



Batemans Bay
High School

LEARNING LEADS TO EMPOWERMENT



Year 12 HSC

Assessment Procedures 2024/2025

Learning Leads to Empowerment

Contents

| | |
|--|----|
| Welcome to Year 12 2024/2025..... | 3 |
| Staff Contacts | 3 |
| Key terms used in this booklet | 4 |
| NSW Education Standards Authority (NESA) | 5 |
| What is assessment?..... | 5 |
| N Warning Process - Official warning letters | 11 |
| Student support at Batemans Bay High School..... | 18 |
| Formatting a Bibliography | 20 |
| Change of Date Application | 21 |
| Illness and Misadventure Application | 22 |
| School Based Assessment Appeal | 23 |
| Term by Term Whole Assessment Schedule | 24 |
| Aboriginal Studies | 25 |
| Agriculture..... | 26 |
| Ancient History..... | 27 |
| Biology | 28 |
| Business Studies | 29 |
| Chemistry..... | 30 |
| Community and Family Studies..... | 31 |
| Design and Technology | 32 |
| Drama..... | 33 |
| English Advanced | 34 |
| English Standard..... | 35 |
| English Studies | 36 |
| Geography | 37 |
| History Extension | 38 |
| Industrial Technology | 39 |
| Multimedia | 39 |
| Industrial Technology Timber | 40 |
| Legal Studies | 41 |
| Mathematics Advanced..... | 42 |
| Mathematics Numeracy | 43 |
| Mathematics Standard 1 | 44 |
| Mathematics Standard 2 | 45 |
| Modern History..... | 46 |
| Music 1 | 47 |
| Physics | 48 |
| Sport, Lifestyle and Recreation Studies | 49 |
| Textiles and Design | 50 |
| Visual Arts..... | 51 |
| Visual Design..... | 52 |
| Assessment Advice for HSC Vet Courses..... | 53 |
| Construction..... | 55 |
| Entertainment Industry | 56 |
| Hospitality | 57 |
| Manufacturing and Engineering | 59 |
| Student Assessment Planner..... | 61 |



Welcome to Year 12 2024/2025

Higher School Certificate

This assessment handbook outlines the Batemans Bay High School HSC Assessment Policy.

It aims to help senior students by:

- assisting in understanding the requirements of the HSC
- explaining the processes around assessment and how marks are determined
- assisting with information about how to prepare, plan and organise their time so they meet assessment expectations
- explaining the process for requesting illness and misadventure and/or appealing a result
- informing about certain rules they must follow and requirements they must meet
- listing in a simple and standard fashion the assessment tasks in each course, while showing the outcomes, components and weightings for each task.

This booklet should be read in conjunction with NESA assessment policies available online at www.educationstandards.nsw.edu.au

It is the responsibility of students to read and ensure they understand the contents of this booklet and to share this booklet with parents and carers.

Staff Contacts

| | |
|----------------------|--|
| Principal | Paula Brennan |
| Deputy Principals | Caroline Preston Andrew Histon Diarna Kalmanidis |
| Year Advisor | Megan Nicholls |
| Learning and Support | Maria Love |

Batemans Bay High School – ph: 4478 3600

Assessment tasks are subject to change from year to year.
Information in this booklet applies to students sitting the HSC in 2025.

While the information is correct at the time of printing, in some circumstances, information may change. It is important for students to check the specific notification for each individual task that is issued by their class teacher.

Key terms used in this booklet

| | |
|---|---|
| AMOW | HSC: All My Own Work <i>HSC: All My Own Work</i> is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of the HSC studies. |
| NESA | NSW Education and Standards Authority NESA organises and conducts the Higher School Certificate Examinations in all NSW schools and are responsible for the awarding of the Higher School Certificate Credential. |
| RoSA | Record of School Achievement The Certification students receive from NESA if they leave school prior to completing the HSC |
| HSC | Higher School Certificate Highest level of certification in NSW high schools, usually completed in Year 12 of high school |
| Preliminary HSC | First stage of the HSC; usually completed in Year 11 of high school |
| Stage | A period of learning, typically of two years duration. Stage 5 refers to Years 9 and 10 and Stage 6 refers to Years 11 and 12 |
| Unit | The amount of time involved in a course |
| BDC | Board Developed Course Courses developed by NESA than can be used in the calculation of an ATAR |
| BEC | Board Endorsed Course Courses endorsed by NESA that count towards the HSC but cannot be used in the calculation of an ATAR |
| CEC | Content Endorsed Course These courses are endorsed by NESA to be delivered in all schools. There is no HSC external exam and they do not count towards an ATAR |
| TAFE | Technical and Further Education |
| VET | Vocational Education and Training |
| TVET | TAFE delivered Vocational Education and Training courses |
| UAC | University Admissions Centre |
| ATAR | Australian Tertiary Admission Rank A rank calculated by UAC as a way of determining entry to university courses |
| <p>Useful websites: https://www.educationstandards.nsw.edu.au/ www.uac.edu.au</p> | |

NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) governs assessment requirements for the Higher School Certificate which are implemented by this school. The NESA website allows you to access full copies of each syllabus, assessment requirements, lists of prescribed texts, specifications for each course, as well as publications including past examination papers, specimen papers and notes from the Marking Centre.

<http://educationstandards.nsw.edu.au>

Students Online

During your Higher School Certificate year, the NESA Students Online service will be available for you to log on and view your HSC enrolment details. By using your student number and PIN provided by NESA, you will be able to check important details relating to your enrolment and view important information such as your personalised HSC written examination timetable, personalised Advice Line schedule, your Assessment Rank Order (after the final HSC examination) and information regarding your HSC results.

Pattern of Study

The Preliminary course must be successfully completed before a student can commence the HSC course and requires the completion of 12 units of study.

The HSC course runs throughout Term 4, 2024 and Terms 1, 2, 3 of 2025, and must include 10 units of study, composed of:

- At least six units of NESA developed courses (that is, courses with an external HSC examination);
- at least two units of a NESA developed course in English, or English Studies;
- at least three courses of a 2-unit value or greater (either NESA developed or NESA endorsed courses);
- at least four subjects (including English).

Students must complete assessment tasks that contribute to more than 50% of the total assessment marks to qualify the Higher School Certificate. Students cannot qualify for a Higher School Certificate in a course where they do not meet minimum assessment requirements.

What is assessment?

School-based assessment allows teachers to measure student learning in a variety of ways not possible under examination conditions. It provides a more balanced representation of student achievement over the entire duration of the HSC course and is a vital component of learning. Students will be ranked and graded in each course at the end of the Preliminary HSC. Although Preliminary HSC assessment marks are not used in the calculation of HSC marks, successful completion of the Preliminary course is a prerequisite for continuation.

Assessment is also used to assist student learning. It allows teachers to provide meaningful feedback to students. This feedback will clearly indicate the extent to which the course outcomes have been achieved. Such feedback acknowledges what students can do and what they need to do in order to improve their level of achievement.

Assessment tasks take a variety of forms in an attempt to accurately measure a student's knowledge and skills. The methods used could include both formal test situations and less formal, but nonetheless systematic observations of student performance.



In all subjects these may involve some of the following:

- half-yearly and yearly examinations,
- written, practical, oral and/or aural tests,
- class and/or home assignments including essays and practical tasks,
- individual and team projects of varying degrees of length and complexity,
- oral presentations, or fieldwork

Assessment methods across types of courses

NESA Board Developed Courses

Year 12 students complete school-based assessments as part of their HSC, which contribute 50% of their final HSC mark for course (except VET and Life Skills courses). Assessment is based on mandatory weightings and components as set out in the syllabuses for each HSC course being studied.

VET courses

VET courses use competency-based assessment. This enables students to gain a nationally recognised Australian Qualification Framework (AQF) credential. It is mandatory that all students studying VET courses do the mandatory work-placement. Failure to satisfactorily complete work-placement will result in an “N Determination” for the course.

Life Skills courses

Evidence of achievement of outcomes is gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes.

Assessment tasks

For each course (except externally delivered courses such as TVET and Distance Education courses), an assessment schedule has been included in this booklet. It identifies;

- The general nature of each task;
- the course outcomes that will be assessed;
- the estimated date of the task;
- the weighting of each task towards the final assessment mark.

Notification of assessment tasks

Assessment tasks are clearly labelled and notice of the due date is given in writing to students at least two weeks in advance. Students who are absent from school or class on the day a task is issued have the responsibility to collect the task from the teacher and sign for it. Students cannot use the excuse that they were absent on the day a task was issued and therefore unable to complete or sit the task. Assessment tasks will not be due or take place in the one-week period before half-yearly or yearly examinations.

Satisfactory completion of a course

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

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

For the satisfactory completion of a course, NESA does not mandate an attendance requirement. As a guide, however, student attendance falling below 95% is considered by the Department to place a student at educational risk.

The principal may then determine that, because of absence, the course completion criteria may not be met. Students need to be aware that learning experiences are delivered in class and high absenteeism leads to gaps in this learning.



If at any time it appears that a student is at risk of receiving an 'N Determination' (a non-successful completion of a course), the principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be issued in time for the problem to be corrected.

Periodically, each student's progress will be monitored by their class teacher, subject head teachers and the deputy principal. Students who are in danger of receiving an N-Determination will be interviewed, and parents/guardians will be informed of their child's status.

Students who have not complied with the above requirements and have received at least two written warnings may be regarded as not having satisfactorily completed the course. The principal may then issue an N-Determination.

