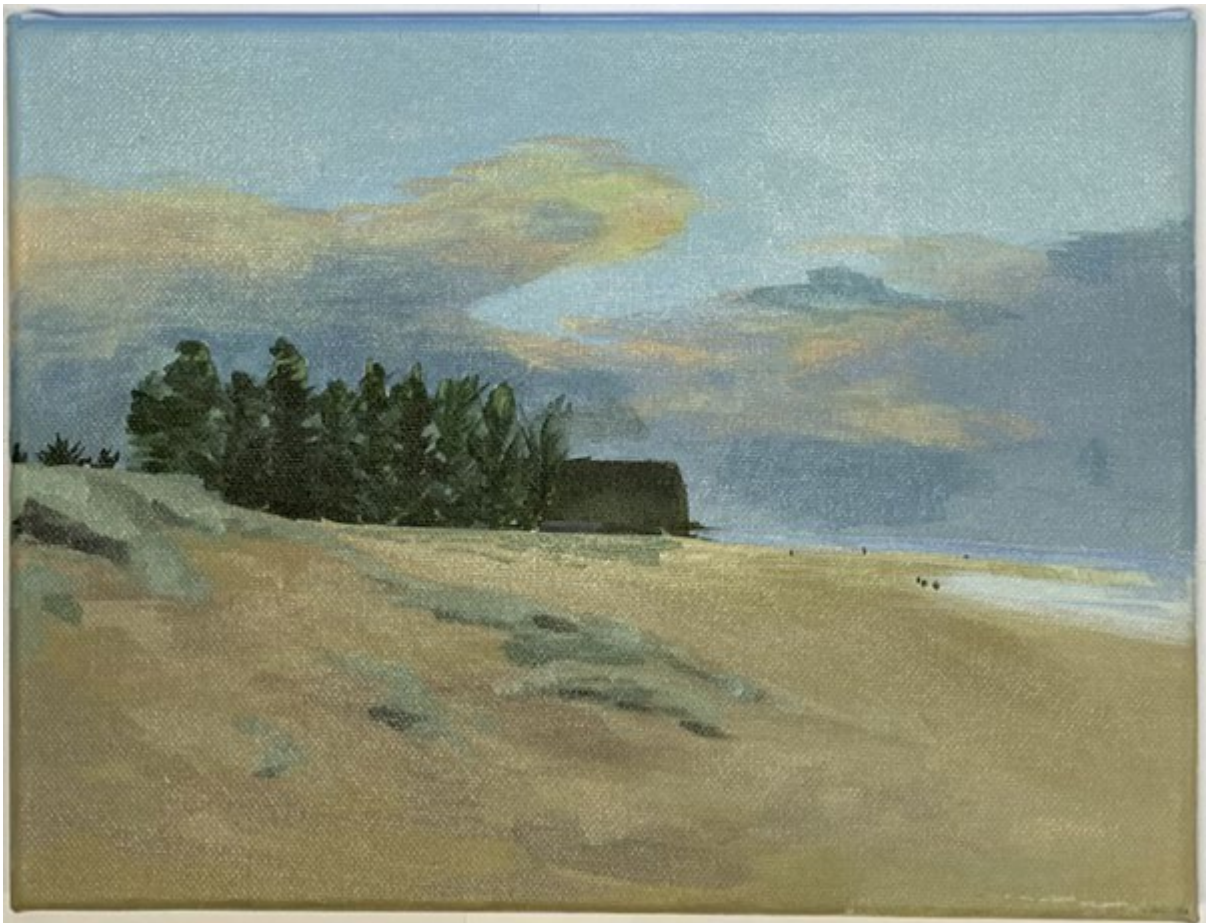


Pittwater High School

Accelerated Subjects Year 12 Assessment Booklet 2025-2026



HSC 2024 ARTWORK by Jack Halling



Pittwater High School

Mona Street, Mona Vale NSW 2103
Phone: 02 9999 4035

Email: pittwater-h.school@det.gov.au

Website: pittwater-schools.nsw.edu.au

Principal: Alison Gambino

Deputy Principals: Sophia Bromley, Katrina Purvis, Trent Schmutter (Rel.)

