



Gosford High School

**Integrity - Excellence - Spirit
Diversity - Opportunity**

Higher School Certificate 2025-2026 Assessment Booklet

Gosford High School
Racecourse Road
Gosford NSW 2250
Phone: 4325 2048 Fax: 4325 3175
Email: gosford-h.school@det.nsw.edu.au
Website: <https://gosford-h.schools.nsw.gov.au>

A Message from the Principal

We are pleased to provide the *HSC Assessment Policy Booklet*, which outlines the key rules, expectations, and procedures that the school follows when assessing student achievement during the HSC year. This booklet has been emailed to all students and is also available on our school website, ensuring easy access for both parents/caregivers and students to important assessment task information for each course.

The booklet includes essential guidelines regarding student obligations and the school's responsibilities, particularly in relation to unforeseen circumstances that may impact HSC assessments. It provides clear steps and support for students should any unexpected events arise during this critical year. The policy within this document will guide the school when reviewing any adjustments to our planned assessment processes.

The NSW Educational Standards Authority (NESA), the Department of Education, and Gosford High School have established several procedures to ensure that students are well supported throughout the HSC. We encourage all students and their families to become familiar with both the course-specific assessment requirements and the broader school policies.

This assessment policy and its procedures are subject to change and may be updated periodically to ensure alignment with the latest ACE (Assessment Certification Examination) rules and any changes to the school's internal policies. The most up-to-date version of this booklet is available on the school website, and students and parents are required to refer to the online version for the latest information. It is the responsibility of both students and parents/carers to stay informed of any revisions.

We trust this document will serve as a valuable resource for you and your child during the HSC year.

Kind regards,



Mr Michael Smith
Principal

Contents

Assessment Policy and Procedures	8
Introduction	8
PRINCIPLES OF EFFECTIVE ASSESSMENT	8
Assessment for, assessment as, assessment of learning.....	9
Assessment for Learning.....	9
Assessment as Learning	9
Assessment of Learning.....	9
USING THESE PRINCIPLES	10
REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE	10
The Higher School Certificate	10
Pattern of Study.....	11
Satisfactory completion of a course.....	11
HIGHER SCHOOL CERTIFICATE CREDENTIALS	12
The Higher School Certificate	12
The Higher School Certificate Record of Achievement	13
Moderation.....	14
The Australian Tertiary Admissions Rank	14
Applying for Leave during HSC Courses	14
STUDENTS ACCELERATED IN A COURSE.....	14
SCHOOL ASSESSMENT PROCEDURES.....	15
The School's Responsibilities	15
HSC Assessment Policy Overview	15
Written Advice to Students	15
Formal Assessment Program	16
Flexibility	16
Maintaining records	16
STUDENT'S RESPONSIBILITIES	17
NOTIFICATION AND SCHEDULING OF ASSESSMENT TASKS	17
APPEALS	19
Limitations on Assessment Appeal Applications	19

APPEALING DRAFT RANK ORDER FOR HSC STUDENTS	19
ABSENCE WHEN A TASK IS NOTIFIED	19
ABSENCE DUE TO ILLNESS OR MISADVENTURE	20
Procedures for Illness and Misadventure	20
Assessment Task Appeal Application	20
Mandatory Attendance Before Assessment Tasks	22
INVALID OR UNRELIABLE ASSESSMENT TASKS	24
EXCURSIONS AND VORs	24
TECHNOLOGY AND ASSESSMENT TASKS	25
ORAL/PERFORMANCE/PRACTICAL TASKS	26
MALPRACTICE IN ASSESSMENT TASKS	26
USE OF ARTIFICIAL INTELLIGENCE BY STUDENTS	28
WHAT HAPPENS IF MALPRACTICE IS DETECTED?	28
QUERYING THE RESULT OF AN ASSESSMENT TASK	30
WARNING OF 'N' DETERMINATION	31
'N' DETERMINATIONS AND APPEALS	31
CONFIDENTIALITY OF FINAL MARK	32
ORDER OF MERIT/FINAL RANK ORDER	32
ASSESSMENT CONCERNS	32
SUBMITTED WORKS AND PRACTICAL EXAMINATIONS	32
Procedures for ensuring security of major works	33
DISABILITY PROVISIONS	33
CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS	33
MARKING, GRADING AND REPORTING	34
RECORDING OF ASSESSMENT DATA, RETURN OF TASKS AND FEEDBACK TO STUDENTS	35
FEEDBACK	36
COURSE TRANSFER	36
STUDENT TRANSFERS	37
Honesty in HSC Assessment – The Standard	37
DRAMA HSC Course Outcomes	38
DRAMA	39

MUSIC 1 HSC Course Outcomes.....	40
MUSIC 1	41
MUSIC 2 HSC Course Outcomes.....	42
MUSIC 2	43
MUSIC EXTENSION HSC Course Outcomes	44
MUSIC EXTENSION	45
VISUAL ARTS HSC Course Outcomes	46
VISUAL ARTS	47
ENGLISH ADVANCED HSC Course Outcomes	48
ENGLISH ADVANCED	49
ENGLISH STANDARD HSC Course Outcomes	50
ENGLISH STANDARD	51
ENGLISH EXTENSION 1 HSC Course Outcomes.....	52
ENGLISH EXTENSION 1	53
ENGLISH EXTENSION 2 HSC Course Outcomes.....	54
ENGLISH EXTENSION 2	55
Human Society and Its Environment	56
ANCIENT HISTORY HSC Course Outcomes	56
ANCIENT HISTORY	57
BUSINESS STUDIES HSC Course Outcomes	58
BUSINESS STUDIES.....	59
ECONOMICS HSC Course Outcomes.....	60
ECONOMICS	61
HISTORY EXTENSION HSC Course Outcomes.....	62
HISTORY EXTENSION	63
LEGAL STUDIES HSC Course Outcomes.....	64
LEGAL STUDIES	65
MODERN HISTORY HSC Course Outcomes	66
MODERN HISTORY.....	67
SOCIETY & CULTURE HSC Course Outcomes	68
SOCIETY AND CULTURE	69

STUDIES OF RELIGION II HSC Course Outcomes	70
STUDIES OF RELIGION II.....	71
Languages	72
CHINESE CONTINUERS HSC Course Outcomes	72
CHINESE CONTINUERS.....	73
FRENCH BEGINNERS HSC Course Outcomes	74
FRENCH BEGINNERS	75
FRENCH CONTINUERS HSC Course Outcomes	76
FRENCH CONTINUERS	77
FRENCH EXTENSION HSC Course Outcomes	78
FRENCH EXTENSION	79
JAPANESE CONTINUERS HSC Course Outcomes.....	80
JAPANESE CONTINUERS	81
JAPANESE EXTENSION HSC Course Outcomes.....	82
JAPANESE EXTENSION	83
SPANISH BEGINNERS HSC Course Outcomes	84
SPANISH BEGINNERS	85
Mathematics.....	86
MATHEMATICS ADVANCED HSC Course Outcomes.....	86
MATHEMATICS ADVANCED	87
MATHEMATICS STANDARD 2 HSC Course Outcomes	88
MATHEMATICS STANDARD 2	89
MATHEMATICS EXTENSION 1 HSC Course Outcomes	90
MATHEMATICS EXTENSION 1.....	91
MATHEMATICS EXTENSION 2 HSC Course Outcomes	92
MATHEMATICS EXTENSION 2.....	93
Personal Development, Health and Physical Education	94
Health and Movement Science HSC Course Outcomes	94
Health and Movement Science	95
Science	96
BIOLOGY HSC Course Outcomes	96

BIOLOGY	97
CHEMISTRY HSC Course Outcomes	98
CHEMISTRY	99
INVESTIGATING SCIENCE HSC Course Outcomes	100
INVESTIGATING SCIENCE.....	101
PHYSICS HSC Course Outcomes	102
PHYSICS	103
SCIENCE EXTENSION HSC Course Outcomes	104
SCIENCE EXTENSION.....	105
TAS.....	106
DESIGN & TECHNOLOGY HSC Course Outcomes	106
DESIGN AND TECHNOLOGY	107
ENGINEERING STUDIES HSC Course Outcomes.....	108
ENGINEERING STUDIES	109
FOOD TECHNOLOGY HSC Course Outcomes.....	110
FOOD TECHNOLOGY	111
SOFTWARE ENGINEERING HSC Course Outcomes.....	112
SOFTWARE ENGINEERING	113
APPENDICES	114
ABSENCE DUE TO ILLNESS OR MISADVENTURE	114
STAGE 6 YEAR 12 ASSESSMENT TASK APPEAL APPLICATION	115
Appendix 2: ASSIGNMENT/ASSESSMENT TASK COVER SHEET	116
Appendix 3: MEDICAL CERTIFICATE	117
Appendix 4: SAMPLE COPY OF OFFICIAL WARNING LETTER	118
Appendix 5: HSC ASSESSMENT BOOKLET ACKNOWLEDGEMENT	120
Appeal of Illness/ Misadventure Determination	121

Assessment Policy and Procedures

Introduction

This booklet outlines the assessment tasks that must be completed to show that students have satisfied the requirements of each course. It should be read in conjunction with the Higher School Certificate Rules and Procedures, as student assessment provides evidence for making judgments about student achievement.

Each student is required to acknowledge they have received the booklet and understand their rights and responsibilities with regard to assessment. Students must complete all course work to a satisfactory standard in order to meet the requirements of the HSC course.

If students have any concerns or issues regarding any assessment task, they should consult the Head Teacher of the Faculty in which the course is delivered and then the Deputy Principal responsible for their Year Group. If students are going to be absent for any period of time, they must first request approval from the Principal.

Information provided in this booklet is taken from the ACE (Assessment Certification Examination) manual. Further information on HSC assessment may be accessed at [ACE website](#) and from the [NSW Education Standards Authority \(NESA\)](#).

PRINCIPLES OF EFFECTIVE ASSESSMENT

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies students' understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time.

Assessment for, assessment as, assessment of learning

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment,' it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- Reflects a view of learning in which assessment helps students learn better, rather than just receive a better mark
- Involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- Includes clear goals for the learning activity
- Provides effective feedback that motivates the learner and can lead to improvement
- Reflects a belief that all students can improve
- Encourages self-assessment and peer assessment as part of the regular classroom routines
- Involves teachers, students and parents reflecting on evidence
- It is inclusive of all learners.

Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- Encourages students to take responsibility for their own learning
- Requires students to ask questions about their learning
- Involves teachers and students creating learning goals to encourage growth and development
- Provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- Encourages peer assessment, self-assessment and reflection.

Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- It is used to plan future learning goals and pathways for students
- Provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- Provides a transparent interpretation across all audiences.

USING THESE PRINCIPLES

The approach or approaches used will be informed by:

- The evidence of student learning to be gathered
- The processes for gathering the evidence
- The feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE

Performance in the Higher School Certificate Assessment is as important as your performance in the Higher School Certificate Examination. NSW Education Standards Authority (NESA) has set requirements for both schools and students. (Syllabus and assessment information is available on the following website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>).

Students must ensure they are aware of these requirements. Further information on requirements for the award of the Higher School Certificate or any other information relating to senior assessment can be obtained from the Year Adviser, relevant Head Teacher, Deputy Principal or Principal.

The Higher School Certificate

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

- a. Have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory
- b. Have attended a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- c. Complete HSC: All My Own Work (or its equivalent). The Teacher Librarian maintains records of the completion of this course for all HSC students.
- d. Have demonstrated a minimum standard of literacy and numeracy
- e. Have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate
- f. Sit for and make a serious attempt at the required Higher School Certificate examinations.

Pattern of Study

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- At least six units from Board Developed courses
- At least two units of a Board Developed course in English
- At least three courses of two units value or greater and
- At least four subjects

Satisfactory completion of a course

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

- a. Followed the course developed or endorsed by NESA
- b. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- c. Achieved some or all of the course outcomes.

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including aspects such as - assignments, class participation and practical work. For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be attempted. Furthermore, the student must fulfil the course completion criteria.

If at any time a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the Principal will warn the student as soon as possible and advise the parent or guardian in writing. Student absences will be regarded seriously as absence will make it difficult for the course completion criteria to be met.

The warning will be given in time for the problem to be corrected and will provide advice about the possible consequences on Higher School Certificate eligibility of an 'N' determination in a course.

The Principal will:

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

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue a non-completion determination and advise NESA.

There is a formal appeals process available to all students, and this can be explained by the Year Adviser, Deputy Principal or Principal.

HIGHER SCHOOL CERTIFICATE CREDENTIALS

The Higher School Certificate

School-based assessment tasks will contribute to 50% of your marks for the Higher School Certificate. Your school assessment mark will be based on your performance in assessment tasks undertaken during each course. The other 50% of the marks will be based on your performance in the HSC examination for each subject.

The Higher School Certificate is a **testamur** document, issued by NESA, which states that a student has met all of the requirements and has been awarded a HSC.



Eligible students upon completing their HSC will receive the following credentials:

- The Higher School Certificate Testamur – This shows that a student is eligible for the Higher School Certificate. It includes your name, school and date of the award. The HSC Testamur is delivered by post in January. Students can download their credentials via their Students Online account.
- Higher School Certificate Record of Achievement – The Higher School Certificate (HSC), Record of Achievement (RoA) including your Year 11 (Stage 6) grades, and if applicable, Year 10 (Stage 5) grades.

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

The Higher School Certificate Record of Achievement

The Higher School Certificate (HSC) Record of Achievement (RoA) includes students' Year 12 HSC (Stage 6) results, Year 11 (Stage 6) grades and, if applicable, Year 10 (Stage 5) grades. Results for each Stage appear on separate pages.

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

The image shows three sample pages of a Higher School Certificate Record of Achievement (RoA) from the NSW Education Standards Authority. Each page is for a 'Sample Student' at 'Sample High School' and includes a table of results for various courses.