Ultimately it is a student's responsibility to ensure they are meeting all requirements for the courses they are enrolled in. Students need to make every effort to achieve a successful record of study.

Calculating assessment marks

When the assessment program ends, the school will total all the individual assessment task marks and apply any weightings to create a final assessment mark. This assessment mark is then sent to NESA.

Students do not receive their final assessment mark, however, they do receive a school report showing their final assessment 'rank' (position in your school group) per course.

Excursions and school events

Timetabled assessment tasks must take precedence over all other school activities. Students are required to sit the assessment task or submit a hand in task as scheduled. No allowance will be made for students who attend an excursion for another subject instead of fulfilling their HSC Assessment obligations on the given date unless alternative arrangements have been pre-arranged and approved by the head teacher and deputy principal.

The responsibilities of the school

The school is required to provide students with the following information:

- An assessment schedule that has been developed for each course, within the guidelines provided by the NESA, incorporating mandatory assessment components and weightings for that course
- NESA document [HSC Rules and Procedures Guide](#)
- The assessment policy and procedure and a student sign off acknowledgement
- Written notification provided to students typically 14 calendar days in advance of the scheduled assessment task

At the completion of each task, students will receive:

- A mark for that task
- Their rank for that task
- The marking criteria and
- Feedback concerning areas for further improvement

In exceptional circumstances, some tasks may be rescheduled or substituted during the course of the year. In such cases, head teachers or class teachers will inform students of the new arrangements and provide an additional sign off.

Where a completed task has been declared void or invalid, a new task will be set, and the same requirement of typically 14 calendar days will be upheld.

The responsibilities of the student

It is the responsibility of the student to:

- Complete each course in which they are enrolled. This will be demonstrated by:
 - following the course that has been developed or endorsed by NESA,
 - applying themselves with diligence and sustained effort to the set tasks and experiences provided by the course, and
 - achieving some or all of the course outcomes.
- Attend all classes. Continued absence from class may mean that a student is not applying themselves with diligence and sustained effort and can therefore lead to an “N Determination” warning.
- Complete all set course work and learning tasks (not just assessment tasks) in order to achieve course outcomes even when absent from class.
- Make a serious attempt at all tasks which are set out in the assessment program for each course.
- Ensure that all personal technology devices (such as phones, smart watches, ipads and laptops) are off and away for all assessment tasks unless approved for the task.
- Complete all tasks by 11:59pm on the due date unless otherwise specified in the task notification.
- Present work that is their own, in the specified form by the due date. A student who is found guilty of malpractice will be a zero mark for the task and an “N Determination” warning will be issued.
- Contact the school if you cannot complete an assessment task due to illness or misadventure on the day the task is due. The parent/carer should communicate with the head teacher of the relevant faculty. An “Illness and Misadventure Application” **must** be sought on the first day back at school, completed and returned to the deputy principal, who will then determine the case. Supporting documentation must be provided in writing, such as a medical certificate for illness, or a satisfactory explanation in the case of misadventure, explaining the inability to do the task. It is not the responsibility of teachers to request an appeal. An “Illness and Misadventure Application” has been included in this document or is available from the deputy principal.
- Complete tasks immediately on return to the course specific class after an absence. In cases where tasks may be assessed over several days (for example, speeches and presentations) and a student is absent, the student must be prepared to present their task on the first day they return to school.
- Sit examinations during their scheduled times. No exemptions will be given. If a student fails to sit an examination, the illness and misadventure process must be followed.



- Comply with all the rules of the examination setting as provided on the exam timetable at the date of issue.
- Approach the relevant head teacher before the due date of the task where an absence is known in advance. Students should use the “Appeal for Change of Date” form, or, in the case of mandatory VET work placement, the log of work expected to be completed during the placement. An alternative date or task cannot be negotiated during examination periods.
- Failure to negotiate a change of date in advance may result in a zero mark and N Warning.
- Complete mandatory work placement if enrolled in a VET course.

The responsibilities of the teacher

It is the responsibility of the teacher to:

- Develop an assessment schedule of three tasks for Year 11 and four tasks for Year 12 of various types for 2 unit courses in line with NESA requirements.
- Allocate weightings to each of the tasks in accordance with the component weightings and the school’s judgement of the relative importance of each task.
- Supply their students with detailed information (task notifications) about each assessment.
- Notify students in writing of the course assessment requirements.
- Notify students in writing typically 14 calendar days prior to each task. This notification will include:
 - The date the task is due,
 - A description of the task,
 - The weighting of the task,
 - The outcomes being assessed, and
 - The criteria on which the task will be marked.
- Notify students and their parents in writing by issuing a “N Determination Warning” letter if they fail to meet course requirements, including assessment requirements.
- Negotiate a suitable change of date if it is necessary to change the notified date of a set assessment task and eligibility requirements have been met.
- Arrange for disability provisions and or adjustments for the completion of assessment tasks for those students who were granted such provisions by the Learning and Support Teacher (LaST), or in accordance with the adjustments and accommodations agreed upon in the student’s current Individual Learning Plan.
- Ensure that assessment tasks are returned within two weeks of submission to students (unless exceptional circumstances occur) with a mark / grade, rank and feedback to assist improvement in student performance. This feedback should include:
 - The student’s achievement in relation to the outcomes
 - The student’s rank for that task
 - Appropriate and specific feedback about the student’s performance in the task.
 - Comment in relation to the marking guidelines, and strategies and suggestions for improvement.

Teachers will also:

- Collate and maintain the assessment marks and related information during the course.
- Refer appeals and variations to the deputy principal and/or principal for determination, under exceptional circumstances.
- If a change of date for completion of a task is required there is no need for a further two weeks’ notice provided the task is not being brought forward.
- Under certain circumstances, teachers may find it necessary to vary their Assessment Schedules. If this should occur approval will be sought from the head teacher and deputy principal, and students will be informed in writing.

The responsibilities of head teachers

In order to support students to successfully meet the NESA requirements for HSC courses and assessment, head teachers will:

- Negotiate with the deputy principal any alternative arrangements for a task to be approved.
- Keep a copy of the task in print and/or electronic form in case the original is mislaid.
- Make recommendations about extensions, malpractice, illness/misadventure and refer to the deputy principal for the final decision.
- Follow up any concerns with assessment tasks at the time they are marked and returned. (see Appeals Procedure for school based assessment task)
- Check assessment schedules to ensure they accurately reflect course component weightings and ensure all students must follow the principles and practices of good scholarship, as described in the [HSC: All My Own Work](#) program.
- Ensure all students comply with the standard set out by NESA in [Honesty and Integrity in HSC Assessment](#).
- Maintain 'markbooks' and or centralised systems of record keeping to suit the reporting methods used by Batemans Bay High School.
- Ensure that all classes doing the same assessment task for the same course are dealt with equitably.

What happens if a student fails to fulfil their responsibilities?

If a student fails to fulfil their responsibilities, they may receive:

- A zero mark for work that is not their own.
- A zero mark for work not submitted by the due date.
- A zero mark for a non-serious attempt.
- A zero mark for work not granted consideration due to illness/misadventure.
- An "N Determination" warning in a particular course if he/she fails to complete tasks which represent in excess of 50% of the possible assessment marks in that course.

Failure to meet responsibilities may result in a "N Determination" warning letter, which may place a student's HSC in jeopardy. Students and parents will be warned in writing.

Non-serious attempts

Students are warned that NESA does not treat non-serious attempts lightly and may prevent the award of an HSC, especially where it occurs during an actual HSC examination. Non-serious attempts include:

- Failure to submit an assessment task.
- Failure to show ongoing work towards an assessment task over time
- Submitting a frivolous attempt of an assessment task.
- Failure to attempt all sections of an exam or assessment task.
- Failure to submit, on request, evidence of weekly work completed.

Where a student fails to comply with NESA or school requirements for the satisfactory completion of a Preliminary or HSC course, the student will receive an official warning letter from the school outlining the nature of any outstanding work or assessment tasks and a reasonable time frame in which to complete it.

Student progress concerns

Students recognised as causing concern will be encouraged to improve their commitment to their studies to ensure successful completion of the course.

Progress Concern Process

| | |
|----------|--|
| 1 | <p>Teacher identifies student as causing concern in relation to:</p> <ul style="list-style-type: none"> • Attendance (below 95%) and/or truancy from class • no evidence of missed work being completed • classwork and homework regularly incomplete • not participating in classroom learning and/or practical based activities • no evidence of progress towards the completion of an assessment task |
| 2 | <p>Class teacher in consultation with head teacher:</p> <ul style="list-style-type: none"> • interview the student (where possible) to discuss; <ul style="list-style-type: none"> - the issue, available supports and what is required to address the issue - a timeframe that the student is required to resolve the issue - actions required by the teacher should the issue continue or not be resolved • phone or email parents/carers of the student to inform them of the concern • record interview into Sentral (notifying DP, HT, YA, WC, LST, ALC as required) |
| 3 | <p>3a. Concerns resolved:</p> <ul style="list-style-type: none"> • student continues in course • teacher adjusts Sentral entry to confirm resolution of concerns raised <p>3b. Concerns not resolved:</p> <ul style="list-style-type: none"> • N Warning process will be followed |

N Warning Process - Official warning letters

Where students do not resolve concerns raised or do not complete components of the course, official warning letters of concern (“N” determination warning letters) will be sent to parents/caregivers outlining the areas of unsatisfactory completion of course requirements. The warning letter is designed to give students the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To resolve an official warning letter, the student must comply with the letter’s requirements in full.

