

# Picnic Point High School



## Higher School Certificate Assessment Handbook

2025 – 2026

*Respect Responsibility Participation*

Student name: \_\_\_\_\_



**PPHS YEAR 12 SCHOOL ASSESSMENT CALENDAR 2025 – 2026**

Wk	TERM 4 - 2025	TERM 1 - 2026	TERM 2 - 2026	TERM 3 - 2026	HSC Exams in Term 3	
1			Legal Studies 25% Maths Advanced 20%	English Extension 2 30% Maths Extension 1 25%		
2		English Extension 1 30% Legal Studies 20% Maths Extension 2 20% Numeracy CEC 30%	Geography 25%	PVD 30%	Society and Culture (10)	
<b>Assessment Task Free Period</b>						
3		English Extension 2 30% Maths Advanced 20% Maths Extension 1 20% Maths Standard 1 30% Maths Standard 2 20% Visual Arts 15%	IT Timber 30%			
4		<b>Year 12 Camp</b>	Chemistry 25% SLR 25%	<b>Trial HSC Examinations</b>		
5		Health and Movement 25% Science 20% SLR 20%	English Extension 2 40%	Ancient History 30% Biology 30% Business Studies 25% CAFS 30% Chemistry 30% English Advanced 30% English Extension 1 30% English Standard 30% English Studies 20% Food Technology 20% Geography 25% Health and Movement 30% Science 30% Investigating Science 30% IT Timber 20% Japenese Continuers 30% Legal Studies 30%	Maths Advanced 30% Maths Extension 1 30% Maths Extension 2 30% Maths Standard 1 30% Maths Standard 2 30% Modern History 30% Music 1 40% Numeracy CEC 20% Physics 30% Society & Culture 30% SLR 30% Visual Arts 30% Work Studies 30% VET Construction 60% VET Entertainment 70% VET Hospitality 60%	Timber (20)
6		IT Timber 30% PVD 20%	English Standard 20% Investigating Science 20%		English Extension 2 (6)	
7	Business Studies 25% Investigating Science 30% IT Timber 20%	CAFS 25% Chemistry 20% English Advanced 20% English Standard 25% English Studies 25% Work Studies 25%	Biology 20% CAFS 25%		Visual Arts (17)	
8	Biology 30% CAFS 20% Food Technology 20% Music 1 15% SLR 25% Work Studies 20%	Biology 30% Investigating Science 20% Music 1 25% Society and Culture 25%	Ancient History 25% Business Studies 25% English Studies 30% Music 1 20% PVD 30% Society and Culture 25% Visual Arts 25%		Music (12)	
9	Ancient History 20% English Advanced 25% English Standard 25% English Studies 25% Geography 25% Physics 20%	Ancient History 25% Business Studies 25% Food Technology 30% Maths Extension 1 25% Maths Standard 1 20% Maths Standard 2 25% Numeracy CEC 20% Physics 25%	Chemistry 25% Food Technology 30% Japanese Continuers 30% Maths Advanced 20% Maths Standard 1 25% Maths Standard 2 20% Maths Extension 2 25%			
10	Japanese Continuers 15% Modern History 20% Society and Culture 20%	Health and Movement 25% Science 25% Japanese Continuers 30% Maths Extension 2 30% Modern History 20% PVD 20% Visual Arts 25%	English Advanced 25% Health and 20% Movement Science Numeracy CEC 30% Physics 25% Work Studies 25%			
11			English Extension 1 40% Geography 25% Legal Studies 25% Modern History 30%			

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# 1. Purpose of Stage 6 Assessment

## 1.1 What is assessment?

- a. Assessment is the process of identifying, gathering and interpreting information about student achievement.
- b. In the context of the Higher School Certificate, a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in each course based on:
  - a wider range of syllabus outcomes than may be measured by the external examination alone.
  - multiple measures and observations made throughout the HSC course rather than a single assessment event.

## 1.2 Assessment Requirements for Board Developed Courses and Board Endorsed Courses

- a. Schools are required to provide the NSW Education Standards Authority (NESA) with an assessment mark for each student enrolled in each Board Developed Course (BDC) with the exception of Life Skills and Vocational Education and Training (VET) courses.
- b. The assessment marks submitted to NESA are devised from assessment tasks and may include reference to performance across the year, set in accordance with the internal assessment program for each course. Marks must be calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. The assessment marks provide the rank order of students and the relative differences between students based on their performances in the assessment tasks.
- c. Schools are not required to submit to NESA descriptions of student performance with the assessment marks or to indicate a performance band for students.

## 1.3 Assessment requirements for Vocational Education and Training (VET) courses

- a. Vocational Education and Training (VET) courses are competency based. The purpose of assessment in this context is to judge competence on the basis of performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made based on evidence derived from a variety of tasks.
- b. NESA requires providers of VET industry curriculum framework courses to:
  - ensure that all courses are delivered under the auspices of a Registered Training Organisation (RTO);
  - use a competency-based approach to assessment;
  - maintain a record of all the competencies achieved by each student;
  - progressively record the achievement and units of elements of a competency;
  - use only qualified assessors to carry out assessment;
  - report to NESA via Schools Online both the units of competency each student intends to study in a year, and the units of competency achieved by each student in each course;
  - verify that students have completed the mandatory work placement hours that have been assigned to each course. (Every effort should be made to complete these by the end of Term 2) and
  - prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to present for the examination.
- c. Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the optional VET industry curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examination, such as a Trial HSC examination. It must be submitted at the same time as the school assessment marks for other HSC courses but will be used only in the case of a successful illness/misadventure appeal.

## 1.4 School Assessment Programs

- a. It is a requirement of the HSC school assessment program that for each course there is a published program of assessment tasks. These tasks are conducted throughout the HSC course, and each has a weighting determined by the school within guidelines provided by NESAs.

## 1.5 School Assessment Tasks

- a. School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.
- b. Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.
- c. The assessment program for the preliminary courses should conclude by the end of Term 3. Assessment for the HSC course must not commence until after the completion of the preliminary course. The assessment program for the HSC courses should commence on the first school day of Term 4 and for most courses conclude as practicably possible, at the end of the Trial HSC period in Term 3.

## 1.6 The HSC Assessment Marks

- a. At the end of the course the marks for each task are aggregated using the school's electronic Markbook. The Markbook will employ processes that ensure that the appropriate weightings previously published in the school's assessment policy are correctly used to arrive at a final assessment mark for each student. These assessment marks, which are then submitted to NESAs provide a rank order of students and show relative differences between students' performances. This is best achieved by designing assessment tasks that discriminate between students' achievements and by using a sufficiently wide mark range.

## 1.7 Moderating Student Assessment Marks

- a. In the moderation process for the HSC, the assessment marks for a course submitted by each school are adjusted by a statistical process that takes into account the performance of the school group on the examination. This process ensures comparability between the assessment marks submitted by each school. The school group's initial examination marks, before they are aligned to the performance scale, are used to moderate the school group's assessment marks. Following the application of this procedure the assessment marks are then aligned to the course performance scale using the same adjustments as used for the examination marks.
- b. The rank order of students based on their raw assessment marks is unchanged by the moderation process.

## 2. Communicating assessment guidelines

- a. Students will be issued the following documentation to support them in preparing for and completing assessments for the Higher School Certificate. This documentation will include: -
  - *NSW Education Standards Authority 2026 Higher School Certificate Rules and Procedures* (a support booklet issued to students when commencing their HSC year).
  - The assessment schedule booklet (both Preliminary and HSC).
- b. In addition to this, the following information sessions support student understanding of requirements for the Higher School Certificate.
  - Year 11 Subject Selection Evening – whilst students are in Year 10.
  - Results Data Analysis Meetings.
  - Higher School Certificate Information Meeting – conducted in Term 4 at the start of Year 12.
- c. Year Meetings will also provide opportunities to explain specific details of the assessment policy to students. These will be conducted and reinforced throughout Year 12.

## 3. A Standards Referenced Approach to Assessment

### 3.1 Assessment Schedules

- a. Students will be provided with an assessment schedule for courses studied. This assessment schedule will:
  - inform each student of the assessment requirements for each course;
  - indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
  - outline the weightings for each syllabus component;
  - specify values for each of these tasks; and
  - provide a calendar with tasks listed showing the term and week that each task is due.
- b. Each student will be provided with a printed copy of an assessment schedule for each course.
- c. A schedule of assessment tasks held during Term 4, Term 1, Term 2 and Term 3 will be issued to students by mid Term 4.
- d. Each student will be required to sign an acknowledgment of the receipt of the assessment policy and schedules.

