3, 5, 13 | CH11/12-1, 2, 3, 4, 5, 6, 7 | CH11/12-1, 2, 3, 4, 5, 6, 7<br>CH12-12, 13, 14, 15 | |
| **Course component** | | | | | **Weighting** |
| Working Scientifically | 10 | 10 | 25 | 15 | **60** |
| Knowledge and Understanding | 5 | 10 | 10 | 15 | **40** |
| **Weighting** | **15** | **20** | **35** | **30** | **Total 100** |

Chemistry syllabus

https://education.nsw.gov.au/teaching-and-learning/curriculum/science/stage-6/chemistry

# Marine Studies

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | In Class Test and Research | Practical Task and Digital Guide | Research Task | Trial HSC Examination | |
| **Timing** | Term 4, Week 8 | Term 1, Week 9 | Term 2, Week 9 | Term 3, Week 5/6 | |
| **Outcomes assessed** | 1.2, 1.3, 2.3, 3.2, 3.3, 3.4, 4.2, 5.3 | 1.1, 1.3, 2.1, 2.3, 3.1, 4.1, 5.1, 5.3 | 1.1, 1.3, 2.3, 3.2, 3.3 | 1.1, 1.2, 1.3, 1.4 | |
| **Course component** | | | | | **Weighting** |
| Working Scientifically | 15 | 20 | 10 | 10 | **55** |
| Knowledge and Understanding | 10 | 10 | 15 | 10 | **45** |
| **Weighting** | **25** | **30** | **25** | **20** | **Total 100** |

Marine Studies syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/marine-studies

# Physics

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Practical Task | Processing/Modelling Task | Depth Study | Trial HSC Examination | |
| **Timing** | Term 4, Week 9 | Term 1, Week 10 | Term 2, Week 8 | Term 3, Week 5/6 | |
| **Outcomes assessed** | PH11/12-2, 3, 5, 6<br>PH12/12-12 | PH11/12-1, 5, 7<br>PH12-13 | PH11/12-1, 2, 3, 4, 5, 7<br>PH12-14 | PH11/12-2, 4, 5, 6<br>PH12-12, 13, 14, 15 | |
| **Course component** | | | | | **Weighting** |
| Knowledge and Understanding | 5 | 10 | 10 | 15 | **40** |
| Working Scientifically | 10 | 10 | 25 | 15 | **60** |
| **Weighting** | **15** | **20** | **35** | **30** | **Total 100** |

Physics syllabus

https://education.nsw.gov.au/teaching-and-learning/curriculum/science/stage-6/physics

# TAS

Design and Technology

Industrial Technology – Multimedia

Industrial Technology – Timber

Textiles and Design

# Design and Technology

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Folio and Oral Presentation | Case Study and Research Task | Major Design Project | Trial HSC Examination | |
| **Timing** | Term 4, Week 10 | Term 2, Week 5 | Term 3, Week 2 | Term 3, Week 5/6 | |
| **Outcomes assessed** | H1.1, 3.2, 4.1, 5.2 | H1.2, 2.1, 2.2, 3.1, 5.2, 6.2 | H3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2 | H1.1, 2.1, 3.1, 4.1, 6.2 | |
| **Course component** | | | | | **Weighting** |
| | 20 | 25 | 30 | 25 | **100** |
| **Weighting** | **20** | **25** | **30** | **25** | **Total 100** |

Design and Technology syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics-2017

# Industrial Technology - Multimedia

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Folio | Research Task | Folio and Major Project | Trial HSC Examination | |
| **Timing** | Term 4, Week 10 | Term 2, Week 5 | Term 3, Week 2 | Term 3, Week 5/6 | |
| **Outcomes assessed** | H3.1, 3.2, 3.3, 4.2, 5.1, 5.2, 5.6 | H1.1, 1.2, 1.3, 3.2, 5.1, 7.1, 7.2 | H2.1, 3.3, 4.1, 6.1, 6.2 | H1.2, 4.3, 6.1, 7.1, 7.2 | |
| **Course component** | | | | | **Weighting** |
| Knowledge and understanding of course content | | 10 | | 30 | **40** |
| Knowledge and skills in the design, management, communication and production of a major project | 20 | | 40 | | **60** |
| **Weighting** | **20** | **10** | **40** | **30** | **Total 100** |

