

TUGGERAH LAKES SECONDARY COLLEGE THE ENTRANCE CAMPUS



YEAR 12 HSC

2023-2024 ASSESSMENT SCHEDULE AND POLICY



RESPECT



RELATIONSHIPS



RESPONSIBILITY

IMPORTANT NOTE:

The information contained in this assessment schedule and policy is provided as an outline for students, parents and teachers. Students will be given more specific information regarding the assessment procedures in each course from their class teacher. General information and assistance with The Entrance Campus assessment program can be obtained from the Deputy Principal.

*The assessment schedules presented in this handbook are accurate as of October 2023.

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STRONGER HSC STANDARDS REFORMS

The Stronger HSC Standards reforms include:

- Supporting the achievement of National Minimum standards for all students;
- Ensuring the flexibility and versatility of the Higher School Certificate (HSC) to cater for the full range of students;
- Encouraging every student to achieve at their highest possible level; and,
- A focus on the acquisition of deep knowledge, understanding and skills for students.

What are the changes to assessment?

The Stronger HSC Standards reforms provide new directions for assessment practices in all Stage 6 courses to:

- rebalance the emphasis on assessment to allow more time for teaching and learning;
- maintain rigorous standards; and,
- provide opportunities to assess students' depth of knowledge and their conceptual, analytical and problem-solving skills.

These changes include:

- mandated components and weightings for Year 11 and Year 12;
- capping the number of school-based assessment tasks to three in Year 11 and four in Year 12;
- specified minimum and maximum weightings for formal tasks; and,
- a variety of tasks to assess student knowledge, understanding and skills

How does the formal assessment program contribute to the Record of School Achievement (RoSA)?

For each student who completes a Stage 5 and Stage 6 course (except Life Skills and VET courses), the school awards a grade representing each student's achievement against statewide standards. The grade is submitted to NESA and recorded on the RoSA. The RoSA is a cumulative credential received by students who leave before the completion of HSC examinations. Students are able to access an eRecord of their grades at any time through their students online account.

How does the formal assessment program contribute to the HSC credential?

At the conclusion of the Year 12 Course, the school will submit an assessment mark or grade and course rank to NESA for each performance in a course. This mark or grade is based on the formal school based assessment program.

What credential do students receive on completion of Stage 6?

If the student completes the Year 12 program, including the course and assessment requirements, they will receive the Higher School Certificate.

The following table explains the marks and records you will receive for your courses.

Course Type	Marks and Records
Board Developed Course	For most courses you will receive an assessment mark, an examination mark and an HSC mark, which is the rounded average of your examination mark and assessment mark.
Board Developed Course with Optional HSC Examination	For English Studies and Mathematics Standard 1 you will receive a grade (A to E) for your school-based assessment. If you do the optional HSC examination for the course, you will receive an examination mark. The HSC mark and performance band are based on the examination mark only. Numeracy does not have an HSC examination and you will receive a grade (A to E) for your school-based assessment. For VET courses, all course names and unit values will be listed. You will receive an examination mark for any VET examinations you complete. The HSC mark and performance band are based on the examination mark only. You will also receive an AQF VET Certificate and transcript, or a Statement of Attainment for your achieved units of competency.

Course Type	Marks and Records
VET Board Endorsed Course	All course names and unit values will be listed. You will also receive an AQF VET Certificate and transcript, or a Statement of Attainment for your achieved units of competency.
Board Endorsed Course (other than VET Courses)	Your assessment mark is the unmoderated mark that your school or provider submitted. This mark cannot be compared with marks for similar courses at other schools.
Life Skills Course	The course name and unit value will be listed if you completed the course. You will also receive a Profile of Student Achievement listing your achieved outcomes.
Course Studied with an Outside Tutor / External Provider	Your result will be reported as an examination mark and an HSC mark. Your assessment mark will only be listed if you lodged an illness/misadventure application and it was upheld.

Grades: Year 12 English Studies and Mathematics Standard 1

Students who complete Year 12 English Studies or Mathematics Standard 1 are awarded an A to E grade at the end of the course which reflects their overall achievement on school-based assessment. This grade is reported on the student's HSC Record of Achievement. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades>

English Studies Achievement Level Descriptors can be viewed via the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/achievement%20-level-descriptions>

Mathematics Standard 1 Achievement Level Descriptors can be viewed via the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017/achievement%20-level-descriptions>

INTRODUCTION TO ASSESSMENT IN THE HIGHER SCHOOL CERTIFICATE COURSE

Every student's HSC marks are determined by their individual level of achievement of the outcomes in each HSC course that they successfully complete. The HSC mark is based on performance in the:

- Campus-based internal assessment program (Term 4 2023 – Term 3 2024); and,
- Year 12 Higher School Certificate Examinations (Term 4 2024) Board Developed Courses.

The campus-based assessment program and the HSC examinations each contribute 50% towards the final overall HSC mark.

The marks indicated on the HSC credentials will reflect a student's level of achievement based on the Performance Bands. (*The Performance Band descriptors will be issued by your class teacher or are available on the NESA website <http://educationstandards.nsw.edu.au>*).

The purpose of the internal, campus-based assessment is to measure a student's achievement across the full range of syllabus objectives and outcomes. Students complete a maximum of 4 formal assessment tasks which may include, but not limited to: tests, essays, reports, practical tasks, research activities or major projects. The campus is required to provide a mark (out of 100 in a 2 Unit Course and out of 50 in a 1 Unit course) or grade to the NSW Education Standards Authority (NESA) for inclusion in the HSC Mark.

This assessment schedule and policy provides an outline of the campus-based assessment program for the HSC courses offered in 2023-2024. Students, parents and carers should ensure that they understand the procedures, programs and implications of the materials presented. The NSW Education Standard Authority and The Entrance Campus places a heavy emphasis on the assessment programs so students should do their best in every assessment task.

ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE

To be eligible (see ACE 8804 <https://ace.nesa.nsw.edu.au/higher-school-certificate/eligibility>) for the award of the Higher School Certificate, students must:

- a) have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- b) have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- c) have completed HSC: All My Own Work (or its equivalent)
- d) have demonstrated a minimum standard of literacy and numeracy (see ACE 4060 <https://ace.nesa.nsw.edu.au/hsc-minimum-standard-of-literacy-and-numeracy>)
- e) have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- f) sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note: - Students undertaking only Stage 6 Life Skills courses are not required to complete the *HSC: All My Own Work* program or its equivalent.
- Exemptions may apply to the minimum standard of literacy and numeracy (see ACE 4061 <https://ace.nesa.nsw.edu.au/ace-4061>)

The rules and requirements may be viewed via NESA website ACE Manual: The Assessment, Certification and Examination (ACE). <https://ace.nesa.nsw.edu.au/>

SATISFACTORY COMPLETION OF A COURSE

A student will 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 NESA
- applied themselves with diligence and sustained effort to **ALL** of the set tasks and experiences provided in the course; including classwork, assessments, projects, revision, homework and compulsory excursions
- achieved some or all of the course outcomes
- in addition to the formal assessment program, students must also sit for and made a serious attempt at the **HSC Trial** Examination (where applicable)
- made genuine attempts at assessment tasks. For courses that include school assessment marks, students must also sit and make a genuine attempt at assessment tasks that make up over 50% of the possible school assessment marks for that course. Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the Principal's professional judgement to determine whether a student has made a genuine attempt to complete the requirements. Just completing the Multiple Choice Section of an examination is not considered as making a serious attempt.

ATTENDANCE AND EFFORT

Students who have a record and/or pattern of attendance which, in the Principal's judgement may warrant the withholding of the Higher School Certificate, will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria referred to above.

HSC courses (Year 11 and 12) are generally defined as being of 240 hours duration; students who fail to attend classes regularly and do not complete all coursework and assessment work are at risk of an N determination award in one or more courses and will thus be unlikely to attain a Higher School Certificate. As a guide, every student should maintain an attendance rate above 90% for whole days and for every course. The Principal may also judge that insufficient effort has been made by a student which may result in the non-awarding of credentials. Insufficient effort may be reflected in poor classwork, a lack of homework, negative attitude, truancy as well as non-serious attempts at assessment tasks or a failure to complete mandatory Work Placement for some VET Courses.

N DETERMINATION AWARD - NON-COMPLETION OF A COURSE

The NSW Education Standards Authority (NESA) has **delegated to Principals** the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

For **post-compulsory students** (17 years of age), Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied.

While NESA does not stipulate attendance requirements, Principals may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

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 the NSW Education Standards Authority (NESA); and
- applied themselves 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.

A student may be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50% of the final assessment marks in a course.

If a student is at risk of not meeting the requirements and/or of not satisfactorily completing a course, a warning will be given to indicate that the student may be in danger of "non-completion" of a course/s. This is called an 'N determination award warning' and the student will be at risk in that course/s and may not be awarded the Higher School Certificate.

The campus will:

- a. advise the student in writing (with the letter registered in the campus's mail system) in time for the problem to be corrected and for the student to be able to redeem themselves
- b. advise the parent or guardian in writing if the student is under 18 (this will usually be in the same letter as set out in above)
- c. request from the student/parent or carer a written acknowledgment of receipt of the warning letter

The campus views this component of the HSC very seriously. Students who are not making a serious attempt in their courses will be interviewed by Head Teachers and/or the Deputy Principal to make them aware of the requirements and consequences. An Improvement Program may be used to assist the student in 'catching up', however, continued non-participation in learning could lead to the issuing of an Unsatisfactory Participation in Learning letter for a post-compulsory aged student and an 'N determination' in one or more courses. More importantly, this may then lead to withdrawal of the student's enrolment in a course/s. This may deem the student ineligible to qualify for an HSC. Where a number of 'N Award' warnings have accumulated across different courses, withdrawal of the student's enrolment at The Entrance Campus is a real and possible outcome. It is a requirement for students to redeem their 'N Award' warning notifications by completing all required work as soon as possible after the notification; no marks will be awarded but the student may be able to demonstrate achievement of outcomes, receive feedback on their demonstrated learning and achieve full course completion.

Support is available to students to resolve 'N Award' warnings. This may be in the format of learning support if requested by students or at additional sessions outside class hours negotiated with the classroom teacher. The library is also available for Tuesday afternoon tutorials.

DISABILITY PROVISIONS

Being a senior campus, it is crucial that a comprehensive examination support service is offered to students. For both internal and external examinations, eligible students are entitled to one or more of the following provisions: separate small group supervision, reader, writer, extra time and rest breaks. The Learning Enrichment Team is responsible for determining and approving disability provisions for all school-based assessment tasks. This includes liaising with parents and teachers through a student's Individual Education Plan and conducting NESA approved screening tests.

For students requiring a reader and/or writer in examinations, it is their responsibility to source the relevant support personnel. There are certain qualities recommended by NESA for readers and/or writers. The Entrance Campus also require these volunteers to have a WWCC. An information letter containing this information is distributed to these students prior to their first formal examination period.

At the commencement of Term Four, applications are made to NESA for 'disability provisions' in the Higher School Certificate. The *Disability Discrimination Act 1992* and the *Disability Standards for Education (2005)* require the NSW Education Standards Authority (NESA) to ensure that students with a disability are able to access and respond to an examination. NESA may approve disability provisions for the Higher School Certificate examinations 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 or her responses.