Dear students and parents/carers of the 2025/2026 Accelerated HSC Cohort,

Welcome to Term 4 and the start of your HSC course(s). We are excited to welcome you onto your official HSC journey for your Accelerated Course. Our aim is to support you grow and reach your potential. One of the ways we can assist is to ensure you have a clear understanding of our expectations, the NESA expectations and the assessment schedule. We hope you enjoy this year as you embrace your learning and experience success that will in turn inform your Year 12 success too. We know you will continue to build positive relationships with your peers and teachers, maintain and grow your curiosity, engagement and persistence.

1. Study Periods and Senior Learning Centre

When you receive your timetable for 2026, some students may have study periods (**not** free periods) during normal school hours. During study periods, students need to sign in (and out) of the library to indicate whether they are working in the Senior Learning Centre, the outside study area or working with a teacher (e.g. on a major work). **Students are not to leave the school grounds.**

2. Getting the most out of your learning by:

- a. attending school and all timetabled lessons every day
- b. being punctual to class
- c. demonstrating hard work and effort in all learning activities
- d. completing assessment tasks, assignments and homework punctually
- e. behaving appropriately at all times: in class, in the school grounds and on excursions
- f. becoming actively involved in the wider activities of school life.

3. School Uniform

Seniors are expected to wear the correct school uniform **including black lace up school shoes at all times**. Our strong community reputation is advantageous to us all and is founded on respect and responsibility as evident in wearing the correct uniform. Please see the website for any clarification of uniform items.

All the best

Alison Gambino, Principal

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ASSESSMENT CALENDAR

HSC Term 4 2025

Term 4	HSC	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Weeks 1–4	2025		NO ASSESSMENTS	NO ASSESSMENTS		NO ASSESSMENTS		NO ASSESSMENTS		NO ASSESSMENTS	
Week 5	NOV	10		11		12		13		14	
Week 6	NOV	17		18		29		20		21	Industrial Technology Multimedia Investigating Science
Week 7	NOV	24		25		26		27		28	
Week 8	DEC	1		2		3		4		5	Aboriginal Studies
Week 9	DEC	8		9		10		11		12	
Week 10	DEC	15		16		17		18		19	

ASSESSMENT CALENDAR

HSC Term 1 2026								
Week 1-2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
				Industrial Technology Multimedia Investigating Science				Aboriginal Studies

ASSESSMENT CALENDAR

HSC Term 2 2026									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Weeks 10– 11 (TRIALS)
									Aboriginal Studies Industrial Technology Multimedia Investigating Science

ASSESSMENT CALENDAR

HSC Term 3 2026

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Weeks 8 - 10
Industrial Technology Multimedia				Aboriginal Studies Investigating Science			

ASSESSMENT FOR THE HSC 2025/2026

The purpose of school assessment is to:

- assist student learning
- provide information on student learning
- provide evidence of satisfactory completion of courses
- provide multiple opportunities for students to demonstrate their achievements
- evaluate and improve teaching and learning programs

Student performance in the Higher School Certificate (HSC) is assessed in two ways – the HSC examinations and the internal (school) assessment. In some subjects, there are also external assessable components.

The HSC examinations are conducted by the NSW Education Standards Authority (NESA) during October and November each year. The internal assessment mark is based on achievement in a range of tasks developed by the school according to syllabus components and weightings. The tasks allow students to demonstrate the breadth and depth of their knowledge, skills and understanding in a variety of ways such as research, oral presentations, aural analysis, practical work and experiences appropriate to the outcomes in each course studied. Marks awarded for each task will align with the quality of the response; work that shows more complex development and higher order achievement will receive more marks than work that demonstrates a more basic level of achievement.

The final HSC assessment mark is a combination of the mark gained in each HSC exam (50%) and the moderated school assessment (50%). The internal (school) assessment for the HSC will commence in Term 4, 2025.

The award of an HSC is dependent upon a student's satisfactory progress and completion of course work with regard to **both formal assessment and assessment for learning tasks**. Students should appreciate that assessment for learning tasks are very important in the context of the whole course, both as practice for assessment tasks and as preparation for the HSC examination.

SATISFACTORY COMPLETION OF COURSES

The following course completion criteria refer to both the Preliminary and HSC courses. Students are expected to attempt all assessment tasks.