### 3.2 Assessment Notifications

- a. Students will be notified, at least 14 calendar days in advance of the due date of an assessment task, of the details of the assessment task, including due date and time on that day, specific nature of the task and the value of the assessment task.
- b. Students should make themselves aware of the assessment schedules and have an expectation of when an assessment notification would be issued. Where a student is absent on the day a notification is issued, it is the student's responsibility to seek the notification from his/her class teacher upon return to school and to check their Google Classroom.

### 3.3 Marking Guidelines

- a. Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

### 3.4 Providing Meaningful Feedback

- a. Teachers provide feedback to students to assist their learning.
- b. Feedback to students could incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards.
- c. In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A student is judged either competent or not competent.

### 3.5 Recording and Reporting Student Marks

- a. Teachers and Head Teachers will keep records of each student's performance in each task in the electronic Markbook available on the school network and will provide students after each task with information concerning their performance on individual tasks.
- b. Head Teachers will inform students at the completion of the course of their final assessment rank.
- c. Students should be provided with a cumulative ranking of their assessment twice during the course. The cumulative ranking may also appear on student reports following the Half-Yearly and Trial HSC Examinations.
- d. Students can collect their NESA Assessment rank order online using the Students Online service.

### 3.6 Changing HSC English and/or Mathematics Courses/Levels

The school acknowledges that students may experience varying levels of difficulty in HSC English and Mathematics courses. Changing courses to a lower level of English and Mathematics is a valid and strategic option to support student learning, confidence and HSC outcomes.

To minimise disruption, maintain assessment fairness and HSC eligibility, course changes will be managed by the Deputy Principal of Year 12. Their decision will be based on these principles and must also meet the following:

1. Prior to changing courses, students who are struggling should meet with their class teacher and/or Head Teacher in the first instance to discuss performance, challenges and potential support strategies.
2. It is strongly recommended students move levels at the end of the Preliminary course. Mathematics students can also request a change any time within the first 6 weeks of commencing Year 12 (Term 4). English students can request a change at the end of the Common Module (end of Term 4).
3. Students should contact their Deputy Principal to request this change after consulting with the Head Teacher and their parent/carer.
4. After the beginning of the Year 12 course (Term 4), any course changes will only be considered in exceptional circumstances with strong justification.
5. To change courses students may be required to complete certain course work and/or submit any missed assessments for that course.

Parents/carers will be informed of the recommendation and consulted before any change is finalised.

Students transferring courses will receive a catch-up plan for any missed syllabus content and guidance on assessment requirements. It is expected that they commit to completing this to support their transition.

Final approval is only granted by the School Principal or delegated authority Deputy Principal.

## 4. Procedures for applying for illness and/or misadventure

Consideration is given to students who suffer illness or misadventure at the time of a task. Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date a task was due. (e.g., a car accident). It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students. An application for illness/misadventure can only occur either before, during or within a week after the relevant assessment task.

Students need to be aware if they commence or attempt an assessment task the results they achieve will be recorded. In this case, illness/misadventure therefore does not apply retrospectively.

Students **must attend school on time** on the date of a task or date the task is due. Students wishing to apply for illness/ misadventure should follow the relevant procedures specific to the situation as outlined below.

### 4.1 Absence due to illness/misadventure on the day of an in-class assessment task

- Student or parent/carer must email or ring the relevant faculty Head Teacher or Deputy Principal before the **day of the task** or **by 8:30am** on the day of the task to inform the student will be absent.
- Student must immediately report to the relevant Head Teacher **on the day they return to school**, complete an *Illness/Misadventure & School Business Application Form* available on the PPHS website, from the office or from the Deputy Principal and on page 15 of this document, and provide a medical certificate dated the same day as the task or other contemporary supporting documentation for a misadventure.
- Completed forms and documentation must be **returned to the relevant faculty Head Teacher** within one week of the student's return to school.

### 4.2 Absence due to illness/misadventure on the day of a hand-in assessment task is due to be submitted

- Student or parent/carer must email or ring the relevant faculty Head Teacher or Deputy Principal before the **day of the task** or **by 8:30am** on the day of the task to inform the student will be absent.
- Students must make every effort to have the task delivered in-person (e.g., by a third party) or submitted electronically (e.g., email or via Google Classroom) in line with the details noted in the current assessment notification.

If the task is not submitted the student must immediately report to the relevant Head Teacher **on the day of return to school**, complete an *Illness/Misadventure & School Business Application Form* available on the school's website, from the office or from the Deputy Principal and on page 15 of this document, and provide a medical certificate dated the same day as the task or other contemporary supporting documentation for a misadventure.

- Completed forms and documentation must be **returned to the relevant faculty Head Teacher** within one week of the student's return to school.
- If an assessment task is submitted late, and there is no successful illness/misadventure, students will receive a zero for that task. Students should still submit the task to gain necessary feedback.

### 4.3 Illness/misadventure during an in-class assessment

- The student **MUST** notify the Deputy Principal of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment BEFORE they view the task. At this stage, the student will need to decide to either:
  - a. Complete the task, in which case the mark earned will be awarded and the student cannot apply retrospectively for any special consideration due to illness or misadventure; or,
  - b. Leave and apply for illness or misadventure by immediately obtaining an *Illness/Misadventure & School Business Application Form* and following the illness/misadventure procedure.
- If the task has already commenced, the student must notify the supervisor of the task of the circumstance related to illness or misadventure at the time of the task and the mark earned to that point shall be awarded. Students may then submit an appeal should they feel their mark was negatively affected.

#### 4.4 Illness/misadventure on a day during an examination period

- The student or parent/carer MUST contact the school up until 30 minutes prior to the commencement of the scheduled examination by phone: 9772 1770.
- Prior to their return to school, the student must **contact the relevant Deputy Principal** to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, the student must report to the relevant Deputy Principal at a time determined.
- Students must obtain an *Illness/Misadventure & School Business Application Form* and any other relevant contemporary documentation.
- Completed forms and documentation must be returned to the relevant Deputy Principal within one week of the student's return to school.

#### 4.5 Illness/misadventure for a group performance

- The individual student or parent/carer concerned (i.e., NOT another student member of the group) MUST contact the school by 8:30am on the day the task is scheduled by phone 9772 1700.
- When a group performance cannot go ahead on a scheduled date, ALL students affected need to complete an *Illness/Misadventure & School Business Application Form*.
- These forms need to be returned to the relevant faculty Head Teacher within one week of the scheduled date.
- The relevant faculty Head Teacher will reschedule an alternative date for the performance.

In all cases where a task needs to be completed, the student (or all students in the case of a group performance) must:

- Be prepared to complete the task on the first day of their return to school unless an alternative arrangement has been made with the relevant Head Teacher.
- Complete an *Illness/Misadventure & School Business Application Form* and any other relevant documentation and return to the relevant Head Teacher within one week of the student's return to school.

Relevant contemporary written evidence from a medical practitioner is mandatory for any application relating to illness for the application to be considered by the relevant Head Teacher. It is the student's responsibility to obtain a medical certificate, ensure that it is completed in its entirety by the medical practitioner and submitted to the school with the *Illness/Misadventure & School Business Application Form*.

The *Illness/Misadventure & School Business Application Form* is available online on the PPHS website, at the school office and on page 15.

The consequences of not following these procedures will result in the application for Illness/Misadventure being rejected and a zero mark being awarded.

- If the student follows the above procedures, **and** the reason is judged to be valid, the Head Teacher will decide if the student will do the original task or complete an alternative task.
- If the student does not follow the above procedures, they will be awarded a zero mark for the task.
- If a student appeals more than 40% of their total result in a subject area due to illness or misadventure, teacher professional judgement may be used to best determine the appropriate result.
- The provision of supporting documents, such as medical certificates, does not dictate the outcome of the appeal.

## 4.6 Absence due to School Business

Where a student has a clash between an assessment task and another official school activity, it is the student's responsibility to complete and submit the *Illness/Misadventure & School Business Application Form* to the faculty Head Teacher in advance of the absence. The student will be required to submit the work at a time specified by the relevant faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a zero mark will be awarded.

Should the student wish to appeal this decision, they must submit this in writing to the relevant Deputy Principal.

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

## 4.7 Student Attendance

It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting the requirements of illness/misadventure. Absences, fractional trancies and poor punctuality will be regarded seriously by the Principal. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal.