Detailed information about disability provisions can be found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

MINIMUM STANDARD – NUMERACY AND LITERACY

All students sitting HSC examinations in or after 2021 will need to meet a minimum standard of literacy and numeracy to receive the Higher School Certificate credential. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have a level of skills necessary for success after school. Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

For more information: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

PROCEDURES FOR ASSESSMENT

1. Students should refer to the **assessment schedules and calendar** that are contained in this Assessment Schedule and Policy book and make a note of each of the tasks required of them. This includes dates for the HSC Trial Examinations.
2. Teachers will give students at least **14 calendar days written notice of the details of an assessment task**. This notice will include; due date, task number, task weighting, timing, outcomes assessed, description of the nature of the task, marking criteria and feedback to be provided. Students are to do their OWN work (except where directed by the teacher). Students will be required to sign to acknowledge that they have received every assessment task notification, submitted the task and received mark, rank and feedback. If a student is away from school on the day a task is given out, it is their responsibility to approach their teacher to determine if any tasks were notified during their absence. This includes but not limited to: Work Placement, sport and excursions. Students must complete all work given in their absence. If students are absent from class it is their responsibility to catch up on missed work. Content taught in class could be assessed in formal assessment tasks.
3. Dates for the **HSC Trial Examinations** are firmly set in place:
 - a. Students who are unable to complete an examination should contact the campus immediately in the

case of illness/misadventure and complete the necessary paperwork. It is expected that students will hand in/sit the task on the first day that they return to school unless another date has been previously approved by the DP.

- b. **Absence due to family holidays is not deemed to be an acceptable reason for missing examinations.** It is expected that families take note of the advertised dates and avoid interruptions to student learning and assessment.
 - c. Refusing to sign for a task is also not deemed an acceptable excuse.
4. Consideration for an **Extension** will only be given to a student who completes and submits the Extension Request Form (Appendix 1) **to the Deputy Principal prior to the date the assessment task is due.** Supporting documents need to be attached to the Extension Request Form including Statutory Declaration, Medical Certificate, Evidence of Excursion or School Excursion or other.

An extension **may** include but is not limited to:

- Representing the College or campus on the day the task is due (leadership, sport, academic),
- Work Placement or Work Experience on the day the task is due,
- Other extracurricular activities on the day the task is due (e.g. School Business, Excursions etc.),
- Approved leave from school on the day the task is due.

Where possible, the assessment task should be submitted on the day prior to the leave or in the case of an in-class task, students will be advised of the alternative time/place/task if an extension has been granted. **It is the student's responsibility to communicate with teachers and arrive at the best solution.** The granting of a possible concession is at the discretion of the Principal. An alternative arrangement will be negotiated.

5. On occasions, students may come to a course at a later stage, for example if they change schools. Depending on the timing, students may be required to complete additional or alternate assessment tasks to demonstrate their ability to achieve course outcomes. Consideration may be given to assessment tasks completed at a previous school. This should be planned and agreed upon when the student commences the course in writing.
6. **Illness/Misadventure Checklist:**

If a student has a valid reason for not submitting an assessment task or sitting an examination on the due date the student must:

- Notify the school on or before the due date in writing/in person;
- OR

- Phone the school; and,

Provide the following information:

- ✓ Name
- ✓ Assessment task details
- ✓ Course
- ✓ Course teacher, and
- ✓ Details of the illness/misadventure/extension.

On the first day the student returns to school (and within 5 school days of the task) the student must:

- **All paperwork for Illness/Misadventure must be submitted within 5 school days of the task due date.**
- Report to the class teacher or Head Teacher of the course immediately to complete an Illness/Misadventure request form (Appendix 2) and arrange a time for the handing in or completion of the task. The form is also available at the front office, the campus website or Year Group Google Classroom.
- It is expected that students will hand in/sit the task on the first day that they return to school unless another date has been previously approved by the DP.
- Hand in a Doctor's Certificate or evidence of the misadventure, such as a Statutory Declaration, to confirm the reasons for absence from a task.
- For hand in tasks, the assessment task must be submitted the first day the student returns to school.
- In the case of a missed examination/s or in class task, the completion of the task must occur on the first day the student returns (or as negotiated with the Head Teacher of the faculty or Deputy

Principal.)

- The student may also request special consideration if they feel genuinely disadvantaged by circumstances. This will require evidence and will be subject to the approval of the Head Teacher of that faculty and the Deputy Principal.
- No incorrect or incomplete Illness/Misadventure request form will be accepted for consideration.
- Illness/misadventure forms can be emailed to the school.

If more than one assessment task is due, students must complete one form for each course/task.

Students who miss a task will receive zero (0) marks until the task is completed and the illness/misadventure form is submitted along with a valid reason and supporting evidence that applies to the date of the task. Only then will the illness/misadventure be considered. This illness/misadventure will be reviewed at the completion of the assessment program. If upheld, marks may be adjusted as determined by the Assessment Review Team. This may include but not limited to, giving the student an estimate, an adjusted task, an adjustment based on like tasks, ranks, z-scores or moderated marks. In most cases students will be given an alternate task. This may have an impact on other student's cumulative ranks. All Illness/Misadventure paperwork must be submitted within 5 school days (7 calendar days) of the task due date.

7. Unforeseen Circumstance

In the event of a circumstance occurring during an assessment or examination out of student or staff control such as but not limited to; fire, flood, fire alarm, blackout, staff/student medical episode. Students should submit illness/misadventure paperwork. In the case of unforeseen circumstance, a student's mark and rank could be decided on one of the following:

- i. Principal discretion (estimate compared to a like task or maintain rank)
- ii. Alternate task
- iii. Re-do a section/s of the task

8. If a task is due to be handed in on a certain day, then normally it would be handed in during the lesson. In some cases, the task may be due on a day when the class is not scheduled. Specific instruction about the time of submission will be communicated in writing on the Assessment Notification. Tasks submitted after this time will be given zero marks. Note that tasks should be handed in to the class teacher or the Head Teacher with name and date of submission clearly marked on it. Assessment Tasks are not to be given to office staff or another teacher. Students are required to sign when handing in a task.

If the school is operating as in a remote learning environment, and work is to be submitted via Google Classroom, students have until 11:59pm for submission on the due date unless alternate submission instructions have been written on each task notification.

9. Students found to be completing assessment tasks by:

- non-attendance at scheduled classes during the day;
- working on tasks during other course lessons;
- deliberate absence/s from the campus; or
- working on tasks in collaboration with other students,

will be interviewed by the Deputy Principal and may receive a mark of zero (0) for all or parts of the task/s.

10. Excursions:

Some course rules require students to undertake compulsory field studies. Other course assessment schedules link assessment tasks to excursions and special study days. ***In the case of absence from such activities, the student must complete an Illness/Misadventure request form and arrange to complete the task.*** The granting of a possible concession in such a case is at the discretion of the Principal. This concession may take the form of a report submitted on the basis of consultation after negotiation with the class teacher and Head Teacher.

11. What is Malpractice?

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 your own
- sharing questions from examination or in class assessment tasks
- using material directly from print or digital mediums without reference to the source

- building on the ideas of another person without reference to the source
- plagiarism such as buying, stealing or borrowing another person’s work and presenting it as your own
- submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially

- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aids during an assessment task
- providing false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Malpractice in school-based assessment is a serious offence. It distorts legitimate measures of a student’s achievements by advantaging the individual, and disadvantaging other students.

The honesty of students in completing assessment tasks, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate and school-based assessment processes.

AI (Artificial Intelligence):

Please be aware that if a student submits work generated by artificial intelligence (Chat GPT and similar) as their own work, this is considered malpractice and may result in a mark of zero being awarded for the task in question. To appeal this decision, the onus is on the student to prove that they have composed/created the assessment task. The student will be required to present this evidence to a panel of staff that may include the Classroom Teacher and/or the faculty Head Teacher and/or the Deputy Principal.

Malpractice or cheating in assessment tasks during examinations:

Any breach of examination rules will be reported to the Principal. Candidates are not permitted to take with them into the examination room any books, notes, paper or material other than the approved material aids, e.g. calculators which must be supplied by candidates for specialised courses. Mobile phones or smart devices (watch) are not permitted in examinations. Candidates must not remove any scripts (including unused booklets) from the examination room. They must not communicate with other candidates for any reason.

After investigation of a reported breach of examination rules, the Principal may cancel the candidate’s papers in the course, or in all courses. Where a paper is cancelled, a mark of zero (0) will be recorded.

Other assessment tasks:

The above procedure will apply to all Higher School Certificate Assessment Tasks. Students may lose marks where malpractice, cheating or plagiarism has occurred. **All tasks are required to be the student’s original and own work.** Work copied from another source or another student will be treated as plagiarism. The Principal may cancel the candidate’s submission for the task, in which case a zero mark will be recorded for purposes of determining the cumulative assessment.

The penalty may be zero (0) marks, a mark reduction or cancellation of the assessment task concerned as determined by the Assessment Review Team, comprising of the Principal, a Deputy Principal and a Head Teacher. Therefore, the student may be ineligible for the course to appear on the Higher School Certificate. The candidate may be ineligible for the award of a Higher School Certificate. Names will also be included on the NESMA Malpractice Register.

12. **Non-serious attempts** at a task or examination may lead to zero marks being recorded. Students will be interviewed by a Deputy Principal whereby the outcome may result in removal from a course or the need to repeat a course to demonstrate satisfactory course completion. In all cases where work is deemed a non-serious attempt, students will be required to redo the task or examination to demonstrate successful course completion and receive meaningful feedback on performance.

13. Use of electronic means for preparation and submission of assessment tasks:

If students are instructed to use this medium to prepare or submit assessment tasks, then they must ensure that appropriate backup copies and hard copies are kept well in advance of the due date. Failure of technology (e.g. corrupt files, computer crashes, printer failure) without ample evidence of the stages of the “lost” work, is not an acceptable reason for late or non-submission. If a task is submitted by email or on Google Classroom, it is the student’s responsibility to ensure that any attachment has been received and accepted by the class teacher by the due date, or on the due date at the required time stated in the task notification (unless required to submit in a timetabled lesson earlier in the day).

14. Feedback on performance:

Students will receive detailed feedback on all assessment, including tasks and examinations from teachers about how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being addressed and how to improve their learning. Students will also receive their ranking for the assessment task as well as their current overall (cumulative) rank. Students are required to sign as confirmation of receipt.

15. Appeals on Assessment Tasks:

If a student feels that his or her mark or rank in an assessment task is incorrect, then they should firstly approach the teacher or Head Teacher concerned. If the situation is not resolved satisfactorily, the student may appeal to the Campus Assessment Review Panel for a review of the process. This must be done within 5 school days of receiving marks. Students should speak to the Deputy Principal as soon as possible regarding any concerns with this issue.

Students will be provided with their final course rank after the completion of the final school based HSC assessment task. They will have received prior indication of their cumulative internal rank during the course. This is in addition to any other feedback provided by teachers after the marking of individual assessment tasks.

An appeal mechanism is available to students at the end of Year 12 if their order of merit (rank) differs significantly from expectations they may have from feedback on their performance on assessment tasks throughout the course. An appeal form must be complete to lodge an appeal (Appendix 3).

Appeals are not to be based on the teacher’s judgements of the worth of individual tasks. The only grounds for appeal are:

- i. prescribed weightings were not followed
- ii. the procedures indicated by the school were not followed
- iii. clerical or computational errors occurred.