Course Completion Criteria

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

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

Should a student not satisfy the course requirements, they will be at risk of being given an 'N' Determination (non-completion of course requirements). The Principal or delegate will warn the student as soon as possible and advise the parent or guardian (if the student is less than 18 years of age) in writing (Non-completion Warning). Refer to 'Non-Determination'.

REQUIREMENTS OF STUDENTS

It is expected that:

- Student attendance, conduct and progress will be satisfactory. To successfully complete the HSC course student attendance should not drop below a minimum 85% of timetabled lessons.
- Continuity of learning is an essential element of senior high school education. The standards set by the school and expectations of its staff are such that only unavoidable absence, should come in the way of attending school. Students who miss school must catch-up work and are expected to develop a plan to do so, so that learning opportunities are maximised.
- Students will complete **classwork, homework, assigned work and set tasks and experiences** to the satisfaction of each faculty's requirements.
- Students will make a **serious attempt** at all set work and participate in all experiences provided in courses run by the school.
- Students will **apply themselves with diligence and sustained effort** throughout the course.
- Students will have achieved some or all of the course outcomes.
- The honesty of students in completing assessment tasks underpins the integrity of the HSC.

SCHOOL RESPONSIBILITIES

NESA outlines the requirement that schools establish an HSC assessment program for each course taught within the guidelines outlined in each syllabus. We are expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- encourage students to take greater responsibility for their own learning
- report student achievement to various audiences including parents, employers and others, in ways that meet their needs
- evaluate and refine teaching programs in response to student performance

INTERNAL ASSESSMENT

The school is required to submit an assessment mark for each subject undertaken by the students. The assessment marks submitted by a school for each course are intended to indicate achievement at the end of the HSC course, based on:

- a wide range of syllabus outcomes that can be measured by the external examination, although internal assessment must cover all the objectives measured by the examination;
- multiple measures and observations made throughout the HSC course rather than a single, final examination.

The internal assessment schedule will commence during Term 4 2025 at the completion of the Year 11 Course. At the completion of the HSC course, the school will provide students their final course rank and grades for English Studies and Mathematics Standard 1. If students wish to appeal this rank or grade, they may request a school review of their grade or placement in the rank order for a course based on their performance during the course (but cannot seek a review of teachers' judgements of the worth of individual performance in assessment tasks, or appeal marks or grades in individual assessment tasks). School rank order review appeals should be directed to the Deputy Principal Assessment and Reporting for the Assessment Review Panels' consideration.

This booklet outlines the approximate timing of internal assessment marks. They have been scheduled with students' workloads and school events in mind. Information regarding the exact timing of assessment tasks will be communicated to students via the class teacher. At Pittwater High School we aim to give students a minimum of three weeks notification of assessment tasks. If a student is absent on the day that notification is distributed to the class, they can sign and collect a copy from the relevant faculty staff room upon their return.

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

- the number and type of assessment tasks and
- the weightings allocated to each assessment task.

Students will acknowledge the receipt of this Assessment Policy and notification of when they submit tasks and when receiving feedback for each task by signing a receipt sheet. It is recommended that students keep a copy of all materials handed out for assessment.

COMPLETION AND SUBMISSION OF ASSESSMENT TASKS

Students are expected to perform all tasks required on the set date and to sit for all tasks scheduled as part of the assessment program. The number and type of assessment task given is decided by the school and details of these tasks are provided in the course assessment program that follows.

Assessment tasks must be submitted **no later than 8:30am on the day they are due**. Students can hand in tasks before the due date. Please ensure if submitted early, that students sign to say handed in early.

If an assessment task is handed in late or a student fails to attend an in-class task, the task will incur a zero result, and a Non-Completion warning will be issued. If students have an explanation such as illness, or misadventure, for their lateness, they may complete an illness/misadventure form with accompanying documentation and hand this to the teacher.

Failure of computers, printers or software will not be accepted as a reason for the lateness of a task, as students are expected to use good management practices such as the cloud or USB storage devices, email and keeping draft copies of work. Students have access to computers and printers at school. Work already undertaken for the task and a USB containing the task may be submitted to the teacher or Head Teacher for consideration in this case.

ATTENDANCE

A student will receive zero marks if absent from an in-school assessment task unless they have a valid reason supported by documentation (e.g. a medical certificate in case of illness) and a completed Illness and Misadventure form.