Absences for overseas or interstate travel are strongly discouraged and can impact on the student's ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

Different subjects have different prerequisites, e.g., practical subjects require a set number of hours of practical work. Overseas or interstate travel may have a negative impact on this.

If considering overseas or interstate travel, students are to:

- refer to the prescribed dates for assessment tasks prior to making travel arrangements;
- explain to their family the impact the travel will have on their HSC;
- complete an Application for Extended Leave – Travel form (available from the front office) and attach a copy of the airline ticket;
- submit the Application for Extended Leave – Travel form to the Principal for approval at least three weeks in advance.

**Travel is not a satisfactory reason for missing a task and the student may still receive a zero. Travel during an assessment period may be deemed as explained unjustified by the Principal.**

## 4.8 Unfair Advantage

NESA outlines that no student is to gain an unfair advantage over other students. Causes of unfair advantage include:

- To absent yourself from any lessons or normal school routine on a day that an in-class assessment task is scheduled.
- To absent yourself from any lesson or normal school routine on the day that a hand-in task is due.
- Arriving late on the day of a scheduled in class assessment task or hand-in task.
- To absent yourself from any lesson the day prior to a scheduled assessment task without documentation.

If it is deemed that a student has gained an unfair advantage, a **zero mark** may be allocated for that task.

## 4.9 Technology and Assessment Tasks

- a. Technology and/or computer equipment failure may **not be valid grounds for misadventure** involving the late submission of assessment tasks.
- b. In the case of the submission of assessment tasks, students may lodge an illness/misadventure form if technology has failed. In such cases, students must provide adequate physical evidence of that task such as a draft or hard copy of the materials with timestamps provided as evidence.
- c. To assist students in the utilisation of technology, the following guidelines should be considered:
  - always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure
  - back-up files regularly
  - print out copies of drafts and keep them while the assignment is in progress
  - bring a copy of the file to school by either email or USB

## 4.10 Summary Procedures for Applying for Illness/Misadventure

Students missing an assessment task and wishing to make an application for illness/misadventure or reschedule due to school business must follow the procedure outlined below:

### Step One: Contact the school

- (i) Student or parent/carer must inform the school on the day of absence by phoning the Faculty Head Teacher or Deputy Principal.



### Step Two: Obtain relevant documentation

- (i) Student must obtain and Illness/Misadventure & School Business Application Form.
- (ii) For illness, the student must obtain a medical certificate and ensure it is completed for the period of absence.
- (iii) For misadventure, the student should obtain a statement or any supporting documentation, where possible, outlining the situation.



### Step Three: On first day of return to school

It is the student's responsibility to:

- (i) Report to either:
  - a) The relevant faculty Head Teacher for missed in-class assessment tasks and hand-in assessment tasks; or
  - b) The relevant Deputy Principal for all missed examinations held during an examination period.
- (ii) Be prepared to submit or sit the assessment on that day.



### Step Four: Submission, resolution and feedback

- (i) Student will submit the Illness/Misadventure & School Business Application Form and relevant documentation to the relevant Head Teacher within two school days of returning to school.
- (ii) The relevant Head Teacher will consider the application and make a recommendation then document the decision on Sentral under Wellbeing > Data Record.
- (iii) Student will then submit the Illness/Misadventure & School Business Application Form to the relevant Deputy Principal for final approval and filing.

If the application is not accepted, a zero mark will be awarded for that task. Should the student wish to appeal this decision, they must submit this appeal in writing to the relevant Deputy Principal.

## 4.11 Outcome of Illness/Misadventure

The relevant faculty Head Teacher will consider illness/misadventure cases specific to assessment tasks for courses within their faculty. They will judge the presented evidence and recommend whether the application is to be accepted or rejected. The Deputy Principal, or delegate, will make the final decision.

If the application is accepted, one of three things may occur:

1. Original or substitute task is to be completed. A zero mark will be recorded for the original task and the student will be required to complete the original task or a substitute task. Once completed, the mark gained for this task will replace the zero. If not completed, the zero mark remains.
2. Awarded mark remains. The student's performance in the assessment task may be considered unaffected. In this case, the student's original result in the task will remain as marked.
3. In exceptional circumstances, where undertaking an alternative task is not possible, the Deputy Principal, or delegate, in consultation with the relevant faculty Head Teacher, may decide that the student's relative assessment be determined with a comparable task. This may be calculated at the end of the entire assessment period. This calculated mark would then replace the zero awarded at the time of the scheduled task.

If the application is rejected, then the task must be submitted or attempted in accordance with NESA rules and procedures and then one of two things may occur:

1. Original task was submitted or attempted on time. The original task will be marked, and this earned mark will apply.
2. Original task was submitted or attempted late. The original task will be marked; however, a zero mark will be officially awarded.

In all cases, any student wishing to appeal this decision must do so in writing to the relevant Deputy Principal within two school days of receiving the initial decision.



## 5. Disability Provisions

### 5.1 Disability Provisions Policy <https://ace.nesa.nsw.edu.au/ace-10001>

- a. The *Disability Discrimination Act 1992* and the *Disability Standards for Education (2005)* require NESA to ensure that students with a disability are able to access and respond to an examination.
- b. NESA may approve Disability Provisions for the Higher School Certificate if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:
  - reading the examination questions and/or
  - communicating his/her responses.
- c. Principals have the authority to decide on, and to implement, Disability Provisions for school-based assessments including examinations.

### 5.2 Disability Provisions: areas outside NESA guidelines

- a. NESA will not compensate students for difficulties in undertaking courses and preparing for the Higher School Certificate examinations.
- b. Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.
- c. NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.
- d. Where a student has a condition that might manifest itself during an examination session (e.g., epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.
- e. Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.

### 5.3 Applying for Disability Provisions

- a. Disability provisions application form and information guides are available in Term 4 each year for students in Year 12 who intend to sit for the Higher School Certificate examinations in the following year. A student may access Disability Provisions from the beginning of the assessment program by ensuring that application is made at this time.
- b. Students who wish to apply for special examination provisions should make an appointment with the Head Teacher Learning and Support.
- c. The student will need to supply evidence of the student's special examination need.

## 6. Malpractice in assessment tasks

### 6.1 Defining Malpractice

- a. Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:
- copying someone else's work in part or in whole, and presenting it as one's own
  - using material directly from books, journals, CDs or the Internet without reference to the source
  - unauthorised use of generative AI (artificial intelligence) tools
  - building on someone else's ideas without giving their source
  - buying, stealing or borrowing someone else's work and presenting it as one's own
  - submitting work that someone else, like a parent, tutor or subject expert, substantially contributed to
  - using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
  - not acknowledging any work completed by others for your submitted work or performance
  - breaching school exam rules
  - cheating in an HSC exam
  - using non-approved aids in an assessment task
  - giving false reasons for not handing in work by the due date
  - helping another student to engage in malpractice
  - acts of unintentional malpractice
  - providing fraudulent evidence in applications for disability provisions or illness/misadventure
  - being responsible for actions done or omitted to be done that confer an unfair advantage relating to the outcome of any HSC exam – irrespective of whether such actions occur before, during or after such an exam or assessment.
- b. **Malpractice may occur when Generative AI (such as Chat GPT):**
- has been used as part of an assessment task, unless specifically permitted in the Assessment Notification.
  - output has not been cited. All work presented must be a student's own or must be acknowledged appropriately.
  - is suspected of being used and the student is not able to provide evidence that all unacknowledged work is entirely their own.

### 6.2 Managing Issues of Malpractice

- a. In the case of suspected malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:
- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
  - answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.
- b. Issues of malpractice will be investigated by the Head Teacher of the respective course.
- c. If the malpractice is proven, the assessment committee will consider a zero mark for that task. In some circumstances, the school Principal may decide to invoke a penalty appropriate to the seriousness of the offence.
- d. Students are made aware that sharing/showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.

- e. All students have completed the 'HSC All My Own Work Modules' before commencement of the Preliminary course.
- f. All acts of malpractice are to be recorded on the NESA Register of Malpractice in HSC Assessment Tasks.
- g. Malpractice in any form including plagiarism, collusion, misrepresentation and breach of assessment conditions is unacceptable. The school treats allegations of malpractice very seriously and there are significant penalties for detected malpractice in HSC exams.

**Students MUST make a genuine attempt at assessment tasks accumulating a worth of MORE THAN 50% of the available marks for that course.** Further, students must demonstrate diligence and sustained effort in their course. Students and their parents (where appropriate) can expect notification, in writing from the Head Teacher responsible for a course, of the potential of an 'N Determination' in the course.