Failure to submit assessment items to a reasonable standard will make it difficult for the principal to determine if the student has achieved course outcomes. It may also indicate that a student has not applied themselves with diligence and sustained effort. In the case of failure to submit an assessable item, the principal or their delegate will follow the “N” Determination process.

N Warning Process

| | |
|----------|---|
| 1 | <p>Student has not met their responsibilities for completion of work, assessment tasks and/or applying themselves with diligence or sustained effort</p> |
| 2 | <p>2a. Class teacher and head teacher will:</p> <ul style="list-style-type: none"> • Issue an N Warning letter to the student both in class and send to parents/carers • Provide a timeframe to resolve the task <p>2b. Student has a valid reason for missing the task:</p> <ul style="list-style-type: none"> • Student approach the deputy principal to request an Illness and Misadventure Form • Misadventure process to be followed |
| 3 | <p>Student does not require Illness and Misadventure</p> <p>3a. Student resolves N Warning</p> <ul style="list-style-type: none"> • Student completes the required work in the timeframe • Teacher adjusts Sentral entry to confirm resolution of the N Warning <p>3b. Student does not resolve N Warning</p> <ul style="list-style-type: none"> • A follow up N Warning will be issued |

Change of Date Process

Change of date process is available to students who become aware of a clash with an assessment task and a school or personal commitment. Students need to apply as soon as possible to change the date of a task and provide appropriate supporting documentation.

Change of Date Process

| | |
|----------|---|
| 1 | <p>1a. Student requests a consideration for a change of date to complete a task.</p> <ul style="list-style-type: none"> • approach deputy principal for a Change of Date form during break times • complete form and give to class teacher • class teacher and head teacher recommend an alternative date • head teacher gives the form to the deputy principal • deputy principal makes final decision • student completes task |
| | <p>1b. Student does not apply for change of date</p> <ul style="list-style-type: none"> • student does not complete task • N Warning letter issued and zero marks will apply |

Illness and Misadventure Process

Illness/Misadventure is available to students who experience sickness, illness or unforeseen circumstances immediately before or at the time of the assessment or exam. All Illness and Misadventure applications must be accompanied with a certificate from a doctor or specialist and/or an incident notification from a relevant reputable business or person eg. police statements, statutory declaration or a legal document, depending upon the incident.

Illness/Misadventure does not cover:

- attendance at a sporting, artistic or cultural event
- a family holiday
- alleged inadequacies of teaching
- long term matters relating to loss of preparation time, or loss of study time or facilities
- disabilities for which NESAs has already granted disability provisions, unless an unforeseen episode occurs

Illness and Misadventure Process

| | |
|----------|--|
| 1 | Student will contact the class teacher or head teacher on the day of the task to inform them of the need for Illness and Misadventure |
| 2 | <p>2a. Student has a valid reason for missing the task:</p> <ul style="list-style-type: none"> • approach deputy principal on the first day back at school for a Illness and Misadventure form • complete the form, attach appropriate documentation and give to the class teacher • class teacher and head teacher recommend how the student can redeem the task • head teacher gives the form to the deputy principal • deputy principal makes final decision • student completes task and marks are awarded <p>2b. Student has no upheld valid reason for missing the task:</p> <ul style="list-style-type: none"> • teacher issues N Warning letter • student must still resolve the task • zero marks will still apply |



Technology problems

Computer, internet and printer malfunctions are not automatically grounds for misadventure, particularly if the completion and printing of tasks is left until the night before a task is due. However, a misadventure application may be lodged provided that a student is able to show evidence of his/her work. This evidence may be in the form of:

- Online evidence of the work in progress in google classroom by the student
- A draft printout of the task
- A handwritten draft version of the task
- An electronic copy of the task given to the teacher, in the case of a printer malfunction

Students should also regularly show their teacher drafts of their work as it progresses so that teachers can verify they have sighted this and seen the work in progress.

If a printout is required students must be able to supply independent evidence of technology problems (for example, a letter from a computer repairer).

An “N Determination” warning and zero mark will be awarded if a student is unable to show evidence of the task in draft form or the teacher has not seen the task in development at all. It is recommended that students keep a back-up copy of tasks in progress.

New enrolments

Special provision will be made for students who enrol in the school after the commencement of the assessment program. These students will not be required to do the tasks they have missed. They will do the tasks that fall due after they have enrolled in the course and be given a ranking based on these tasks provided that the head teacher concludes that the number of tasks done is sufficient to make the ranking valid (the combined weighting of the tasks is greater than 50% of the total assessment mark). If this is not the case, then alternative arrangements will be made.

Students and parents should be aware that it is not valid to include marks gained in one course or with one group of students in the calculation of the assessment mark in another course or with another group of students.

Honesty and Integrity of HSC school-based assessment

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC and means;

- **Being honest and ethical** – being honest about what is your own work and what isn't, and about where you got your information.
- **Listing all your sources** – research using different sources of information is an important part of HSC work. Being an ethical researcher and a good scholar means listing all your sources and correctly citing each source.
- **Using your own words** – communicate what you have learnt in your own words.

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

General teaching and learning does not require formal acknowledgement.

Malpractice

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

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

Types of malpractice in HSC assessment tasks may include, but are not limited to:

- **Misrepresentation** – when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
- **Plagiarism** – when a student pretends to have written, created or developed work that has originated from another source.
- **Collusion** – when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
- **Breach of assessment conditions** – when a student does not follow the rules set out for assessment or examination.

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

- a. Completing **All My Own Work** (or its equivalent), and
- b. reading **HSC Rules and Procedures Guide**, and
- c. completing **HSC minimum standard: Malpractice and breaches of test rules**, and
- d. completing **HSC practical exams**.

Suspected Malpractice

If malpractice is suspected by the classroom teacher they will inform their head teacher and the student of this and their options. The investigation of suspected malpractice will be managed by a panel formed by the deputy principal.

In the case of Malpractice (suspected plagiarism and the use of AI generated work specifically), the student will be asked to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to:

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

If malpractice is concluded to have occurred, the following range of consequences may apply:

- zero marks for all or part of the task
- a formal warning
- an N Warning may be issued
- student may need to re-submit all or part of the task
- If applicable the student may have the ability to resolve the N Warning and re-submit the task – *the zero mark may still be upheld*

If plagiarism is determined by the panel additionally:

- the students name will be recorded on the malpractice register in NESA via schools online potentially placing their HSC in jeopardy.

Malpractice Process

(5 school day turnaround from notification in Sentral)

| | |
|----------|---|
| 1 | Class teacher; <ul style="list-style-type: none"> - identifies suspected malpractice - informs head teacher - makes a Sentral entry (confidential) and notifies the Deputy Principal |
| 2 | Class teacher and Head teacher meet with student to discuss the malpractice process and their options and communicates this to the parents |
| * | 2a. - <i>If the student agrees to malpractice, then an appropriate consequence will be issued</i> |
| * | 2b. - <i>If student disagrees to malpractice</i> Student approaches deputy principal and requests a review |
| 3 | Deputy Principal forms panel. This may consist of another deputy principal and a head teacher (excluding the Faculty HT from the course involved) and gathers all information |
| 4 | The Assessment Review panel analyses the information gathered and interviews: <ul style="list-style-type: none"> - the student (support person offered) - the class teacher - the head teacher (as required) The Assessment Review panel makes their decision |
| 5 | DP convening the Assessment Review Panel meets with the student and informs them of the outcome of the investigation and communicates this to the parent/carer |
| 6 | If malpractice is found – an appropriate consequence will be issued and an entry into NESA malpractice register via schools online |
| 7 | Student informed they can follow the Appeals process if they want to appeal the outcome |

School Based Appeals Process

In the event that a student questions the outcome of an assessment process they can follow the appeals process.

They need to apply to the deputy principal within 3 days of the first outcome being issued.

The appeals process can apply to;

- Individual Assessment Task results (apply to the deputy principal within 3 days of the outcome being issued)
- Assessment Rank
- Illness and Misadventure outcomes
- Malpractice process outcomes
- Other relevant assessment concerns

In particular note that appeals for assessment results can only be made on the basis of:

- The weightings specified by the school not conforming with the Board's requirements.
- The procedures used by the school for determining the final assessment mark do not conform with its stated program.
- Breach of the Batemans Bay High School Assessment Policy.
- There being computational or other clerical errors in determination of the assessment mark

A request for an appeal cannot be based on questioning the professional judgement of teachers in the marking of work.

School Based Appeals Process

| | |
|----------|--|
| 1 | Student has concerns regarding the outcome of a process relating to assessment. |
| 2 | Student applies to the deputy principal for an appeals form |
| 3 | The Deputy Principal refers the appeal to the Principal |
| 4 | The Principal forms an appeals panel consisting of relevant executive (excluding the deputy principal who managed the original process and the head teacher of the curriculum area of concern) and gathers all information |
| 5 | The Appeals panel assesses the information gathered and a decision is made |
| 6 | The Principal meets with the student and informs them of the outcome of the investigation and appeal and communicates this to the parent/carer |
| 7 | The Principals decision is final |

Appeal to NESAs against final assessment rank

Students can appeal their final assessment rank in a course if they believe it is not correct. This appeal needs to be directed to the deputy principal for a review. You can appeal to NESAs if you are unhappy with the school's response. There are specific processes and requirements for reviews and appeals with NESAs. The review can only address any clerical or process errors which may have led to your assessment being incorrectly entered.