- Whole day or partial truancy on the day of an assessment task, or when an assessment task is due, will automatically score a zero mark.
- If a student knows in advance of their absence on a date an assessment task is due should, where appropriate, submit the task ahead of time.
- The Principal has discretion in granting leave or exemption from school for legitimate reasons (e.g. school approved activities such as DoE representation). Requests for leave on an assessment task due date or during an assessment period need to be made in writing to the Principal with supporting documentation. It is the responsibility of the student to show the notification of approved leave to the teacher concerned before the due date of the assessment task(s).
- Vacations taken outside the normal school holidays will generally not be accepted as a valid reason for absence from an assessment task. Leave that has not been approved will automatically result in a zero mark for any missed assessment tasks. Any requests for leave must be submitted in writing to the Principal with documentation as noted above.
- Students are to be in attendance for all timetabled classes on the day a task is due or assessed.
- See Illness and Misadventure process for what to do if a student is absent for an assessment task.

NON-COMPLETION WARNINGS

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings 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 (N-Warning) of course determination being made. The notification letters are sent to parents or guardians.

The student and/or parent/guardian should return the acknowledgement slip to the teacher. To support the student in meeting the course requirements, we request that parents or guardians discuss this matter with them and encourage and support them to carry out the required actions.

ILLNESS AND MISADVENTURE

Definitions of illness and misadventure:

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

You or your parents/carers must contact the school on the day of the missed assessment task or exam. Call or send an email to the school with your name, course, assessment task description and indicate that you are applying for an Illness Misadventure consideration.

If you have a valid reason for missing an in-school assessment task or late submission of a task you need to complete an Illness and Misadventure form. The forms are available online at the school website, from the Year Adviser, Deputy Principal or Head Teachers. Applications must be contemporary, that is, made at the time of the assessment task. It is your responsibility to arrange for an Illness Misadventure application to be submitted within 5 school days earliest of the due date of the assessment task or upon the first day of return to school. **There is an eligibility checklist at the end of this booklet, as well as a copy of the form.**

When completing the form, attach as much contemporary supporting information as possible e.g. medical certificates (see important details below), funeral notices etc. and return the completed form to your teacher or Head Teacher as soon as possible after your return to school (within 5 days). Tasks should be submitted or attempted the day you return to school, even if the application is yet to be approved.

The faculty Head Teacher will make a recommendation in the appropriate place on the form for the ARP and forward the application to the Panel Convener.

If a student has an upheld illness/misadventure application, the school will give an opportunity for the student to attempt the assessment task by either:

- providing an extension of time to complete the original assessment task or
- providing the student with a substitute assessment task.

In exceptional circumstances (approved by the Principal), where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes.

Your teacher will let you know the outcome of the application.

The Illness/Misadventure process does not cover:

- a) Attendance at a sporting or cultural event or family holiday
- b) Alleged inadequacies of teaching
- c) Long-term matters relating to loss of preparation time
- d) Disabilities for which students have already been granted disability provisions
- e) Long-term illness, unless the student has a 'flare-up' of the condition immediately before or during a task
- f) Matters avoidable by the student

MEDICAL CERTIFICATES

When requesting a medical certificate, please give the following information to the medical practitioner (doctor or pharmacist) to ensure the necessary documentation is provided. **Please note, a certificate that only states 'unfit for work/school' is not sufficient:**

- the time and date of the consultation
- the nature of the student's illness
- an explanation of how this illness would affect the student's performance on an assessment task or exam.

Independent supporting evidence must:

- be current, specific to the date and time of the task or exam
- clearly outline the impact experienced by the student at the time of attempting the task or exam. School assessments are the principal means of determining satisfactory completion of the HSC course outcomes in the senior school.

Should you have any concerns please telephone the Principal on 9999 4035.

ALTERNATE TASKS

- If an unfair advantage is gained by a student in completing a task after the due date or if a doubt exists as to the security of a task, then a substitute task will be given.
- If a task produces invalid or unreliable results, the task may be discarded. Where possible, at least one week's notice will be given for a replacement task.
- In exceptional circumstances where a student has missed a task and the completion of a substitute task is not feasible, the Principal may authorise the use of an estimate for that particular task. This will be used to determine the student's rank position.
- When the position is determined, the student will be awarded and have recorded the mark that is most appropriate to that position according to the outcomes being assessed.