### 6.3 Artificial Intelligence (AI)

NESA has developed a policy on the use of AI in schools. This policy falls under NESA's existing rules governing academic honesty, and the use of external reference materials and sources in student work. Schools and school sectors remain responsible for policies concerning the use of AI in schools. Schools and teachers will decide how best to use AI to support teaching and learning, in accordance with sector policies.

AI has implications for academic honesty. Unapproved use of AI in the completion of assignments 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

#### Advice for students

Plagiarism and other forms of academic dishonesty are unacceptable. You should be aware that current rules for cheating and plagiarism still apply to AI. All work should be your own or correctly acknowledged. It is important that you take academic pride and ownership by submitting original work.

AI can also be unreliable and must always be monitored by a human. AI can produce biased and/or toxic content, false information or facts that are not based on real data or events and false citations. This could compromise the quality of your submissions.

### **MISREPRESENTATION**

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration or omission of information
2. Misrepresentation can include but is not limited to:
  - a. making up journal entries for a project, and/or
  - b. submitting falsified or altered documents, and/or
  - c. referencing incorrect or non-existent sources, and/or
  - d. contriving false explanations to explain work not handed in by the due date

### **COLLUSION**

6. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
7. Collusion includes but is not limited to:
  - a. sharing answers to an assessment with other students, and/or
  - b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
  - c. contract cheating by outsourcing work to a third party, and/or
  - d. unauthorised use of artificial intelligence technologies.

### **PLAGIARISM**

3. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
4. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
5. Plagiarism includes but is not limited to:
  - a. copying someone else's work in part or in whole, and presenting it as their own, and/or
  - b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source.

### **BREACH OF ASSESSMENT CONDITIONS**

8. All students undertaking an HSC exam or HSC minimum standard test must comply with the assessment conditions set by NESAs.
9. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.
10. A breach of assessment conditions includes any breach of:
  - a. HSC exam rules and procedures, and
  - b. HSC minimum standard test rules and procedures.
11. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

# 7. Formal Examinations – Rules and Procedures

## 7.1 General Examination Procedures

- a. HSC assessments should involve a formal calendared Trial Higher School Certificate examinations period for all courses.
- b. With the exception of practical based courses, all courses will include assessments from the issued assessment schedule in the calendared formal examination periods.
- c. The starting date for these examination periods will be indicated on the school assessment calendar and reflected within individual course assessment schedules.
- d. Time allocated to these formal examination periods is indicative only and should be organised so as to ensure minimal disruption to teaching and learning.
- e. For formal examinations, the students are to assemble at least 15 minutes prior to the designated start time. Students who arrive late for an examination will not be given extra time to complete the task or examination.
- f. Students may not leave the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- g. Students are not to take any writing materials, pencil cases, books or other non-approved materials into the examination. Answer paper will be provided for all assessment tasks. Approved equipment taken into the examination room must be carried in as separate items or carried in a clear plastic sleeve or case and checked by supervising staff.
- h. Mobile phones are to be switched off and placed in the student's bag before entering the examination room or handed to the supervisor. These remain at the front or back of the examination hall for the duration of the examination. Failure to comply with this may result in the cancellation of the student's paper.
- i. Students are not to talk to or interfere with other students or their equipment once they enter the examination room.
- j. Students will receive a copy of the examination procedures prior to the commencement of the examination period.

## 7.2 Misconduct in formal examinations and other assessment tasks

- a. Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.
- b. All class tasks including formal examinations must be attempted seriously. Non-serious attempts will be awarded a zero mark with an 'N' Warning Letter issued.

## 7.3 Non-serious attempt in an HSC exam or HSC minimum standard test

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.

1. For an HSC exam or HSC minimum standard test attempt to be considered a serious attempt, students must:
  - a. Respond to and demonstrate academic engagement, and
  - b. Answer in English, unless specifically instructed otherwise.
2. Non-serious attempts include but are not limited to:
  - a. Answering only multiple-choice questions, and/or
  - b. Responses containing objectionable material:
    - i. Abuse directed at a member of school staff, Presiding Officer or NESA, and/or
    - ii. Obscene symbols, drawings, or comments.

## 7.4 Appeals Surrounding the Assessment Procedure

- a. When a student feels that a decision applied to his/her work is not consistent with the school's assessment policy and procedures he/she may appeal by filling in an Assessment Appeal Form (on page 22). The first appeal **MUST** be submitted to the Head Teacher within 5 school days.
- b. Where a student feels that the appeal to the Head Teacher has not been heard appropriately, he/she may appeal through their Deputy Principal to the Appeals Committee within 5 school days after.
- c. The Committee will determine if;
  - a. the weightings specified by the school in its assessment program were followed and conform with requirements as detailed in the syllabus by NESAs;
  - b. the procedures used to determine the final assessment marks conform with the issued assessment program and;
  - c. there are no administrative or other clerical errors in the determination of the assessment mark.
- d. If the Assessment Committee finds there may be errors in the process, it may ask the Head Teacher to review the process and make adjustments accordingly.
- e. The Assessment Committee will give a written reply to students who submit an appeal.
- f. If not satisfied with the Assessment Committee's decision, a student may make a subsequent appeal to NESAs. NESAs will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks.
- g. Appeals surrounding the assessment procedures are the only times when students can appeal to NESAs.

## 7.5 Grounds for an Appeal

- a. The appeal concerning assessment procedures may only be based on the **assessment process** and not on individual student related issues such as illness or misadventure.
- b. While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

## 7.6 Invalid Assessment Task

An invalid task is one which does not achieve its intended purpose wither because of its design or because of problems in its administration. The school reserves the right to set a substitute task if for any reason the initial task fails to discriminate or is found to be invalid. In the event of an invalid task, the Assessment Committee will meet and make a decision. In the event of an appeal, the Principal will make the final decision.

If a task is deemed invalid or unreliable, adjustments will be made and may include:

- a. Reduced weighting of a completed task.
- b. Addition of a replacement task.
- c. In extreme cases, the task may be discarded.



PICNIC POINT HIGH SCHOOL  
ASSESSMENT APPEAL FORM

Section to be completed by Parent/Carer

Student's Name: \_\_\_\_\_

Year: \_\_\_\_\_

Parent/Carer Name: \_\_\_\_\_

Phone: \_\_\_\_\_

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

Date of Task: \_\_\_\_\_

Type of Assessment Task: \_\_\_\_\_

Appeal is lodged on the following grounds:

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

Supporting documentation provided:  Yes  No

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

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

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

Parent/Carer Signature: \_\_\_\_\_

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

Section to be completed by Deputy Principal

Recommendation:

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

Deputy Principal's Signature: \_\_\_\_\_

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

Panel Members: \_\_\_\_\_

Informed Student on: \_\_\_\_\_

*Original to: Principal/Deputy Principal*

*Copies to: Head Teacher / Student file*

## 8. Students in danger of NOT meeting course requirements

### 8.1 Satisfactory completion of the course

- a. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:
  - followed the course developed or endorsed by NESAs;
  - applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and,
  - achieved some or all of the course outcomes.

### 8.2 Student Attendance

- a. It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal.
- b. The Deputy Principal will advise those students with frequent or ongoing absence in writing of the seriousness of these absences with respect to meeting course requirements.

### 8.3 Failure to complete or submit assessment tasks

- a. If a student has a valid reason for failing to complete or submit an assessment task, then he/she is to submit an illness/misadventure application form to the Head Teacher. (See the section on appeals).
- b. If there is no valid reason, or the illness/misadventure application request has not been upheld for not completing or submitting an assessment task, a zero mark may be recorded for that task. The student and his/her parents will be advised, in writing, of this through an 'N' Warning Letter.