16. Plagiarism:

- copying any material from books, journals, study notes or tapes, the web, Artificial Intelligence, the work of other students, or any other source without indicating this by quotation marks or by indentation, italics or spacing and without acknowledging that source by footnote or citation
- rephrasing ideas from books, journals, study notes or tapes, the web, Artificial Intelligence, the work of other students or any other source without acknowledging the source of those ideas by footnotes or citations
- unauthorised collaboration with other students that goes beyond the discussion of general strategies or other general advice.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Penalties for Plagiarism:

Should a student plagiarise the following penalties may apply:

- an interview with the Deputy Principal
- resubmission of the work to demonstrate satisfactory achievement of outcomes
- a mark of **zero** may be given
- should a student choose not to resubmit their work the task will be considered a **NON-ATTEMPT**
- aiding another student to plagiarise is also a violation of the Plagiarism Policy and will involve a penalty of

loss of marks.

The following guidelines will help you to avoid plagiarism:

- be familiar with the style of acknowledgement required
- write the source of any notes or copies you make from any document or electronic sources such as the internet. The habit of copying verbatim from a source as you read is dangerous. It is easy to forget that the notes you make are verbatim and to later write them into an essay or report. Keep details of your sources throughout the course of your research. Unintentional plagiarism is often the result of poor study methods
- sources that must be acknowledged include those containing the concepts, experiments or results from which you have extracted or developed your ideas, even if you put those ideas into your own words
- always use quotation marks or some other acceptable form of acknowledgment when quoting directly from a work. It is not enough merely to acknowledge the source
- be aware of the rules regarding group work and collaboration. Collaboration (appropriately acknowledged) is permitted in the case of team or group projects. It is also permitted in the more general case when the collaboration is limited to the discussion of general strategies or help of a general nature. If you have any doubt about what constitutes authorised and unauthorised collaboration, seek advice from your teacher
- keep a copy of your working papers to assist you, in case you ever need to answer an allegation of plagiarism.

Acknowledging source materials:

For each book used, list:

- The name and initials of the author/s.
- The date of publication (in parentheses).
- The full title of the book (in italics).
- The publisher.
- Where the book was published.
- The page number/s.

For example: Deever, A B (2000), *Disasters of the Twentieth Century*, Macmillan Publishers Australia, Melbourne, pages 9- 20.

For each journal article used, list:

- The names and initials of the author/s.
- The date of publication (in parentheses).
- The title of the article (in inverted commas).
- The name of the journal in which the article was published (in italics).
- The volume number of the journal.
- The page number/s of the article in the journal.

For example: Morgan C H (2001), "Climatic change effects in the Gippsland Lakes region of Victoria", in *Journal of Australian Climatology*, Vol. 1, August, page 15.

For each newspaper article used, list:

- The author's name.
- The title of the article in inverted commas.
- The name of the newspaper in italics.
- The date of publication.
- The page number.

For example: Forsythe, Joan, "Sacred site under threat from tourists", *The Australian*, 2 May 2000, pg 5.

When referencing material found on the Internet, list:

- The author's name.
- The full title of the material (in inverted commas).
- The document date (if known).
- The full URL.
- The date of the visit.

For example: Livre, Joe, “The nation-state is dead”, 14 July 2000, www.democracy.com/nations/, visited on 02 March 2013.

17. Appeal:

If through an appeal a problem is found with the assessment task the school will seek advice from NESA and may consider options such as providing an alternative task, moderating marks against another task such as the HSC Trial Examination, changing the weightings of the task, or re-sitting the same task again.

18. Students studying Life Skills Courses:

Assessing student achievement is the process of collecting information on student performance in relation to the knowledge and skills objectives of the course and the related outcomes.

Within the Stage 6 Life Skills courses, the individual transition-planning process will determine the educational priorities for each student, from which modules and outcomes are studied and content covered. The content points listed with each outcome not only form the basis of the learning opportunities for students, but also provide examples of assessable activities on which teacher judgement will be based.

Assessment should take account of the individual ways that students demonstrate achievement of syllabus objectives and outcomes based on the content covered in the course. To cater for such individuality, a range of assessment materials should be used, appropriate for the outcomes to be measured, and relevant to students’ capabilities. Such assessment instruments may include:

- observation of participation
- observation of performance of practical activities
- work experience reports
- oral reports and presentations
- group work
- journal writing
- written tasks

Evidence of achievement of module outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess achievement at particular points.

Students may demonstrate achievement of outcomes across a range of situations or environments including the school, home, community and workplace. Assessment should reflect the student’s ability to generalise the knowledge, skills, and values and attitudes to a range of adult environments.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the task. Examples of support may include:

- the provision of extended amounts of time
- physical and/or verbal assistance from others
- the provision of technological aids
- adjustments to the environment based on the specific needs of individual students.

Provision has been made in the Profile of Student Achievement for teachers to record where an outcome has been achieved independently or with support, and to list the most relevant examples of syllabus content that demonstrate achievement towards particular outcomes.

19. HSC Examinations – External examinations supervised and conducted by NESA. All rules and procedures will be issued by NESA in a booklet. A copy will be given to all students this booklet can also be accessed online at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

NOTE: ALL STUDENTS IN NSW MUST SATISFACTORILY COMPLETE THE “ALL MY OWN WORK” MODULE AND STICK TO ITS RULES IN ORDER TO SIT FOR THE HSC.

THE HIGHER SCHOOL CERTIFICATE

Students and parents must be aware that the HSC is “standards-referenced”. This means that a student’s performance is compared to established standards.

The standards are available to students in the Performance Bands which can be obtained from your teacher, the Syllabus and the NESA website <http://educationstandards.nsw.edu.au>.

Upon successful completion of the HSC Courses, students will receive various documents from The Entrance Campus and the NSW Education Standards Authority.

The Entrance Campus will provide:

- Reports for the Mid-Course (accessed via online parent portal) and End of Course assessment period (accessed via parent portal). These reports will contain examination marks, current assessment rankings, and comments on the student’s progress as well as an indication of the student’s level of achievement of course outcomes. Absences (explained, unexplained and partial) as well as meeting uniform requirements will also be reported.
- A student reference will be provided at the conclusion of the Year 12 course.

The NSW Education Standards Authority will provide:

- The HSC Testamur or Certificate.
- A summary of results achieved along with an indication of the Performance Band that reflects the student’s level of achievement of the outcomes in each course.
- Course reports which will show the Examination mark, a moderated Campus based assessment mark, the HSC Mark (a combination of the 2 previous marks) and a description of the typical performance of students in each Band.

USEFUL WEBSITES

Support for Study

- <https://hschub.nsw.edu.au/>
- <https://www.boredofstudies.org/>
- <https://quiz.nesa.nsw.edu.au/home>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers>
- <https://www.uac.edu.au/future-applicants/atar>
- <https://highschoolnotes.com.au/>
- <https://libguides.csu.edu.au/HSC>
- <https://www.smh.com.au/topic/hsc-study-guide-2023-6fxx>

Try searching
each of the university
websites as they have
helpful tips and guides

NSW Education Standards Authority

- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

The Entrance Campus – Assessment Booklet

- <https://thentrance-h.schools.nsw.gov.au/>

Google Classroom TLSC TEC YEAR 12 2023 – code: gywmsay

Assessment Certification Examination (ACE) – Assessment support

- <https://ace.nesa.nsw.edu.au/>

COURSES BY FACULTY

Faculty	CAPA	ENGLISH	HSIE	MATHS	PDHPE	SCIENCE	TAS	VET
Courses	<ul style="list-style-type: none"> ✓ Dance ✓ Drama ✓ Music ✓ Photography, Video & Digital Imaging ✓ Visual Arts 	<ul style="list-style-type: none"> ✓ English Advanced ✓ English Standard ✓ English Studies 	<ul style="list-style-type: none"> ✓ Aboriginal Studies ✓ Ancient History ✓ Business Studies ✓ Geography ✓ Legal Studies ✓ Modern History ✓ Society & Culture 	<ul style="list-style-type: none"> ✓ Mathematics Advanced ✓ Mathematics Extension 1 ✓ Mathematics Standard 1 ✓ Mathematics Standard 2 	<ul style="list-style-type: none"> ✓ Community & Family Studies ✓ Exploring Early Childhood ✓ PDHPE ✓ Sport, Lifestyle & Recreation Studies 	<ul style="list-style-type: none"> ✓ Biology ✓ Chemistry ✓ Earth & Environmental Science ✓ Investigating Science ✓ Marine Studies ✓ Physics ✓ Science Extension 	<ul style="list-style-type: none"> ✓ Computing Applications ✓ Design & Technology ✓ Engineering Studies ✓ Food Technology ✓ Industrial Technology – Timber ✓ Information Processes & Technology ✓ Textiles & Design 	<ul style="list-style-type: none"> ✓ Business Services ✓ Construction Pathways ✓ Entertainment Industry ✓ Hospitality – Food & Beverage ✓ Hospitality – Kitchen Operations ✓ Information & Digital Technology ✓ Retail Services ✓ Music Industry ✓ Visual Arts & Contemporary Craft ✓ Manufacturing & Engineering - Introduction

ASSESSMENT SCHEDULES

COURSE: ABORIGINAL STUDIES

FACULTY: HSIE

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 7	Term 1 2024 Week 11	Term 2 2024 Week 6	Term 3 2024 Weeks 5-6
Topic	Part I - Social Justice and Human Rights Issues – A: Global Perspective	Part III - Research and Inquiry Methods	Part I - Social Justice and Human Rights Issues – B: Comparative Study	Part I - Social Justice and Human Rights Issues A and B Part II - Aboriginality and the Land Part III – Research and Inquiry Methods
Type	Essay	Major Project*	In Class Task	Trial HSC Examination
Outcomes	H1.3, H2.1, H4.1	H4.1, H4.2	H1.2, H3.1, H3.2, H4.3	H1.2, H2.1, H2.2, H3.2, H3.3, H4.3
Weighting 100%	10%	40% (15% Log, 25% Project)	20%	30%

* Mandatory Task

COURSE: ANCIENT HISTORY

FACULTY: HSIE

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 7	Term 1 2024 Week 7	Term 2 2024 Week 6	Term 3 2024 Weeks 5-6
Topic	Core: Cities of Vesuvius – Pompeii and Herculaneum	Ancient Societies	Personalities and Their Times Historical Periods	Core: Cities of Vesuvius – Pompeii and Herculaneum Historical Periods Ancient Societies Personalities and Their Times
Type	Historical Research	Source Analysis	*Historical Analysis	Trial HSC Examination
Outcomes	AH12-1, AH12-5, AH12-8, AH12-10	AH12-1, AH12-5, AH12-6, AH12-8	AH12-2, AH12-4, AH12-7, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10
Weighting 100%	20%	20%	30%	30%

*Mandatory Assessment as per the NESA Assessment and reporting requirements

ASSESSMENT SCHEDULES

COURSE: BIOLOGY

FACULTY: SCIENCE

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 9	Term 1 2024 Week 8	Term 2 2024 Week 10	Term 3 2024 Weeks 5-6
Topic	Non-Infectious Disease	Heredity	Infectious Disease	Non-Infectious Disease Heredity Infectious Disease Genetic Change
Type	Research Brochure	Scientific Model Analysis	Depth Study	Trial HSC Examination
Outcomes	BIO 12-1, BIO 12-3, BIO 12-5, BIO 12-7, BIO 12-15	BIO 12-4, BIO 12-5, BIO 12-6, BIO 12-12	BIO 12-1, BIO 12-2, BIO 12-3, BIO 12-4, BIO 12-5, BIO 12-7, BIO 12-14	BIO 12-5, BIO 12-6, BIO 12-7, BIO 12-12, BIO 12-13, BIO 12-14, BIO 12-15
Weighting 100%	20%	25%	25%	30%