Page 1: Stage 6 HSC COURSES

Year	Course	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2017	Accounting (2 unit)	75/100	62/100	68	4
	English Advanced (2 unit)	82/100	64/100	73	5
	Mathematics General (2 unit)	81/100	74/100	85	5
	Personal Development, Health and Physical Education (2 unit)	80/100	70/100	80	5
	Studies of Religion (2 unit)	81/100	66/100	82	5

Page 2: Stage 6 PRELIMINARY COURSES

Year	Course	Result
2016	Accounting (2 unit)	C
	Business Studies (2 unit)	A
	English Advanced (2 unit)	C
	Mathematics (2 unit)	A
	Personal Development, Health and Physical Education (2 unit)	B

Page 3: Stage 5 COURSES

Year	Course	Result
2015	English (200)	B
	Mathematics (200)	A
	Science (200)	C
	Australian Geography (200)	C
	History (200)	C
2014	Science (200)	B
	History Studies (200)	C
	Personal Development, Health and P.E. (200)	C
	English (200)	C
	Mathematics (200)	C

Each page also includes a section for 'Years 7 to 10' with a list of subjects and their completion status (e.g., English, Mathematics, Science, etc.).

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

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

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

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

Further information relating to standards-referenced assessment can be found at <https://arc2.nesa.nsw.edu.au/page/faq/course>

Stage 6 Year 11 grades: Schools using the Common Grade Scale for Year 11 courses award A-E grades for Year 11 courses (other than Life Skills and Vocational Education and Training (VET) courses).

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

The HSC does not report a single, overall score.

Moderation

For further information on moderation visit:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation>

The Australian Tertiary Admissions Rank

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities Admissions Centre on behalf of universities in NSW and the ACT.

Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry.

Students should refer to the Universities Admissions Centre website at www.uac.edu.au

Applying for Leave during HSC Courses

A HSC student wishing to take leave during the HSC year must seek approval from their principal, and:

- provide a reason for requesting leave
- negotiate the completion of any course requirements in the HSC course(s) they are enrolled in
- negotiate the completion of any assessment requirements in the HSC course(s) they are enrolled in

HSC students are responsible for meeting all course completion, assessment completion, and exam attendance requirements, irrespective of whether their leave request is granted or not.

STUDENTS ACCELERATED IN A COURSE

Students are expected to present 12 units for their HSC. 2 units of acceleration and 10 units of study in Year 12. Students will not be permitted to drop units of study until after accelerated units are awarded by NESAC and no earlier than the second Term of the HSC course.

HSC Unit Requirements Policy

1. Minimum Unit Requirement (Term 1, HSC Year)

At the commencement of the HSC year, students are required to present a total of **12 units** for the Higher School Certificate. This must include:

- **2 or 4 units of acceleration**, and
- **10 units of study** undertaken in the Year 12 HSC year.

2. Restriction on Withdrawing from Courses

Students are not permitted to discontinue any units of study until:

- The accelerated units have been awarded by NESAs, and
- It is no earlier than **Term 2 of the HSC course**.
- 3. **Conditions for Consideration of Course Withdrawal**
Before an application to withdraw from a course will be considered, the following conditions must be met:
 - a. The student has completed the **first assessment task** in the course.
 - b. The student has received their **rank and feedback** for that task.
 - c. **Academic meetings** with relevant staff and the Deputy Principal have been held.
 - d. The **HSC mark** for accelerated courses has been received.

Application Process

Applications to withdraw from a course must be submitted **in writing** on the relevant form to the Deputy Principal. Approval will only be granted once all conditions outlined above have been satisfied.

Students [accelerating into an HSC course](#) must complete all formal assessment tasks that are scheduled for that course. The school will endeavour to minimise the conflicting demands of Year 11 and HSC assessment, but this cannot be guaranteed.

During the scheduled Examinations and Assessment Blocks students accelerated in a course will be given **one** day study leave the day before their task unless the task is scheduled the day after a weekend or a public holiday. Students accelerated in a course must attend all lessons in accordance with the section of this policy, attendance **two** school days before a task and attendance on the day of the task.

Accelerated students sitting for HSC examinations will be granted **two** school days of study leave. This leave will be allocated in the days leading up to the scheduled HSC examination for their accelerated subject, ensuring sufficient preparation time without attendance at regular classes.

SCHOOL ASSESSMENT PROCEDURES

As part of the Higher School Certificate students will complete school-based assessments, tasks such as tests, written assignments, practical activities, fieldwork and projects. Together, for most HSC courses, these contribute to 50% of your final HSC marks. NESAs's syllabus packages, including assessment and reporting documents, indicate the mandatory components for HSC assessment and the weightings to be attached to those components.

The School's Responsibilities

HSC Assessment Policy Overview

Written Advice to Students

At the commencement of the HSC course, students must be provided with written advice about the school's policies and procedures for school-based assessment, which must include:

1. The school's malpractice policy and procedures for managing malpractice.

2. Details of administrative requirements, including:
 - a. Student absence on the day of an assessment task.
 - b. Late submission of assessment tasks.
 - c. The school's illness/misadventure procedures for illness/misadventure suffered immediately before or during an assessment task.
 - d. Procedures to be implemented if assessment tasks produce invalid or unreliable results.
 - e. Procedures for reviewing student appeals arising from individual assessment tasks.
3. Procedures for final rank order appeals, which must be:
 - a. Based on a student's rank order placement during the course.
 - b. Focused on the procedures for determining the final school-based assessment mark for the course.
4. Procedures for final grade appeals for English Studies, Mathematics Standard 1, and Numeracy, which must be:
 - a. Based on a student's final grade at the end of the course.
 - b. Focused on the procedures used by the school for determining the grade(s) and whether they align with NESA's advice and the school's policy regarding the grading of student achievement.
 - c. Resolved within the school, where possible.

Formal Assessment Program

The formal assessment program for each of the HSC courses (excluding Life Skills courses) must adhere to course-specific requirements, including:

- a. The number and type of assessment tasks.
- b. Syllabus outcomes assessed in each assessment task.
- c. The components and weightings allocated to each assessment task.
- d. When each assessment task is to be attempted or submitted.

Flexibility

If required, schools may exercise flexibility in determining the following course-specific requirements:

- a. The number and type of assessment tasks.
- b. The weightings allocated to each assessment task.

Maintaining records

Schools are required to maintain records of marks awarded for each task identified as part of the assessment program of an HSC course.

Schools are **not** required to retain evidence of assessments such as test papers, assignments, projects, practical exercises, etc.

The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to consider possible effects of illness or domestic situations.

Schools may offer, however, substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. This must be in accordance with the illness/misadventure provisions published in the school's assessment

program. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

School Principals have the authority to grant disability provisions for assessment tasks-.[ACE Manual: ACE 10001 Disability provisions policy \(nesa.nsw.edu.au\)](https://www.nesa.nsw.edu.au/Manual:ACE%2010001%20Disability%20provisions%20policy)

STUDENT'S RESPONSIBILITIES

1. NESA expects students to make a serious attempt at all school-based assessment tasks, HSC exams, and HSC minimum standard tests. HSC students who do not make a serious attempt at the [exam](#) may not receive a result in the course concerned. This may render some students [ineligible](#) for the award of the HSC.

This involves the following **responsibilities**:

- Meeting all course and school requirements including attendance at classes
- Applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- Being aware of and following assessment requirements and procedures
- Making a serious attempt in all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N determination' for the course.

In Year 12, this may result in a non-award in that course and if the course counts towards the ten units or is in 2 units of English required to be completed for the award of a Higher School Certificate, the student may not receive a Higher School Certificate. This may also result in the student not being awarded an ATAR if this course counts towards his/her 10 units.

NOTIFICATION AND SCHEDULING OF ASSESSMENT TASKS

Notification of Upcoming Tasks:

- Students will receive written notification 14 calendar days in advance of any upcoming assessment task.
- Changes to task dates do not require a full 14 calendar days notice, provided the task is not moved forward. Adjustments will be communicated in writing.

If students do not receive assessment notifications, it is their responsibility to inform the Deputy Principal.

Students are encouraged to maintain a calendar of tasks using the information provided in the assessment booklet. If a student does not receive an assessment notification (in hard or soft copy) before a scheduled task, it is their responsibility to inform the Deputy Principal.

Exceptional Circumstances:

NESA recognises that in exceptional circumstances, it may not always be possible to meet the two-week notice period.

Written Notification Content:

Each task's written notification must include:

- Components and their weightings as specified in the course assessment schedule
- Syllabus outcomes being assessed
- Type of task
- Scheduled date and time for attempting or submitting the task (this could be a due date or exam period). For an in-class test, the task notification must also include the time allowed to complete the task.
- Marking criteria where appropriate (e.g., for an essay-type task but not for a trial exam)
- The general nature (mode) of the assessment task
- The weight value of the task in relation to the total weighted mark for the course, as specified in the assessment policy.

Adjustments to Components and Weightings:

In some cases, components and weightings may need to be adjusted after the initial notification. Any adjustments will be communicated to students through an updated written notification.

Changes to Task Dates:

If the task date needs to be changed after the written notification has been issued, a fourteen-calendar day's notice is not required provided the task is not brought forward. Any date changes will be communicated to students through an updated written notification.

Precedence of Written Notification:

The written notification for each task takes precedence over the information listed in the assessment booklet. Components such as task type, syllabus outcomes, weightings, and due dates may change after the booklet is issued. The written notification will always contain the correct details. If a task date differs from the one listed in the booklet, students will be notified in writing fourteen calendar days in advance. The Principal must be consulted if it is not possible to provide this notice.

Submission of Assessment Dates:

Task dates will be submitted to the Deputy Principal responsible for the school calendar to ensure tasks are evenly spread and clashes are minimised.

Completion of Tasks:

Students are expected to complete all tasks on the scheduled date and sit for all tests ethically and with integrity. When submitting a task, students must complete the GHS 'Assignment/Assessment Task Cover Sheet'

Illness or Misadventure:

Students and parents/caregivers should familiarise themselves with the procedures for applying for Illness or Misadventure. No application will be upheld based on a lack of knowledge or understanding of the assessment policy.

APPEALS

- Students have the right to appeal the processes related to an assessment task. They must be able to state specific reasons for an appeal and provide appropriate evidence related to the appeal.
- Performance in previous tasks is not considered grounds for appeal.

Limitations on Assessment Appeal Applications

You cannot submit an Assessment Appeal Application on the basis of:

- difficulty preparing or lost preparation time
- being unaware of exam content or functions
- alleged deficiencies in teaching
- lost time or facilities for study before the formal study vacation
- misreading exam timetable
- misreading exam instructions
- entering or sitting for the wrong exam
- long-term illness (e.g. glandular fever, asthma or epilepsy), unless you suffer a flare-up if the condition during the exam period
- conditions for which you have been granted disability provisions, unless you have further unexpected difficulties
- conditions for which you should have applied for disability provisions
- courses where you are a self-tuition student
- other commitments such as participation in entertainment, family holidays, work, sporting events, or attendance at exams conducted by other education organisations.

See [2026 HSC Rules and Procedures](#)

APPEALING DRAFT RANK ORDER FOR HSC STUDENTS

HSC students can appeal their rank if they believe it is incorrect at the time of the Draft Rank Order announcement. Appeals can only address the accuracy of school records and processes; marks cannot be appealed. To initiate an appeal, students should contact the Deputy Principal, who will convene the Assessment Appeals Review Committee, consisting of the Deputy Principal and Principal.

ABSENCE WHEN A TASK IS NOTIFIED

Whenever a student is absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit an online **Assessment Task Appeal Application**.

ABSENCE DUE TO ILLNESS OR MISADVENTURE

Definition of Illness and Misadventure

- **Illness or Injury:** This includes any illness or physical injury that directly affects the student's ability to complete or perform well in an assessment task (e.g., asthma attack, injury, or sudden illness).
- **Misadventure:** Refers to unexpected events beyond the student's control that impact their performance in an assessment task (e.g., death of a family member, accident, natural disasters like floods).

The **Deputy Principal** is responsible for verifying all cases of illness, injury, or misadventure.

Procedures for Illness and Misadventure

Reporting the Absence

1. On the Day of the Assessment Task:

- The student must **notify the Deputy Principal by 9 am** via telephone or email if they are unable to attend the assessment task due to illness or misadventure. The student should provide an anticipated return date.
- The student should **submit an online Assessment Task Appeal Application** before 9 am on the first day they return to school (the first day not covered by a medical certificate).

2. On the Day a Task is Due for Submission:

- If a student is absent on the day the assessment task is due to be submitted, they must notify the Deputy Principal by 9 am on the due date and make arrangements for submission.
- The completed task must either be submitted before 9 am on the due date or upon the student's return to school, accompanied by an online **Assessment Task Appeal Application**.

Assessment Task Appeal Application

The **Assessment Task Appeal Application** must include:

- **Independent evidence** (e.g., a medical certificate or formal documentation) explaining why the student could not attend or submit the task on time.
- For appeals based on illness, an **original medical certificate** covering the relevant time period is required. Certificates obtained after the event or backdated certificates will not be accepted and will result in a zero mark. A medical certificate that only states the student was "unfit for work/study" is insufficient.

If the appeal is declined, a zero mark will be recorded for the task.

Medical Documentation Requirements

- The medical certificate should specifically address the impact of the illness on the student's ability to complete or attend the task.
- It is highly recommended that students request their doctor to use the proforma provided in this booklet.

Response to Upheld Illness or Misadventure Claims

If the appeal is upheld, the Deputy Principal may:

- **Provide an extension** of time to complete the original task
- **Substitute the task** with a comparable one.
- **In exceptional circumstances** where a student cannot complete the assessment task, the school may provide an estimate based on completed comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment.

Responsibilities of Students During Illness/Misadventure

1. **Complete All Tasks:** Students must make every effort to perform or submit tasks according to the set schedule.
2. **Notification:** It is the student's responsibility to notify the Deputy Principal of their absence by 9 am on the day of the task or due date.
3. **Evidence Submission:** Independent evidence (e.g., medical certificate) must be submitted to explain their absence and validate their illness/misadventure claim.