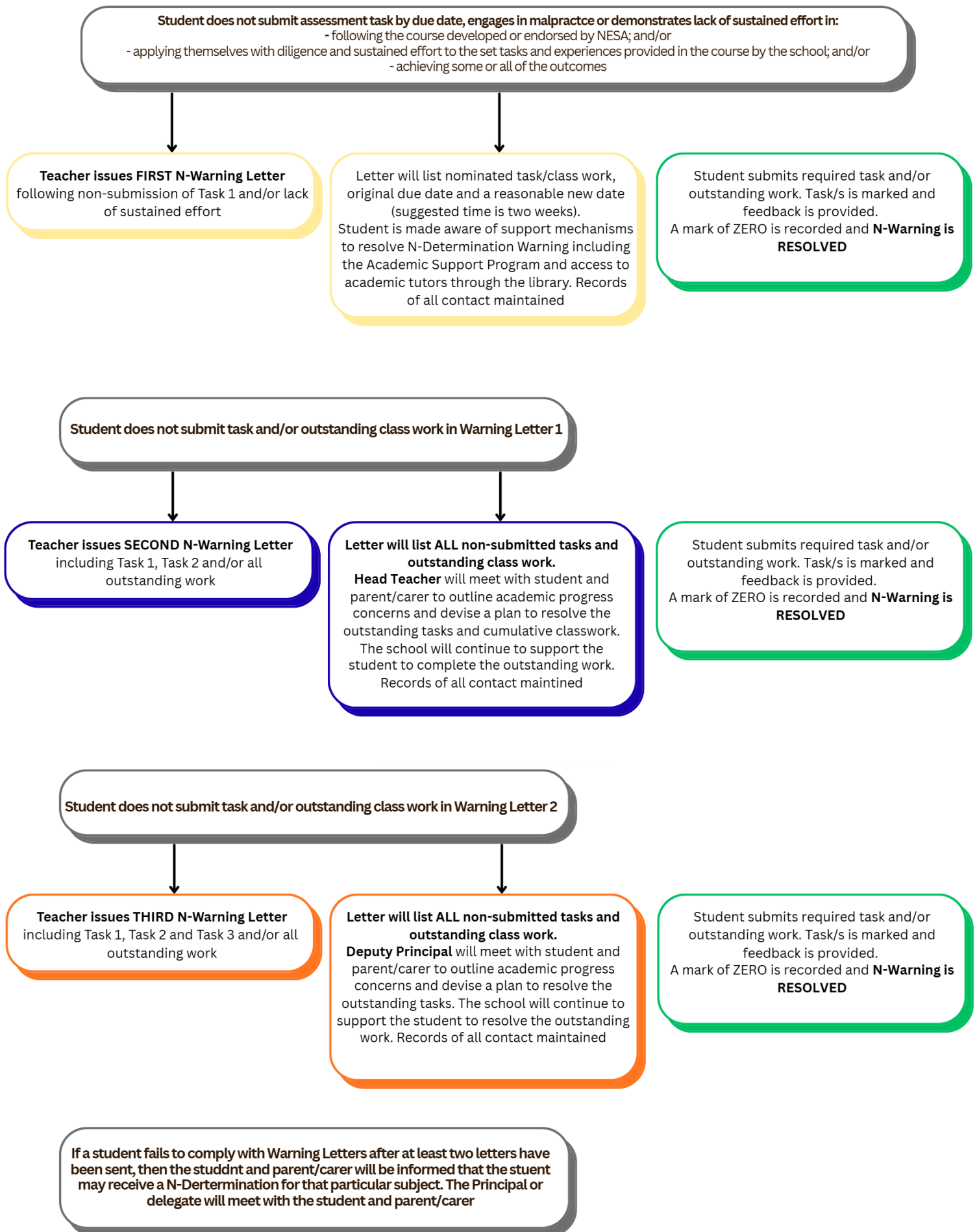
### 8.4 Non-serious attempts

- a. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.
- b. Students studying the HSC course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

### 8.5 Communicating course requirement concerns (also see NESAs N-Warning Letter procedures page 24)

- a. Students should receive meaningful feedback in all aspects of their course work. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though should not be reported or graded against these bands. The feedback given for tasks that do not contribute to the final HSC Assessment mark should assist students as preparation for tasks that are part of the HSC Assessment program.
- b. Students must make a genuine attempt at assessment tasks that contribute more than 50% of the total assessment mark.
- c. If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written 'N' Warning Letter must be given to the student and their parents. Parents are responsible to check their emails.
- d. The letter will:
  - advise the student of the issue giving adequate time for the problem to be corrected;
  - specifying details of action including a timeframe required by the student;
  - alert the student to the possible consequences of an 'N' Determination; and
  - request from the student and his/her parent a written acknowledgement of the warning.
- e. If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued for the same task.

# N-Determination Warning Flow Chart Years 10-12





**PICNIC POINT HIGH SCHOOL**  
**HSC ASSESSMENT TASK NO. \_\_\_\_ NOTIFICATION**

SUBJECT	TEACHER	DATE ISSUED	DATE DUE
<b>TYPE OF TASK</b> <i>e.g., research assignment, practical exercise, speech, class test etc.</i>			
<b>TOPIC</b> <i>e.g., name of the unit of work</i>			
<b>TASK WEIGHT</b> <i>As per grid</i>			
<b>COMPONENT WEIGHTS</b> <i>As per grid</i>			
<b>OUTCOMES</b> <i>As per grid including code &amp; description</i>			
<b>TASK DESCRIPTION</b> <i>Explaining precisely what students are required to do. (This will be as specific as possible including details such as the expected word length, speech/presentation, length, and requirement to add a bibliography or to include all calculations or rough drafts – as applicable.)</i>			
<b>PREPARATION</b> <i>Giving details of possible references/resources, a guide on how to start. (May also give definitions of task terms such as “DISCUSS,” “ANALYSE,” “EVALUATE,” as defined by the BOS Glossary of Terms etc.)</i>			
<b>SUBMISSION DETAILS</b> <i>Giving specific details relating to handing in tasks: Students must read and be familiar with the rules for completing/submitting tasks outlined in the Assessment Guide you have been issued. Definitions of task terms such as “DISCUSS,” “ANALYSE,” “EVALUATE,” as defined by the BOS Glossary of Terms etc., may also be given)</i>		If a student is absent for an assessment task or fails to submit a task when it is due, a medical certificate must be presented on the first day the student returns to school. The student must immediately commence the Illness/Misadventure process.	
<b>FEEDBACK</b> <i>May include:</i> <ul style="list-style-type: none"> <li>• <i>Whole cohort written feedback</i></li> <li>• <i>Written annotations on marking criteria</i></li> <li>• <i>Individual conferencing</i></li> </ul>			

PTO

<b>ASSESSMENT PROCEDURES</b>	<p>All students should be fully aware of the Assessment Policy provided in Term 4. 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. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their results. In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own.</p> <p>If a student is absent for an assessment task or fails to submit a task when it is due, a medical certificate must be presented on the first day the student returns to school. The student must immediately commence the Illness/Misadventure process.</p> <p>NOTE 1: If you are absent on the day of the TASK you must:  a) Email the relevant Deputy Principal before the day of the task or by 8:30am on the day of the task and inform the office staff that you will be absent;  b) Immediately report to the Deputy Principal of the above subject on the day you return to school, complete an ILLNESS/MISADVENTURE OR SCHOOL BUSINESS APPLICATION, and provide medical certificate or other supporting documentation for a misadventure.</p> <p>NOTE 2: Results of assessment tasks can only be queried at the time tasks are returned. You should therefore, see your teacher immediately if you have any concerns about the marks awarded to you.</p> <p>NOTE 3: If you do not follow the above procedures, you will be awarded a zero mark for the task.</p> <p>NOTE 4: Please refer to your Assessment Handbook for further information.</p>
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#### ATTACHMENTS

- **MARKING CRITERIA**

Students will be given examples or an explanation of the skills and knowledge required to obtain a particular grade, band or full marks.

- **SIGN OFF SHEET**

Students will be required to sign off against their name to indicate that they have received the task and also when they have completed the task.