Read more about the appeals process in the HSC Rules and Procedures Guide.



Students Requiring Additional Support

NESA special provisions

NESA may grant special provision to students who have medical conditions that require, for example: rest breaks, increased time and/or special furniture. Where provisions are likely to be granted by the NESA they will also be available to students during the Trial HSC exams. Students who have special needs should discuss them with the school counsellor/learning support teacher as early as possible so that appropriate documentation can be completed.

Disability Provisions

Any HSC student with a recognised disability can apply for disability provision. Disability provisions in the HSC are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an exam room. Disability provisions also apply to temporary and emergency-related disabilities such as where a student fractures their writing arm a week before an examination. The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large print papers, use of a reader and/or writer, extra time, or rest breaks.

Students who become ill during an examination period may be eligible to make an Illness and Misadventure Application rather than a disability provisions application.

Life Skills

Life Skills courses have been developed by NESA to extend the stage 6 curriculum to meet the special educational needs of some students. There are Life Skills courses for Stage 6 in each broad area of learning. These courses have NESA developed status and can be used along with other NESA developed courses to meet requirements for the award of the Higher School Certificate but not the ATAR.

Each Life Skills course comprises 2-unit Preliminary and HSC courses. There is no external examination for Life Skills courses.

An additional learning plan will be developed collaboratively with the student, teacher and a representative from the learning and support team to select the outcomes, content and appropriate assessment of the course that will be covered, specific to that student's learning needs.

Students studying a Life Skills pattern of study are also subject to N-Award warnings.



Student support at Batemans Bay High School

Senior Study Hub

The Study Hub is designed to provide a dedicated space to support senior students as they embark on their HSC journey in the last two years of school. This space provides the opportunity for students to study both independently and in groups whilst being able to access a wide range of resources including laptops to develop their learning. Students are encouraged to negotiate support with teachers and head teachers in this space.

Students are to use their time wisely when they have a study period and must follow the rules of the Study Hub and protocols for study periods.

The library (after-school study)

The greater library is also a place for research and study and period 4 study sessions are conducted there on Wednesdays.

Year Advisor, Senior Wellbeing Coordinator and Year Group Deputy Principal

The Year 12 Year Advisor, Senior Wellbeing Coordinator and Deputy for Year 12 can offer a range of support including with things like;

- Stress
- An unexpected change of circumstances
- Family issues
- Pressure from work, home, friends
- Financial hardship
- Study support
- Pattern of study questions

Essentially they will listen, support where they can and refer you to more specialised help where necessary.

Classroom teachers and head teachers

Our teaching staff understand the pressures of the HSC course. If students are worried about classwork or assessment tasks, please speak with your teacher as soon as possible rather than worry. They can clarify expectations and tasks. Head teachers are also available if you need further clarification, support, or for referral to collect an Illness and Misadventure application.

Principal and deputy principals

The principal and deputy principals are always available to discuss any issues or queries that may be concerning students. It is always better to discuss a concern than let something become a major issue. The office staff can always pass on a message if they are not available when students need them.

Counsellors and school psychologists

The counselling team at Batemans Bay High School are available to discuss any concerns that require more specialised support. Students can self-refer or speak to their year advisor or the deputy principal. Our counsellors can help with a range of concerns including stress, anxiety and relationship issues with friends, family and others.

Glossary of key verbs for the Higher School Certificate

HSC subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do.

This glossary of key verbs has been developed to help provide a common language and consistent meaning in HSC tasks and examinations. Using the glossary will help you understand what is expected in answers to questions in examinations and assessment tasks.

| Key Word | Definition – what you have to do |
|--------------------------------|--|
| Account | Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions |
| Analyse | Identify components and the relationship between them; draw out and relate |
| Apply | Use, utilise, employ in a particular situation |
| Appreciate | Make a judgement about the value of |
| Assess | Make a judgement of value, quality, outcomes, results or size |
| Calculate | Ascertain/determine from given facts, figures or information |
| Clarify | Make clear or plain |
| Classify | Arrange or include in classes/categories |
| Compare | Show how things are similar or different |
| Construct | Make; build; put together items or arguments |
| Contrast | Show how things are different or opposite |
| Critically (analysis/evaluate) | Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation) |
| Deduce | Draw conclusions |
| Define | State meaning and identify essential qualities |
| Demonstrate | Show by example |
| Describe | Provide characteristics and features |
| Discuss | Identify issues and provide points for and/or against |
| Distinguish | Recognise or note/indicate as being distinct or different from; to note differences |
| Evaluate | Make a judgement based on criteria; determine the value of |
| Examine | Inquire into |
| Explain | Relate cause and effect; make the relationships between things evident; provide why and/or how |
| Extract | Choose relevant and/or appropriate details |
| Extrapolate | Infer from what is known |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Investigate | Plan, inquire into and draw conclusions about |
| Justify | Support an argument or conclusion |
| Outline | Sketch in general terms; indicate the main features of |
| Predict | Suggest what may happen based on available information |
| Propose | Put forward (for example a point of view, idea, argument, suggestion) for consideration or action |
| Recall | Present remembered ideas, facts or experiences |
| Recommend | Provide reasons in favour |
| Recount | Retell a series of events |
| Summarise | Express, concisely, the relevant details |
| Synthesise | Putting together various elements to make a whole |

Formatting a Bibliography

A bibliography is a list of resources used in preparing a piece of work. When writing up a piece of work you will need to cite (quote) the bibliographical references of all the resources you have used. For the purpose of this task bibliographical references need to be cited in an alphabetical list at the end of the work.

Web site

Author's surname, initials. (Year). Title. (*use italics*) [Internet]. Place of publication (city or town): Publisher (if ascertainable). Available at: URL [accessed date].

Holland, M. (1996). *Harvard System*. [Internet]. Poole: Bournemouth University. Available at: <http://www.bournemouth.ac.uk/service-depts/lis/LIS-Pub/harvardsys.html> [accessed 6 May 2001].

E-mail references

Langford, L (1998). Information Literacy (online). Available at: emaillangford@csu.edu.au

Documents

Sickles, Dan. (1864) "Historicus's Version in *Selected Reports From the Official Records* (online). Available at <http://www.arthes.com:1030/Oct.23> 1996

CD-ROMs

Author's surname, initials. (Year). Title: (*use italics*) [CD-ROM]. Place of publication: Publisher.

Hawking, S.W. (1994). *A Brief History of Time: an interactive adventure*. [CD-ROM]. New York: Crunch Media.

Books

Author's surname, initials. (Year). Title of Book (*use italics*). Place of publication (city or town): Publisher.

Dixon, J. (1993). *How to be a successful student*. Ringwood: Penguin Books.

Books (edited)

Editor's surname, initials. (ed.) (Year). *Title of Book*. Place of publication: Publisher.

Morgan, J. (ed.) (1993). *How to be a successful author*. Ringwood: Penguin Books.

Reference Books

Title of book. (Year). Place of publication: Publisher.

The Cambridge Encyclopaedia of Human Evolution. (1992). Cambridge: Cambridge Uni. Press.

Journal Articles

Author's surname, initials. (Year). Title of article. Title of journal (*use italics*) Volume, number, month/season, page numbers of article.

Burns, S. (1989). There's more than one way to learn. *Australian Wellbeing* No 33, Oct, pp. 42-44.

Newspaper articles

Author's surname, initials. (Year). Title of article. Title of newspaper (*use italics*). Date of publication, page numbers of article.

Popham, B. (1997). Saving the Future. *Weekend Australian*. 7 February, p.10.

Interviews

Surname of interviewee, First initial. Kind of interview. Date of interview.

Archer, N. Telephone interview. 11 October, 1999.

Videos

Series title. Series number. Title (*use italics*). (Year). Place of publication: Publisher. Date of transmission, [Medium: Format].

Fragile Earth. 5. *South American Wetland*. (1982). London: BBC. 17 October, [video: VHS]

Annotated Bibliography

An annotated bibliography is simply an organised list of sources, each of which is followed by a brief note or annotation. These annotations do one or more of the following: describe the content and focus of the resource; suggest the usefulness of the resource to your research; evaluate its method, conclusions or reliability; record your reactions to the resource.