COURSE: BUSINESS STUDIES

FACULTY: HSIE

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 9	Term 1 2024 Week 9	Term 2 2024 Week 8	Term 3 2024 Weeks 5-6
Topic	Marketing	Operations	Finance Human Resources	Operations Marketing Finance Human Resources
Type	Marketing Case Study	Research Task	Finance/Human Resources Business Report	Trial HSC Examination
Outcomes	H1, H8, H9, H10	H2, H4, H7, H8	H3, H5, H6, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Weighting 100%	15%	20%	35%	30%

ASSESSMENT SCHEDULES

COURSE: CHEMISTRY

FACULTY: SCIENCE

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 10	Term 1 2024 Week 10	Term 3 2024 Week 1	Term 3 2024 Weeks 5-6
Topic	Equilibrium and Acid Reactions	Acid/Base Reactions	Organic Chemistry	Equilibrium and Acid Reactions Acid/Base Reactions Organic Chemistry Applying Chemical Ideas
Type	Topic Test	Practical Assessment Task	Depth Study and Topic Test	Trial HSC Examination
Outcomes	CH12-6, CH12-12	CH12-5, CH12-6, CH12-13	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-7, CH12-14	CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15
Weighting 100%	25%	20%	25%	30%

COURSE: COMMUNITY AND FAMILY STUDIES

FACULTY: PDHPE

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 10	Term 1 2024 Week 8	Term 2 2024 Week 9	Term 3 2024 Weeks 5-6
Topic	Research Methodology	Social Impact of Technology	Groups in Context and Parenting and Caring	Research Methodology Social Impact of Technology Groups in Context Parenting and Caring
Type	Research Project (IRP)	In Class Test	Research Task - Take Home	Trial HSC Examination
Outcomes	H4.1, H4.2	H2.3, H3.4, H6.1	H1.1, H2.1, H2.2, H3.3, H5.1, H5.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1, H5.2, H6.2
Weighting 100%	18%	18%	36%	28%

ASSESSMENT SCHEDULES

COURSE: COMPUTING APPLICATIONS

FACULTY: TAS

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 10	Term 1 2024 Week 7	Term 2 2024 Week 5	Term 3 2024 Week 3
Topic	Multimedia II	Graphics II	Spreadsheets I	Communications II
Type	Timeline – The Emergence of Animation	Research – Famous Graphic Designer	Calculations – Invoice Creation and Topic Test	Design Project - Website
Outcomes	2.1, 4.2, 5.1	2.2, 4.1, 4.3	1.1, 1.2	1.3, 2.3, 3.1, 3.2, 3.3
Weighting 100%	20%	20%	30%	30%

COURSE: DANCE

FACULTY: CAPA

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 10	Term 1 2024 Week 5	Term 2 2024 Week 6	Term 3 2024 Week 1
Topic	Major Study	Core Appreciation	Core Composition Core Performance	Core Performance Core Composition Major Study
Type	Practical Performance Video Presentation Logbook	Research Essay	Practical Demonstration Written and Verbal Components	Practical Examination
Outcomes	Outcomes relevant to selected Major Study: MSP: H2.1 & H2.2 OR MSC: H3.1 & H3.2 OR MSD&T: H3.2 & H3.4 OR MSA: H4.1, H4.2, H4.3, H4.4	H4.2, H4.3	H2.2, H3.1	H2.1, H2.2, H3.2, H3.4 and outcomes relevant to selected Major Study
Weighting 100%	30%	20%	20%	30%

* Values and attitudes outcomes will be formatively assessed. (H1.3, H1.4, H2.3, H3.3, H4.5)

ASSESSMENT SCHEDULES

COURSE: DESIGN AND TECHNOLOGY

FACULTY: TAS

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 6	Term 1 2024 Week 5	Term 2 2024 Week 10	Term 3 2024 Weeks 5-6
Topic	Innovation and Emerging Technologies	Designing and Producing: Project Proposal and Project Management	Designing and Producing: Project Development and Realisation, Project Evaluation	Innovation and Emerging Technologies Designing and Producing
Type	Case Study *	Design Proposal, Research and Management	Project Development and Management	Trial HSC Examination
Outcomes	H2.1, H2.2, H3.1, H6.2	H3.2, H4.1, H5.1	H1.1, H1.2, H4.2, H4.3, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.2, H6.2
Weighting 100%	20%	25%	25%	30%

*Mandatory Task

COURSE: DRAMA

FACULTY: CAPA

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 1 2024 Week 3	Term 1 2024 Week 9	Term 2 2024 Week 7	Term 3 2024 Week 2
Topic	Individual Project	Black Comedy Australian Contemporary Theatre	Group Performance	Individual Project Group Performance
Type	Practical Demonstration	Written Essay	Practical Performance	Practical Examination
Outcomes	H1.2, H1.5, H1.7	H3.1, H3.2, H3.3	H1.4, H1.6, H2.3	H1.1, H1.3, H2.1, H2.2
Weighting 100%	20%	30%	20%	30%

*Outcome 2.3 will be taught throughout the teaching/learning program with formative assessment in class.

ASSESSMENT SCHEDULES

COURSE: EARTH AND ENVIRONMENTAL SCIENCE

FACULTY: SCIENCE

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 8	Term 1 2024 Week 8	Term 2 2024 Week 8	Term 3 2024 Weeks 5-6
Topic	Earth's Processes	Hazards	Climate Science	Earth's Processes Hazards Climate Science Resource Management
Type	Data Analysis and Topic Test	Case Study	Depth Study	Trial HSC Examination
Outcomes	EES12-5, EES12-6, EES12-7, EES12-12	EES12-1, EES12-2, EES12-3, EES12-4, EES12-13	EES12-1, ESS12-4, EES12-6, EES12-7, EES12-14	EES12-5, EES12-6, EES12-7, EES12-12, EES12-13, EES12-14, EES12-15
Weighting 100%	25%	25%	20%	30%

COURSE: ENGINEERING STUDIES

FACULTY: TAS

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 9	Term 2 2024 Week 6	Term 3 2024 Week 2	Term 3 2024 Weeks 5-6
Topic	Civil Structures	Personal and Public Transport Aeronautical Engineering	Telecommunications Engineering	Civil Structures Personal and Public Transport Aeronautical Engineering Telecommunications Engineering
Type	Truss Report	Engineering Report*	Topic Test	Trial HSC Examination
Outcomes	H1.2, H3.1, H3.2, H5.1, H6.2	H2.1, H4.1, H4.2, H5.2, H6.1	H3.1, H3.3, H4.3	H1.1, H2.1, H2.2, H3.1, H3.3
Weighting 100%	17%	35%	18%	30%

*Mandatory Task

ASSESSMENT SCHEDULES

COURSE: ENGLISH ADVANCED

FACULTY: ENGLISH

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 9	Term 2 2024 Week 2	Term 2 2024 Week 10	Term 3 2024 Weeks 5-6
Topic	Common Module: Texts and Human Experiences	Module A: Textual Conversations Module C: Craft of Writing	Module B: Critical Study of Literature	Common Module Module A Module B Module C
Type	Analytical Response	Critical and Creative Response	Multimodal Task	Trial HSC Examination
Outcomes	EA12-1, EA12-3, EA12-6, EA12-7	EA12-6, EA12-8, EA12-4, EA12-5, EA12-9	EA12-2, EA12-4, EA12-7	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9
Weighting 100%	20%	35%	15%	30%

COURSE: ENGLISH STANDARD

FACULTY: ENGLISH

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 9	Term 2 2024 Week 2	Term 2 2024 Week 10	Term 3 2024 Weeks 5-6
Topic	Common Module: Texts and Human Experiences	Module A: Language, Identity and Culture Module C: Craft of Writing	Module B: Close Study of Literature	Common Module Module A Module B Module C
Type	Analytical Response	Analytical Response and Creative Response	Multimodal Task	Trial HSC Examination
Outcomes	EN12-1, EN12-3, EN12-6, EN12-7	EN12-2, EN12-5, EN12-4, EN12-8, EN12-9	EN12-1, EN12-3	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9
Weighting 100%	20%	35%	15%	30%

ASSESSMENT SCHEDULES

COURSE: ENGLISH STUDIES

FACULTY: ENGLISH

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 9	Term 1 2024 Week 8	Term 2 2024 Week 6	Term 3 2024 Week 3
Topic	Common Module: Texts and Human Experiences	Module G: Local Heroes	Module E: Playing the Game	Module G: Local Heroes Module E: Playing the Game Module A: We Are Australians
Type	Analytical Response	Sustained Response	Multimodal Task	Collection of Classwork
Outcomes	ES12-1, ES12-5, ES12-7, ES12-8	ES12-6, ES12-7, ES12-9	ES12-2, ES12-4, ES12-6	ES12-3, ES12-4, ES12-5, ES12-10
Weighting 100%	20%	25%	25%	30%

COURSE: EXPLORING EARLY CHILDHOOD

FACULTY: PDHPE

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 8	Term 1 2024 Week 7	Term 2 2024 Week 6	Term 3 2024 Week 3
Topic	Children's Literature Or Core Modules Part A, B & C [^]	Children's Health and Safety Starting School	Children with Special Needs	Young Children and the Media
Type	Design, Construct and Evaluate a Children's Book Or Core Modules Examination [^]	Topic Test	Research Task	Children's TV Show Analysis
Outcomes	1.2, 1.3, 1.4, 4.1	1.3, 2.2, 2.4, 2.5, 6.1	1.5, 2.1, 2.3, 6.2	1.4, 2.2, 2.4
Weighting 100%	25%	25%	25%	25%

* Outcome 1.1 is assessed in Year 11 Pregnancy and Childbirth unit. Outcome 4.2 will be taught throughout the teaching/learning program with formative assessment occurring in class.

[^]Core Modules study and examination for 120-hour course completed over one year.