Absence on the Day of a Task (Exam, Practical, Oral, or Test)

- If a student is absent on the day of an in-class task or exam due to illness or misadventure, they must:
 - Notify the Deputy Principal by phone/ email by 9:00am.
 - Submit an online **Assessment Task Appeal Application** before 9 am on the day of their return to school with relevant independent evidence.
 - The Deputy Principal will approve or decline the application for Illness/Misadventure.
 - Be prepared to complete the task or a substitute task on the day of their return to school or on a date deemed appropriate by the Deputy Principal.

School Attendance Policy

- To ensure that all students are adequately prepared and ready to engage in AN ASSESSMENT TASK OR EXAMINATION, it is a requirement that students arrive at school no later than 40 minutes before the commencement of any scheduled task, exam, or assessment. This policy aims to give students sufficient time to settle in, review materials, and be mentally prepared for the task.
- Minor transport delays are not considered valid excuses for late arrival. Students are expected to plan accordingly for such contingencies. However, if a student experiences a *major* issue, such as a serious transport failure or an emergency situation, they should inform the Deputy Principal as soon as possible, and accommodations may be made on a case-by-case basis.
- In cases where students arrive after the scheduled start time, they will still be allowed to sit the task; however, no extra time will be allocated to make up for lost time. It is the student's responsibility to manage their time effectively and be punctual for all assessments.

Absence from a task with prior approved leave

If you know you will miss a task or the deadline for a task because you will be absent from school on approved leave, you are required to:

- Have your absence approved by the Principal ***in advance***.
- Submit the completed **Illness and Misadventure Appeal** form to the Deputy Principal ***in advance*** of the absence together with supporting documentation.

NB: Approved leave is not automatic and will only be granted for substantial reasons.

Illness During an In-Class Task or Exam

- If a student begins to feel ill or suffers misadventure during an in-class task or test, they must **immediately inform the invigilator or supervising teacher**.
- A statement from the invigilator/ supervising teacher must accompany the **Assessment Task Appeal Application**.
- Appeals related to illness or misadventure during a task will not be considered after the day of the task
- **Substitute the task** with a comparable one.
- **In exceptional circumstances** where a student cannot complete the assessment task, the school may provide an estimate based on completed comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment.
- If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/ misadventure application declined, the school must record a zero mark for the assessment task.

Consequences of Declined Applications

- If the illness/misadventure application is declined for an exam or in-class task, the mark the student originally earned will stand.
- If the application is declined for a non-attended task or no evidence is provided, a zero mark will be recorded for that task.
- Failure to submit an appeal or provide sufficient evidence will also result in a zero mark.

Mandatory Attendance Before Assessment Tasks

Two Days Before the Task:

- Students are required to attend all scheduled lessons and school activities, including periods 0 and 6, for the two school days leading up to the assessment task.

On the Day of the Task:

- If the assessment task is scheduled for later in the day, students must attend all lessons and school activities prior to the task, unless they have received prior approval from the Deputy Principal.

Exceptions:

- Absence Before or On the Day of the Task:

- If a student is unable to meet these attendance requirements due to illness or misadventure, they must provide independent evidence (e.g., a medical certificate) explaining their absence for the two school days before the task or any missed lessons on the day of the task.
- **Illness-Related Absences:**
- A medical certificate must clearly state that the illness occurred during the two days before the task or on the day of the task. Backdated or generic certificates (e.g., those stating the student was "unfit for work/study") will not be accepted.

Consequences:

- If the proof of illness or leave is not approved, the student will receive a zero mark for the assessment task.

Querying the Determination of a School Illness/Misadventure Application

If a student requires clarification of an Illness/Misadventure determination, it is their responsibility to raise the matter with the Deputy Principal within 48 hours of receiving the determination.

- If concerns are not raised within this timeframe, the student forfeits the right to contest the outcome at a later date.

Appeals Process

Stage 1: Appeal to the Assessment Review Panel

Students who wish to appeal the result of a school Illness/Misadventure determination must:

- Submit their appeal in writing to the **Deputy Principal** using the official **Request for a Review Form**, and
- Provide supporting evidence that the determination was inconsistent with the correct application of the Illness/Misadventure criteria per the GHS policy.

The **Assessment Review Panel** will then consider:

- The written information provided by the student,
- Input from the Illness/Misadventure Appeal, and
- The Gosford High School Assessment Policy.

Stage 2: Appeal to the Principal (Process Errors Only)

If a student believes that the **Assessment Review Panel** has made a **process error** in determining their Illness/Misadventure application, they may appeal to the **Principal**.

- Appeals must be submitted in writing using the official **Request for a Review Form**.
- Students must provide evidence that a **process error** occurred in the application of the Illness/Misadventure criteria.

The **Principal** will review the appeal to determine whether:

- The procedures used by the Assessment Review Panel conformed with policy guidelines, and
- No clerical errors occurred in the determination of the outcome.
- The student will be notified of the outcome in writing.
- The Principal's decision is **final**, and there is **no further right of appeal**.

School Commitment on the Day of an Assessment

When a student is unable to complete an assessment task due to participation in *Principal-approved official school business*, they must:

- **Notify the Deputy Principal** as soon as they are aware of the scheduling conflict.
- **Submit an online Assessment Appeal Application** immediately upon becoming aware of the clash.
- **Be prepared to complete a substitute task** either prior to the scheduled date or on an alternative date as determined by the Deputy Principal.

In **exceptional circumstances**, where it is not possible for the school to administer a substitute task, the school may award an **estimate**. This estimate will be based on comparable outcomes the student has already completed and must be approved by the Principal, in line with the school's policies and procedures for school-based assessment.

INVALID OR UNRELIABLE ASSESSMENT TASKS

To ensure fairness and equity for all students, any assessment task deemed invalid or unreliable, will be addressed promptly. The decision regarding the assessment's validity and reliability will be made by the Deputy Principal in consultation with the Head Teacher. This decision is final, and there is no right to appeal.

Before the Task is Issued:

If the task is deemed invalid or unreliable before being issued:

- A replacement task will be created.
- If the change results in a new task date, students will be notified in writing of the revised date.

After the Task is Issued or Completed:

If the task is deemed invalid or unreliable after it has been issued or completed:

- A replacement task will be created.
- Students will be informed in writing of the change.
- Students will be given two weeks to prepare for the new task.

In addition, the Deputy Principal will take into account any NESA requirements for data collection that may impact the implementation of this policy.

EXCURSIONS AND VORs

Students must attend excursions and VORs as part of their HSC course assessment and complete all required work.

The school will aim to schedule these activities to avoid conflicts with other assessment tasks. However, no VORs will be scheduled for Year 12 students within two weeks of their Trial HSC Exams or Assessment Blocks, unless the Principal grants approval.

If a student is involved in a school-organised excursion or commitment within two days of an assessment in another subject, they must submit an Assessment Appeal Application.

TECHNOLOGY AND ASSESSMENT TASKS

Electronic Submission:

- Some assessment tasks must be submitted electronically, as specified when the task is set. All other tasks should be submitted in hard copy format.

Student Responsibilities:

- **Backup:** Students must back up all work and take reasonable steps to prevent technology failure from impacting their ability to submit tasks on time. Technology failure is not a valid reason for late submission unless in extreme circumstances.

Backup Protocols:

At Home:

- Continuously back up work on your computer's hard drive, Cloud storage, and an external portable storage media (e.g., USB drive).

At School:

- Save the latest version of your work to your personal files on the school server.
- For electronic submissions, ensure compatibility with school technology well before the due date.
- Check software compatibility.
- Save sound files as MP3, and video files as MP4, AVI, or MOV.
- Save a copy of the final version to an accessible email account (e.g., your @education email) and bring it on external storage media.

Task Integrity:

- Follow proctoring instructions, which may include supervision by teams or digital platforms, ensuring no third-party involvement.
- Timely digital submission is the student's responsibility.
- Digital submission signifies that the student has submitted their own work.

Hard Copy Submission:

- Print tasks at home to avoid software compatibility issues and ensure timely submission.
- If unable to print at home, download the task onto an external portable storage media (e.g., USB drive) and print it at school.

Note: Printing at school should be a last resort and must be completed before the submission deadline.

- Students are to adhere to the instructions in regard to the proctoring of the task, this may include supervision by teams or other digital platforms and the integrity of the task must be upheld with no involvement from third parties
- Submission of any digital task within the due time is the responsibility of the student

- Digital submission of any task constitutes a digital signature that the student has submitted their own work

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers/printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing.

(Note: printing at school should only be a last resort and must be completed before the due hand in time).

ORAL/PERFORMANCE/PRACTICAL TASKS

Students must present oral/performance assessment tasks on the specified due date and at the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally during the allocated time). On the specified day that the task is due, teachers will normally indicate the order in which they will make their presentations. Students must complete the task during the allocated time. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N' determination for that course.

MALPRACTICE IN ASSESSMENT TASKS

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice. Malpractice in any form, including plagiarism, collusion, misrepresentation, and breach of assessment conditions, is unacceptable. NESAs treat allegations of malpractice very seriously, and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC. **Students who either knowingly or unintentionally assist other students in malpractice will also be considered complicit.**

Serious and deliberate acts of malpractice amount to corrupt conduct, and NESAs will report such matters to the Independent Commission Against Corruption where appropriate.

Students are responsible for knowing and complying with NESAs' ACE Rules and policies regarding malpractice, including:

- All My Own Work (or its equivalent) https://curriculum.nsw.edu.au/ace-rules/ace10/amow#acerule=completing_and_certifying_hsc_all_my_own_work&part=preamble
HSC Rules and Procedures Guide [2026 HSC Rules and Procedures](#)
- HSC minimum standard: Malpractice and breaches of test rules
- HSC practical exams

NESA's rules regarding malpractice must be read in conjunction with any course-specific requirements outlined in NESA syllabus packages, including Assessment and Reporting information.

Students are responsible for knowing and complying with their school's malpractice policy for all school-based assessment. Parents and students are strongly advised to be familiar with the ACE rules regarding Malpractice.

[Malpractice | NSW Curriculum | NSW Education Standards Authority](#)

Types of Malpractice in HSC Assessment

Malpractice is any attempt to gain an unfair advantage over other students. It includes, but is not limited to, the following categories:

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. This can include:

- Making up journal entries for a project
- Submitting falsified or altered documents
- Referencing incorrect or non-existent sources
- Contriving false explanations for work not handed in by the due date

Plagiarism

Plagiarism is when a student pretends to have written, created, or developed work that has originated from another source. Proper acknowledgment of source material is mandatory. Plagiarism can include:

- Copying someone else's work in part or in whole and presenting it as their own
- Using material directly from books, journals, the internet, or any other resources without proper acknowledgment
- Building on the ideas or words of another person without appropriate acknowledgment
- Using ideas, designs, or workmanship of others in practical and performance tasks without proper acknowledgment

Collusion

Collusion is inappropriate collaboration with another student, group of students, person, organisation, or entity to produce work meant for individual assessment. Collusion can include:

- Sharing answers to an assessment with other students
- Submitting work substantially contributed to by another person, such as a student, parent, coach, or subject expert
- Contract cheating by outsourcing work to a third party
- Unauthorised use of artificial intelligence technologies

Breach of Assessment Conditions

Students must comply with the assessment conditions set by NESA and their school. A breach of assessment conditions includes any violation of:

- HSC exam rules and procedures
- HSC minimum standard test rules and procedures

USE OF ARTIFICIAL INTELLIGENCE BY STUDENTS

AI has implications for academic honesty (see <https://ace.nesa.nsw.edu.au/ace-9022>) Unapproved use of AI in the completion of assessments is a breach of academic integrity. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately(<https://ace.nesa.nsw.edu.au/ace-9023>).

As such, the use of AI can only be used within assessments where specific prior authorisation has been given, or when technology that uses AI has been agreed as reasonable adjustment for a student's disability (such as voice recognition software for transcriptions or spelling and grammar checkers). You should always acknowledge the sites used. It may be required to share the data created through AI sources in your appendix or other relevant section of your task.

WHAT HAPPENS IF MALPRACTICE IS DETECTED?

Student appeals concerning malpractice in school-based assessment tasks must be resolved at the school level. When a malpractice incident is suspected, the school will follow a strict and transparent process to ensure fairness to all students.

Process for Handling Malpractice Allegations

When a malpractice incident is suspected, the school will follow a strict and transparent process to ensure fairness to all students.

Step 1: Detection and Reporting

1. **Teacher's Observation:** A teacher or marker identifies irregularities in a student's work (e.g., suspected copying, cheating during an exam).
2. **Referral to Head Teacher:** The teacher reports the suspected malpractice to the **Head Teacher** of the course.

Step 2: Initial Review by Head Teacher

1. **Gathering Evidence:** The Head Teacher will review all available evidence, which may include:
 - Plagiarism detection software results (e.g., Turnitin reports).
 - Examination room incident reports from supervisors.
 - Comparisons of student work against other sources or past work and decide if they believe malpractice may have occurred.
2. **Student Notification:** The Head Teacher will inform the student and parent/carer about the malpractice allegation. The notification will include:
 - A description of the suspected malpractice.

- A request for the student to respond to the allegation.
- The consequences of a confirmed malpractice incident.
-

Step 3: Student Response

The student has the right and responsibility to respond to the allegation of malpractice. This response must occur within 48 hours of receiving the notification. The response should include:

1. **Written Explanation:** The student must provide a written explanation of their actions. This response should:
 - Provide evidence that all unacknowledged work is their own.
 - Provide a clear account of how the work was produced.
 - Offer any relevant supporting evidence (e.g., drafts, process diaries, reference lists).
2. **Submission of Supporting Materials:** The student may be required to submit:
 - **Process Evidence:** Such as drafts, research notes, or working logs to show how their work was developed.
 - **Clarification:** If any part of their work is in question, they should explain how they approached and completed that section.
3. **Demonstration of Knowledge:** The student may be asked to demonstrate their understanding of the task by:
 - Answering specific questions about the task in question.
 - Providing a verbal or written explanation to prove they have knowledge of the content they submitted.
 - Engaging in a brief oral or practical examination with the subject teacher to show understanding of the task's core content.
-

Step 4: Investigation and Decision

1. **Investigation by Head Teacher and Deputy Principal:** The Head Teacher and Deputy Principal will review the student's response and any additional evidence.
2. **Outcome Determination:** Based on the investigation, the Head Teacher, in consultation with the Deputy Principal, will determine whether the allegation is upheld or dismissed.