Change of Date Application

This appeal should be made verbally to the class teacher initially, and then in writing to the head teacher

| | | | | |
|--|----------------|--------------------|---|------------|
| Part A: To be completed by student | | | | |
| Student name: | | Year: | | |
| Course: | | Class teacher: | | |
| Assessment task: | | Official due date: | | |
| Proposed new date: | | | | |
| Has the matter been discussed with class teacher? | | Yes | No | |
| Circle category for appeal | Work placement | Excursion | Approved leave | School rep |
| | Other: | | | |
| Explanation: (attach supporting documents and/or letter from parent/carer) | | | | |
| <input type="checkbox"/> I declare that the information I have provided is true and accurate <input type="checkbox"/> If I am completing an assessment task before the scheduled date I will not discuss or divulge any information relating to the assessment task prior to the scheduled time and date <input type="checkbox"/> If I am completing the assessment task after the scheduled date, I will not seek to gain information from other students | | | | |
| Student (signature): | | | Date: | |
| Part B: Head teacher recommendation | | | | |
| Recommendation: | | | | |
| Head teacher (signature): | | | Date: | |
| Part C: Completed by deputy principal | | | | |
| <input type="checkbox"/> Change of Date granted <input type="checkbox"/> New due date | | | <input type="checkbox"/> Faculty informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on Sentral | |
| Deputy principal (signature): | | | Date: | |

Change of Date: Upheld Dismissed

Illness and Misadventure Application

If illness, misadventure or other special circumstances prevent you from completing an assessment task on or by the due date, you must do the following:

- Advise the head teacher on or before the due date, either in person or by a phone call to the school
- Upon returning to school, complete this form and attach any appropriate documentation and present it to the deputy principal as soon as possible.

| Part A: To be completed by student | | | |
|---|--------------------|---|--------------|
| Student name: | Year: | | |
| Course: | Class teacher: | | |
| Assessment task: | Official due date: | | |
| Proposed new date (if applicable): | | | |
| Has the matter been discussed with class teacher? Yes No | | | |
| Circle category for appeal | Illness/injury | Bereavement | Misadventure |
| Other (specify) | | | |
| Explanation (attach supporting documents and/or letter from parent/carer) | | | |
| <input type="checkbox"/> I declare that the information I have provided is true and accurate | | | |
| Student (signature): | | Date: | |
| Part B: Head teacher recommendation | | | |
| Recommendation: | | | |
| <input type="checkbox"/> School notified on day | | | |
| Head Teacher (signature): | | Date: | |
| Part C: Completed by deputy principal | | | |
| <input type="checkbox"/> Sit or submit the task without penalty <input type="checkbox"/> Extension granted without penalty <input type="checkbox"/> Complete an alternative task <input type="checkbox"/> Estimate to be given <input type="checkbox"/> No extension granted <input type="checkbox"/> No marks to be awarded | | <input type="checkbox"/> Faculty informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on Sentral | |
| Deputy Principal (signature): | | Date: | |

Illness and Misadventure: Upheld Dismissed

School Based Assessment Appeal

| | |
|--|---|
| Part A: To be completed by student | |
| Student name: | Year: |
| Course: | Class teacher: |
| Details of the appeal: | |
| Reasons for the appeal: | |
| Supporting evidence provided: (please attach) | |
| <input type="checkbox"/> I declare that the information I have provided is true and accurate | |
| Student (signature): | Date: |
| Parent name: | |
| Parent (signature): | Date: |
| Part B: Completed by Principal | |
| Appeal Panel: 1. 2. 3. | |
| Comments: | |
| | <input type="checkbox"/> Faculty informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on Sentral |
| Principal (signature): | Date: |

School Based Appeal: Upheld Dismissed

Term by Term Whole Assessment Schedule

| T4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
|----|-------------|------------|---------------------------------------|-------------------------|--------------------------------|--------------------|---|--|--|---|------------------------------------|
| | | | | | | Textiles | Chemistry | Biology Business St English Adv English Std English St Vis Design | Aboriginal St Drama Legal St Math Adv Math Std Multimedia Numeracy Timber Vis Arts | Ag CAFS Construction D&T Geography Modern His Music Physics | |
| T1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| | | | | | | Ancient His SLR | | Business St Legal St Math Adv Math Std Numeracy | Ag CAFS D&T English Adv English Std English St Modern His Music Physics | Aboriginal St Construction Drama Geography Multimedia Textiles Timber Vis Arts | Biology Chemistry Vis Design |
| T2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| | Ancient His | | | History Ext Textiles | Business St Legal St SLR | Modern His | Ag CAFS English Adv English Std English St Music | Aboriginal St Chemistry D&T Drama Multimedia Physics Timber | Biology Math Adv Math Std Numeracy Vis Arts Vis Design | Ancient H Geography Manufacture | |
| T3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| | | Moratorium | Trial HSC English St Major Work | Trial HSC Major Work | Major Work | Major Work | Major Work | Major Work | Major Work | Construction Manufacture | |

| Aboriginal Studies | | Task 1 | Task 2 | Task 3 | Task 4 |
|---|---------------------------|---|---|---|-------------------------------|
| | | Term 4 Week 9 | Term 1 Week 10 | Term 2 Week 8 | Term 3 Week 3, 4 |
| | | Task: Research Topic: Social Justice and Human Rights Issues | Task: Major Project Topic: Research and Inquiry Methods | Task: Case Study Topic: Heritage and Identity | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: H1.2, H3.1, H3.2, H3.3 | Outcomes: H4.1, H4.2 | Outcomes: H1.1, H1.2, H1.3, H2.1, H2.2 | Outcomes: Selection of all |
| Knowledge and understanding of course content | 40% | 10% | 10% | 10% | 10% |
| Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives | 25% | 5% | 10% | 5% | 5% |
| Research and inquiry methods, including aspects of the Major Project | 20% | 5% | 10% | | 5% |
| Communication of information, ideas and issues in appropriate forms | 15% | | 10% | 5% | |
| Total | 100% | 20% | 40% | 20% | 20% |

| Agriculture | | Task 1 | Task 2 | Task 3 | Task 4 |
|--|---------------------------|---------------------------------------|---|--|--|
| | | Term 4 Week 10 | Term 1 Week 9 | Term 2 Week 7 | Term 3 Week 3, 4 |
| | | Task: Research Topic: Overview | Task: Farm Product Study Topic: Farm Product Study | Task: Practical Report Topic: Experimental Method | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: H3.3, H3.4, H5.1 | Outcomes: H3.2, H3.4 | Outcomes: H4.1, H3.4 | Outcomes: H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H.1, H5.1 |
| Knowledge and understanding of course content | 40% | | 20% | | 20% |
| Knowledge, understanding and skills required to manage agricultural production systems | 40% | 10% | 10% | 10% | 10% |
| Skills in effective research, experimentation and communication | 20% | 10% | | 10% | |
| Total | 100% | 20% | 30% | 20% | 30% |

| Ancient History | | Task 1 | Task 2 | Task 3 | Task 4 |
|---|---------------------------|--|---|--|--|
| | | Term 1 Week 6 | Term 2 Week 1 | Term 2 Week 10 | Term 3 Week 3, 4 |
| | | Task: Extended Response Topic: Historical period and personality – The Julio-Claudians AD 14-69 and Agrippina the Younger | Task: Multimodal Topic: Ancient societies, New Kingdom Egypt during the Ramesside period | Task: Multimodal Topic: Pompeii and Herculaneum | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: AH12-1, AH12-2, AH12-7 | Outcomes: AH12-3, AH12-4, AH12-6 | Outcomes: AH12-5, AH12-8, AH12-9, AH12-10 | Outcomes: AH12-2, AH12-6, AS12-7, AS12-9 |
| Knowledge and understanding of course content | 40% | 10% | 10% | 10% | 10% |
| Historical skills in the analysis and evaluation of sources and interpretations | 20% | 5% | 5% | 5% | 5% |
| Historical inquiry and research | 20% | 5% | 5% | 5% | 5% |
| Communication of historical understanding in appropriate forms | 20% | 5% | 5% | 5% | 5% |
| Total | 100% | 25% | 25% | 25% | 25% |

| Biology | | Task 1 | Task 2 | Task 3 | Task 4 |
|---|---------------------------|--------------------------------------|---|--|-----------------------|
| | | Term 4 Week 8 | Term 1 Week 11 | Term 2 Week 9 | Term 3 Week 3, 4 |
| | | Task: Exam Topic: Heredity | Task: Literature Review Topic: Genetic Changed | Task: Depth Study Topic: Infectious Disease | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: BIO11/12-4, 5, 6, 7, 12 | Outcomes: BIO11/12-4, 5, 6, 7, 13 | Outcomes: BIO11/12-1, 2, 3, 4, 5, 7, 14 | Outcomes: BIO11/12 |
| Knowledge and understanding of course content | 40% | 5% | 10% | 5% | 20% |
| Skills in working scientifically | 60% | 15% | 10% | 25% | 10% |
| Total | 100% | 20% | 20% | 30% | 30% |

| Business Studies | | Task 1 | Task 2 | Task 3 | Task 4 |
|--|---------------------------|--|--|---|-------------------------------|
| | | Term 4 Week 8 | Term 1 Week 8 | Term 2 Week 5 | Term 3 Week 3, 4 |
| | | Task: Extended Response Topic: Operations | Task: Topic Test Topic: Finance | Task: Business Report Topic: Marketing | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: H1, H2, H4, H9 | Outcomes: H2, H5, H10 | Outcomes: H3, H5, H8, H9 | Outcomes: Selection of all |
| Knowledge and understanding of course content | 40% | 5% | 10% | 5% | 20% |
| Stimulus-based skills | 20% | | 10% | 5% | 5% |
| Inquiry and research | 20% | 10% | | 10% | |
| Communication of business information, ideas and issues in appropriate forms | 20% | 5% | 5% | 5% | 5% |
| Total | 100% | 20% | 25% | 25% | 30% |

| Chemistry | | Task 1 | Task 2 | Task 3 | Task 4 |
|---|---------------------------|--|---|--|--|
| | | Term 4 Week 7 | Term 1 Week 11 | Term 2 Week 8 | Term 3 Week 3, 4 |
| | | Task: Application Topic: Organic Chemistry | Task: Practical Topic: Equilibrium and Acid Reactions/Acid Base Reactions | Task: Depth study Topic Applying Chemical Ideas | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: CH11/12-1, 2, 3, 4, 5, 7, 14 | Outcomes: CH11/12-1, 2, 3, 4, 5, 6, 7, 12, 13 | Outcomes: CH11/12-1, 2, 4, 5, 6, 7, 9, 10, 15 | Outcomes: CH11/12-4, 5, 6, 7, 12, 13, 14, 15 |
| Skills in working scientifically | 60% | 15% | 25% | 10% | 10% |
| Knowledge and understanding of course content | 40% | 5% | 5% | 10% | 20% |
| Total | 100% | 20% | 30% | 20% | 30% |