**Please attach to the original.**



**SUBJECT: ANCIENT HISTORY**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Case Study: Pompeii and Herculaneum	Society: The Minoans	Personality: Hatshepsut	All topics	
	Source Evaluation and Extended Response	Source Analysis and Research Essay	Historical Analysis: Inquiry and Research	Trial HSC Examination	
	<b>Term 4 Week 9</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 4 - 5</b>	
	AH12-1 AH12-3 AH12-5 AH12-9 AH12-10	AH12-3 AH12-4 AH12-5 AH12-6 AH12-9	AH12-3 AH12-4 AH12-5 AH12-8 AH12-9	AH12-2 AH12-5 AH12-6 AH12-7 AH12-9	
Knowledge and understanding of course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**SUBJECT: BIOLOGY**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Research Task Modelling Heritary	Depth Study	Practical Investigation	Trial HSC Examination	
	<b>Term 4 Week 8</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 7</b>	<b>Term 3 Weeks 4 - 5</b>	
	BIO11/12-6    BIO11/12-4 BIO12-12    BIO11/12-7	BIO11/12-1    BIO11/12-3 BIO11/12-4    BIO11/12-7 BIO12-13	BIO11/12-2    BIO11/12-3 BIO11/12-5    BIO11/12-6 BIO12-14	BIO11/12-5    BIO11/12-6 BIO12-12    BIO12-13 BIO12-14    BIO12-15	
Skills in working scientifically	15	20	15	10	60
Knowledge and understanding	5	10	5	20	40
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

**SUBJECT: BUSINESS STUDIES**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Operations Business Report	Finance Topic Test	Marketing Extended Response	All topics Trial HSC Examination	
	<b>Term 4 Week 7</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 4 - 5</b>	
	H2      H3 H8	H5      H8 H10	H4      H2 H9	H1    H2    H8 H9    H10	
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Stimulus - based skills		10		10	<b>20</b>
Inquiry and research	10		10		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**SUBJECT: CHEMISTRY**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Module 7 Research and Processing Task	Module 5 Depth Study Report	Module 6 Practical Investigation	Modules 5, 6, 7 and 8 Trial HSC Examination	
	<b>Term 1 Week 7</b>	<b>Term 2 Week 4</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 4 - 5</b>	
	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-14 CH12-15	CH11/12-1 CH11/12-3 CH11/12-5 CH11/12-7 CH12-12	CH11/12-2 CH11/12-3 CH11/12-6 CH11/12-7 CH12-13	CH11/12-5 CH11/12-6 CH12-12 CH11/12-13 CH12-14 CH12-15	
Skills in working scientifically	10	20	20	10	<b>60</b>
Knowledge and understanding	10	5	5	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**SUBJECT: COMMUNITY & FAMILY STUDIES**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Independent Research Project	Case study of community group	In-Class test	Trial HSC Examination	
	<b>Term 4 Week 8</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 7</b>	<b>Term 3 Weeks 4 - 5</b>	
	H4.1      H4.2	H3.1      H3.3 H5.1	H2.1      H5.1 H2.2	H1.1    H2.1    H2.2 H2.3    H3.1    H3.2 H3.3    H3.4    H4.1 H4.2    H5.1    H5.2 H6.1    H6.2	
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**SUBJECT: ENGLISH ADVANCED**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Common Module: Texts and Human Experiences	Module A: Textual Conversations	Module C: Craft of Writing	Common Module Modules A, B and C	
	Multimodal presentation using prescribed text and related material	Critical Response	Writing task	Trial HSC Examination	
	<b>Term 4 Week 9</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 4 – 5</b>	
	EA12-2 EA12-3 EA12-4 EA12-6 EA12-8	EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8	EA12-1 EA12-2 EA12-3	EA12-1 EA12-5 EA12-4 EA12-7 EA12-6 EA12-9 EA12-8	
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**SUBJECT: ENGLISH EXTENSION 1**

**COURSE: 1 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Creative response and reflection	Tutorial Presentation with related material	Trial HSC Examination	
	<b>Term 1 Week 2</b>	<b>Term 2 Week 11</b>	<b>Term 3 Weeks 4 - 5</b>	
	EE12-2      EE12-4 EE12-5	EE12-1      EE12-2 EE12-3      EE12-4	EE12-2      EE12-3 EE12-4      EE12-5	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**SUBJECT: ENGLISH EXTENSION 2**

**COURSE: 1 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Viva Voce (including Major Work Journal written proposal)	Literature Review (including Major Work Journal submission)	Critique of the creative process (including Major Work Journal submission)	
	<b>Term 1 Week 3</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 1</b>	
	EEX 12-1      EEX 12-4 EEX 12-5	EEX 12-1      EEX 12-2 EEX 12-3      EEX 12-4	EEX 12-2      EEX 12-3 EEX 12-5	
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**SUBJECT: ENGLISH STANDARD**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Common module: Texts and Human Experiences Multimodal presentation with related material	Module C: Craft of Writing  Writing Task	Module B: Close Study of Literature  Analytical response	Trial HSC Examination  Common Module Modules A, B and C	
	<b>Term 4 Week 9</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 6</b>	<b>Term 3 Weeks 4 – 5</b>	
	EN 12-2    EN 12-3 EN 12-6    EN 12-7 EN 12-8	EN 12-1    EN 12-3 EN 12-4    EN 12-5	EN 12-1    EN 12-3 EN 12-5    EN 12-7 EN 12-8	EN 12-1    EN 12-3 EN 12-4    EN 12-5 EN 12-6    EN 12-7	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Common Module: Texts and Human Experiences  Multimodal presentation with related material	Elective Module A: We are Australians  Research Task	Common Module Elective Module A  Elective Module of teacher's choosing  Collection of classwork	Common Module and Electives  Trial HSC Examination	
	<b>Term 4 Week 9</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 4 - 5</b>	
	ES12-1      ES12-4 ES12-5      ES12-6 ES12-8	ES12-3      ES12-5 ES12-7      ES12-9	ES12-1      ES12-4 ES12-5      ES12-7 ES12-10	ES12-2      ES12-3 ES12-4      ES12-5 ES12-9	
Knowledge and understanding of course content	10	15	15	10	50
Skills in: <ul style="list-style-type: none"> <li>▪ comprehending texts</li> <li>▪ communicating ideas</li> <li>▪ using language accurately, appropriately and effectively</li> </ul>	15	10	15	10	50
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

**SUBJECT: FOOD TECHNOLOGY**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	The Australian Food Industry	Food Manufacture	Food Product Development	Trial HSC Examination	
	In Class Test	Investigation and Preparation of Food	Food Product and Portfolio		
	<b>Term 4 Week 8</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 4 - 5</b>	
	H1.4      H3.1	H1.1      H4.2	H1.3      H4.1 H5.1	H1.1      H1.2 H1.3      H2.1 H3.2	
Knowledge and understanding of course content	10	5	5	20	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10		30
Skills in experimenting with and preparing food by applying theoretical concepts		15	15		30
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

**SUBJECT: GEOGRAPHY**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Fieldwork Report	Extended Response	Topic Test	Trial HSC Examination	
	<b>Term 4 Week 9</b>	<b>Term 2 Week 2</b>	<b>Term 2 Week 11</b>	<b>Term 3 Weeks 4 - 5</b>	
	GE12-02 GE12-03 GE12-05 GE12-07	GE12-01 GE12-04 GE12-05	GE12-01 GE12-02 GE12-05 GE12-08	GE12-01 GE12-02 GE12-03 GE12-04 GE12-05 GE12-06 GE12-07 GE12-08 GE12-09	
Knowledge and understanding of course content	10	5	10	15	<b>40</b>
Geographical tools and skills			15	5	<b>20</b>
Geographical inquiry and research, including fieldwork	10	10			<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms	5	10		5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**SUBJECT: HEALTH AND MOVEMENT SCIENCE**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Depth Study #1 Training for Improved Performance	In-Class Test Training for Improved Performance	Research Project Health in an Australian and Global Context	Trial HSC Examination	
	<b>Term 1 Week 5</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 4 - 5</b>	
	HM 12-04 HM 12-05 HM 12-10	HM 12-04 HM 12-05 HM 12 06	HM 12-02 HM 12-03 HM 12-07 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	
Knowledge and understanding of course content	5	15	10	10	<b>40</b>
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	20	10	10	20	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

**SUBJECT: INDUSTRIAL TECHNOLOGY – TIMBER**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Presentation of Major Project Ideas and Development	Industry Report	Project Development and Management Report	Trial HSC Examination	
	<b>Term 4 Week 7</b>	<b>Term 1 Week 6</b>	<b>Term 2 Week 3</b>	<b>Term 3 Weeks 4 - 5</b>	
	H3.1    H3.2 H4.3    H5.1 H5.2    H6.1	H1.1    H1.2 H1.3    H7.1 H7.2	H2.1    H3.3 H4.1    H4.2 H5.1    H5.2 H6.2	H1.2    H1.2 H1.3    H4.3 H6.1    H6.2 H7.1    H7.2	
Knowledge and understanding of course content		30		10	40
Knowledge and skills in the design, management, communication and production of a major project	20		30	10	60
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