DISABILITY PROVISIONS

If a student requires disability provisions, it is their responsibility to apply to the school counsellor and / or Learning Support teacher to establish eligibility through the NESA processes. The student must apply well in advance to allow sufficient time for the disability provisions that are required to be put in place. Except for circumstances of illness or misadventure the only students that will be granted disability provisions are those who have applied for and been granted disability provisions by NESA.

Schools are responsible for any decision at the school level to provide adjustments to coursework and assessment activities and tasks (including in-school tests). Providing an adjustment does not restrict a student's access to the full range of grades or marks. Adjustments for school-based assessment tasks may be different to disability provisions approved for HSC exams.

MALPRACTICE (INCLUDING PLAGIARISM)

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. Pittwater High School and NESAC treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Teachers will investigate all suspected malpractice in consultation with the Head Teacher. You may be required to provide evidence that the work is your own such as research notes, drafts or version history. Malpractice during an assessment task will result in:

- a zero mark
- the student being issued with a non-completion warning
- the school recording malpractice offences to NESAC in the Malpractice Register.

No student should gain an unfair advantage by having all or part of the task produced by another person. Teachers and Head Teachers must be satisfied that the work is the student's own.

To avoid Malpractice (including plagiarism) students should:

- take careful notes when researching and reading and use your own words when summarising and paraphrasing information.
- use proper citation styles, as guided by your teachers, to give credit to the original author of the work. If you are unsure about how to cite something, ask your teacher for help.
- avoid using AI tools to generate or summarise content, as these tools often produce content that is not original and can lead to plagiarism.
- avoid using material directly from books, journals, or the internet without reference to the source.
- be sure not to buy, steal or borrow another person's work and presenting it as your own, or submit work to which another person such as a parent, coach, tutor or subject expert has prepared.
- avoid having someone **(or AI)** to write or prepare material.
- refrain from breaching school examination rules.
- avoid using non-approved aides during an assessment task.
- avoid making false claims to explain work not handed in by the due date.
- do not assist another student to engage in malpractice.

AI AND ASSESSMENT TASKS

- The use of AI tools to generate or summarise content is strictly prohibited.
- The use of AI tools for citation and grammar checking is permitted, but students should not rely solely on these tools to check their work.
- If a student is found to have used AI tools and presented this as their own work, the student will receive a zero for the task, receive an N warning. In the case of Year 12 students, all schools are required to keep a register of malpractice and report it to NESA.

Remember that academic success comes from hard work, dedication, and original thinking.

Misbehaviour during an assessment or failure to comply with assessment rules and procedures also constitutes malpractice. Disruption to others during an exam or assessment task will be reported to the Head Teacher who may issue a zero result for the task and an N warning.

NON-SERIOUS ATTEMPTS

To meet the eligibility requirements for the HSC, students must attend and make a serious attempt in all their assessment tasks and HSC exams. For a serious attempt, students need to respond to and demonstrate academic engagement.

Non-serious attempts include but are not limited to:

- answering only multiple-choice questions, and/or
- responses containing objectionable material

Students who do not make a serious attempt in an assessment task may receive zero and a N Warning letter will be issued.

APPEALS

Students may appeal a result or finding such as an illness and misadventure or a malpractice finding. Note - This does not include an appeal regarding professional teacher judgement in applying the marking criteria.

THE ASSESSMENT REVIEW PANEL (ARP)

The Principal of Pittwater High School selects executive staff to monitor and review the procedures set down for the Pittwater High School HSC Assessment program. The Deputy Principal for Assessment and Reporting is the convenor of the appeals panel. It also meets, if required, to consider student appeals arising from individual assessment tasks or on the grounds of unexpected illness, misadventure, or malpractice. The Principal is the final arbiter in all appeals.

Students are responsible for submitting an appeal about marks allocated for an individual assessment task, findings of malpractice or illness and misadventure. The school will resolve individual student appeals over marks allocated for an individual assessment task within 2 weeks of the task being returned.

TO APPEAL:

1. Within 5 days of receiving the determination of an Illness misadventure application, task result or malpractice outcome, complete the Assessment Appeal Application (copy in the back of this booklet) and forward to the Deputy Principal Assessment and Reporting. Include a copy of the assessment task with marking criteria, your attempt at the task and any other relevant information. The panel will consider all the information provided to make a determination. The ARP normally consists of the Deputy Principal for Assessment and Reporting as convenor, a Head Teacher and the Year Adviser.
2. A secondary appeal may be made to the Principal.