| Community and Family Studies | | Task 1 | Task 2 | Task 3 | Task 4 |
|--|---------------------------|--|--|---|-----------------------|
| | | Term 4 Week 10 | Term 1 Week 9 | Term 2 Week 7 | Term 3 Week 3, 4 |
| | | Task: Independent Research Project (IRP) Topic: Core Research Methodology | Task: In Class Extended Response Writing Topic: Option Individuals and Work | Task: Research Task and Written Questions Topic: Core Parenting and Caring | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: H4.1, H4.2 | Outcomes: H2.3, H3.4, H5.2, H6.2 | Outcomes: H1.1, H2.1, H3.2, H3.4 | Outcomes: |
| Knowledge and understanding of course content | 40% | 5% | 10% | 10% | 15% |
| Skills in critical thinking, research methodology, analysing and communicating | 60% | 15% | 15% | 17.5% | 12.5% |
| Total | 100% | 20% | 25% | 27.5% | 27.5% |

| Design and Technology | | Task 1 | Task 2 | Task 3 | Task 4 |
|--|---------------------------|--|---|--|---|
| | | Term 4 Week 10 | Term 1 Week 9 | Term 2 Week 8 | Term 3 Week 3, 4 |
| | | Task: Presentation Topic: Project Proposal | Task: Case study Topic: Innovation | Task: Analysis Topic: Design Process Review | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: H1.1, H1.2, H3.2, H4.1, H4.2, H5.1, H5.2 | Outcomes: H1.1, H1.2, H2.1, H2.2, H3.1, H5.2, H6.1, H6.2 | Outcomes: H3.2, H4.2, H4.3, H5.1, H6.1, H6.2 | Outcomes: H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.3, H6.2 |
| Knowledge and understanding of course content | 40% | 10% | 20% | | 10% |
| Knowledge and skills in designing, managing, producing and evaluation a major design project | 60% | 20% | | 30% | 10% |
| Total | 100% | 30% | 20% | 30% | 20% |

| Drama | | Task 1 | Task 2 | Task 3 | Task 4 |
|-------------------------|---------------------------|--|--|--|---|
| | | Term 4 Week 9 | Term 1 Week 10 | Term 2 Week 8 | Term 3 Week 3, 4 |
| | | Task: Performance Essay Topic: Australian Theatre | Task: Workshop Task Topic: Womens theatre | Task: Individual Project (IP) and Group Performance (GP) Topic: Work in Progress Showcase | Trial HSC Examination Including Group Performance And Individual Performance |
| Course Component | Syllabus Weighting | Outcomes: H1.1, 1.2, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3 | Outcomes: H1.2, 1.5, 2.1, 2.3, 3.1, 3.2, 3.3 | Outcomes: H1.1, 1.3, 1.4, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 3.2 | Outcomes: H1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3 |
| Making | 40% | 10% | 10% | 15% | 5% |
| Performing | 30% | 5% | 5% | 10% | 10% |
| Critically studying | 30% | 10% | 10% | | 10% |
| Total | 100% | 25% | 25% | 25% | 25% |

| English Advanced | | Task 1 | Task 2 | Task 3 | Task 4 |
|--|---------------------------|---|--|---|---|
| | | Term 4 Week 8 | Term 1 Week 9 | Term 2 Week 7 | Term 3 Week 3, 4 |
| | | Task: Extended Response Common Module: Texts and Human Experiences | Task: Multimodal Presentation Module A: Textual Conversations | Task: Writing Portfolio Module C: The Craft of Writing | Trial HSC Examination Module B: Critical Study of Literature |
| Course Component | Syllabus Weighting | Outcomes: EA12-1, EA12-3, EA12-7 | Outcomes: EA12-2, EA12-6, EA12-8 | Outcomes: EA12-4, EA12-5, EA12-9 | Outcomes: Selection of all |
| Knowledge and understanding of course content | 50% | 10% | 10% | 15% | 15% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50% | 10% | 15% | 10% | 15% |
| Total | 100% | 20% | 25% | 25% | 30% |

| English Standard | | Task 1 | Task 2 | Task 3 | Task 4 |
|--|---------------------------|--|---|--|--|
| | | Term 4 Week 8 | Term 1 Week 9 | Term 2 Week 7 | Term 3 Week 3, 4 |
| | | Task: Extended Response Common Module: Texts and Human Experiences | Task: Multimodal Presentation Module B: Close Study of Literature | Task: Writing Portfolio Module C: The Craft of Writing | Trial HSC Examination Module A: Language, Culture and Identity |
| Course Component | Syllabus Weighting | Outcomes: EN12-1, EN12-3, EN12-7 | Outcomes: EN12-2, EN12-5, EN12-8 | Outcomes: EN12-4, EN12-6, EN12-9 | Outcomes: Selection of all |
| Knowledge and understanding of course content | 50% | 10% | 10% | 15% | 15% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50% | 10% | 15% | 10% | 15% |
| Total | 100% | 20% | 25% | 25% | 30% |

| English Studies | | Task 1 | Task 2 | Task 3 | Task 4 |
|---|-------------------------------|--|---|---|---|
| | | Term 4 Week 8 | Term 1 Week 9 | Term 2 Week 7 | Term 3 Week 3, 4 |
| | | Task: Essay Writing Comon Module: Texts and Human Experiences | Task: Multimodal Travel Article Module C: On The Road English and The Language of Travel | Task: In Class Exam Module F: Mitunes | Collection Of Classwork Common Module: Module C: Module F |
| Course Component | Syllabus Weighting | Outcomes: ES12-4, ES12-8, ES12-9 | Outcomes: ES12-2, ES12-5, ES12-10 | Outcomes: ES12-1, ES12-5, ES12-7 | Outcomes: Selection of all including: ES12-3, ES12-6, ES12-10 |
| Knowledge and understanding of course content | 50% | 10% | 10% | 10% | 20% |
| Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively | 50% | 10% | 10% | 10% | 20% |
| Total | 100% | 20% | 20% | 20% | 40% |

| Geography | | Task 1 | Task 2 | Task 3 | Task 4 |
|--|---------------------------|---|--|--|---|
| | | Term 4 Week 10 | Term 1 Week 10 | Term 2 Week 10 | Term 3 Week 3, 4 |
| | | Task: Multiple Choice and Short Response Test Topic: Global Sustainability | Task: Fieldwork Report and In Class Scaffolded Response Topic: Ecosystems and Global Biodiversity | Task: Extended Response Topic: Rural and Urban Places | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: GE12-03, GE12-04, GE12-05, GE12-08 | Outcomes: GE12-01, GE12-06, GE12-07, GE12-09 | Outcomes: GE12-01, GE12-02, GE12-09 | Outcomes: GE12-01, GE12-02, GE12-03, GE12-05, GE12-08, GE12-09 |
| Knowledge and understanding of course content | 40% | 5% | 5% | 10% | 20% |
| Geographical tools and skills | 20% | 10% | 5% | | 5% |
| Geographic inquiry and research, including fieldwork | 20% | | 15% | 5% | |
| Communication of geographical information, ideas and issues in appropriate forms | 20% | 5% | 5% | 10% | |
| Total | 100% | 20% | 30% | 25% | 25% |

| History Extension | | Task 1 | Task 2 | Task 3 |
|--|---------------------------|--|--|-------------------------------------|
| | | Term 2 Week 4 | Term 2 Week 4 | Term 3 Week 3, 4 |
| | | Task: History Project Topic: Historical Process (Proposal, Process Log and Annotated Sources) | Task: History Project Topic: Essay | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: HE12.1 | Outcomes: HE12.1, HE12.2, HE12.3, HE12.4 | Outcomes: HE12.1, HE12.3, HE12.4 |
| Knowledge and understanding of significant historical ideas and processes | 40% | 15% | 10% | 15% |
| Skills in designing, undertaking and communicating historical inquiry and analysis | 60% | 15% | 30% | 15% |
| Total | 100% | 30% | 40% | 30% |

| Industrial Technology Multimedia | | Task 1 | Task 2 | Task 3 | Task 4 |
|--|-------------------------------|--|---|--|--|
| | | Term 4 Week 9 | Term 1 Week 10 | Term 2 Week 8 | Term 3 Week 3, 4 |
| | | Task: Presentation Research, Design, Management and Planning Topic: Folio Development – Design, Management and Communication MDP | Task: Industry Study Report Topic: Industry Study | Task: Presentation Major Project, Progress and Evaluation | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1 | Outcomes: H1.1, H1.2, H1.3, H4.3, H5.1, H5.2, H6.1, H7.1, H7.2 | Outcomes: H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2 | Outcomes: H1.2, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1, H7.1, H7.2 |
| Knowledge and understanding of course content | 40% | | 15% | 5% | 20% |
| Knowledge and skills in the design, management, communication and production of a major project | 60% | 30% | | 30% | |
| Total | 100% | 30% | 15% | 35% | 20% |