**SUBJECT: INVESTIGATING SCIENCE**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Depth Study Task Module 5	Research Task Modules 5 and 6	Practical Task Module 7	Trial HSC Examination Modules 5, 6, 7 and 8	
	<b>Term 4 Week 7</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 6</b>	<b>Term 3 Weeks 4 - 5</b>	
	INS 12-1    INS 12-2 INS 12-6    INS 12-7 INS 12-12	INS 12-4    INS 12-5 INS 12-7    INS 12-12 INS 12-13	INS 12-2    INS 12-3 INS 12-5    INS 12-7 INS 12-14	INS 12-5    INS 12-6 INS 12-12    INS 12-13 INS 12-15    INS 12-14	
Skills in working scientifically	25	10	15	10	60
Knowledge and understanding	5	10	5	20	40
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

**SUBJECT: JAPANESE CONTINUERS**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Speaking	Listening and Writing	Reading and Responding	Trial HSC Examination	
	Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4 - 5	
	H1.1      H1.2 H1.3	H2.1      H3.1 H2.3      H3.5	H2.2      H3.1 H2.3      H3.4	H1.1      H2.1 H3.1      H2.2 H1.4      H3.5	
Listening		15		15	30
Reading			25	5	30
Speaking	15			5	20
Writing		15		5	20
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>

**SUBJECT: LEGAL STUDIES**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Crime  Topic Test	World Order  Research Task	Family  Extended Response	Human Rights  Trial HSC Examination	
	<b>Term 1 Week 2</b>	<b>Term 2 Week 1</b>	<b>Term 2 Week 11</b>	<b>Term 3 Weeks 4 - 5</b>	
	H1    H7    H9	H5    H8    H9	H4        H6 H7	H1    H2    H3 H9	
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Analysis and evaluation	5			15	<b>20</b>
Inquiry and research		10	10		<b>20</b>
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**SUBJECT: MATHEMATICS ADVANCED**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Hand in Task and Verification Task	Open Book Test	Topic Test	Trial HSC Examination	
	<b>Term 1 Week 3</b>	<b>Term 2 Week 1</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 4 - 5</b>	
	MA12-1    MA12-2 MA12-4    MA12-10	MA12-3    MA12-4 MA12-6    MA12-7 MA12-10	MA12-6    MA12-7 MA12-9    MA12-10	MA12-1    MA12-2 MA12-3    MA12-4 MA12-5    MA12-8 MA12-6    MA12-10 MA12-7	
Understanding, fluency and communication	10	10	15	15	50
Problem solving, reasoning and justification	10	10	15	15	50
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

\*Note: Prior outcomes may be assessed in Tasks 2 and 3.

**SUBJECT: MATHEMATICS EXTENSION 1**

**COURSE: 1 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Preparation Task and Verification Test	Open Book Test	Extended modelling and problem-solving assignment	Trial HSC Examination	
	<b>Term 1 Week 3</b>	<b>Term 1 Week 9</b>	<b>Term 3 Week 1</b>	<b>Term 3 Weeks 4 - 5</b>	
	ME12-1    ME12-2 ME12-7	ME12-1    ME12-2 ME12-3    ME12-7	ME12-1    ME12-6 ME12-4    ME12-7	ME12-1    ME12-2 ME12-3    ME12-4 ME12-5    ME12-7	
Understanding, fluency and communication	10	13	12	15	50
Problem solving, reasoning and justification	10	12	13	15	50
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

\*Note: Prior outcomes may be assessed in Tasks 2 and 3.

**SUBJECT: MATHEMATICS EXTENSION 2**

**COURSE: 1 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Preparation Task and Verification Test	Open Book Test	Extended modelling and problem-solving assignment	Trial HSC Examination	
	<b>Term 1 Week 2</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 4 - 5</b>	
	MEX12-1 MEX12-7 MEX12-2 MEX12-8 MEX12-4	MEX12-4 MEX12-7 MEX12-5 MEX12-8	MEX12-1 MEX12-5 MEX12-6 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8	
Understanding, fluency and communication	10	15	10	15	50
Problem solving, reasoning and justification	10	15	10	15	50
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

\*Note: Prior outcomes may be assessed in Tasks 2 and 3.

**SUBJECT: MATHEMATICS STANDARD 1**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Network Assignment and Verification Task	Open Book Test	Hand in and Verification Task	Trial HSC Examination	
	<b>Term 1 Week 3</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 4 - 5</b>	
	MS1 12-8 MS1 12-9 MS1 12-10	MS1 12-3 MS1 12-1 MS1 12-5 MS1 12-7 MS1 12-10	MS1 12-2 MS1 12-1 MS1 12-6 MS1 12-3 MS1 12-5 MS1 12-7	MS2 12-1 MS2 12-3 MS2 12-5 MS2 12-7 MS2 12-10	MS2 12-2 MS2 12-4 MS2 12-6 MS2 12-8
Understanding, fluency and communication	15	10	10	15	50
Problem solving, reasoning and justification	15	10	10	15	50
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

\*Note: Prior outcomes may be assessed in Tasks 2 and 3.

**SUBJECT: MATHEMATICS STANDARD 2**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Assignment & Verification Test	Open Book Test	Take Home Task	Trial HSC Examination	
	<b>Term 1 Week 3</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 4 - 5</b>	
	MS2 12-3 MS2 12-8 MS2 12-9 MS2 12-10	MS2 12-1 MS2 12-3 MS2 12-4 MS2 12-5 MS2 12-10	MS2 12-1 MS2 12-2 MS2 12-6 MS2 12-7 MS2 12-8 MS2 12-9 MS2 12-10	MS2 12-1 MS2 12-2 MS2 12-3 MS2 12-4 MS2 12-5 MS2 12-6 MS2 12-7 MS2 12-8 MS2 12-10	
Understanding, fluency and communication	10	13	12	15	50
Problem solving, reasoning and justification	10	12	13	15	50
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

\*Note: Prior outcomes may be assessed in Tasks 2 and 3.

**SUBJECT: MODERN HISTORY**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	National Study: USA 1919 – 1941  Historical Research and Extended Response	Core Study: Power and Authority in the Modern World 1919 – 1946  Source Analysis	Peace and Conflict: Conflict in the Pacific 1937 – 1951  Historical Inquiry	All topics  Trial HSC Examination	
	<b>Term 4 Week 10</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 11</b>	<b>Term 3 Weeks 4 - 5</b>	
	MH12-5    MH12-2 MH12-8    MH12-9	MH12-3    MH12-6 MH12-7    MH12-9	MH12-3    MH12-7 MH12-4    MH12-8 MH12-9	MH12-1    MH12-2 MH12-3    MH12-6 MH12-5    MH12-9	
Knowledge and understanding of course content	5	5	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations		10	5	5	20
Historical inquiry and research	10		10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**SUBJECT: MUSIC 1**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Elective 1	Viva Voce + Elective 2	Composition + Portfolio	Core Performance + Elective 3 + Aural Skills Examination	
	<b>Term 4 Week 8</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 4 - 5</b>	
	*H1 *H2 *H3 *H4 *H5 *H6 *H7 *H8	*H1 *H2 *H3 *H4 *H5 *H6 *H7 *H8	H5 H6 H7	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11	
Core Performance				10	10
Composition			10		10
Musicology		10			10
Aural			10	15	25
Electives	15	15		15	45
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>40</b>	<b>100</b>

\* Teacher will select the appropriate outcomes based on the elective options selected by each student

SUBJECT: NUMERACY CEC

COURSE: 2 UNIT CEC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Assignment	Assignment	Assignment	Trial HSC Examination	
	<b>Term 1 Week 2</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 4 - 5</b>	
	N6 1.1    N6 1.3 N6 3.2	N6 1.1    N6 1.2 N6 2.2    N6 3.1	N6 1.1    N6 2.2 N6 2.1    N6 3.2 N6 2.3	N6 2.1    N6 1.3 N6 1.2    N6 2.3 N6 2.2	
Knowledge and understanding	15	10	15	10	50
Skills	15	10	15	10	50
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