'N' DETERMINATIONS

The Principal will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school. Students studying a Year 12 course must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks. It is emphasised that completion of tasks worth exactly 50% is not sufficient: tasks worth in excess of 50% must be attempted. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed.

Principals may determine that as a result of absence from school, the course completion criteria cannot be met.

It should be noted that if a student fails to undertake any mandatory work placement component, it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an 'N' determination.

In cases of non-satisfactory completion, an 'N' Determination will be submitted by the Principal to NESAs. Courses that were not satisfactorily completed will not be printed on the Record of School Achievement or the HSC Record of Achievement.

If the 'N' determination results in a student not satisfactorily completing the required pattern of study, the student may complete the pattern by either repeating that course or by undertaking one or more other courses within a five-year accumulation period.

Students who have received an 'N' determination have the right to appeal.

APPEAL PROCEDURES FOR 'N' DETERMINATIONS

The Principal's Report will be completed, and a copy given, together with the Student Appeal Form to the student, or forwarded to the student's home address. The Principal will advise the student's parent or guardian in writing (if the student is under 18 years of age) of their right to appeal against the Principal's determination. NESAs will review appeals only on the information submitted with the Principal's report and the Student Appeal Form. No further information will be sought.

CREDENTIALS

NESA is a statutory Authority that determines the structure and areas of study for the Year 11 and Year 12 courses. It has the power to award students the credential of a Higher School Certificate. Students must comply with the entry requirements, course guidelines and the rules and regulations set down by NESAs. The assessment guidelines for Pittwater High School as outlined in this booklet comply with NESAs requirements.

The HSC Testamur is awarded to students who have fulfilled all eligibility requirements.

The HSC *Record of Achievement* is awarded to students who have satisfactorily completed a HSC course. In addition to the course name(s) and unit value, the *Record of Achievement* will also show, as appropriate, an examination mark and/or performance band for each NESAs developed HSC course.

A *Certificate of Competence* is awarded to students who successfully complete all requirements of a two-year, 2-unit course in Vocational Education and Training (VET course). The Certificate lists all modules satisfactorily achieved and is issued by NESAs on behalf of the Vocational Education and Training Accreditation Board.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

Students who have completed requirements for the Australian Tertiary Admission Rank (ATAR) will also receive a further document reporting their ATAR unless they have taken the option to not have an ATAR provided. The ATAR is a rank not a mark.

To be eligible for an ATAR a student must satisfactorily complete at least ten units in Year 12 (on top of the completed 12 units in Year 11) of ATAR courses in Year 12, that is, NESA developed courses for which there is an examination conducted by NESA that has a graded assessment.

These ATAR courses must include at least:

- ten units of Board Developed courses
- two units of English
- three NESA developed courses of two units or more
- at least four subjects

DETERMINING FINAL SCHOOL-BASED ASSESSMENT HSC COURSE MARKS

The school will calculate each student's final school-based assessment mark using the marks assigned to the various assessment tasks. This final school-based assessment mark is reached by the aggregation of the assessment task marks for each student.

At the end of the HSC assessment program, all students are asked to sight and confirm the accuracy of all recorded marks by signing their name against them. For this purpose, students should keep a copy of all marked and returned assessments during the Year 12 course.

HSC RANKINGS

At the end of the course the school will submit an assessment mark for each student in each subject. To ensure validity between schools NESA moderates this mark with the school's performance in the external examination. Although the mark that appears on the Record of Achievement may change, the position (rank order) of each student will not.

When students have completed their Year 12 course, and signed off their task marks, they will be informed of their course ranks and sign in acknowledgement.

Students may request a school review of their placement in the rank order for a course based on their performance during the course.