| Industrial Technology Timber | | Task 1 | Task 2 | Task 3 | Task 4 |
|---|---------------------------|--|---|--|--|
| | | Term 4 Week 9 | Term 1 Week 10 | Term 2 Week 8 | Term 3 Week 3, 4 |
| | | Task: Presentation Research, Design, Management and Planning Topic: Folio Development – Design, Management and Communication MDP | Task: Industry Study Report Topic: Industry Study | Task: Presentation Major Project, Progress and Evaluation | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1 | Outcomes: H1.1, H1.2, H1.3, H4.3, H5.1, H5.2, H6.1, H7.1, H7.2 | Outcomes: H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2 | Outcomes: H1.2, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1, H7.1, H7.2 |
| Knowledge and understanding of course content | 40% | | 15% | 5% | 20% |
| Knowledge and skills in the design, management, communication and production of a major project | 60% | 30% | | 30% | |
| Total | 100% | 30% | 15% | 35% | 20% |

| Legal Studies | | Task 1 | Task 2 | Task 3 | Task 4 |
|---|---------------------------|-------------------------------------|--|---|-------------------------------|
| | | Term 4 Week 9 | Term 1 Week 8 | Term 2 Week 5 | Term 3 Week 3, 4 |
| | | Task: Research task Topic: Crime | Task: In Class Test Topic: Human Rights | Task: In Class Test Topic: World Order | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: H4, H8, H7 | Outcomes: H2, H3, H5, H6, H10 | Outcomes: H5, H7, H8, H9 | Outcomes: Selection of all |
| Knowledge and understanding of course content | 40% | 5% | 10% | 10% | 15% |
| Analysis and evaluation | 20% | 5% | 5% | 5% | 5% |
| Inquiry and research | 20% | 10% | 5% | 5% | |
| Communication of legal information, ideas and issues in appropriate forms | 20% | 5% | 5% | 5% | 5% |
| Total | 100% | 25% | 25% | 25% | 25% |

| Mathematics Advanced | | Task 1 | Task 2 | Task 3 | Task 4 |
|--|---------------------------|--|--|---|--|
| | | Term 4 Week 9 | Term 1 Week 8 | Term 2 Week 9 | Term 3 Week 3, 4 |
| | | Task: Class Test Topic: Further Differentiation | Task: Investigation Topic: Trigonometric Functions, Graphing Techniques | Task: Class Test Topic: Bivariate Data, Continuous Random Variables, The Normal Distribution | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: MA12-3, MA12-6, MA12-7, MA12-10 | Outcomes: MA12-1, MA12-5, MA12-9, MA12-10 | Outcomes: MA12-8, MA12-9, MA12-10 | Outcomes: MA11-1 to MA11-10, MA12-1 to MA12-10 |
| Understanding, fluency and communication | 50% | 12.5% | 10% | 12.5% | 15% |
| Problem solving, reasoning and justification | 50% | 12.5% | 10% | 12.5% | 15% |
| Total | 100% | 25% | 20% | 25% | 30% |

| Mathematics Numeracy | | Task 1 | Task 2 | Task 3 | Task 4 |
|-----------------------------|---------------------------|--|--|---|---|
| | | Term 4 Week 9 | Term 1 Week 8 | Term 2 Week 9 | Term 3 Week 6 |
| | | Task: Assignment New Job, New Adventure Topic: Distance | Task: Assignment Alternate Olympics Topic: Space and Design | Task: Assignment Rule of Thirds Topic: Rate and Ratios | Task: Assignment Explorations In Numeracy Topic: Length, Mass and Capacity |
| Course Component | Syllabus Weighting | Outcomes: N6-2.3, N6-2.4, N6-2.5, N6-3.1 | Outcomes: N6-1.3, N6-2.2, N6-2.5, N6-3.2 | Outcomes: N6-1.1, N6-2.3, N6-2.5, N6-3.1 | Outcomes: N6-1.1, N6-2.6, N6-3.1, N6-3.2 |
| Knowledge and understanding | 50% | 10% | 10% | 15% | 15% |
| Skills | 50% | 15% | 10% | 10% | 15% |
| Total | 100% | 25% | 20% | 25% | 30% |

| Mathematics Standard 1 | | Task 1 | Task 2 | Task 3 | Task 4 |
|--|---------------------------|---|--|--|---|
| | | Term 4 Week 9 | Term 1 Week 8 | Term 2 Week 9 | Term 3 Week 3, 4 |
| | | Task: Class Test Topic: Rates Investments | Task: Assignment Topic: Further Statistical Analysis | Task: Class Test Topic: Networks, Right Angled Triangles | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: MS1-12-3, MS1-12-5, MS1-12-9, MS1-12-10 | Outcomes: MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10 | Outcomes: MS1-12-3, MS1-12-4, MS1-12-8, MS1-12-9 | Outcomes: MS 11-11 to 10 MS1-12-1 to 10 |
| Understanding, fluency and communication | 50% | 12.5% | 10% | 12.5% | 15% |
| Problem solving, reasoning and justification | 50% | 12.5% | 10% | 12.5% | 15% |
| Total | 100% | 25% | 20% | 25% | 30% |

| Mathematics Standard 2 | | Task 1 | Task 2 | Task 3 | Task 4 |
|--|---------------------------|--|--|--|--|
| | | Term 4 Week 9 | Term 1 Week 8 | Term 2 Week 9 | Term 3 Week 3, 4 |
| | | Task: Class Test Topic: Rates/ Ratios Investments/ Loans | Task: Assignment Topic: Bivariate Data | Task: Class Test Topic: Network Concepts, Annuities, Non-Linear, Relationships | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-10 | Outcomes: MS2-12-2, MS2-12-3, MS2-12-7, MS2-12-9, MS2-12-10 | Outcomes: MS2-12-5, MS2-12-6, MS2-12-8 | Outcomes: MS11-1 to 10, MS2-12-1 to 10 |
| Understanding, fluency and communication | 50% | 12.5% | 10% | 12.5% | 15% |
| Problem solving, reasoning and justification | 50% | 12.5% | 10% | 12.5% | 15% |
| Total | 100% | 25% | 20% | 25% | 30% |

| Modern History | | Task 1 | Task 2 | Task 3 | Task 4 |
|---|---------------------------|--|--|--|----------------------------|
| | | Term 4 Week 10 | Term 1 Week 9 | Term 2 Week 6 | Term 3 Week 3, 4 |
| | | Task: Research Topic: Power And Authority in The Modern World 1919-1946 | Task: Historical Analysis Topic: USA National Studies | Task: Multimedia Presentation Topic: Peace and Conflict | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: MH4, MH6, MH8 | Outcomes: MH2, MH7, MH9 | Outcomes: MH5, MH8, MH9 | Outcomes: MH1, MH3, MH9 |
| Knowledge and understanding of course content | 40% | 5% | 10% | 10% | 15% |
| Historical skills in the analysis and evaluation of sources and interpretations | 20% | 5% | 5% | | 10% |
| Historical inquiry and research | 20% | 10% | | 10% | |
| Communication of historical understanding in appropriate forms | 20% | 5% | 5% | 5% | 5% |
| Total | 100% | 25% | 20% | 25% | 30% |



| Music 1 | | Task 1 | Task 2 | Task 3 | Task 4 |
|-------------------------|---------------------------|--|---|---|--|
| | | Term 4 Week 10 | Term 1 Week 9 | Term 2 Week 7 | Term 3 Week 3, 4 |
| | | Task: Viva Voce; Aural Skills and Elective Option for Topic 1 Topic: Music Of The 20 th and 21 st Centuries | Task: Composition and Elective Option for Topic 2 Topic: Popular Music | Task: Core Performance; Aural Skills and Elective Option for Topic 3 Topic: Elective Topic | Task: Trial HSC Examination Aural Skills Written Task; and Elective Option for Topics 1, 2, 3 |
| Course Component | Syllabus Weighting | Outcomes: H1 – H8* | Outcomes: H1 – H8* | Outcomes: H1 – H8* | Outcomes: H1 – H8* |
| Performance | 10% | | | 10% | |
| Composition | 10% | | 10% | | |
| Musicology | 10% | 10% | | | |
| Aural | 25% | 5% | | 5% | 15% |
| Electives | 45% | 10% | 10% | 10% | 15% |
| Total | 100% | 25% | 20% | 25% | 30% |

| Physics | | Task 1 | Task 2 | Task 3 | Task 4 |
|---|---------------------------|--|---|---|--|
| | | Term 4 Week 10 | Term 1 Week 9 | Term 2 Week 8 | Term 3 Week 3, 4 |
| | | Task: Practical Report Topic: Advanced Mechanics | Task: Depth Study Topic: Electromagnetism | Task: Research Topic: Nature Of Light | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: PH11/12-3, 4, 5, 6, 7, 12 | Outcomes: PH11/12-1, 2, 3, 4, 5, 6, 7, 13 | Outcomes: PH11/12-4, 5, 6, 7, 14 | Outcomes: PH11/12-4, 5, 6, 7, 12, 13, 14, 15 |
| Knowledge and understanding of course content | 40% | 5% | 5% | 15% | 15% |
| Skills in working scientifically | 60% | 15% | 25% | 5% | 15% |
| Total | 100% | 20% | 30% | 20% | 30% |