ASSESSMENT SCHEDULES

COURSE: FOOD TECHNOLOGY

FACULTY: TAS

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 10	Term 1 2024 Week 10	Term 2 2024 Week 10	Term 3 2024 Weeks 5-6
Topic	The Australian Food Industry	Food Manufacturing (FM) Contemporary Nutrition Issues (CNI)	Contemporary Nutrition Issues (CNI) Food Product Development (FPD)	The Australian Food Industry Food Manufacturing Contemporary Nutrition Issues Food Product Development
Type	AFI Research	Preservation Investigation	Food Product Development Practical and Evaluation	Trial HSC Examination
Outcomes	H1.2, H1.4, H3.1	(FM) H1.1, H4.2 (CNI) H2.1, H3.2	(CNI) H3.2, H5.1 (FPD) H1.3, H4.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1
Weighting 100%	17%	23%	30%	30%

COURSE: GEOGRAPHY

FACULTY: HSIE

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 8	Term 1 2024 Week 9	Term 2 2024 Week 10	Term 3 2024 Weeks 5-6
Topic	Ecosystems at Risk	Urban Places	People and Economic Activity	Ecosystems at Risk Urban Places People and Economic Activity
Type	Case Study and Skills Task	Case Study Report	Case Study Response	Trial HSC Examination
Outcomes	H2, H7, H10, H11, H12, H13	H1, H3, H9, H10, H12	H1, H4, H5, H8, H13	H1, H2, H3, H4, H5, H6, H8, H9, H10, H11, H12, H13
Weighting 100%	25%	25%	25%	25%

ASSESSMENT SCHEDULES

COURSE: INDUSTRIAL TECHNOLOGY – TIMBER

FACULTY: TAS

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 8	Term 1 2024 Week 6	Term 2 2024 Week 7	Term 3 2024 Weeks 5-6
Topic	Design, Management and Communication Industry Related Manufacturing Technology	Industry Study	Production Industry Related Manufacturing Technology	Industry Study, Industry Related Manufacturing Technology
Type	Written Report / Folio	Topic Test	Written Report / Project	Trial HSC Examination
Outcomes	H2.1, H3.1, H3.2, H5.2, H6.1	H1.1, H1.2, H1.3, H7.2	H3.3, H4.1, H4.2, H5.1, H6.2	H1.2, H4.3, H7.1
Weighting 100%	37%	10%	38%	15%

COURSE: INFORMATION PROCESSES AND TECHNOLOGY

FACULTY: TAS

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 1 2024 Week 3	Term 1 2024 Week 11	Term 2 2024 Week 10	Term 3 2024 Weeks 5-6
Topic	Project Management Information Systems and Databases	Communication Systems	Multimedia Systems Automated Manufacturing Systems	Project Management Information Systems and Databases Communication Systems Multimedia Systems Automated Manufacturing Systems
Type	Information System Case Study	Action Research	Project Report and Solution	Trial HSC Examination
Outcomes	H2.1, H3.1, H5.2	H1.1, H3.2, H4.1, H6.1	H1.2, H2.2, H5.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2
Weighting 100%	28%	14%	28%	30%

ASSESSMENT SCHEDULES

COURSE: INVESTIGATING SCIENCE

FACULTY: SCIENCE

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 9	Term 1 2024 Week 10	Term 2 2024 Week 9	Term 3 2024 Weeks 5-6
Topic	Scientific Investigations	Technologies	Fact or Fallacy	Scientific Investigations Technologies Fact or Fallacy Science and Society
Type	Scientific Report	Depth Study	Topic and Skills Test	Trial HSC Examination
Outcomes	INS 12-1, INS 12-2, INS 12-4, INS 12-5, INS 12-12	INS 12-1, INS 12-2, INS 12-3, INS 12-5, INS 12-7, INS 12-13	INS 12-5, INS 12-6, INS 12-7, INS 12-14	INS12-5, INS12-6, INS12-7, INS12-12, INS12-13, INS12-14, INS12-15
Weighting 100%	20%	30%	20%	30%

COURSE: LEGAL STUDIES

FACULTY: HSIE

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 10	Term 1 2024 Week 9	Term 2 2024 Week 10	Term 3 2024 Weeks 5-6
Topic	Crime	Human Rights	Family Shelter	Crime Human Rights Family Shelter
Type	Media Research Task	In Class Short Answer Test	Extended Response Task	Trial HSC Examination
Outcomes	H1, H4, H8, H9	H2, H3, H8, H9	H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Weighting 100%	25%	15%	30%	30%

ASSESSMENT SCHEDULES

COURSE: MARINE STUDIES

FACULTY: SCIENCE

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 8	Term 1 2024 Week 8	Term 2 2024 Week 3	Term 2 2024 Week 10
Topic	The Marine Aquarium	Aquaculture	Seafood Processing and Handling	Oceanography
Type	Filtration Creation	Hatchery Construction and Maintenance	Practical Investigation Report - Energy in Seafood	In Class Test
Outcomes	1.1, 2.3, 5.1	1.3, 2.1, 2.2, 3.3	2.1, 2.2, 3.3, 3.4, 4.2, 5.2, 5.3	1.2, 1.4, 1.5, 3.1, 3.2, 4.1, 5.4
Weighting 100%	25%	20%	25%	30%

COURSE: MATHEMATICS ADVANCED

FACULTY: MATHEMATICS

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 10	Term 2 2024 Week 1	Term 2 2024 Week 10	Term 3 2024 Weeks 5-6
Topic	Calculus (Differentiation of Trigonometric, Exponential and Logarithmic Functions, The Anti-Derivative, Areas and the Definite Integral, First and Second Derivatives, Applications of the Derivative)	Functions (Graphing Techniques) Trigonometric Functions (Trigonometric Functions and Graphs) Calculus (Areas and the Definite Integral, First and Second Derivatives, Applications of the Derivative)	Statistical Analysis (Data: Grouped and Ungrouped and Summary Statistics, Bivariate Data Analysis, Continuous Random Variables, The Normal Distribution)	Functions Trigonometric Functions Calculus Financial Mathematics Statistical Analysis
Type	In Class Test	Investigation and Validation Task	In Class Test	Trial HSC Examination
Outcomes	MA12-3, MA12-6, MA12-7, MA12-10	MA12-1, MA12-3, MA12-5, MA12-9, MA12-10	MA12-8, MA12-10	MA12-1, MA12-2, MA12-3 MA12-4, MA12-5, MA12-6, MA12-7, MA12-8 *Year 11 outcomes may also be assessed
Weighting 100%	25%	20%	25%	30%

ASSESSMENT SCHEDULES

COURSE: MATHEMATICS STANDARD 1

FACULTY: MATHEMATICS

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 9	Term 1 2024 Week 8	Term 2 2024 Week 9	Term 3 2024 Weeks 5-6
Topic	Networks (Networks and Paths) Measurement (Right-Angled Triangles)	Measurement (Rates, Scale Drawings), Financial Mathematics (Investments, Depreciation and Loans)	Statistical Analysis (Further Statistical Analysis) Algebra (Types of Relationships)	Algebra Measurement Financial Mathematics Statistical Analysis Networks
Type	Investigation and Validation Task	In Class Test	In Class Test	Trial HSC Examination
Outcomes	MS1-12-3, MS1-12-4, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-6, MS1-12-7, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8 *Year 11 outcomes may also be assessed
Weighting 100%	20%	25%	25%	30%

COURSE: MATHEMATICS STANDARD 2

FACULTY: MATHEMATICS

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 8	Term 1 2024 Week 7	Term 2 2024 Week 7	Term 3 2024 Weeks 5-6
Topic	Measurement (Right Trigonometry) Networks (Network Concepts)	Measurement (Rates and Ratios) Financial Mathematics (Investments and Loans), Measurement (Non-Right-Angled Trigonometry)	Financial Mathematics (Annuities) Statistical Analysis (Bivariate Data Analysis, Normal Distribution) Algebra (Simultaneous Linear Equations)	Algebra Measurement Financial Mathematics Statistical Analysis Networks
Type	Investigation and Validation Task	In Class Test	In Class Test	Trial HSC Examination
Outcomes	MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, 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, *Year 11 outcomes may also be assessed
Weighting 100%	20%	25%	25%	30%

ASSESSMENT SCHEDULES

COURSE: MODERN HISTORY

FACULTY: HSIE

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 1 2024 Week 6	Term 2 2024 Week 3	Term 2 2024 Week 10	Term 3 2024 Weeks 5-6
Topic	Change in the Modern World: Apartheid in South Africa 1960 -1994 CORE STUDY: Power and Authority in the Modern World 1919-1946	National Study: Russia and the Soviet Union 1917 - 1941	Peace and Conflict: Conflict in Europe 1935 - 1945	Apartheid in South Africa 1960-1994 Power and Authority in the Modern World 1919 - 1946 Russia and the Soviet Union 1917 - 1941 Conflict in Europe 1935 - 1945
Type	Research and Source Analysis	*Historical Analysis Research Extended Response	Extended Response	Trial HSC Examination
Outcomes	MH12-1, MH12-2, MH12-3, MH12-5, MH12-6, MH12-7, MH12-9	MH12-2, MH12-5, MH12-9	MH12-1, MH12-3, MH12-8	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12 -6, MH12-7, MH12-8, MH12-9
Weighting 100%	30%	20%	20%	30%

*Mandatory Assessment as per NESA assessment and reporting requirements.

COURSE: MUSIC

FACULTY: CAPA

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 9	Term 1 2024 Week 8	Term 2 2024 Week 7	Term 3 2024 Weeks 5-6
Topic	TV Film Radio Multimedia	Popular Music	20th and 21st Century	Elective 2 Elective 3 (Performance, Musicology, Composition)
Type	Composition + Viva Voce	Elective 1 + Aural (Performance, Musicology, Composition)	Performance + Aural	Practical Trial HSC Examination
Outcomes	H3, H5, H7	H4 *H1, H2, H3, H5, H8, H9 *Outcomes relevant to elective option	H1, H6, H9	*H1, H2, H3, H5, H8, H9 *Outcomes relevant to elective option
Weighting 100%	20%	25%	25%	30%

ASSESSMENT SCHEDULES

COURSE: PDHPE

FACULTY: PDHPE

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 9	Term 2 2024 Week 3	Term 2 2024 Week 10	Term 3 2024 Weeks 5-6
Topic	Sports Medicine	Factors Affecting Performance Improving Performance	Health Priorities in Australia	Health Priorities in Australia Factors Affecting Performance Sports Medicine Improving Performance
Type	In Class	Hand In Research	In Class	Trial HSC Examination
Outcomes	H8, H13, H17	H7, H9, H10, H11, H16	H1, H2, H3, H14, H15	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17
Weighting 100%	15%	35%	20%	30%

COURSE: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

FACULTY: CAPA

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 10	Term 1 2024 Week 7	Term 2 2024 Week 5	Term 3 2024 Week 3
Topic	Digital Imaging DI4: Manipulated Forms Strange and Bizarre	Digital Imaging DI2: Developing a Point of View Street Photography	Video V5: The Arranged Image Film and Storytelling	G1: Individual / Collaborative Project The Way I See It
Type	Body of Work and Event Brochure	Digital Exhibition and Photographic Statement	Video and Film Review *Task to be completed under examination conditions	Final Body of Work and Case Study
Outcomes	M4, M5, CH4	M2, M3, CH3	M1, M3, CH2, CH5	M1, M5, M6, CH1
Weighting 100%	20%	20%	30%	30%

ASSESSMENT SCHEDULES

COURSE: PHYSICS

FACULTY: SCIENCE

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 8	Term 1 2024 Week 9	Term 2 2024 Week 9	Term 3 2024 Weeks 5-6
Topic	Advanced Mechanics	Electromagnetism	The Nature of Light	Advanced Mechanics Electromagnetism The Nature of Light From the Universe to the Atom
Type	Report on a First Hand Investigation	Modelling- Electromagnetism	Depth Study- Light	Trial HSC Examination
Outcomes	PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-12	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-13	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH12-14	PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13, PH12-14, PH12-15
Weighting 100%	25%	25%	20%	30%

COURSE: SCIENCE EXTENSION

FACULTY: SCIENCE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 6	Term 2 2024 Week 6	Term 3 2024 Week 3
Topic	Module 3: The Data, Evidence and Decisions	Module 1 and 2: The Foundations of Scientific Thinking The Scientific Research Proposal	Module 4: The Scientific Research Report
Type	Research Proposal	Statistical Analysis	Scientific Research Report
Outcomes	SE-3, SE-5, SE-6, SE-7	SE-1, SE-2, SE-4, SE-7	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7
Weighting 100%	30%	30%	40%

ASSESSMENT SCHEDULES

COURSE: SOCIETY AND CULTURE

FACULTY: HSIE

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 10	Term 1 2024 Week 10	Term 2 2024 Week 7	Term 3 2024 Weeks 5-6
Topic	Core: Social and Cultural Continuity and Change	Depth Study: Social Inclusion and Exclusion	Depth Study: Popular Culture	Core: Social and Cultural Continuity and Change Depth Study: Social Inclusion and Exclusion Depth Study: Popular Culture
Type	Research Proposal	Case Study	Profile	Trial HSC Examination
Outcomes	H6, H7	H2, H3, H7, H9	H1, H5, H7, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10
Weighting 100%	30%	20%	20%	30%

*Outcome H8 only appears in the PIP topic and is assessed formatively in the Major Works checks process.