Industrial Technology - Multimedia

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/industrial-technology

# Industrial Technology - Timber

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Folio | Research Task | Folio and Major Project | Trial HSC Examination | |
| **Timing** | Term 4, Week 10 | Term 2, Week 5 | Term 3, Week 2 | Term 3, Week 5/6 | |
| **Outcomes assessed** | H3.1, 3.2, 3.3, 4.2, 5.1, 5.2, 5.6 | H1.1, 1.2, 1.3, 3.2, 5.1, 7.1, 7.2 | H2.1, 3.3, 4.1, 6.1, 6.2 | H1.2, 4.3, 6.1, 7.1, 7.2 | |
| **Course component** | | | | | **Weighting** |
| Knowledge and understanding of course content | | 10 | | 30 | **40** |
| Knowledge and skills in the design, management, communication and production of a major project | 20 | | 40 | | **60** |
| **Weighting** | **20** | **10** | **40** | **30** | **Total 100** |

Industrial Technology - Timber syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/industrial-technology

# Textiles and Design

Year 12 Assessment schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|---|
| **Nature of task** | Research Task | Major Textles Project - Construction | Major Textles Project - Submission | Trial HSC Examination | |
| **Timing** | Term 1, Week 5 | Term 2, Week 10 | Term 3, Week 2 | Term 3, Week 5/6 | |
| **Outcomes assessed** | H1.1, 1.2, 2.1, 4.1, 4.2 | H3.1, 3.2 | H3.1, 3.2 | H1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 4.1, | |
| **Course component** | | | | | **Weighting** |
| | 30 | 20 | 20 | 30 | **100** |
| **Weighting** | **30** | **20** | **20** | **30** | **Total 100** |

Textiles and Design syllabus

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/textiles-and-design-syllabus

# VET

Construction

Hospitality

Primary Industry

# Construction

| Task | Outcomes | Timing | Weight % Marks |
|---|---|---|---|
| Trial HSC Examination | N/A | Term 3, Week 5/6 | 100 |

Construction syllabus
https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/construction-syllabus

Please note that VET courses do not have outcomes. They are assessed in relation to competency units specific to the courseof study being undertaken.

Please ask your trainer for a full list of these competencies.

# Hospitality

| Task | Outcomes | Timing | Weight % Marks |
|---|---|---|---|
| Trial HSC Examination | N/A | Term 3, Week 5/6 | 100 |

Hospitality syllabus
https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/hospitality-syllabus

Please note that VET courses do not have outcomes. They are assessed in relation to competency units specific to the courseof study being undertaken.

Please ask your trainer for a full list of these competencies.

# Primary Industries

| Task | Outcomes | Timing | Weight % Marks |
|---|---|---|---|
| Trial HSC Examination | Events and Work Experience | Term 3, Week 5/6 | 100 |

Primary Industries syllabus
https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/primary-industries-syllabus

Please note that VET courses do not have outcomes. They are assessed in relation to competency units specific to the courseof study being undertaken.

Please ask your trainer for a full list of these competencies.

# Year 12 Student assessment planner

## Term FOUR 2022

| Mth | Wk | Monday | Task No | Tuesday | Task No | Wednesday | Task No | Thursday | Task No | Friday | Task No |
|---|---|---|---|---|---|---|---|---|---|---|---|
| October | 1 | 10 | | 11 | | 12 | | 13 | | 14 | |
| | 2 | 17 | | 18 | | 19 | | 20 | | 21 | |
| | 3 | 24 | | 25 | | 26 | | 27 | | 28 | |
| Oct Nov | 4 | 31 | | 1 | | 2 | | 3 | | 4 | |
| November | 5 | 7 | | 8 | | 9 | | 10 | | 11 | |
| | 6 | 14 | | 15 | | 16 | | 17 | | 18 | |
| | 7 | 21 | | 22 | | 23 | | 24 | | 25 | |
| November December | 8 | 28 | | 29 | | 30 | | 1 | | 2 | |
| December | 9 | 5 | | 6 | | 7 | | 8 | | 9 | |
| | 10 | 12 | | 13 | | 14 | | 15 | | 16 | |
| | 11 | 19 | | 20 | | 21 | | 22 | | 23 | |