ASSESSMENT SCHEDULES

ABORIGINAL STUDIES

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 2025 Week 8 05/12/25	Assessment Task 1 Global Perspectives	H1.2, H1.3, H2.2	5	5		5	15
Term 1 2026 Week 10	Assessment Task 2 Major Project and Logbook	H4.1, H4.2 H4.3	5	15	15	5	40
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3	20	5	5		30
Term 3 Week 5	Assessment Task 4 Aboriginality and the Land	H2.1, H2.2, H3.3	10			5	15
		Total	40	25	20	15	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25
C	Research and inquiry methods, including aspects of the Major Project	20
D	Communication of information, ideas and issues in appropriate forms	15

OUTCOMES

H1.1	Evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
H1.2	Analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
H1.3	Assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
H2.1	Examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
H2.2	Analyses the importance of Country as a contemporary issue impacting Aboriginal and other Indigenous peoples' cultural, political, social and economic life
H3.1	Assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
H3.2	Evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
H3.3	Evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
H4.1	Plans, investigates, analyze, synthesis and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
H4.2	Undertakes community consultation and fieldwork and applies ethical research practices
H4.3	Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

INDUSTRIAL TECHNOLOGY (MULTIMEDIA)

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 2025 Week 6 21/11/25	Assessment Task 1 Project Design and Planning	H3.1, H3.2, H5.2		20	20
Term 1 2026 Week 6	Assessment Task 2 Project Development	H3.3, H4.1, H4.2, H4.3, H5.1, H6.2	25		25
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	H1.1, H7.2	15	10	25
Term 3 Week 1	Assessment Task 4 Record of Production & Evaluations	H3.3, H4.1, H4.2, H4.3, H5.1, H6.2		30	30
		Total	40	60	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge and skills in the design, management, communication and production of a major project	60

OUTCOMES

H1.1	Investigates industry through the study of businesses in one focus area
H1.2	Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
H1.3	Identifies important historical developments in the focus area industry
H2.1	Demonstrates proficiency in the use of safe working practices and workshop equipment Maintenance techniques
H3.1	Demonstrates skills in sketching, producing and interpreting drawings
H3.2	Selects and applies appropriate research and problem-solving skills
H3.3	Applies and justifies design principles effectively through the production of a major project
H4.1	Demonstrates competence in a range of practical skills appropriate to the major project
H4.2	Explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H4.3	Critically applies knowledge and skills related to properties and characteristics of materials/components
H5.1	Selects and uses communication and information processing skills
H5.2	Examines and applies appropriate documentation techniques to project management
H6.1	Evaluates the characteristics of quality manufactured products
H6.2	Applies the principles of quality and quality control
H7.1	Explains the impact of the focus area industry on the social and physical environment
H7.2	Analyses the impact of existing, new and emerging technologies of the focus industry on society And the environment

INVESTIGATING SCIENCE

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 6 21/11/2025	Assessment Task 1 Literature Review	INS12-3, INS 12-5, INS12-7, INS12-12	10	10	20
Term 1 2026 Week 6	Assessment Task 2 Depth Study	INS12-1, INS 12-2, INS12-3, INS 12-4, INS 12-5, INS12-7, INS 12-12, INS 12-14	20	10	30
Term 2 Weeks 10-11	Assessment Task 3 Trial Examination	INS12-1, INS12-2, INS12-3, INS12-4, INS12-5, INS 12-6, INS12-7, INS 12-12, INS12-13, INS12-14	20	10	30
Term 3 Week 5	Assessment Task 4 Research & Long Response	INS12-1, INS12-2, INS12-3, INS12-4, INS12-5, INS 12-6, INS12-12, INS12-14, INS12-15	10	10	20
Total			60	40	100

COMPONENTS & WEIGHTINGS

A	Skills in working scientifically	60%
B	Knowledge and understanding of course content	40%

OUTCOMES

INS12-1	Develops and evaluates questions and hypotheses for scientific investigation
INS12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
INS12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
INS12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS12-5	Analyses and evaluates primary and secondary data and information
INS12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS12-7	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 a hypothesis
INS12-15	Evaluates the implications of ethical, social, economical and political influences on science



PITTWATER HIGH SCHOOL

ILLNESS, MISADVENTURE OR LATE SUBMISSION APPEAL

Complete this form for illness/misadventure suffered immediately before or during an assessment task. Submit this form to your teacher of the subject concerned on the first day back following the illness or misadventure. Complete one form for each subject.