**SUBJECT: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Practical Task	Photographic Folio	Practical Task	Submission of final Photographic Project and Folio	
	Term 1 Week 6	Term 1 Week 10	Term 2 Week 8	Term 3 Week 2	
	M2            M3 M4	CH1          CH2 CH3	M1            M5	M1          M2 M3          M4 CH4        CH5	
Making	20		30	20	<b>70</b>
Critical / historical study		20		10	<b>30</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**SUBJECT: PHYSICS**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Depth Study Electromagnetism	Open Ended Research Task From the Universe to the Atom	Research Task Nature of Light	Trial HSC Examination	
	<b>Term 4 Week 9</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 4 - 5</b>	
	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH12-7 PH12/13	PH11/12-5 PH11/12-6 PH11/12-7 PH12-15	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15	
Skills in working scientifically	15	15	15	15	<b>60</b>
Knowledge and understanding	5	10	10	15	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**SUBJECT: SOCIETY AND CULTURE**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Social and Cultural Continuity and Change: Topic Test	Popular Culture: Research and extended response	Belief Systems: Interview Task	Trial HSC Examination	
	<b>Term 4 Week 10</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 4 - 5</b>	
	H1 H2 H3 H9 H10	H1 H5 H7 H9 H10	H1 H2 H5 H9 H10	H1 H2 H3 H5 H9 H10	
Knowledge and understanding of course content	5	15	10	20	<b>50</b>
Application and evaluation of social and cultural research methodologies	10	5	10	5	<b>30</b>
Communication of information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**SUBJECT: SPORT, LIFESTYLE AND RECREATION**

**COURSE: 2 UNIT CEC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Resistance Training and Fitness	Healthy Lifestyles	In-Class Test	Trial HSC Examination	
	<b>Term 4 Week 8</b>	<b>Term 1 Week 5</b>	<b>Term 2 Week 4</b>	<b>Term 3 Weeks 4 - 5</b>	
	H2.2      H3.2	H1.5      H3.5	H1.1   H1.2   H2.1 H2.2   H3.5   H4.5	H1.3   H2.1   H2.2 H2.3   H2.4   H3.2 H3.7	
Critically analyses the factors affecting lifestyle balance and their impact on health status	15	10	10	15	<b>50</b>
Analyses personal health practices	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**SUBJECT: VISUAL ARTS**

**COURSE: 2 UNIT HSC**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Written Task Related to Case Study	Development of the Body of Work and VAPD	Progress of the Body of Work and VAPD	Trial HSC Examination and Submission of Body of Work	
	<b>Term 1 Week 3</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 4 - 5</b>	
	H7      H8 H10	H1      H2 H3      H4 H7	H5      H6 H7      H10	H2      H3      H4 H5      H6      H7 H8      H9      H10	
Artmaking		15	20	15	50
Art criticism and art history	15	10	10	15	50
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	In the Workplace Research Task	Personal Finance Budget Preparation	Workplace Issues Research Report	All Topics Formal Examination	
	<b>Term 4 Week 8</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 4 - 5</b>	
	WS1      WS2 WS4      WS5	WS7      WS8 WS9	WS2      WS3 WS7      WS8	WS2      WS3 WS4      WS8	
Knowledge and understanding	5	5	10	10	30
Skills	15	20	15	20	70
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# VOCATIONAL EDUCATION AND TRAINING

## ASSESSMENT

Assessment for the Higher School Certificate VET courses within Industry Curriculum Frameworks has two distinct purposes.

1. Assessment for Australian Qualification Framework (AQF) VET qualifications – competency-based assessment.
2. Assessment for the Higher School Certificates that may include the optional HSC examination for Australian Tertiary Admission Rank (ATAR).

## AQF CERTIFICATION

Assessment for AQF Certification is competency based. In keeping with the concept of competence as the integration of a wide range of skills, knowledge and attitudes, a holistic or integrated approach to the assessment of competence is adopted.

Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Schools are expected to provide reasonable opportunities for students in assessment.

A variety of assessment strategies will be utilised by VET staff to assess the competence of students. Competency standards are the benchmarks for this assessment. All assessments are to be conducted within the requirements of the syllabus and/or training package requirements and have a direct link to the performance criteria.

Some forms of assessment will be ongoing. Evidence of competence will be gathered on a continuous basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, portfolios, role-plays and simulations and so on.

## NSW EDUCATION STANDARDS AUTHORITY (NESA)

Students undertaking a VET course must meet the requirements of the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate along with the requirements of the AQF for the award of a certificate or statement of attainment.

The NSW Education Standards Authority (NESA) has mandated work placement as a requirement of the HSC. Students must achieve the hours of work placement required for the course undertaken.

The rules and processes related to an 'N' award for a Board Developed course and a Board Endorsed Course are applicable to students undertaking a VET course. More information can be found in the Assessment, Certification and Examination (ACE) manual.

Teachers should maintain appropriate documentation and notify parents in writing when students are not meeting course requirements. Notification to parent/carers should be timely and provide students the opportunity for the issues of concern to be redressed as appropriate.

## HSC EXAMINATIONS IN VET

The HSC Examination is independent of competency-based assessment requirements for AQF qualifications. The examination is optional for students of a 240-hour Board Developed VET Course and is intended for ATAR purposes only.

For the purpose of an ATAR, students must sit the HSC Examination.

Students at Picnic Point High School will indicate their intention to sit or not to sit for the VET HSC Examination in a written form, provided to them by their VET teacher prior to the completion of Term 3 in their HSC year (see information below).

The Trial HSC Examination should be undertaken by all students, including those who elect to include the framework as part of their ATAR. Students will need to nominate during the HSC year whether or not they will be undertaking the external HSC written examination.

## REQUEST TO WITHDRAW FROM VET HSC EXAMINATION

VET courses have examinations which are optional. Sitting the HSC Examination is not a requirement for satisfactorily completing the VET course.

If the VET course is satisfactorily completed, but the examination is not attempted, then:

- The course will be listed on the HSC, but no examination mark will appear.
- No mark is available from that course to be included in the calculation of the ATAR.

All students undertaking a school delivered VET course will need to complete a request, to withdraw from the HSC Examination.

## NON-Attendance and non-serious attempt of Mandatory VET Work Placement

70 hours completed over the 240-hour course.

If a student fails to attend compulsory work placement the student's parent/carer must notify the school by phone on the morning of the scheduled work placement, stating the reason for non-attendance.

The student must notify the Host Employer of their absence by phone or email before the workday begins.

Attainment of the Higher School Certificate can be jeopardised if a note and medical certificate, giving supporting reasons is not provided to the Deputy Principal on the first day back at school.

An N-Award Warning letter will be issued for non-completion of work placement hours as indicated by NESA guidelines. Students must satisfy all course work requirements and complete work placement hours to qualify for a VET Certificate.

If a valid reason is given for non-attendance, it's the student's responsibility to organize the completion of the missed hours with the Host Employer. If these hours cannot be completed with the Host Employer, the completion of the outstanding hours can be negotiated with the classroom teacher and the VET Coordinator.

In order **to satisfy work placement hours** it is the student's responsibility to complete and **submit their 'VET Student Work Placement Journal'** to their course teachers once they are finished each work placement.



## Joinery

## Assessment Schedule Year 12 – 2026

Assessment Task for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)  Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Task 5 Joinery	Task 6 Project planning	Task 7 Group project	TRIAL EXAM
Code	Unit Name	HSC Examinable	Term 4 & 1	Term 1 & 2	Term 2	Term 3 Weeks 4 & 5
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery components		X			
CPCCOM2001	Read and interpret plans and specifications	✓		X		
CPCCOM1013	Plan and <u>organise</u> work	✓		X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainably in the Construction Industry	✓			X	

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

**For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.**

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



### Assessment Schedule Year 12 – 2026

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 2 – Plan a career	Task 5 – Work in the industry	Task 6- To project and serve	Task 7 - Showtime	TRIAL EXAM
			Term 4	Term 4	Terms 1 & 2	Terms 2 & 3	Term 3
							Weeks 4 & 5
Code	Unit Name	HSC Examinable					
CUAIND314	Plan a career in the creative arts industry		Post WPL				
CUAIND311	Work effectively in the creative arts industry	X		X			
SITXCCS006	Provide service to customers	X			X		
CUASOU306	Operate sound reinforcement systems				X		
CUAVSS312	Operate vision systems	X			X		
CUASTA311	Assist with production operations for live performances	X				X	
CUASMT311	Work effectively backstage during performances					X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment toward CUA30420 Certificate III in Live Production and Technical Services.

**For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.**

**Assessment Schedule Year 12 – 2026**

Assessment Task for			Task 3	Task 4	TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			The hospitality industry	Working in the industry	
			Terms 4 & 1	Terms 2 & 3	Term 3
					Weeks 3 & 4
Code	Unit Name	HSC Examinable			
SITHIND006	Source and use information on the hospitality industry		X		
SITHFAB024	Prepare and serve non-alcoholic beverages	X		X	
SITHFAB025	Prepare and serve espresso coffee	X		X	
SITHFAB027	Serve food and beverages	X		X	
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills others			X	

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

**For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination.**

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

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