COURSE: SPORT, LIFESTYLE AND RECREATION

FACULTY: PDHPE

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 8	Term 1 2024 Week 5	Term 2 2024 Week 7	Term 3 2024 Week 3
Topic	Sports Coaching and Training	Games and Sports Applications 1 and 2	Resistance Training	Individual Games and Sports Applications
Type	Coaching Presentation	Skills and Practical Performance	Research Task	Research and Practical Performance
Outcomes	2.2, 3.2, 4.2, 4.5	1.3, 3.1, 4.4	1.2, 2.3, 2.5, 3.3	1.1, 2.1, 4.1, 4.4
Weighting 100%	25%	25%	25%	25%

ASSESSMENT SCHEDULES

COURSE: TEXTILES AND DESIGN

FACULTY: TAS

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 10	Term 2 2024 Week 4	Term 3 2024 Week 1	Term 3 2024 Weeks 5-6
Topic	Design Major Textiles Project	Properties and Performance of Textiles Australian Textile, Clothing, Footwear and Allied Industries	Design Properties and Performance of Textiles Major Textiles Project	Design Properties and Performance of Textiles Australian Textile, Clothing, Footwear and Allied Industries
Type	Designing and Planning Presentation	Research Task	Development and Management Report	Trial HSC Examination
Outcomes	H2.1, H2.2, H2.3	H3.2, H4.2, H5.1, H5.2, H6.1	H1.1, H1.2, H2.2, H3.1, H4.1	H1.1, H1.2, H2.1, H1.3, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1
Weighting 100%	25%	10%	35%	30%

COURSE: VISUAL ARTS

FACULTY: CAPA

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 9	Term 1 2024 Week 8	Term 2 2024 Week 7	Term 3 2024 Week 2
Topic	Artmaking Practice	The Frames	Conceptual Framework	Body of Work
Type	VAPD Artmaking Practice Portfolio	Body of Work Review In-Class Plates Analysis	In-Class Essay	Final Body of Work Review and Viva Voce
Outcomes	H1, H7	H3, H4, H9	H8, H10	H2, H5, H6
Weighting 100%	15%	30%	30%	25%

Please note: The Trial HSC Examination is a mandatory assessment requirement, however, it will not contribute to the overall assessment result.

ASSESSMENT SCHEDULES

COURSE: WORK STUDIES

FACULTY: TAS

Task	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 2023 Week 8	Term 1 2024 Week 5	Term 2 2024 Week 8	Term 3 2024 Week 7
Topic	Personal Finance	Teamwork and Enterprise Skills	Personal Finance Teamwork and Enterprise Skills	Experiencing Work
Type	Multimedia Presentation	Self-Employment Investigation	Examination	Personal Portfolio and Logbook
Outcomes	5, 8, 9	3, 5, 6, 7	3, 5, 6, 7, 8, 9	1, 2, 3, 4, 7
Weighting 100%	20%	30%	10%	40%

ASSESSMENT OF VET COURSES

VET Courses are 'Competency Based' Assessments and are not 'Outcome Based'. Students are required to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent, a student must demonstrate that they can effectively carry out tasks to industry standard. Students will progressively be assessed as 'competent' or 'not yet competent' in units of competency to achieve a nationally recognised qualification.

Assessment of competencies varies between courses. Assessment is ongoing throughout Year 11 and Year 12 over the 240 hour course. There are Cluster Tasks for each course that must be completed in entirety to achieve competence. VET Cluster Tasks will be assessed according to the schedules. The theory component of Cluster Task's will be assessed as per the schedules, however, the practical component may be completed at a later time if determined by the school.

Work Placement:

NESA mandates that all students studying an Industry Curriculum Framework Course (see list of courses below) must complete mandatory Work Placement. A minimum of 70 hours work placement in a related industry workplace, which is usually completed doing 35 hours of work in Year 11 and 35 hours in Year 12.

Optional HSC Examination:

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Focus areas and associated Units of Competency. The purpose of the examination is to provide a mark, which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification. Students will sit the optional HSC examination during the final HSC examination period. Students who elect to sit the optional HSC Examination must also complete the Year 12 Trial HSC optional Examination.

Recognition of Prior Learning:

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

NESA Developed Courses:

Industry Curriculum Framework Courses (with mandatory Work Placement and Optional examination)

- Business Services
- Construction Pathways
- Entertainment Industry
- Hospitality – Food and Beverage
- Hospitality – Kitchen Operations
- Information and Digital Technology
- Retail Services

NESA Endorsed Courses (no mandatory work placement and no HSC Examination):

- Music Industry
- Visual Arts and Contemporary Craft

NESA Endorsed Courses (with 35 hours mandatory Work Placement and no HSC Examination):

- Manufacturing and Engineering - Introduction

Students completing a VET course will be issued with an RTO assessment schedule, advice and individual assessment task information for every course assessment.

VET ASSESSMENT SCHEDULES



Business Services Assessment Schedule HSC
 Qualification: BSB30120 Certificate III in Business
 Cohort 2023 - 2024
 Training Package BSB Business Services Training Package (version 8)

RTO - Department of Education - 90222

School Name: TLSC The Entrance Campus
Course: Business Services

Assessment Schedule Year 12 2024

Assessment Tasks for Business Services Certificate III in Business BSB30120		Task 4 Wellbeing	Task 5 Mastering document design	Task 6 Sharing is caring	Task 7 Thinking critically	Trial HSC Exam
Assessment due:		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
Code	Unit of Competency					Year 11 Competencies BSBTEC201 BSBWHS311 Year 12 Competencies BSBXCM301 BSBPEF201 BSBPEF301 BSBUS211 BSBTWK301 BSBCRT311
BSBPEF201	Support personal wellbeing in the workplace	X				
BSBPEF301	Organise personal work priorities		X			
BSBTEC301	Design and produce business documents		X			
BSBSUS211	Participate in sustainable work practices			X		
BSBTWK301	Use inclusive work practices			X		
BSBTEC303	Create electronic presentations			X		
BSBCRT311	Apply critical thinking skills in a team environment				X	
BSBOPS301	Maintain business resources				X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate III in Business BSB30120 or a Statement of Attainment towards Certificate III in Business BSB30120. Schools may schedule exam items in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. Students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". A course mark is not allocated.

Cohort 2023-2024 Stage 6 Business Services BSB30120 Certificate III in Business Training Package BSB Business Services Training Package (version 8)



Construction Assessment Schedule HSC
 Qualification: CPC20220 Certificate II in Construction Pathways &
 CPC20120 Statement of Attainment towards Certificate in II Construction
 Cohort 2023 - 2024
 Training Package (Release 3)

RTO - Department of Education - 90222

School Name: TLSC The Entrance Campus
Course: Construction

Assessment Schedule Year 12 2024

Assessment Tasks for Construction CPC20220 Certificate II in Construction Pathways & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3)		Task 5.3 Option 3	Task 6	Task 7	Trial HSC Exam
Assessment due:		Term 1 Week 9	Term 3 Week 9	Term 3 Week 3	
Code	Unit of Competency				HSC Examinable Units of Competency CPCCWHS2001 CPCCOM1012 CPCCOM1013 CPCCVE1011 CPCCOM1015
CPCCVE1011	Undertake a basic construction project			X	
CPCCOM1012	Work effectively and sustainably in the Construction Industry			X	
CPCCCA2002	Use carpentry tools and equipment		X		
CPCCCM2005	Use construction tools and equipment		X		
CPCCCA2011	Handle carpentry materials		X		
CPCCJN2001	Assemble components	X			
CPCCJN3004	Manufacture and assemble joinery components	X			

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3). Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

Cohort 2023-2024 Stage 6 Construction CPC20220 Certificate II in Construction Pathways & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3)

School Name: TLSC The Entrance Campus
 Course: Entertainment Industry

Assessment Schedule Year 12 2024

Assessment Tasks for Entertainment Industry Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 4	Task 5	Task 6	Task 6a	Trial HSC Exam
		Working in the Industry	To Project and Serve	Showtime	Plan a Career	
		Term 4 2023 Week 9	Term 1 2024 Week 9	Term 2 2024 Week 9	Term 3 2024 Week 2	
Code	Unit of Competency					
CUAIND311	Work effectively in the Creative Arts Industry	X				HSC Examinable Units of Competency SITXCCS006 CUASOU331 CUALGT311 CUAWHS312 CUASTA311 CUAVSS312 CUAIND311
SITXCCS014	Provide service to customers		X			
CUASOU306	Operate sound reinforcement systems		X			
CUAVSS312	Operate vision systems		X			
CUASTA311	Assist with production operations for live performances			X		
CUASMT311	Work effectively backstage during performances			X		
CUAIND314	Plan a career in the creative arts industry				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Services.
 Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency.
 Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

Cohort 2023-2024 Stage 6 Entertainment Industry CUA30420 Certificate III in Live Production and Technical Services Training Package CUA Creative Arts and Culture (version 6.0)

School Name: TLSC The Entrance Campus
 Course: Hospitality Cookery

Assessment Schedule Year 12 2024

Assessment Tasks for Hospitality Cookery SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Task 3	Task 4	Task 5	Trial HSC Exam*
		Term 4 2023 Week 9	Term 1 2024 Week 9	Term 2, 2024 Week 9	Term 3 2024 Weeks 5-6
Code	Unit of Competency				
SITHCCC026	Package prepared foodstuffs	x			HSC Examinable Units of Competency Year 11 Competencies SITXFSA005 SITXWHS005 SITXFSA006 SITXCCS011
SITHCCC023	Use food preparation equipment		x		
SITHCCC024	Prepare and present simple dishes		x		Year 12 Competencies BSBTWK201 SITHIND006 SITHCCC026 SITHCCC023 SITHCCC024 SITHCCC027 SITHCCC034
SITHCCC027	Prepare dishes using basic methods of cookery			x	
SITHCCC034	Work effectively in a commercial kitchen			x	

Depending on the achievement of units of competency, the possible qualification outcome is SIT20421 Certificate II in Cookery

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and/or NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency.
 Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

Cohort 2023-2024 Stage 6 Hospitality Cookery SIT20421 Certificate II in Cookery Training Package SIT Tourism, Travel and Hospitality (version2.1)

School Name: TLSC The Entrance Campus
Course: Hospitality Food and Beverage

Assessment Schedule Year 12 2024

Assessment Tasks for Hospitality Food and Beverage SIT20322 Certificate II in Hospitality		Task 2	Task 3	Task 4	Trial HSC Exam*
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Term 2 Week 9	Term 3 Week 9	Term 4 Week 9	Term 3 Weeks 5-6
Code	Unit of Competency				
SITHIND006	Source and use information on the hospitality industry	x			HSC Examinable Units of Competency Year 11 Competencies SITXFSA005 SITXWHS005 SITXFSA006 SITXCCS011 Year 12 Competencies BSBTWK201 SITHIND006 SITHFAB025 SITHFAB024 SITHFAB027
SITHFAB024	Prepare and serve non-alcoholic beverages		x		
SITHFAB025	Prepare and serve espresso coffee		x		
SITHFAB027	Serve food and beverages		x		
BSBTWK201	Work effectively with others			x	
SITHIND007	Use hospitality skills effectively			x	

Depending on the achievement of units of competency, the possible qualification outcome is SIT20322 Certificate II in Hospitality
 The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.
 * Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