Step 5: Communication of the Decision

1. **Notification of Outcome:** The student and their parents/carers will be informed of the outcome in writing. This communication will include:
 - The decision (whether the malpractice was upheld or not).
 - The evidence supporting the decision.
 - The consequences or penalties if the malpractice is upheld.

Consequences of Proven Malpractice

If the malpractice allegation is upheld, the consequences will include:

1. **Zero Mark:** A zero mark will be awarded for the task in which the malpractice occurred.

2. **Task Completion:** The student may be required to complete the task or an alternative task, even though the zero mark will stand. This ensures the student still demonstrates completion of the required outcomes.
3. **Record Keeping:** The school will maintain a register of all malpractice incidents, which will be reported to NESA (NSW Education Standards Authority). This register does not identify individual students but records the incident, subject, and penalty applied.

Serious or Repeated Offences

In cases of serious or repeated malpractice, additional disciplinary actions may be taken, which could include:

- **Referral to the Principal** for further disciplinary action.
- **Reporting to external authorities:** Serious cases may be referred to external bodies such as the Independent Commission Against Corruption (ICAC), especially if the malpractice is deemed a corrupt act.

Appeal Process for Malpractice Decisions

Students have the right to appeal a malpractice decision only if they believe the process for determining malpractice has not been followed. The appeal process includes:

1. **Appeal Submission:** The student must submit a written appeal to the **Principal** within **24 hours** of receiving the decision. This appeal must outline:
 - The reasons for disputing the decision.
 - Any additional evidence that may have been overlooked or misunderstood in the initial investigation.
2. **Appeal Review:** The Principal will review the appeal, consider all evidence, and make a final determination.
3. **Outcome of the Appeal:** The student will be informed in writing of the final decision. If the appeal is upheld, any penalties will be reversed. If the appeal is denied, the original decision will stand, and the zero mark will remain.
4. **Further Appeal to NESA:** If the student is dissatisfied with the school's review process, they may lodge a further appeal with NESA. NESA will only investigate whether school procedures were followed correctly; they will not re-investigate the malpractice itself.

QUERYING THE RESULT OF AN ASSESSMENT TASK

On occasion, a student may disagree with an individual mark/grade for a subject. There are procedural steps to follow when making these queries.

Reasons to Query the Mark

A student cannot appeal a mark based on a teacher's professional judgment. However, students can appeal concerns such as the addition of marks on the task. Reasons to query the mark for an assessment task can only be for administrative or procedural irregularities and may include:

- There was an error in the calculation of the mark
- The answer to a question has been missed

Process for Querying a Mark

Queries regarding the mark received for an individual task must be raised with the Head Teacher on the day the task is returned. The task will be retained by the Head Teacher. If an error is found, the student's mark will be adjusted accordingly.

If the Head Teacher determines that the mark does not need to be adjusted, they will inform the student of their decision.

Schools must resolve individual student appeals over marks allocated for an individual assessment task within 2 weeks of the task being returned.

WARNING OF 'N' DETERMINATION

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

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

Further information

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

'N' DETERMINATIONS AND APPEALS

The procedures for non-completion determinations are explained to students at the HSC Information Meeting and in the Assessment Policy Booklet.

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s). A parent/ guardian will be required to acknowledge the warning in writing. Follow-up warnings will be issued if the warning is not resolved.

If a student fails to meet course and assessment requirements in a HSC course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Year 11 courses and 10 units of HSC courses which fulfil the NESA pattern of study requirements, they will not be eligible for the award of the HSC.

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

The final decision regarding an 'N' determination recommendation will be made by the Principal. Any student given an 'N' determination has the right to appeal against the decision. The appeal

review will be conducted by the Principal and the two Deputy Principals. The outcome of the appeal will be notified to the student, the parents/caregivers and NESA.

CONFIDENTIALITY OF FINAL MARK

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

ORDER OF MERIT/FINAL RANK ORDER

Students will receive periodic feedback as to their ongoing rank in a course. After the final HSC examination, students can access their Final Assessment Rank Order Notice. The notice must be available to students within the period that appeals can be made. Students may also access their final rank in each course by using the NESA Students Online service [NSW Students Online \(nesa.nsw.edu.au\)](http://nesa.nsw.edu.au).

ASSESSMENT CONCERNS

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

SUBMITTED WORKS AND PRACTICAL EXAMINATIONS

The following courses require you either to undertake practical examinations or to submit major works or projects.

- Design and Technology
- Drama
- English Extension 2
- History Extension
- Languages
- Music 1, Music 2 and Music Extension
- Science Extension
- Society and Culture
- Textiles and Design
- Visual Arts

Students must:

- comply with course specific requirements and submit their work by the due date listed on the [NESA website](http://nesa.nsw.edu.au)
- complete and sign the Student Declaration Form and
- acknowledge outsourcing, where relevant

Students are required to certify that any submitted works are their own. Supervising teachers must certify that they have been completed under the teacher's supervision. If the supervisor and principal cannot certify the works, students might not be awarded marks for them, or they may receive reduced marks.

Further information for the requirements of each course can be found at <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

It is the student's responsibility to keep hard copies and back-ups of all major work projects (where feasible) including drafts/ portfolios and process diaries.

Principals must:

- a. certify, on the recommendation of the supervising teacher, a student's project, submitted work or performance in Schools Online by the due date listed in the HSC important dates for practical and performance exams and
- b. confirm it is the student's own work, and has been developed in accordance with All My Own Work (or its equivalent), and
- c. verify that the content of a student's project, submitted work or performance appropriately takes broad community standards into account.

Procedures for ensuring security of major works

Assessment tasks in the form of practical major works (structures, artworks, furniture etc) are to be placed in a secure environment when the student is not working on that major work. A secure environment is one that prevents ready access to the major work by other students and prevents, as best possible, the event of breakage or destruction.

The security of major works during transportation to and from school is the responsibility of the student. Procedures for ensuring security of major works are a faculty responsibility and must be available for Senior Executive as required.

DISABILITY PROVISIONS

Students seeking provisions for their Higher School certificate examinations should provide the appropriate application form to the Deputy Principal in the first academic term of their HSC year. The application form identifies which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, writing samples and teacher comments. The provisions granted are solely determined by how the student's exam performance is affected.

Once a Disability Provision has been granted (either by the school or by NESA) the school will endeavour, within the limits of its resources, to ensure that it is provided in all school-based examinations and assessment tasks.

Note the following unacceptable grounds for appeal: The provisions of the appeals process do not cover disabilities for which NESA/School has already granted disability provisions, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the supervising staff member.

CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS

Students must adhere to the following rules during all examinations:

- **Dress Code:** Wear full school uniform to all examinations.

- **Silence:** Remain silent from the moment you enter the examination venue, except when speaking to a supervisor.
- **Follow Instructions:** Obey all instructions given by the examination supervisor.
- **Conduct:** Behave in a manner that does not disturb other students or disrupt the examination.
- **Attempt All Questions:** Make a serious attempt at all questions. Answers should not **contain frivolous or offensive material**.
- **NESA Policy:** NESA awards zero marks for scripts where only multiple-choice questions are answered, or where the student has merely copied or modified the questions. This is considered a non-attempt.
- **Year 12 Consequences:** Non-attempts result in a non-award of the HSC in that course, and the course will not appear on your HSC. Additionally, this may affect your ATAR if the course counts towards your 10 units.

Prohibited Items:

Do not bring the following into the examination room:

- Mobile phones and programmable watches (e.g., smartwatches)
- Electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones, or electronic dictionaries
- Stopwatches
- Paper or printed/written material (including your exam timetable)
- Dictionaries (except in language exams, if allowed)
- Correction fluid or correction tape

Equipment:

- Do not borrow equipment during exams. Supervisors may inspect your equipment on entry and will direct you where to place unauthorised items.

During the Examination:

- **Remain Seated:** Stay in the examination room until the time has elapsed and you are dismissed by the supervisor.
- **Ethical Behaviour:** Do not engage in malpractice.

Penalties: Breaking any of these examination rules may result in a penalty, including receiving a zero mark. You will still need to sit the task to meet course outcomes but the zero mark will stand.

MARKING, GRADING AND REPORTING

NESA descriptors and other grading information are used to assess student learning evidence and report on student achievement.

Procedure:

Calculating Grades:

- Learning Outcomes and Overall Grades on Semester Reports are based on the complete body of learning evidence produced by students. There is no predetermined pattern of grades. Aggregate marks only are used, with no mapping or scaling of final assessment marks.
- **Anonymous Marking:**
- Where possible, in all Year 12 assessment tasks and examinations, students use candidate numbers instead of names. Numbers are not converted to names until marking is finalised.

- **Integrity in Marking:**
- The Head Teacher oversees procedures to ensure fair, unbiased, and consistent marking.

Marking Procedures May Include:

- **Single Marker:**
- One marker may mark an entire question or task.
- **Pilot Marking:**
- Teachers mark in teams until all agree on the standard, followed by regular check marking.
- **Moderation:**
- A designated experienced teacher runs an initial moderation session for all markers and regularly spot-checks each marker's consistency.
- **Double Marking:**
- Two teachers mark each paper, compare marks, and resolve discrepancies.
- **Group Marking:**
- Teachers mark in teams, discuss standards, and check each other's marking.
- **External Markers:**
- Employing external personnel to mark, double mark, and/or check mark.
- **Consistency and Reliability:**
- The Head Teacher ensures that robust marking processes produce reliable assessment patterns.
- **Transparent Alignment:**
- There is a clear alignment between the marks and grades a student receives throughout the semester and the final grade awarded on Semester Reports.
- **Professional Judgement:**
- Teachers use their professional judgement, based on the complete body of learning evidence, to provide information about learning progress on reports.

RECORDING OF ASSESSMENT DATA, RETURN OF TASKS AND FEEDBACK TO STUDENTS

NESA course descriptors and other grading information is used to assess student learning evidence and report on student achievement. Students are provided with feedback that is personalised, specific, timely and forward focused. Students are entitled to know their own mark or grade awarded for each assessment task they attempt. HSC students are entitled to know their own rank for each assessment task they attempt.

1. **Oversight and Auditing**

The Head Teacher Administration ensures that appropriate structures are in place on Sentral to enable all required calculations of marks and grades. These calculations are audited within this platform.

2. **Data Collection and Recording**

Faculty Head Teachers are responsible for establishing processes to ensure that all assessment data is collected from teachers and recorded promptly in Sentral. It is the responsibility of the Head Teachers to oversee the accurate recording of this data.

3. **Data Confirmation and Syncing**

Once marks and grades are confirmed as accurate by teachers and students have signed off on the task mark, the Head Teacher syncs the assessment data to the School's Reports, as needed.

4. Access to Data

Accurate and up-to-date assessment data is always available to the Principal and Deputy Principal.

5. Feedback to Students

Marks, grades, cohort feedback documents, and individual student feedback comments are provided to students in a timely manner.

6. Final Mark Calculations

Final marks are calculated in Sentral to determine Graduation Assembly awards and HSC marks for Reports and NESA uploads.

7. Final Mark Confirmation

At the end of the course, students confirm their marks for all tasks.

8. NESA Mark Upload

HSC NESA marks are uploaded to Schools Online by the Head Teacher Technology.

FEEDBACK

Feedback is provided to help students recognize both their strengths and areas for improvement, allowing them to plan their next learning steps with their teacher. Effective feedback:

- Is timely, provided within approximately two weeks (unless there are extenuating circumstances), and is specific, directly relating to the learning and assessment objectives.
- Is constructive, offering meaningful insights into student learning through various forms of communication.
- Focuses on the outcomes of the task and addresses any misunderstandings.
- Reinforces students' strengths, highlighting areas where they have performed well.
- Offers guidance on how students can improve in future tasks.
- Encourages self-assessment and reflection, giving students opportunities to evaluate their own learning throughout the process.
- Shapes future teaching and learning, providing information that helps teachers plan future lessons and learning activities.
- The school keeps copies of assessment tasks to guide future planning and improve teaching and learning.

COURSE TRANSFER

If a student transfers from Mathematics Advanced to Mathematics Standard, English Advanced to English Standard or from a Science course into Investigating Science during their HSC year and has not completed a task in the new course, the Principal will approve the use of estimates, determined by the Assessment Review Panel comprising the Head Teacher of the Course and the Deputy Principal, for any tasks they did not complete. This evidence evaluated for the determination of estimates will include completed assessment tasks, classwork, teacher observations, and performance data.

STUDENT TRANSFERS

Students who transfer to Gosford High School after the period of HSC formal assessment commences will be assessed with all other candidates. Those who arrive after the period of formal assessment commences but before the final date of HSC entry will receive an estimate for any school-based assessment tasks which have not been completed at GHS.



Honesty in HSC Assessment – The Standard

This standard sets out NESA's requirements for students submitting their own work in HSC assessments.

Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with this 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 Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be 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 NESA's subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

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 Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- [Rules and Procedures Guide](#)
- [HSC: All My Own Work Program](#)

These documents are publicly available on the NSW Education Standards Authority (NESA) website at [ACE Manual: ACE 9022 Honesty in HSC Assessment – the Standard \(nesa.nsw.edu.au\)](https://www.nesa.nsw.edu.au/ACEManual/ACE9022HonestyInHSCAssessment-theStandard)

DRAMA HSC Course Outcomes

H1.1	uses acting skills to adopt and sustain a variety of characters and roles
H1.2	uses performance skills to interpret and perform scripted and other material
H1.3	uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
H1.4	collaborates effectively to produce a group-devised performance
H1.5	demonstrates directorial skills
H1.6	records refined group performance work in appropriate form
H1.7	demonstrates skills in using the elements of production
H1.8	recognises the value of the contribution of each individual to the artistic effectiveness of productions
H1.9	values innovation and originality in group and individual work
H2.1	demonstrates effective performance skills
H2.2	uses dramatic and theatrical elements effectively to engage an audience

H2.3	demonstrates directorial skills for theatre and other media
H2.4	appreciates the dynamics of drama as a performing art
H2.5	appreciates the high level of energy and commitment necessary to develop and present a performance
H3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H3.2	analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H3.3	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
H3.4	appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
H3.5	appreciates the role of the audience in various dramatic and theatrical styles and movements

DRAMA

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Topic One: Contemporary Australian Drama Part One: Performance Part Two: Written Response (Hand-In)	Topic Two: Significant Plays of the 20th Century Part One: Performance Part Two: Written exam	Topic: Individual Project and Group Performance Trial Part One: Group Performance Part Two: Individual performance or project submission	Topic: Written Trial Part One: Australian Theatre Essay Part Two: Significant Plays Essay (Written Exam)	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 9	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	H1.1, H1.2, H1.3, H1.5, H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.5, H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H2.1, H2.2, H2.3	H3.1, H3.2, H3.3	
Component	Weighting %				
Making	10	10	10		30
Performing	10	10	10		30
Critically Studying	10	10		20	40
Total %	30	30	20	20	100

MUSIC 1 HSC Course Outcomes

H1	performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
H2	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
H3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H5	critically evaluates and discusses performances and compositions

H6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H8	identifies, recognises, experiments with, and discusses the use and effects of technology in music
H9	performs as a means of self-expression and communication
H10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
H11	demonstrates a willingness to accept and use constructive criticism

MUSIC 1

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Presentation of Performance and viva voce	Core Composition and Analysis (Hand-in) Presentation of Elective 1 (Performance, musicology portfolio, or composition portfolio)	Presentation of Electives 2 and 3 (Performance, Viva Voce and/or composition portfolio)	Aural Skills Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 2 Week 2	Term 3 Weeks 3 and 4 Trial HSC Examination Block	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	H1, H4, H5, H9, H10	H1, H2, H3, H4, H5, H6, H7 H8, H10, H11	H1-8*	H4, H7, H10	
Component	Weighting %				
Performance Core	10				10
Composition Core		10			10
Musicology Core	10				10
Aural Core		5		20	25
Elective 1		15			15
Elective 2			15		15
Elective 3			15		15
TOTAL %	20	30	30	20	100

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

MUSIC 2 HSC Course Outcomes

H1	performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
H2	demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
H3	composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
H4	stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
H5	analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations

H6	discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
H7	critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
H8	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H9	identifies, recognises, experiments with, and discusses the uses and effects of technology in music
H10	performs as a means of self-expression and communication
H11	demonstrates a willingness to participate in performance, composition, musicology and aural activities
H12	demonstrates a willingness to accept and use constructive criticism

MUSIC 2

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Composition Portfolio Mandatory Topic: Music of the Last 25 Years Submit composition portfolio	Presentation of Core Performance Mandatory Topic: Music of the Last 25 Years Solo or ensemble performance including stylistic analysis	Presentation or Submission of Elective Additional Topic Presentation of performances or composition portfolio or musicology portfolio	Trial HSC Examination Musicology and Aural Skills Exam Melodic and rhythmic notation and short responses to aural excerpts and unseen scores with reference to compositional techniques and stylistic features	
Timing	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 5	Term 3 Week 2	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	H2, H3, H4, H5, H6, H8, H9	H1, H6, H10	H1-9, H11*	H2, H4, H5, H7, H11	
Component	Weighting %				
Performance		20			20
Composition	20				20
Musicology	5			15	20
Aural	5	5		10	20
Elective			20		20
Total %	30	25	20	25	100

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

MUSIC EXTENSION HSC Course Outcomes

Performance Outcomes		Composition Outcomes		Musicology Outcomes	
1	performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member	1	composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style	1	presents an extended essay demonstrating mastery of research, argument and data from primary and secondary source
2	leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others	2	leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others	2	leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
3	articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed	3	articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style	3	articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
4	demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed	4	demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed	4	demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
5	presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction	5	presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition	5	presents, discusses and evaluates the problem solving process and the development and realisation of a research project
6	critically analyses the use of musical concepts to present a stylistic interpretation of music performed	6	critically analyses the use of musical concepts to present a personal compositional style	6	critically analyses the use of the musical concepts to articulate their relationship to the style analysed

MUSIC EXTENSION

	Task 1	Task 2	Task 3	
Nature of tasks	Performance presentation of first solo work and performance portfolio OR Composition portfolio including details of musical influences and repertoire that has informed and guided the compositional process OR Musicology analysis of TWO significant works from topic area	Performance presentation of second solo work OR Composition portfolio including analysis of works and styles and draft compositions OR Musicology portfolio including development of hypothesis with analytical support	Performance presentation of ensemble piece OR Composition submission of preliminary recording and portfolio with reflection and revision of the compositional process OR Musicology Portfolio with written draft, viva voce including development and resolution of topic, sources, and ideas.	
Timing	Term 1, Week 3	Term 2, Week 7	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	E1-E6*	E1-E6*	E1-E6*	
Component	Weighting %			
Performance or Composition or Musicology	25	35	40	100
Total %	25	35	40	100

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

VISUAL ARTS HSC Course Outcomes

H1	initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions	
H2	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work	
H3	demonstrates an understanding of the frames when working independently in the making of art	
H4	selects and develops subject matter and forms in particular ways as representations in artmaking	
H5	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways	
H6	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work	

H7	applies their understanding of practice in art criticism and art history	
H8	applies their understanding of the relationships among the artist, artwork, world and audience	
H9	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art	
H10	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts	

VISUAL ARTS

Task Number		Task 1	Task 2	Task 3	Task 4
Nature of tasks		Essay (In Class) Art Criticism and Art History	Art Criticism and Art History Short response questions (In Class) + Artmaking (Hand In) Artworks in progress and VAD	Art Criticism and Art History Structured Essay (In class) + Art Making (Hand In) Artworks in progress and VAD	Trial HSC Examination Art Criticism and Art History + Artmaking (Hand In) Body of Work and VAD
Timing		Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2, Week 7	Term 3 Weeks 3 and 4 Trial HSC Examination Block
Outcomes Assessed		H7, H8, H9, H10	H1, H2, H3, H4, H5 H7, H8, H9, H10	H1, H2, H3, H4, H5 H7, H8, H9	H1 - H10
Art Criticism and Art History	50 %	10	10	10	20
Artmaking	50%		10	20	20
Total %	100 %	10	20	30	40

ENGLISH ADVANCED HSC Course Outcomes

EA12-1	independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA12-3	critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA12-4	strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5	thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA12-6	investigates and evaluates the relationships between texts
EA12-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA12-8	explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
EA12-9	reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

ENGLISH ADVANCED

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Common Module Written Response	Module A Comparative Essay	Module C Written Response	Trial HSC Examination Paper 1: Common Module: 20% Paper 2: Modules: 20%	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 3	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	EA12-1, EA12-2, EA12-4, EA12-5, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	
Component	Weighting %				
Knowledge and understanding of course content	10	10	10	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	10	20	50
Total %	20	20	20	40	100

ENGLISH STANDARD HSC Course Outcomes

EN12-1	independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN12-3	analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
EN12-4	adopts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN12-5	thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
EN12-6	investigates and evaluates the relationships between texts
EN12-7	explains and evaluates the diverse ways texts can represent personal and public worlds
EN12-8	explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner
--------	--

ENGLISH STANDARD

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Common Module Written Response	Module A Written Response	Module C Written Response	Trial HSC Examination Paper 1: Common Module: 20% Paper 2: Modules: 20%	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 3	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EA12-6, EN12-9	EN12-1, EN12-2, EN12-4, EN12-5, EN12-9	EN12-1, EN12-2 EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	
Component	Weighting %				
Knowledge and understanding of course content	10	10	10	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	10	20	50
Total %	20	20	20	40	100

ENGLISH EXTENSION 1 HSC Course Outcomes

EE12-1	demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE12-2	analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
EE12-3	independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
EE12-4	critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
EE12-5	reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

ENGLISH EXTENSION 1

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Literary Worlds: Written Response	Reimagined Worlds: Critical Response with related material	Trial HSC Examination Section 1 – Common Module (Literary Worlds) 20% Section 2 – Elective (Reimagined Worlds) 20%	
Timing	Term 1 Week 2	Term 2 Week 4	Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	EE12-1, EE12-3, EE12-5	EE12-1, EE12-2, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	
Component				Weighting %
Knowledge and understanding of complex texts and of how and why they are valued	15	15	20	50
Skills in complex analysis, sustained composition and independent investigation	15	15	20	50
Total %	30	30	40	100

ENGLISH EXTENSION 2 HSC Course Outcomes

EEX12-1	demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
EEX12-2	strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
EEX12-3	applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
EEX12-4	undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
EEX12-5	reflects on and evaluates the composition process and the effectiveness of their own published composition

ENGLISH EXTENSION 2

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Viva Voce	Literature Review and Major Work Excerpt (Hand in)	Critique of the Creative Process and Major Work Excerpt (Hand in)	
Timing	Term 4 Week 10	Term 1 Week 11	Term 2 Week 9	
Outcomes assessed	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Component				Weighting %
Skills in extensive independent research	15	15	20	50
Skills in sustained composition	15	15	20	50
Total %	30	30	40	100

Human Society and Its Environment

ANCIENT HISTORY HSC Course Outcomes

AH12-1	accounts for the nature of continuity and change in the ancient world
AH12-2	proposes arguments about the varying causes and effects of events and developments
AH12-3	evaluates the role of historical features, individuals and groups in shaping the past
AH12-4	analyses the different perspectives of individuals and groups in their historical context
AH12-5	assesses the significance of historical features, people, places, events and developments of the ancient world
AH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7	discusses and evaluates differing interpretations and representations of the past
AH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12-10	analyses issues relating to the ownership, custodianship and conservation of the ancient past

ANCIENT HISTORY

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Multimedia & Source Analysis	Structured Essay and Annotations	Monologue and Historical Analysis	Trial HSC Examination	
Timing	Term 1 Week 2	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 6	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	AH12-5, AH12-6, AH12-10	AH12-3, AH12-7	AH12-4, AH12-8	AH12-3, AH12-6, AH12-9	
Component	Weighting %				
Knowledge and understanding of course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	20
Historical inquiry and research	5	5	5	5	20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	20	20	40	100

BUSINESS STUDIES HSC Course Outcomes

H1	critically analyses the role of business in Australia and globally
H2	evaluates management strategies in response to changes in internal and external influences
H3	discusses the social and ethical responsibilities of management
H4	analyses business functions and processes in large and global businesses
H5	explains management strategies and their impact on businesses

H6	evaluates the effectiveness of management in the performance of businesses
H7	plans and conducts investigations into contemporary business issues
H8	organises and evaluates information for actual and hypothetical business situations
H9	communicates business information, issues and concepts in appropriate formats
H10	applies mathematical concepts appropriately in business situations

BUSINESS STUDIES

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Marketing Extended Response Case Study	Operations MC and Short Response	Finance Business Report	Trial HSC Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 7	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	H2, H4	H7, H8	H5, H10	H3, H6, H9	
Component	Weighting %				
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills			10	10	20
Inquiry and research	10			10	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	15	25	40	100

ECONOMICS HSC Course Outcomes

H1	demonstrates understanding of economic terms, concepts and relationships
H2	analyses the economic role of individuals, firms, institutions and governments
H3	explains the role of markets within the global economy
H4	analyses the impact of global markets on the Australian and global economies
H5	discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
H6	analyses the impact of economic policies in theoretical and contemporary Australian contexts

H7	evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
H8	applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
H9	selects and organises information from a variety of sources for relevance and reliability
H10	communicates economic information, ideas and issues in appropriate forms
H11	applies mathematical concepts in economic contexts
H12	works independently and in groups to achieve appropriate goals in set timelines

ECONOMICS

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Topic test	Unseen extended response	Topic test	Trial HSC Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 8	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	H1, H4, H11	H5, H7	H1, H8, H10	H2, H8, H10	
Component					Weighting %
Knowledge and understanding of course content	10	10	10	10	40
Stimulus-based skills	10			10	20
Inquiry and research		10		10	20
Communication of economic information, ideas and issues in appropriate forms			10	10	20
Total %	20	20	20	40	100

HISTORY EXTENSION HSC Course Outcomes

HE12-1	analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
HE12-2	plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
HE12-3	communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
HE12-4	constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

HISTORY EXTENSION

Task number	Task 1	Task 2	Task 3	
Nature of tasks	History Project Historical Process (proposal, process log, annotated sources)	History Project Essay	Trial HSC Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	HE12-2, HE12-3, HE12-4	HE12-1, HE12-2 HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	
Component	Weighting %			
Knowledge and understanding of significant historical ideas and processes	10	20	10	40
Skills in designing, undertaking and communicating historical inquiry and analysis	10	10	40	60
Total %	20	30	50	100

LEGAL STUDIES HSC Course Outcomes

H1	identifies and applies legal concepts and terminology
H2	describes and explains key features of and the relationship between Australian and international law
H3	analyses the operation of domestic and international legal systems
H4	evaluates the effectiveness of the legal system in addressing issues
H5	explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

H6	assesses the nature of the interrelationship between the legal system and society
H7	evaluates the effectiveness of the law in achieving justice
H8	locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
H9	communicates legal information using well-structured and logical arguments
H10	analyses differing perspectives and interpretations of legal information and issues.