SECTION A (Student to complete)

Student Full Name	Appeal Type (Tick one) ☐ Illness ☐ Misadventure		
Date & Time of Appeal Submission	Course Level (Tick ONE) ☐ ROSA ☐ Preliminary ☐ HSC		
Subject	Assessment Task Title		Weighting
Teacher	Original Due Date	Date Submitted	
Reason for appeal – Briefly state the reason for your appeal and how you were impacted			
Supporting documentation – List the contemporary evidence that you have attached in support of your appeal			
Student Signature	Parent Print Name	Parent Signature	Date

SECTION B (Head Teacher & Class Teacher to complete)

Student phoned school before 9am to advise of illness, misadventure or late submission Office to enter initial details on Sentral	YES ☐ NO ☐
Student submitted form on the first day of return and either submitted task OR made arrangements to complete the task in class	YES ☐ NO ☐
Teacher Comment (with observations on how the student's performance may have been impacted)	Teacher Signature
Head Teacher Recommendation (substitute task, extension or, in exceptional circumstances, an estimate based on an equivalent task)	Head Teacher Signature
Appeal Panel Recommendation	Delegate Signature

***Deputy Principal Assessment and Reporting to enter outcome in Sentral and tag Head Teacher. Subject teacher to inform student of outcome**

ILLNESS, MISADVENTURE OR LATE SUBMISSION CHECKLIST

ELIGIBILITY CHECK Note: If one or more of the reasons below are ticked, you cannot submit an application

Check if any of the following are your reason for this application:

- ☐ difficulties in or loss of preparation time, e.g. due to an earlier/pre-existing illness
- ☐ long-term illnesses, e.g., glandular fever, unless you suffer a flare-up during the exam
- ☐ the same grounds for which you received disability provisions, except for other difficulties during the exam
- ☐ alleged deficiencies in teaching, e.g., extended teacher absences
- ☐ loss of study time or facilities during Year 12
- ☐ misreading the exam timetable - if you miss an exam or arrive late to an exam because you misread the timetable, contact your principal immediately. They may make a submission to NESA on your behalf
- ☐ misreading exam instructions
- ☐ failure to enrol/enter for the exam in the correct course
- ☐ illness and/or misadventure in a course that is undertaken as a self-tuition student
- ☐ other commitments, such as participation in entertainment, family holiday, work or sporting events, or attendance at exams conducted by other education organisations

*If one or more of the reasons above are ticked, you **cannot** submit an application

If a student has a valid reason for not submitting an assessment task or not completing an in-class assessment task on the due date, the following procedure is to be followed:

1. Complete the eligibility check
2. Phone or email the school before 8:30am on the day the task is scheduled or due, providing the following details:
 - Name
 - Subject and type of assessment task
 - Class teacher
 - Brief detail of the Illness / Misadventure / late submission
3. **For illness see a doctor** for a medical certificate (NB doctors will not postdate certificates and post-dated certificates will not be considered)

Ask the doctor to include:

- the illness experienced by the student, and
 - contemporary evidence of the illness, as observed by the attending medical professional, and
 - the date of onset of the illness, and
 - a statement about how the student's performance in the task may have been impacted
4. **Complete the Illness, Misadventure or Late Submission Appeal form.**
The first day the student returns to school, **report to the Teacher or Head Teacher immediately**
Submit the completed form to Head Teacher attaching the medical certificate or the documentation.

Hand in the assessment task OR arrange a time to complete the task.

Be prepared to complete the task on the first day of your return to school.

Head teachers will submit the form to the Assessment Review Panel convenor.



Pittwater High School

Mona Street, Mona Vale NSW 2103

Phone: 02 9999 4035

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

Website: www.pittwater-schools.nsw.edu.au

Principal: Alison Gambino

Deputy Principals: Katrina Purvis, Sophie Bromley & Rel Trent Schmutter

ASSESSMENT APPEAL FORM

Form to review/ appeal malpractice finding / assessment result

Please submit this appeal form (within 5 school days of notice of assessment result) to the Assessment Review Panel (via reception/school email)

Part A: Appeal to Assessment Review Panel

Student Name:

Course:

Task Name:

Date:

Teacher:

Reason/s for appeal: (Such as evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

For Office Use Only:

Assessment Review Panel Decision

- ☐ No change to HT decision: Reason/s:
- ☐ Change to decision: Reason/s and decision outcome:
- ☐ Malpractice Register updated
- ☐ HT Informed