Cohort 2023-2024 Stage 6 Hospitality Food and Beverage SIT20322 Certificate II in Hospitality Training Package SIT Tourism, Travel and Hospitality (version2.1)

School Name: TLSC The Entrance Campus
Course: Information and Digital Technology

Assessment Schedule Year 12 2024

Assessment Tasks for Information and Digital Technology Certificate III in Information Technology ICT30120		Task 4	Task 5	Task 6	Trial HSC Exam
		Term 4 Week 9	Term 1 Week 9	Term 3 Week 9	Term 3 Weeks 5-6
Code	Unit of Competency				
ICTSAS305	Provide ICT advice to clients	X			HSC Examinable Units of Competency Year 11 Competencies BSBWHS311 BSBXTW301 ICTICT313 BSBXCS303 Year 12 Competencies ICTSAS305 BSBCRT301 ICTPRG302
ICTSAS308	Run standard diagnostic tests				
ICTPRG302	Apply introductory programming techniques		X		
BSBCRT301	Develop and extend critical and creative thinking skills				
ICTICT214	Operate application software packages				
ICTWEB306	Develop web presence using social media			X	

Depending on the achievement of units of competency, the possible qualification outcome is ICT30120 - Certificate III in Information Technology.
 Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

Cohort 2023-2024 Stage 6 Information and Digital Technology Certificate III in Information Technology ICT30120

School Name: TLSC The Entrance Campus
Course: Manufacturing and Engineering Introduction

Assessment Schedule Year 12 2024

Assessment Tasks for Manufacturing and Engineering Introduction MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways		Task 4	Task 5	Task 6
Code	Unit of Competency	Term 3 Week 5	Term 3 Week 5	Term 1 Week 9
MEMPE006A	Undertake a basic engineering project	X		
MEMPE001A	Use engineering workshop machines			
MEMPE002A	Use electric welding machines		X	
MEMPE004A	Use fabrication equipment			
MEMPE005A	Develop a career plan for the engineering and manufacturing industry			X

* Students must complete 35 hours of work placement during the course 2024.

Depending on the achievement of units of competency, the possible qualification outcome is a MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

**Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy. Public Schools NSW, Tamworth (RTO 90162) have engaged NESA to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESA directly for additional copies of their transcript.

Cohort 2023-2024 Stage 6 Manufacturing and Engineering Introduction MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways Version 0.11

School Name: TLSC The Entrance Campus
Course: Music Industry

Assessment Schedule Year 12 2024

Assessment Tasks for Music Industry CUA30920 Certificate III in Music		Task 3	Task 4	Task 5
Code	Unit of Competency	Term 4 Week 9	Term 3 Week 4	Term 2 Week 9
CUAMPF315	Develop and perform musical improvisation	x		
CUAMCP313	Create simple musical pieces using music technology	x		
CUAMPF314	Make music demos		x	
CUAMCP311	Create simple musical compositions		x	
CUAMLT302	Apply knowledge of style and genre to music industry practice		x	
CUAIND314	Plan a career in the creative arts industry			x

Depending on the achievement of units of competency, the possible qualification outcome is a CUA30920 Certificate III in Music or a Statement of Attainment toward a CUA30920 Certificate III in Music.

If the school is running formal exams, they may be used for the assessment of competencies and /or NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

Cohort 2023-2024 Stage 6 Music Industry CUA30920 Certificate III in Music Training Package CUA Creative Arts and Culture (version 6.0)

School Name: TLSC The Entrance Campus
Course: Retail Services

Assessment Schedule Year 12 2024

Assessment Tasks for Retail Services Certificate III in Retail SIR30216		Cluster D	Cluster F	Cluster E	Cluster G	Trial HSC Exam
		Working in the Industry	Merchandising to Sell	Handling Stock	Sales and Security	
		Term4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
Code	Unit of Competency					HSC Examinable Units of Competency YEAR 11 Competencies SIRXCEG001 SIRXWHS002 SIRXCOM002 Year 12 Competencies SIRXIND001 SIRRMER001 SIRXPDK001 SIRXLS001
SIRXIND001	Work effectively in a service environment	X				
SIRXIND002	Organise and maintain a store environment	X				
SIRRINV001	Receive and handle retail stock			X		
SIRRINV002	Control stock			X		
SIRRMER001	Produce visual merchandise displays		X			
SIRXPDK001	Advise on products and services		X			
SIRXRSK001	Identify and respond to security risks				X	
SIRXLS001	Sell to the retail customer				X	
SIRXLS002	Follow point-of-sale procedures				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Retail SIR30216 or a Statement of Attainment towards a Certificate III in Retail SIR30216. Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

Cohort 2023-2024 Stage 6 HSC Retail Services Certificate III in Retail SIR30216

School Name: TLSC The Entrance Campus
Course: Visual Arts and Contemporary Craft

Assessment Schedule Year 12 2024

Assessment Tasks for Visual Arts and Contemporary Craft CUA31120 Certificate III in Visual Arts Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Task 5	Task 6	Task 7
		Produce prints	Sculpture	Digital and Film photography and darkroom techniques
		Term 1 Week 10	Term 2 Week 8	Term 3 Week 9
Code	Unit of Competency			
CUAPRI312	Produce prints	X		
CUAPPR312	Document the creative work process	X		
CUASCU311	Produce sculpture		X	
CUAPPR311	Produce creative work		X	
CUAPHI312	Capture photographic images			X
CUAPHI305	Use wet darkroom techniques to produce monochrome photographs			X

Depending on the achievement of units of competency, the possible qualification outcome is a CUA31120 Certificate III in Visual Arts (Release 1).

* Examinable units to be confirmed by teacher.

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".

Cohort 2023-2024 Stage 6 Visual Arts and Contemporary Craft CUA31120 Certificate III in Visual Arts Training Package CUA Creative Arts and Culture (version 6.0)

HSC KEY WORDS AND DEFINITIONS

ACCOUNT FOR	State reasons for, report on, explain, give an account of, narrate a series of events or transactions
ANALYSE	Identify components and the relationship between them, draw out and relate implications
APPLY	Use, utilise, employ in a particular situation
ASSESS	Make a judgment of value, quality, outcomes, results or size. Give your opinion with facts.
CLARIFY	Make clear or plain
COMMENT ON	Identify and write about the main issues, give reactions based on what you've read and/or researched
COMPARE	Show how things are similar or different (hint – use a Venn diagram), show the relevance of the similarities / differences
CONTRAST	Show how things are different or opposite
CRITICALLY	(analyse/evaluate) Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
DEFINE	State meaning and identify essential qualities, give the exact meaning of
DEMONSTRATE	Show by example
DESCRIBE	Provide characteristics and features of the item / concept, outline the main events
DISCUSS	Identify issues and provide points for and/or against, investigate or examine by argument, examine the implications
DISTINGUISH	(between) Recognise and indicate as being distinct or different from, to note differences between things
EVALUATE	Make a judgment and give your opinion based on criteria, determine the value of, assess and give your judgment about the merit, importance or usefulness of something
EXAMINE	Inquire into, find out the facts, look closely into something
EXPLAIN	Relate cause and effect, make the relationships between things evident, provide the why and/or how about the item / concept, make clear why something happens
EXPLORE	Examine thoroughly, consider from a variety of viewpoints
HOW DOES	By what means – consider the processes, techniques, steps and ideas behind the issue/s or concept/s
IDENTIFY	Recognise and name
ILLUSTRATE	Make something clear and explicit, giving examples and/or evidence
INTERPRET	Draw meaning from, show the meaning and relevance of data or other material presented
INVESTIGATE	Plan, inquire into and draw conclusions about
JUSTIFY	Support an argument or conclusion with evidence and examples, show why a decision or conclusion/s was/were made
OUTLINE	Sketch in general terms, indicate the main points / features / general principles of
PREDICT	Suggest what may happen based on available information
PROPOSE	Put forward a point of view, idea, argument or suggestion for consideration or action
RECOMMEND	Specify a path / course / action and provide reasons in favour
RELATE	Show similarities and differences between items / concepts
STATE	Give the main features briefly and clearly
SUMMARISE	Concisely express the relevant details
SYNTHESISE	Putting together the various elements to make a whole
TO WHAT EXTENT	Consider how far something is true (or not true) or contributes to a final outcome
WHY	For what causes, reason or purpose, on what account does/did something happen/occur

Remember to use the TXXXC framework for each paragraph as well as the whole response. Develop your "thesis" and support it with relevant examples and/or references to texts. Make sure that you do what the key word asks you to and get those "5 extra marks"!

ASSESSMENT OF PRACTICAL COURSES

Some courses require students to work on an ongoing major project throughout Year 12 as a key part of course assessment. These courses are referred to as 'practical courses', as students need to demonstrate their learning through 'practical application of that learning' to produce a large scale product.

For students to succeed in practical courses they need to ensure that they work throughout the entire HSC course with diligence and sustained effort.

Time management and proactive planning are also vital components to HSC success with practical courses.

The following courses have a major project as part of course assessment:

- Aboriginal Studies
- Dance
- Design and Technology
- Drama
- Industrial Technology Graphics
- Industrial Technology Timber
- Music
- Society and Culture
- Textiles and Design
- Visual Arts

To support students undertaking the above courses, teachers will, at regular intervals (Weeks 4 and 8), monitor student progress to ensure that students are on track to produce a quality end product.

As part of this process, students will be given feedback about their current progress at a set point in time, in addition to receiving guidance as to where students should be headed next.

Students who fail to demonstrate satisfactory progress during these checkpoints will be governed by the TEC 'HSC Submitted Works' process that is outlined in the flowchart on the next page.