LEGAL STUDIES

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	The Band 6 response and in-class assessment	Summative Assessment	In Class Essay	Trial HSC Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 8	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	H1, H4, H8	H5, H7, H9	H3, H6, H10	H2, H5, H8	
Component					Weighting %
Knowledge and understanding of course content	5	5	10	20	40
Analysis and evaluation		5	5	10	20
Inquiry and research	5	5	10		20
Communication of legal information, issues and ideas in appropriate forms	5	5		10	20
Total %	15	20	25	40	

MODERN HISTORY HSC Course Outcomes

MH12-1	accounts for the nature of continuity and change in the modern world
MH12-2	proposes arguments about the varying causes and effects of events and developments
MH12-3	evaluates the role of historical features, individuals, groups and ideas in shaping the past
MH12-4	analyses the different perspectives of individuals and groups in their historical context
MH12-5	assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

MH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH12-7	discusses and evaluates differing interpretations and representations of the past
MH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MODERN HISTORY

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Source Analysis Task	Historical Analysis	Research essay	Trial HSC Examination	
Timing	Term 1 Week 3	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 7	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	MH12-4, MH12-6	MH12-3, MH12-7	MH12-2, MH12-8	MH12-3, MH12-5, MH12-9	
Component	Weighting %				
Knowledge and understanding of course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10			10	20
Historical inquiry and research		5	15		20
Communication of historical understanding in appropriate forms		5	5	10	20
Total %	15	20	25	40	100

SOCIETY & CULTURE HSC Course Outcomes

H1	evaluates and effectively applies social and cultural concepts
H2	explains the development of personal, social and cultural identity
H3	analyses relationships and interactions within and between social and cultural groups
H4	assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
H5	analyses continuity and change and their influence on personal and social futures
H6	evaluates social and cultural research methods for appropriateness to specific research tasks

H7	selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
H8	uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
H9	applies complex course language and concepts appropriate for a range of audiences and contexts
H10	communicates complex information, ideas and issues using appropriate written, oral and graphic forms

SOCIETY AND CULTURE

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Research task	Research and oral presentation	Trial HSC Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 2 Week 2	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	H4, H6, H7, H9	H3, H10	H1, H5, H9	
Component	Weighting %			
Knowledge and understanding of course content	10	10	30	50
Application and evaluation of social and cultural research methods	25	5		30
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total %	40	20	40	100

Note: There will also be several compulsory PIP certifications checks throughout Terms 1 and 2.

STUDIES OF RELIGION II HSC Course Outcomes

H1	explains aspects of religion and belief systems
H2	describes and analyses the influence of religion and belief systems on individuals and society
H3	examines the influence and expression of religion and belief systems in Australia
H4	describes and analyses how aspects of religious traditions are expressed by their adherents
H5	evaluates the influence of religious traditions in the life of adherents
H6	organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7	conducts effective research about religion and evaluates the findings from the research
H8	applies appropriate terminology and concepts related to religion and belief systems
H9	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

STUDIES OF RELIGION II

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Stimulus Response	Research and video presentation	Research Submission	Trial HSC Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 3 Week 1	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	H1, H2, H4	H5, H7, H8	H2, H6, H8	H3, H8, H9	
Component					Weighting %
Knowledge and understanding of course content	10	10	5	15	40
Source-based skills	10		5	5	20
Investigation and research		10	10		20
Communication of information, ideas and issues in appropriate forms				20	20
Total %	20	20	20	40	100

Languages

CHINESE CONTINUERS HSC Course Outcomes

Exchange information, opinions and experiences in Chinese	1.1	uses a range of strategies to maintain communication
	1.2	conveys information appropriate to context, purpose and audience
	1.3	exchanges and justifies opinions and ideas
	1.4	reflects on aspects of past, present and future experience
Express ideas through the production of original texts in Chinese	2.1	applies knowledge of language structures to create original text #
	2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
	2.3	structures and sequences ideas and information
Analyse, process and respond to texts that are in Chinese	3.1	conveys the gist of texts and identifies specific information
	3.2	summarises the main ideas
	3.3	identifies the tone, purpose, context and audience
	3.4	draws conclusions from or justifies an opinion
	3.5	interprets, analyses and evaluates information
	3.6	infers points of view, attitudes or emotions from language and context
Understand aspects of the language and culture of Chinese-speaking communities	4.1	recognises and employs language appropriate to different social contexts
	4.2	identifies values, attitudes and beliefs of cultural significance
	4.3	reflects upon significant aspects of language and culture
# written or spoken texts created by students incorporating their own ideas		

CHINESE CONTINUERS

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Theme: The Individual Multimodal task Response in English to written Chinese texts / Conversation (in Chinese) / Writing in Chinese	Theme: The Changing World Multimodal task Response in English and Chinese to aural and written Chinese texts	Theme: Chinese-Speaking Communities Multimodal task Response in Chinese / Conversation (by appointment)	Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 10	Term 3 Weeks 3-4 Trial HSC Examination Block	
Outcomes assessed	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.6	1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 3.1, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Component	Weighting %				
Listening & Responding		10	10	10	30
Reading & Responding	10 (A/B)	5 (B)		15 (A + B)	30
Speaking	10		10		20
Writing in Japanese		10		10	20
Total %	20	25	20	35	100

FRENCH BEGINNERS HSC Course Outcomes

Interacting	1.1	establishes and maintains communication in French
	1.2	manipulates linguistic structures to express ideas effectively in French
	1.3	sequences ideas and information
	1.4	applies knowledge of the culture of French-speaking communities to interact appropriately
Understanding Texts	2.1	understands and interprets information in texts using a range of strategies
	2.2	conveys the gist of and identifies specific information in texts
	2.3	summarises the main points of a text
	2.4	draws conclusions from or justifies an opinion about a text
	2.5	identifies the purpose, context and audience of a text
	2.6	identifies and explains aspects of the culture of French-speaking communities in texts
Producing Texts	3.1	produces texts appropriate to audience, purpose and context
	3.2	structures and sequences ideas and information
	3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in French
	3.4	applies knowledge of the culture of Spanish-speaking communities to the production of texts

FRENCH BEGINNERS

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Topic: People, Places & Communities (lifestyle, change, relationships) In-class task Response in English to aural and written French texts/ composition in French	Topic: Education, work and future plans In-class task: Response in English to written texts in French/conversation in French (individual, by appointment)	Topic: Holidays, Travel & Tourism In-class task Response in English to aural texts in French/composition in French	Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 7	Term 3 Weeks 3-4 Trial HSC Examination Block	
Outcomes assessed	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Component	Weighting %				
Listening & Responding	5		15	10	30
Reading & Responding	10	15		5	30
Speaking		10		10	20
Writing in French	5		10	5	20
Total %	20	25	25	30	100

FRENCH CONTINUERS HSC Course Outcomes

Exchange information, opinions and experiences in French	1.1	uses a range of strategies to maintain communication
	1.2	conveys information appropriate to context, purpose and audience
	1.3	exchanges and justifies opinions and ideas
	1.4	reflects on aspects of past, present and future experience
Express ideas through the production of original texts in French	2.1	applies knowledge of language structures to create original text #
	2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
	2.3	structures and sequences ideas and information
Analyse, process and respond to texts that are in French	3.1	conveys the gist of texts and identifies specific information
	3.2	summarises the main ideas
	3.3	identifies the tone, purpose, context and audience
	3.4	draws conclusions from or justifies an opinion
	3.5	interprets, analyses and evaluates information
	3.6	infers points of view, attitudes or emotions from language and context
Understand aspects of the language and culture of French-speaking communities	4.1	recognises and employs language appropriate to different social contexts
	4.2	identifies values, attitudes and beliefs of cultural significance
	4.3	reflects upon significant aspects of language and culture
# written or spoken texts created by students incorporating their own ideas		

FRENCH CONTINUERS

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Theme: The Individual & The Changing World Multimodal task Response in English to aural French texts / Conversation (in French) / Writing in French	Theme: The Changing World & French-speaking communities Multimodal task Response in English and French aural and written French texts	Theme: The Individual & The Changing World Multimodal task Response in English and French to written French texts / Conversation (by appointment)	Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 10	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 3.1, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Component	Weighting %				
Listening & Responding		10	10	10	30
Reading & Responding	10	5		15	30
Speaking	5		15		20
Writing in French	5	5		10	20
Total %	20	20	25	35	100

FRENCH EXTENSION HSC Course Outcomes

Present and discuss options, ideas and points of view in French	1.1	discusses attitudes, opinions and ideas in French
	1.2	formulates and justifies a written or spoken argument in French
Evaluate, analyse and respond to text that is in Japanese and that reflects the culture of French-speaking communities	2.1	evaluates and responds to text personally, creatively and critically
	2.2	analyses how meaning is conveyed
	2.3	analyses the social, political, cultural and/or literary contexts of text that is in French

FRENCH EXTENSION

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Theme: Individual and Contemporary Society Analysis and response to prescribed texts in English and issues (in French)	Theme: Individual and Contemporary Society Analysis and response to prescribed texts and issues in English and French / oral presentation	Trial HSC Examination	
Timing	Term 1 Week 5	Term 2 Week 8	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	1.1, 1.2, 2.1, 2.2, 2.3	1.1, 1.2, 2.1, 2.2, 2.3	1.1, 1.2, 2.1, 2.2, 2.3	
Component	Weighting %			
Text Analysis	15	15	10	40
Speaking		10	10	20
Writing	10	10	20	40
Total %	25	35	40	100

JAPANESE CONTINUERS HSC Course Outcomes

Exchange information, opinions and experiences in Japanese	1.1	uses a range of strategies to maintain communication
	1.2	conveys information appropriate to context, purpose and audience
	1.3	exchanges and justifies opinions and ideas
	1.4	reflects on aspects of past, present and future experience
Express ideas through the production of original texts in Japanese	2.1	applies knowledge of language structures to create original text #
	2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
	2.3	structures and sequences ideas and information
Analyse, process and respond to texts that are in Japanese	3.1	conveys the gist of texts and identifies specific information
	3.2	summarises the main ideas
	3.3	identifies the tone, purpose, context and audience
	3.4	draws conclusions from or justifies an opinion
	3.5	interprets, analyses and evaluates information
	3.6	infers points of view, attitudes or emotions from language and context
Understand aspects of the language and culture of Japanese-speaking communities	4.1	recognises and employs language appropriate to different social contexts
	4.2	identifies values, attitudes and beliefs of cultural significance
	4.3	reflects upon significant aspects of language and culture
# written or spoken texts created by students incorporating their own ideas		

JAPANESE CONTINUERS

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Theme: The Changing World Multimodal task Response in English to written Japanese texts / Conversation (in Japanese) / Writing in Japanese	Theme: Japanese Speaking Communities Multimodal task Response in English and Japanese to aural and written Japanese texts	Theme: The Individual Multimodal task Response in Japanese / Conversation (by appointment)	Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 10	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.6	1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Component	Weighting %				
Listening & Responding		10	10	10	30
Reading & Responding	10	5		15	30
Speaking	10		10		20
Writing in Japanese		10		10	20
Total %	20	25	20	35	100

JAPANESE EXTENSION HSC Course Outcomes

Present and discuss options, ideas and points of view in Japanese	1.1	discusses attitudes, opinions and ideas in Japanese
	1.2	formulates and justifies a written or spoken argument in Japanese
Evaluate, analyse and respond to text that is in Japanese and that reflects the culture of Japanese-speaking communities	2.1	evaluates and responds to text personally, creatively and critically
	2.2	analyses how meaning is conveyed
	2.3	analyses the social, political, cultural and/or literary contexts of text that is in Japanese

JAPANESE EXTENSION

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Theme: Individual and Contemporary Society Prescribed Text (soshite chichi ni naru) In-class analysis and response to prescribed text	Theme: Individual and Contemporary Society – Prescribed Issues In-class composition / oral response to stimulus text	Trial HSC Examination	
Timing	Term 1 Week 5	Term 2 Week 6	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	2.1, 2.2, 2.3	1.1, 1.2	1.1, 1.2, 2.1, 2.2, 2.3	
Component				Weighting %
Text Analysis	30		10	40
Speaking		10	10	20
Writing		20	20	40
Total %	30	30	40	100

SPANISH BEGINNERS HSC Course Outcomes

Interacting	1.1	establishes and maintains communication in Spanish
	1.2	manipulates linguistic structures to express ideas effectively in Spanish
	1.3	sequences ideas and information
	1.4	applies knowledge of the culture of Spanish-speaking communities to interact appropriately
Understanding Texts	2.1	understands and interprets information in texts using a range of strategies
	2.2	conveys the gist of and identifies specific information in texts
	2.3	summarises the main points of a text
	2.4	draws conclusions from or justifies an opinion about a text
	2.5	identifies the purpose, context and audience of a text
	2.6	identifies and explains aspects of the culture of Spanish-speaking communities in texts
Producing Texts	3.1	produces texts appropriate to audience, purpose and context
	3.2	structures and sequences ideas and information
	3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in Spanish
	3.4	applies knowledge of the culture of Spanish-speaking communities to the production of texts

SPANISH BEGINNERS

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Topic: People places and communities In-class task Response in English to written texts in Spanish/ composition in Spanish	Topic: Education, work and future plans In-class task: Response in English to written texts in Spanish/conversation in Spanish (individual, by appointment)	Topic: all topics In-class task - Response in English to aural texts in Spanish/composition in Spanish	Trial HSC Examination (all topics)	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 6	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Component	Weighting %				
Listening & Responding	5		15	10	30
Reading & Responding	10	10		10	30
Speaking		10		10	20
Writing in Spanish	5		5	10	20
Total %	20	20	20	40	100

Mathematics

MATHEMATICS ADVANCED HSC Course Outcomes

MA12 -1	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
MA12 -2	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA12 -3	applies calculus techniques to model and solve problems
MA12 -4	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA12 -5	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12 -6	applies appropriate differentiation methods to solve problems
MA12 -7	applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA12 -8	solves problems using appropriate statistical processes
MA12 -9	chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
MA12 -10	constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