# Term ONE 2023

| Mth | Wk | Monday | Task No | Tuesday | Task No | Wednesday | Task No | Thursday | Task No | Friday | Task No |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Jan | 1 | 23 | | 24 | | 25 | | 26 | | 27 | |
| | | | | | | | | Australia Day | | | |
| Jan Feb | 2 | 30 | | 31 | | 1 | | 2 | | 3 | |
| | | | | | | | | | | | |
| February | 3 | 6 | | 7 | | 8 | | 9 | | 10 | |
| | | | | | | | | | | | |
| | 4 | 13 | | 14 | | 15 | | 16 | | 17 | |
| | | | | | | | | | | | |
| | 5 | 20 | | 21 | | 22 | | 23 | | 24 | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
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| Feb March | 6 | 27 | | 28 | | 1 | | 2 | | 3 | |
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| March | 7 | 6 | | 7 | | 8 | | 9 | | 10 | |
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| | 8 | 13 | | 14 | | 15 | | 16 | | 17 | |
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| | 9 | 20 | | 21 | | 22 | | 23 | | 24 | |
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| | 10 | 27 | | 28 | | 29 | | 30 | | 31 | |
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| April | 11 | 3 | | 4 | | 5 | | 6 | | 7 | |
| | | | | | | | | | | Good Friday | |
| | | | | | | | | | | | |
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# Term TWO 2023

| Mth | Wk | Monday | Task No | Tuesday | Task No | Wednesday | Task No | Thursday | Task No | Friday | Task No |
|---|---|---|---|---|---|---|---|---|---|---|---|
| April | 1 | 24 | | 25 | | 26 | | 27 | | 28 | |
| | | | | Anzac Day | | | | | | | |
| May | 2 | 1 | | 2 | | 3 | | 4 | | 5 | |
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| | 3 | 8 | | 9 | | 10 | | 11 | | 12 | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | 4 | 15 | | 16 | | 17 | | 18 | | 19 | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | 5 | 22 | | 23 | | 24 | | 25 | | 26 | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| May June | 6 | 29 | | 30 | | 31 | | 1 | | 2 | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| June | 7 | 5 | | 6 | | 7 | | 8 | | 9 | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | 8 | 12 | | 13 | | 14 | | 15 | | 16 | |
| | | Queen's Birthday | | | | | | | | | |
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| | 9 | 19 | | 20 | | 21 | | 22 | | 23 | |
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| | 10 | 26 | | 27 | | 28 | | 29 | | 30 | |
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# Term THREE 2023

| Mth | Wk | Monday | Task No | Tuesday | Task No | Wednesday | Task No | Thursday | Task No | Friday | Task No |
|---|---|---|---|---|---|---|---|---|---|---|---|
| July | 1 | 17 | | 18 | | 19 | | 20 | | 21 | |
| | | | | | | | | | | | |
| | 2 | 24 | | 25 | | 26 | | 27 | | 28 | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| July Aug | 3 | 31 | | 1 | | 2 | | 3 | | 4 | |
| | | | | | | | | | | | |
| August | 4 | 7 | | 8 | | 9 | | 10 | | 11 | |
| | | | | | | | | | | | |
| | 5 | 14 | | 15 | | 16 | | 17 | | 18 | |
| | | HSC Trial Examinations | | | | | | | | | |
| | 6 | 21 | | 22 | | 23 | | 24 | | 25 | |
| | | HSC Trial Examinations | | | | | | | | | |
| Aug Sep | 7 | 28 | | 29 | | 30 | | 31 | | 1 | |
| | | | | | | | | | | | |
| September | 8 | 4 | | 5 | | 6 | | 7 | | 8 | |
| | | | | | | | | | | | |
| | 9 | 11 | | 12 | | 13 | | 14 | | 15 | |
| | | | | | | | | | | | |
| | 10 | 18 | | 19 | | 20 | | 21 | | 22 | |
| | | | | | | | | | | | |