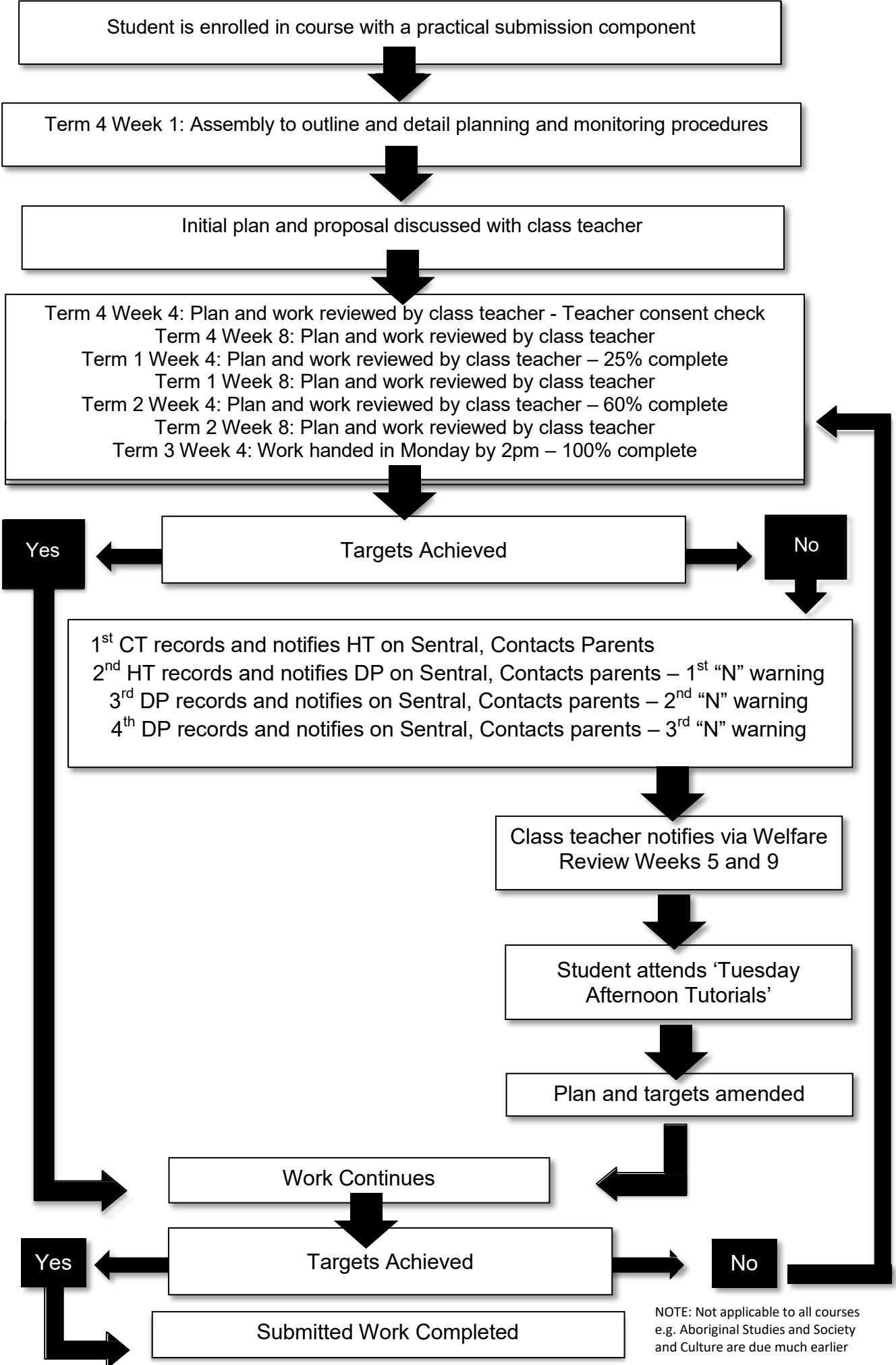
Please note: Students who fail to demonstrate satisfactory progress may place their enrolment in the course in jeopardy – possibly leading to withdrawal from that course - which may also lead to being ineligible for receiving the qualification of the Higher School Certificate.

SAMPLE OF MAJOR WORK TIMELINE

H
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NOTE: Not applicable to all courses
e.g. Aboriginal Studies and Society
and Culture are due much earlier

Extension Guidelines

Tuggerah Lakes Secondary College The Entrance Campus will only consider awarding special consideration in cases of an **Extension**. These may be defined as follows:

Consideration for an **Extension** may include but not limited to:

- Representing the College or campus (leadership, sport, academic).
- Work Placement or Work Experience.
- Other extracurricular activities (e.g. School Business, Excursions etc.).
- Approved leave from school.

NOTE:

- Extension forms must be completed with the Deputy Principals approval by 2pm one day prior to the due date of the assessment task.
- Absence from school on the day of an assessment task does not warrant an extension. Please refer to the guidelines for Illness/Misadventure.
- All assessment tasks are published in the Assessment Schedule and Policy Handbook received by students at the beginning of their Year 11 and Year 12 HSC Courses.
- If an Extension Request is rejected by the panel, a mark of zero will be awarded. A student may further appeal this decision via a panel to be convened by the Principal.
- Supporting documentation needs to be attached to all Extension forms including Medical Certificate, Evidence of School Work Placement or Excursion etc.

If an Extension Request is approved, the student will either:

- Complete the original task with an alternate submission time and date.
- Complete an alternate task of similar rigor based on the same outcomes.

In completing and submitting this form, those lodging the appeal agree to the conditions and policies above.

APPENDIX 2: ILLNESS/MISADVENTURE REQUEST FORM



TLSC The Entrance Campus

Year 12

ILLNESS/MISADVENTURE REQUEST FORM

Note: The following checklist must be completed prior to submission to relevant Head Teacher.
This form must be submitted no later than 5 school days from the submission date of the assessment task.
 In cases of prolonged absence, please contact the Head Teacher of the course or the Deputy Principal.
See over the page for details of what constitutes a valid Illness/Misadventure request.

Student Name: _____

Teacher Name: _____

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED:

- | | |
|---|--|
| <input type="checkbox"/> Reason for illness/misadventure request completed | <input type="checkbox"/> Doctor's Certificate/supporting evidence attached |
| <input type="checkbox"/> All course and task details to be completed | <input type="checkbox"/> Parent/Carer signature and date completed |
| <input type="checkbox"/> Classroom teacher/Head Teacher comment/signature completed | <input type="checkbox"/> Student signature and date completed |

Once this form has been completed, the student must then hand the request form to the Deputy Principal

Reason for Request:	<input type="checkbox"/> Illness	<input type="checkbox"/> Misadventure
Course Name: _____	Original task due date: _____	
Task Name: _____	What % is the task worth: _____	
Task Number:	<input type="checkbox"/> 1	<input type="checkbox"/> 2
	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Has the task been completed / handed in?	Yes <input type="checkbox"/>	If 'Yes' – when? _____
	No <input type="checkbox"/>	New submission date: _____
Have you submitted an Illness/Misadventure/Extension for this course before?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Will you lodge an appeal for this Illness/Misadventure in another course(s)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Classroom Teacher Recommendation:	_____	

Classroom Teacher Signature: _____ **Date:** _____

Documentation Attached: Doctor's Certificate Other Please describe: _____

Parent/Carer Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Head Teacher Signature: _____ **Date:** _____

DEPUTY PRINCIPAL TO COMPLETE:

REQUEST UPHELD: Yes No (No – student may receive zero for the task)

Deputy Principal Signature: _____ **Date:** _____

Alternate Submission Date **New Date:** _____ **Alternate Task** **Award Marks**

Illness/Misadventure Request Form Guidelines

Tuggerah Lakes Secondary College The Entrance Campus will only consider awarding special consideration in cases of **Illness/Misadventure**. These may be defined as follows;

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

NOTE:

- Absence from school on the day of an assessment task does not warrant Illness/Misadventure unless the student follows the correct process and completes the Illness/Misadventure Request Form and attaches the relevant documentation and supporting evidence.
- Supporting documentation needs to be attached to all Illness/Misadventure forms including Statutory Declaration or Medical Certificate.
- Students have 5 school days from the original due date of the assessment task to submit the completed Illness/Misadventure Request Form to the Deputy Principal.
- On the first day a student returns to school they must:
 - ✓ hand in the outstanding assessment task;
 - ✓ complete the missed in-class assessment;
 - ✓ in the case of missed examinations, the student is expected to sit the examination on the first day back;
 - ✓ If the student has missed more than one task, the student must report to the DP at the beginning of the day to plan for the completion of all tasks with the expectation that at least one missed task will be completed on that first day back.
- All assessment tasks are published in the Assessment Schedule and Policy Handbook received by students at the beginning of their Year 11 and Year 12 HSC Courses.
- If an Illness/Misadventure Request is rejected by the panel, a mark of zero will be awarded. A student may further appeal this decision via a panel to be convened by the Principal.

If an Illness/Misadventure Request is approved the student will either:

- Complete the original task with an alternate submission time and date.
- Complete an alternate task of similar rigour based on the same outcomes.

In completing and submitting this form, those lodging the appeal agree to the conditions and policies above.

REQUEST FOR HSC ASSESSMENT REVIEW



Student Name: _____

Date: _____

Course: _____

Teacher: _____

Task Concerned: _____

I, _____ hereby apply for a review of the above assessment (within 5 days of receiving marks). My *reasons* for requesting a review are:

Student Signature: _____

Head Teacher Recommendation:

Head Teacher Signature: _____

Fully completed form to be submitted to Deputy Principal

Record of Decision:

I have noted the above request and **HAVE / HAVE NOT** granted the review as per above.

Deputy Principal Signature: _____ Date: _____

Date Student Notified of Outcome: _____

CALENDAR OF YEAR 12 HSC ASSESSMENT TASKS 2023-2024

WEEK	TERM 4 - 2023	TERM 1 - 2024	TERM 2 - 2024	TERM 3 - 2024
1			Mathematics Advanced	Chemistry Dance Textiles & Design
2			English Advanced English Standard	Drama Engineering Studies Entertainment Industry Visual Arts
3		Drama Information Processes & Technology	Marine Studies Modern History PDHPE	Computing Applications Construction English Studies Exploring Early Childhood Photography, Video & Digital Imaging Science Extension Sport, Lifestyle & Recreation Studies
4 Major Works Checking Week			Textiles & Design	ASSESSMENT FREE WEEK
5		Dance Design & Technology Work Studies Sport Lifestyle & Recreation Studies	Computing Applications Photography, Video & Digital Imaging	HSC TRIAL EXAMINATIONS (week 5-6) Aboriginal Studies Mathematics Advanced Ancient History Mathematics Ext 1 Biology Mathematics Std 1 & 2 Business Studies Modern History Chemistry Music Community & Family PDHPE Studies Physics Design & Technology Society & Culture Earth & Environmental Textiles & Design Science Visual Arts Engineering Studies English Advanced English Standard Food Technology Geography Industrial Technology Information Processes & Technology Investigating Science Legal Studies VET OPTIONAL EXAM Business Services Construction Entertainment Industry Hospitality Food & Bev Hospitality Cookery Information & Digital Technology Retail Services
6	Design & Technology	Industrial Technology Modern History Science Extension	Aboriginal Studies Ancient History Dance Engineering Studies English Studies Exploring Early Childhood Science Extension	
7	Aboriginal Studies Ancient History	Ancient History Computing Applications Exploring Early Childhood Mathematics Standard 2 Photography, Video & Digital Imaging	Drama Industrial Technology Mathematics Standard 2 Music Society & Culture Sport, Lifestyle & Recreation Studies Visual Arts	Work Studies
8 Major Works Checking Week	Earth & Environmental Science Exploring Early Childhood Geography Industrial Technology Marine Studies Mathematics Standard 2 Physics Sport Lifestyle & Recreation Studies Work Studies	Biology Community & Family Studies Earth & Environmental Science English Studies Marine Studies Mathematics Standard 1 Music Visual Arts	Business Studies Earth & Environmental Science Visual Arts & Contemporary Craft Work Studies	
9	Biology Business Services Business Studies Engineering Studies English Advanced English Standard English Studies Entertainment Industry Information & Digital Technology Investigating Science Hospitality Cookery Hospitality Food & Beverage Mathematics Standard 1 Music Music Industry PDHPE Retail Services Visual Arts	Business Services Business Studies Construction Drama Entertainment Industry Geography Hospitality Cookery Information & Digital Technology Legal Studies Manufacturing & Engineering Physics Retail Services Visual Arts & Contemporary Craft	Business Services Community & Family Studies Entertainment Industry Investigating Science Hospitality Food & Beverage Hospitality Cookery Mathematics Standard 1 Music Industry Physics Retail Services	Business Services Construction Hospitality Food & Beverage Hospitality Cookery Information & Digital Technology Retail Services Visual Arts & Contemporary Craft
10	Chemistry Community & Family Studies Computing Applications Dance Food Technology Legal Studies Mathematics Advanced Photography, Video & Digital Imaging Society & Culture Textiles & Design	Chemistry Food Technology Investigating Science Society & Culture	Biology Design & Technology English Advanced English Standard Food Technology Geography Information Processes & Technology Legal Studies Marine Studies Mathematics Advanced Modern History PDHPE	
11		Aboriginal Studies Information Processes & Technology		