MATHEMATICS ADVANCED

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	MA-F2 Graphing techniques MA-T3 Trigonometric functions Fact Sheet Task	MA-C2 Differential Calculus MA-C3 Applications of differentiation MA-C4 Integral Calculus Topic Test	MA-S2 Descriptive Statistics and Bivariate Data Analysis MA-S3 Random Variables MA-C4 Integral Calculus Topic Test	All topics to date Trial HSC Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 9	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	MA 12-1, MA 12-5, MA 12-10	MA 12-3, MA 12-6, MA 12-7, MA 12-10	MA 12-8, MA 12-10, MA 12-7	MA11-1 to MA 11-7, MA 11-9; MA-12-1 to MA12-8, MA-12-10	
Component	Weighting %				
Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	50%
Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem+ solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	50%
Total %	20	20	20	40	100%

MATHEMATICS STANDARD 2 HSC Course Outcomes

MS2-12-1	uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2-12-2	analyses representations of data in order to make inferences, predictions and draw conclusions
MS2-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
MS2-12-4	analyses two-dimensional and three-dimensional models to solve practical problems
MS2-12-5	makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6	solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS2-12-7	solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS2-12-8	solves problems using networks to model decision-making in practical problems
MS2-12-9	chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
MS2-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justify a response

MATHEMATICS STANDARD 2

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	MS S7 Rates and Ratio MS A4 Types of Relationships Topic Test	MS A4 Types of Relationships MS S6 Non Right Angle Trigonometry MS S4 Bivariate Data Analysis Topic Test	MS S5 The Normal Distribution MS N2 Network Concepts MS N3 Critical path analysis Fact Sheet Task	All topics to date Trial HSC Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 10	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	MS2 12-1, MS2 12-3 MS2 12-4, MS2 12-6, MS2 12-10	MS2 12-1, MS2 12-2, MS2 12-3, MS2 12-4 MS2 12-6, MS2 12-7, MS2 12-9, MS2 12-10	MS2 12-2, MS2-12-7, MS2 12-8, MS2-12-10	MS 11-1 to MS 11-8, MS 11-10, MS2 12-1 to MS2 12-8, MS2 12-10	
Component	Weighting %				
Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	50%
Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	50%
Total %	20	20	20	40	100%

MATHEMATICS EXTENSION 1 HSC Course Outcomes

ME12-1	applies techniques involving proof or calculus to model and solve problems
ME12-2	applies concepts and techniques involving vectors and projectiles to solve problems
ME12-3	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME12-4	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME12-5	applies appropriate statistical processes to present, analyse and interpret data
ME12-6	chooses and uses appropriate technology to solve problems in a range of contexts
ME12-7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

MATHEMATICS EXTENSION 1

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	ME-P1 Proof by Mathematical Induction ME-V1 Vectors Topic Test	ME-V1 Vectors ME-T3 Trigonometric equations ME-C2 Further Calculus Skills Topic Test	ME-C2 Further Calculus Skills ME-C3 Applications of Calculus Fact Sheet Task	All topics to date Trial HSC Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 10	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	ME 12-1, ME 12-2, ME12-7	ME 12-1, ME 12-2, ME 12-3, ME 12-7	ME 12-1, ME 12-4, ME 12-7	ME 11-1 to ME 11-5, ME 11-7; ME 12-1 to ME 12-4, ME 12-7	
Component	Weighting %				
Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	50%
Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	50%
Total %	20	20	20	40	100%

MATHEMATICS EXTENSION 2 HSC Course Outcomes

MEX12-1	understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
MEX12-2	chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
MEX12-3	uses vectors to model and solve problems in two and three dimensions
MEX12-4	uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
MEX12-5	applies techniques of integration to structured and unstructured problems
MEX12-6	uses mechanics to model and solve practical problems
MEX12-7	applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
MEX12-8	communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

MATHEMATICS EXTENSION 2

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	MEX-N1 Introduction to complex numbers MEX-N2 Using Complex Numbers Fact Sheet Task	MEX-N2 Using Complex Numbers MEX-P1 The Nature of Proof Topic Test	MEX-P2 Further Proof by Mathematical Induction MEX-V1 Further work with Vectors Topic Test	All topics to date Trial HSC Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 8	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	MEX 12-1, MEX 12-4, MEX 12-7, MEX 12-8	MEX 12-1, MEX 12-2, MEX 12-4, MEX 12-7, MEX 12-8	MEX 12-2, MEX 12-3, MEX 12-7, MEX 12-8	From: MEX 12-1 to MEX 12-8	
Component	Weighting %				
Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	Understanding, fluency and communication 50%	50%
Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	Problem solving, reasoning and justification 50%	50%
Total %	20	20	20	40	100%

Personal Development, Health and Physical Education

Health and Movement Science HSC Course Outcomes

HM-12-01	analyses the health status of Australians at a national and international level
HM-12-02	examines how technology and data can achieve better health for all Australians
HM-12-03	evaluates how the Sustainable Development Goals can be used to improve the health of a community
HM-12-04	investigates factors that impact movement and performance
HM-12-05	analyses individual and group training programs to improve performance
HM-12-06	Analysis: critically analyses the relationships and implications of health and movement concepts
HM-12-07	Communication: communicates health and movement concepts using modes appropriate to a range of audiences and contexts
HM-12-08	Creative thinking: generates and assesses new ideas that are meaningful and relevant to health and movement contexts

HM-12-09	Problem-solving: proposes and evaluates solutions to complex health and movement issues
HM-12-10	Research: analyses a range of sources to make conclusions and judgements about health and movement concepts

Health and Movement Science

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Training for Improved Performance Case Study and Extended Response	Training for Improved Performance Topic Test	Health in an Australian and Global Context Extended Response and Multiple Choice	All Content Areas Trial HSC Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 10	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	HM-12-04, HM-12-05, HM-12-06, HM-12-07, HM-12-08, HM-12-09, HM-12-10	HM-12-04, HM-12-05, HM-12-06, HM-12-07, HM-12-08, HM-12-09, HM-12-10	HM-12-01, HM-12-02, HM-12-03, HM-12-06, HM-12-07, HM-12-08, HM-12-09, HM-12-10	HM-12-01, HM-12-02, HM-12-03, HM-12-04, HM-12-05, HM-12-06, HM-12-07, HM-12-08, HM-12-09, HM-12-10	
Component	Weighting %				
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	10	15	15	20	60
Total %	20	25	25	30	100

Science

BIOLOGY HSC Course Outcomes

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

BIOLOGY

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Disease: Epidemiology, factors governing identification and management of non-infectious disease. Module 8	Secondary Sources, research, communication and data processing Module 7,8.	Working scientifically Skills Modules 5,7,8	Trial HSC Examination Modules 5-8	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 6	Term 3 Weeks 3-4 Trial HSC Examination Block	
Outcomes Assessed	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-15	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO 12-14 BIO12-15	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO 12-12, BIO 12-14, BIO 12-15	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12, BIO12-13 BIO12-14, BIO12-15	
Component					Weighting %
Skills in working scientifically	10	15	20	15	60
Knowledge and understanding of course content	10	5	5	20	40
Total %	20	20	25	35	100

CHEMISTRY HSC Course Outcomes

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes

CHEMISTRY

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Equilibrium and Acid reactions Topic test- emphasis on data processing and problem solving Module 5	Practical exam Module 5,6	Secondary sources Communication, Data processing and problem solving Modules 7,8	Trial HSC Examination Module 5-8	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 8	Term 3 Weeks 3-4 Trial HSC Examination Block	
Outcomes assessed	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12	CH11/12-1, CH11/12-2 CH11/12-3, CH11/12-4 CH11/12-5, CH11/12-6 CH11/12-7, CH12-12 CH12-13	CH11/12-1, CH11/12-2 CH11/12-3, CH11/12-4 CH11/12-6, CH11/12-7 CH12-13 CH12-14	CH11/12-1, CH11/12-2 CH11/12-3, CH11/12-4 CH11/12-5, CH11/12-6 CH11/12-7, CH12-12 CH12-13, CH12-14 CH12-15	
Component	Weighting %				
Skills in working scientifically	15	15	15	15	60
Knowledge and Understanding of Course content	5	5	5	25	40
Total %	20	20	20	40	100

INVESTIGATING SCIENCE HSC Course Outcomes

INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information

INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS12-12	develops and evaluates the process of undertaking scientific investigations
INS12-13	describes and explains how science drives the development of technologies
INS12-14	uses evidence-based analysis in a scientific investigation to support or refute hypothesis
INS12-15	evaluates the implications of ethical, social, economic and political influences on science

INVESTIGATING SCIENCE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Working scientifically Analysing Investigations Practical test Module 5	Working scientifically Data processing and problem solving Module 6	Analysing secondary sources Module 7 Fact or fallacy	Trial HSC Examination Module 5-8	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2, Week 9	Term 3 Weeks 3-4 Trial HSC Examination Block	
Outcomes assessed	INS11/12-1 INS11/12-2 INS11/12-3 INS 11/12-4 INS 11/12-5 INS 11/12-6 INS 11/12-7 INS 12-12	INS11/12-1 INS11/12-2 INS11/12-3 INS 11/12-4 INS 11/12-7 INS 12-13	INS11/12-1 INS 11/12-4 INS 11/12-5 INS11/12-6 INS 11/12-7 INS 12-14	INS11/12-1 INS11/12-2 INS11/12-3 INS 11/12-4 INS 11/12-5 INS11/12-6 INS 11/12-7 INS 12-12, INS12-13 INS12-14, INS12-15	
Component	Weighting %				
Skills in working scientifically	15	15	15	15	60
Knowledge and understanding of course content	5	5	5	25	40
Total %	20	20	20	40	100

PHYSICS HSC Course Outcomes

PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	explains and analyses the electric and magnetic interactions due to charged

	particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	describes and analyses the evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

PHYSICS

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Topic test Advanced Mechanics Module 5	Working scientifically Practical task Electromagnetism Module 6	Working scientifically- Data processing Modules 5-7	Trial HSC Examination Module 5- 8	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2, Week 7	Term 3 Weeks 3-4 Trial HSC Examination Block	
Outcomes assessed	PHYS11/12-2 PHYS11/12-4 PHYS11/12-5 PHYS11/12-6 PHYS 11/12-7 PHYS 12-12	PHYS11/12-3 PHYS11/12-4 PHYS11/12-5 PHYS12-13	PHYS11/12-1 PHYS11/12-4 PHYS11/12-5 PHYS 11/12-6 PHYS11/12-7 PHYS 12-12 PHYS12-13 PHYS12-14	PHYS11/12-1 PHYS11/12-2 PHYS11/12-3 PHYS11/12-4 PHYS11/12-5 PHYS 11/12-6 PHYS11/12-7 PHYS 12-12 PHYS 12-13 PHYS 12-14 PHYS 12-15	
Component					Weighting %
Skills in working scientifically	10	15	15	20	60
Knowledge and understanding of course content	10	5	5	20	40
Total %	20	20	20	40	100

SCIENCE EXTENSION HSC Course Outcomes

SE-1	refines and applies the Working Scientifically processes in relation to scientific research
SE-2	analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of science knowledge and scientific methods of inquiry
SE-3	interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
SE-4	uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
SE-5	analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
SE-6	analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
SE-7	communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

SCIENCE EXTENSION

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Experimental design and secondary sources	Trial HSC emphasising data collection and analysis	Scientific Research Report	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 3 Weeks 3-4	Term 3 Week 1	
Outcomes assessed	SE-1 SE-3 SE-6 SE-7	SE-4 SE-5 SE-7	SE-1-7	
Component	Weighting %			
Communicating scientifically	15	5	10	30
Gathering, recording, analysing and evaluating data	5	15	10	30
Application of scientific research skills	10	10	20	40
Total %	30	30	40	100

TAS

DESIGN & TECHNOLOGY HSC Course Outcomes

H1.1	critically analyses the factors affecting design and the development and success of design projects
H1.2	relates the practices and processes of designers and producers to the major design project
H2.1	explains the influence of trends in society on design and production
H2.2	evaluates the impact of design and innovation on society and the environment
H3.1	analyses the factors that influence innovation and the success of innovation
H3.2	uses creative and innovative approaches in designing and producing
H4.1	identifies a need or opportunity and researches and explores ideas for design development and production of the major design project

H4.2	selects and uses resources responsibly and safely to realise a quality major design project
H4.3	evaluates the processes undertaken and the impacts of the major design project
H5.1	manages the development of a quality major design project
H5.2	selects and uses appropriate research methods and communication techniques
H6.1	justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
H6.2	critically assesses the emergence and impact of new technologies, and the factors affecting their development

DESIGN AND TECHNOLOGY

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Project Proposal Presentation	Innovation and Emerging Technology Case Study* * Mandatory task	Project Development, Realisation and evaluation Report	Trial HSC Examination	
Timing	Term 4 Week 6	Term 1 Weeks 8 and 9 Assessment Block	Term 2 Week 6	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	H1.1, H3.2, H4.1, H4.3, H5.1, H5.2	H2.2, H3.1, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H6.1, H6.2	
Component	Weighting %				
Knowledge and understanding of course content		20		20	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	60
Total %	20	20	30	30	100

ENGINEERING STUDIES HSC Course Outcomes

H1.1	describes the scope of engineering and critically analyses current innovations
H1.2	differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
H2.1	determines suitable properties, uses and applications of materials, components and processes in engineering
H2.2	analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
H3.1	demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
H3.2	uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports

H3.3	develops and uses specialised techniques in the application of graphics as a communication tool
H4.1	investigates the extent of technological change in engineering
H4.2	applies knowledge of history and technological change to engineering based problems
H4.3	applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problem
H5.1	works individually and in teams to solve specific engineering problems and prepare engineering reports
H5.2	selects and uses appropriate management and planning skills related to engineering
H6.1	demonstrates skills in research and problem solving related to engineering
H6.2	demonstrates skills in analysis, synthesis and experimentation related to engineering

ENGINEERING STUDIES

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Civil Structures Engineering report and research analysis	Research and Analysis task – Personal and Public Transport	Aeronautical Engineering Report and Model	Trial HSC Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H2.1, H2.2, H3.2, H3.3, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	
Component	Weighting %				
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	5	10	15	10	40
Total %	15	25	30	30	100

FOOD TECHNOLOGY HSC Course Outcomes

H1.1	explains manufacturing processes and technologies used in the production of food products
H1.2	examines the nature and extent of the Australian food industry
H1.3	justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
H1.4	evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
H2.1	evaluates the relationship between food, its production, consumption, promotion and health
H3.1	investigates operations of one organisation within the Australian food industry
H3.2	independently investigates contemporary nutrition issues
H4.1	develops, prepares and presents food using product development processes
H4.2	applies principles of food preservation to extend the life of food and maintain safety
H5.1	develops, realises and evaluates solutions to a range of food situations

FOOD TECHNOLOGY

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	The Australian Food Industry Objective and Evaluative Response	Contemporary Nutrition Nutrition Issues Extended Response	Food Product Development Preview Assessment and Practical Response	Trial HSC Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block (Hand in)	Term 2 Week 6	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	H1.2, H1.4, H3.1	H2.1, H3.2, H4.1, H5.1	H1.3, H4.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1	
Component					Weighting %
Knowledge and understanding of course content		10		30	40
Knowledge and skills in designing, researching, analysing and evaluating	20	10			30
Skills in experimenting with and preparing food by applying theoretical concepts			30		30
Total %	20	20	30	30	100

SOFTWARE ENGINEERING HSC Course Outcomes

SE-12-01	justifies methods used to plan, develop and engineer software solutions
SE-12-02	applies structural elements to develop programming code
SE-12-03	analyses how current hardware, software and emerging technologies influence the development of software engineering solutions
SE-12-04	evaluates practices to safely and securely collect, use and store data
SE-12-05	explains the social, ethical and legal implications of software engineering on the individual, society and the environment
SE-12-06	justifies the selection and use of tools and resources to design, develop, manage and evaluate software
SE-12-07	designs, develops and implements safe and secure programming solutions
SE-12-08	tests and evaluates language structures to refine code
SE-12-09	applies methods to manage and document the development of a software project

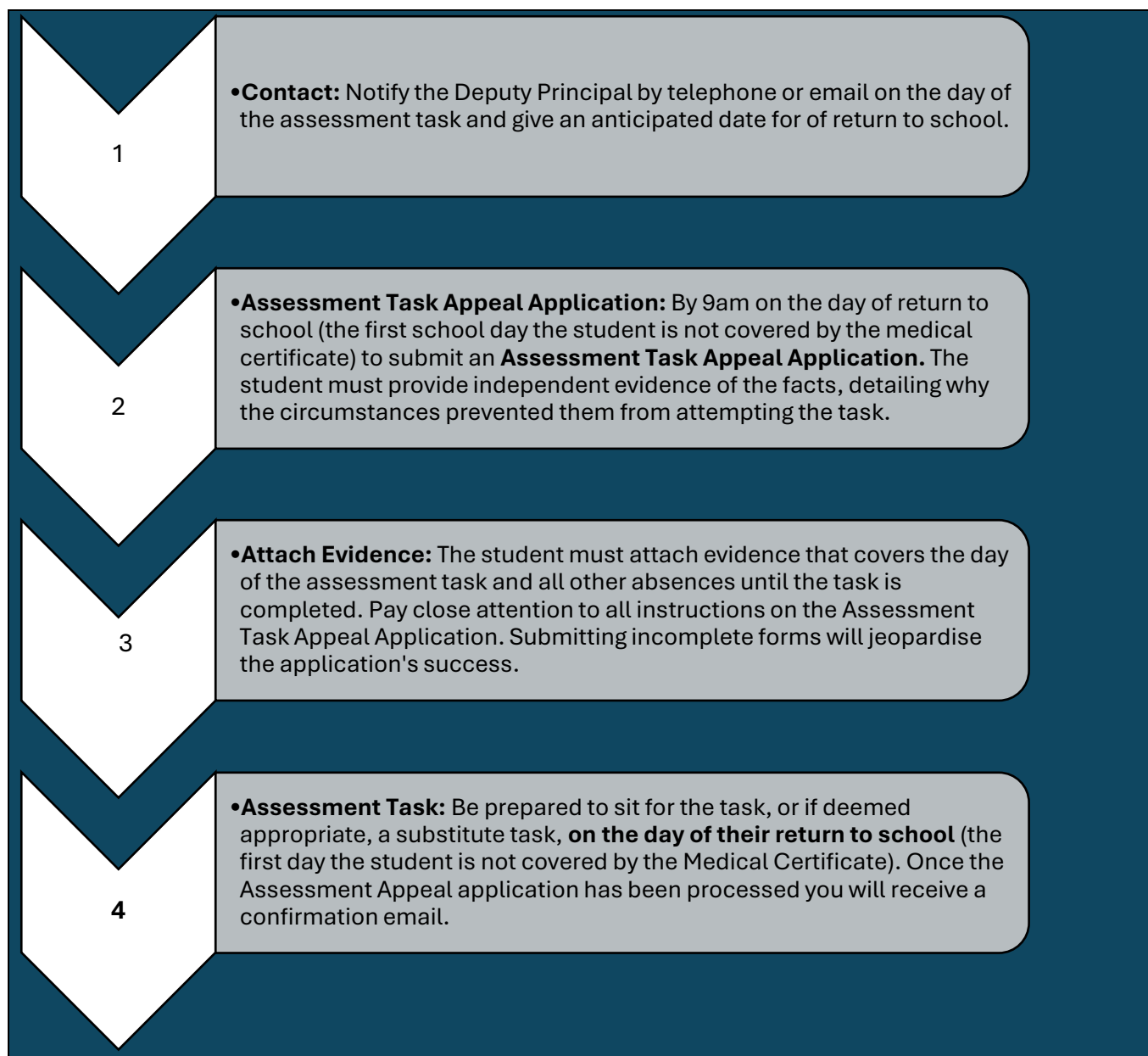
SOFTWARE ENGINEERING

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Programming for the Web (Hand in)	Secure software architecture	Personal Project	Trial HSC Examination	
Timing	Term 4 Weeks 8 and 9 Assessment Block	Term 1 Weeks 8 and 9 Assessment Block	Term 2, Week 10	Term 3 Weeks 3 and 4 Trial HSC Examination Block	
Outcomes assessed	SE-12-01, SE-12-02 SE-12-04, SE-12-07, SE-12-08, SE-12-09	SE-12-03 SE-12-05 SE-12-06	SE-12-01, SE-12-02 SE-12-05, SE-12-06 SE-12-07, SE-12-08 SE-12-09	SE-12-01, SE-12-02 SE-12-03, SE-12-04 SE-12-05, SE-12-06 SE-12-07, SE-12-08 SE-12-09	
Component					Weighting %
Knowledge and understanding of course content	10	10	15	15	50
Knowledge and skills in the design and development of software solutions	10	10	15	15	50
Total %	20	20	30	30	100

APPENDICES

ABSENCE DUE TO ILLNESS OR MISADVENTURE

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



STAGE 6 YEAR 12 ASSESSMENT TASK APPEAL APPLICATION

 Print form

Year 12 2024 Illness Misadventure Appeal Form

Gosford High School



Stage 6 Year 12 Assessment Task Appeal Application

Student name *	Email *	Faculty *
		Select faculty
Assessment Task *	Date of Task *	
Course *	Teacher Name *	
	Select staff	

Reason for application

- ☐ Absent 2 days before an Assessment Task
- ☐ Late to class 2 days before an Assessment Task
- ☐ Missed a class 2 days before an Assessment Task
- ☐ Other School Commitment on the day of an Assessment Task
- ☐ Extension (due to illness or misadventure)
- ☐ Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or misadventure)

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

Status of the task

- ☐ I have completed task OR I have submitted task
- ☐ Task was submitted/completed late
- ☐ I have missed the task and need to organise an alternative date
- ☐ I have not yet submitted the task and would like an extension

Supporting Evidence

Supporting Evidence Attachment *

Select file ...

 Browse ...

Please upload your supporting evidence eg: Medical Certificate, Supporting Letter from Parent/Carer

Student Signature *

Please sign in the box above using your mouse or finger (on mobile devices) - [Reset](#)

Parent/Carer Signature *

Please sign in the box above using your mouse or finger (on mobile devices) - [Reset](#)

Submit form

Appendix 2: ASSIGNMENT/ASSESSMENT TASK COVER SHEET

Please attach this signed cover sheet to every assignment/assessment task you submit.

Surname:	Given Name:
Subject:	Due Date:
Teacher:	Task Title:
Date of submission:	

Declaration: In submitting this assessment task, I confirm that:

- ☐ This task is entirely my own work based on my personal study and or research
- ☐ There has been no collusion, and the work submitted was completed independently as per the requirements of the task.
- ☐ No information in the task has been fabricated, altered, or omitted in a way that misrepresents the truth.
- ☐ All material and sources used in the preparation of this task per the assessment task notification have been acknowledged
- ☐ Generative AI that contradicts the school's assessment policy has not been used
- ☐ This task or substantial parts of it, has not been submitted for assessment for any formal course of study in this school or any other institution, unless acknowledged in the task and previously agreed to by the teacher
- ☐ The task is within the word limit specified for the task
- ☐ I understand that this task may undergo electronic detection for plagiarism /malpractice
- ☐ I understand that in the case of suspected malpractice, I will be required to provide evidence that all unacknowledged work is entirely my own. Such evidence may include answering questions regarding the task, and providing evidence of the process such as drafts, diaries, working plans, sketches to show the development of the ideas.

I understand that if I am unable to provide evidence that the task is my own work, then I will receive a mark of zero for the task and that details of the malpractice will be entered on NESA's Malpractice register. I have read and understand the school's Assessment Policy

Student Signature/Confirmation: Date:

1. I have read and understood the statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

Student Signature/Confirmation: Date:

Appendix 3: MEDICAL CERTIFICATE

(The school requires a student to notify their doctor that they are using this medical certificate to claim illness or misadventure for a scheduled assessment task)

Doctor's Name/Stamp: _____ Date: _____

Address: _____

I, _____ a legally qualified medical practitioner certify that on the above date, I examined _____ (patient's name).

- The patient is suffering from _____

(Diagnosis provided with patient's consent where possible)

This condition will affect the completion of the following: (please tick)

	In minor way	Moderately	Severely
CLASS ATTENDANCE			
WRITTEN ASSIGNMENTS			
PRACTICAL ASSIGNMENTS			
PRIVATE STUDY			

For the period: _____ to _____

EXAMINATIONS: I certify that the student is medically unfit to sit for examination/s on:

OTHER REMARKS: _____

.....
 Signature of medical practitioner

Appendix 4: SAMPLE COPY OF OFFICIAL WARNING LETTER



Racecourse Rd
Gosford NSW 2250
Ph: 02 43252048
Fax: 02 43233175

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

Mr & Mrs Smith
1 First St
Sydney NSW 2000

Dear Mr and Mrs Smith

OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

This letter is to advise that your son,is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in English Advanced.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the 1st official warning we have issued notifying you that Eric is at risk of not completing the above course.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA, and
- (b) applied him/herself 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.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient, tasks worth in excess of 50% must be completed.

Eric is not currently meeting one or more of these requirements. In particular, he has not applied himself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Opportunity to correct the problem

The following tasks or requirements need to be completed by Eric to correct the problem.

Task or course requirement	Percentage weighting	Original due date	Action required by student	Date for completion
Module A	15%	31/07/2026	Resubmit	31/08/2026

Action by parent/guardian

To support your son in meeting the course requirements, we request that you discuss this matter with him and encourage and support him to carry out the required actions. If you have any questions about this matter, please contact Ms J Thomas.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Mr R Graham
Class Teacher

Ms J Thomas
Head Teacher

Ms W Clarke
Principal

.....

Acknowledgement of Official Warning

Please return to the school office

I have received the letter dated Wednesday, 1st August 2026 advising me that NAME is in danger of not meeting the course completion requirements for NAME OF COURSE and am aware that this is the 1st official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

Appendix 5: HSC ASSESSMENT BOOKLET ACKNOWLEDGEMENT

I _____, (*name printed*) have received the Gosford High School assessment document for 2025-2026.

I am aware of the assessment requirements for each course, and I have noted in particular the sections: Illness/Misadventure, “Late Work”, Malpractice and the “NESA’s Policy on Non-Attempts”, as outlined below.

Any assessment handed in **late** will be **checked diagnostically** but will receive **zero**– it will be classified as a **NON-ATTEMPT OR NON-SERIOUS ATTEMPT**.

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

A candidate receives zero marks for an assessment task:

- For non-completion of a task by the due date, or
- If the standard of work that task constitutes a NON-ATTEMPT.

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

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

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

I am aware that HSC policies and procedures are subject to change and maybe updated periodically. I am required to be referred to the online version of the GHS booklet for up to date information.

Student Signature

Parent/Caregiver’s Name

Parent/Caregiver’s Signature

Date: _____

This page is to be left in the booklet.

All students will complete an online HSC Assessment Booklet Acknowledgement.

Appeal of Illness/ Misadventure Determination

Name:	Class:
Course:	Task Title:

1. Reason for Original Appeal

Please explain the circumstances (e.g. details of the illness or misadventure) that led to your original appeal:

2. Grounds for This Appeal of the Determination

Please outline the reasons you believe there was a **procedural error** in the process used to determine the outcome of your original illness/misadventure appeal

3. Supporting Evidence (Optional)

Attach any documents or evidence that support your appeal (e.g. medical certificates, emails, reports, etc.):

Student Declaration

I declare that the information provided is accurate to the best of my knowledge.

Student Signature: _____ Date: _____

Date Appeal Received: _____

Appeal Outcome: ☐ Upheld ☐ Not Upheld

Summary of Decision:

Deputy Principal's Signature: _____ Date: _____

Important Notice

If you wish to appeal this decision, you must submit your appeal **within 48 hours** to the Principal.