| Sport, Lifestyle and Recreation Studies | | Task 1 | Task 2 | Task 3 |
|--|---------------------------|--|--|-------------------------------|
| | | Term 1 Week 6 | Term 2 Week 5 | Term 3 Week 3, 4 |
| | | Task: Practical Performance/ Theory Test Topic: Aquatics | Task: Practical Composition Topic: Gymnastics | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: 1.3, 3.6, 4.4, 4.5 | Outcomes: 1.1, 1.3, 2.1, 4.4 | Outcomes: Selection of all |
| Knowledge and understanding of course content | 50% | 10% | 10% | 30% |
| Skills | 50% | 25% | 25% | |
| Total | 100% | 35% | 35% | 30% |

| Textiles and Design | | Task 1 | Task 2 | Task 3 | Task 4 |
|--|---------------------------|--|--|--|---|
| | | Term 4 Week 6 | Term 1 Week 10 | Term 2 Week 4 | Term 3 Week 3, 4 |
| | | Task: Project Proposal Presentation and Section 1 and 2 Folio Topic: Design Major Textiles Project | Task: Research Report and In Class Question Task Topic: Properties and Performance | Task: Project Analysis Report and Section 3 and 4 Folio Topic: All Topics/Major Textiles Project | Trial HSC Examination |
| Course Component | Syllabus Weighting | Outcomes: H1.1, H1.2, H2.3, H6.1 | Outcomes: H3.1, H3.2, H4.1 | Outcomes: H2.1, H2.2, H2.3 | Outcomes: H1.3, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1 |
| Knowledge and understanding of course content | 50% | | 25% | | 25% |
| Skills and knowledge in the design, manufacturing and management of a major textiles project | 50% | 25% | | 25% | |
| Total | 100% | 25% | 25% | 25% | 25% |

| Visual Arts | | Task 1 | Task 2 | Task 3 | Task 4 |
|-------------------------------|--------------------|---|--|---|--|
| | | Term 4 Week 9 | Term 1 Week 10 | Term 2 Week 9 | Term 3 Week 3, 4 |
| | | Task: Development of The Body Of Work VAPD VAPD documenting initial artmaking experimentation and investigation, analysis of artmaking practice through the frames, research and comparative analysis of student practice and selected artists' practice | Task: Extended Response and VAPD Topic: Case Study 1 Explanation of the roles and relationships between the agencies in the conceptual framework through exhibition artists and artworks | Task: Resolving The Body of Work Submission of artworks under development, VAPD documenting experimentation, written reflections including explanation of intention and the links between material and conceptual practice | Trial HSC Examination Topic: Art criticism and art history written examination |
| Course Component | Syllabus Weighting | Outcomes: H1, H2, H3, H4, H5, H6 | Outcomes: H7, H8, H9, H10 | Outcomes: H1, H2, H3, H4, H5, H6 | Outcomes: H7, H8, H9, H10 |
| Art making | 50% | 20% | | 30% | |
| Art criticism and art history | 50% | | 20% | | 30% |
| Total | 100% | 20% | 20% | 30% | 30% |

| Visual Design | | Task 1 | Task 2 | Task 3 | Task 4 |
|---------------------------------|-------------------------------|--|--|--|--|
| | | Term 4 Week 8 | Term 1 Week 11 | Term 2 Week 9 | Term 3 Week 5 |
| | | Task: Graphic Design Topic: Illustration and Cartooning GD2 | Task: Interactive and Multimedia Topic: Animation GD3 | Task: Portfolio Development Topic: Series of Work GD1 | Task: Major Work Topic: Independent Project GM - IP |
| Course Component | Syllabus Weighting | Outcomes: DM6, CH2 | Outcomes: DM2, DM4, CH3 | Outcomes: DM1, DM3, CH1 | Outcomes: DM5, CH4 |
| Design and making | 70% | 10% | 15% | 20% | 25% |
| Critical and historical studies | 30% | 10% | 5% | 5% | 10% |
| Total | 100% | 20% | 20% | 25% | 35% |

Assessment Advice for HSC Vet Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.



Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- a 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

Construction

RTO Department of Education – 90333, 90222, 90072, 90162 Training package CPC Construction, Plumbing and Services Training (release 8.0)

| Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. | | | Task 5 Option 5.3 | Task 6 Tools and equipment | Task 7 Group project | HSC TRIAL EXAM |
|--|---|---------------------------|---------------------------------|----------------------------------|---------------------------|--------------------------------------|
| Code | Unit of Competency | HSC Examinable Unit | Week 10 Term 4 2024 | Week 10 Term 1 2025 | Week 10 Term 3 2025 | Term : 3 Week 3, 4 2025 |
| CPCCJN2001 | Assemble components | | X | | | |
| CPCCJN3004 | Manufacture and assemble joinery | | X | | | |
| CPCCCA2002 | Use carpentry tools and equipment | | | X | | |
| CPCCCM200 5 | Use construction tools and equipment | √ | | X | | |
| CPCCCA2011 | Handle carpentry materials | | | X | | |
| CPCCVE1011 | Undertake a basic construction project | | | | X | |
| CPCCOM101 2 | Work effectively and sustainability in the construction industry | √ | | | X | |

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

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

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

Entertainment Industry

RTO Department of Education – 90333, 90222, 90072, 90162. Training package CUA creative arts and culture (Release 6.0)

| | | | | | | |
|--|---|--------------------------------|---------------------------------------|---------------------------------------|---------------------------|---|
| Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. | | Task 2 Plan a career | Task 5 Work in the industry | Task 6 To project and serve | Task 7 Showtime | HSC Trial Exam |
| | | Term 3, 2025 | Term 2, 2025 | Term 2, 2025 | Term 3, 2025 | |
| Code | Unit of Competency | | | | | HSC Examinable units of competency |
| CUAIND311 | Work effectively in the creative arts industry | | X | | | |
| SITXCCS006 | 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 | Post WPL | | | | |

* Task 2 - Plan a career is not to be assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

The qualification outcome at the completion of Year 12 is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

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

*** 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 "component". In some cases, other descriptive words may be used leading up to "competent".

Hospitality

RTO Department of Education – 90333, 90222, 90072, 90162. Training package SIT Tourism, Travel and Hospitality

| Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i> | | Task 2 Service Please | Task 3 The hospitality industry | Task 4 Working in the hospitality industry | | HSC Trial Examination |
|--|--|--------------------------|------------------------------------|---|--|---------------------------|
| | | Term 4 2024 | Term 1, 2025 | Term 3, 2025 | | Term 3, 2025 Week 3, 4 |
| Code | Unit of Competency | | | | | |
| SITHIND006 | Source and use information on the hospitality industry | | X | | | |
| 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 | | |
| SITXCOM007 | Show social and cultural sensitivity | X | | | | |
| SITCXCCS011 | Interact with customers | X | | | | |

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



Hospitality continued

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

*** 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”.

Manufacturing and Engineering

RTO Department of Education – 90333, 90222, 90072, 90162. Training package MEM Manufacturing and Engineering

| Assessment Tasks for MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. | | Task 4 Can we build it | Task 5 Welding | Task 6 Career planning |
|---|---|----------------------------------|--------------------------|----------------------------------|
| | | Week 10 | Week 10 | Week 10 |
| | | Term 2, 2025 | Term 3, 2025 | Term 3, 2025 |
| Code | Unit of Competency | | | |
| MEMPE006 | Undertake a basic engineering project | X | | |
| MEMPE001 | Use engineering workshop machines | X | | |
| MEMPE002 | Use electric welding machines | | X | |
| MEMPE00 | Use fabrication equipment | | X | |
| MEMPE005 | Develop a career plan for the engineering and manufacturing industry | | | X |

Depending on the achievement of units of competency, the possible qualification outcome is a MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1).

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”.





(Tear out pages)

Batemans Bay High School

Student Assessment Planner 2025

Note:

The following pages have been included so that you may record the actual date of your Assessment tasks.

- By using your term calendar, you should be able to avoid that last minute panic.
- If overcrowding of tasks is evident, speak with your class teacher and/or year advisor.

Term dates

| | |
|-------------|---|
| Term 4 2024 | Monday 14 October to Thursday 19 December 2024 (School Development Day Friday 20 December) |
| Term 1 2025 | Thursday 6 February to Friday 11 April (School Development Days Friday 31 January to Wednesday 5 February) |
| Term 2 2025 | Wednesday 30 April to Friday 4 July (School Development Days Monday 28 April, Tuesday 29 April) |
| Term 3 2025 | Tuesday 22 July to Friday 26 September (School Development Day Monday 21 July) |





Term 4, 2024

| | W | Monday | Tuesday | Wednesday | Thursday | Friday | Sat/ Sun |
|-------------|-----------|---------------------------|---------|-----------|---------------------------------|------------------------------|-------------|
| OCT | 1 | 14 All students return | 15 | 16 | 17 | 18 | |
| OCT | 2 | 21 | 22 | 23 | 24 | 25 | |
| OCT/ NOV | 3 | 28 | 29 | 30 | 31 | 1 | |
| NOV | 4 | 4 | 5 | 6 | 7 | 8 | |
| NOV | 5 | 11 | 12 | 13 | 14 | 15 | |
| NOV | 6 | 18 | 19 | 20 | 21 | 22 | |
| NOV | 7 | 25 | 26 | 27 | 28 | 29 | |
| DEC | 8 | 2 | 3 | 4 | 5 | 6 | |
| DEC | 9 | 9 | 10 | 11 | 12 | 13 | |
| DEC | 10 | 16 | 17 | 18 | 19 Last day for all students | 20 School development day | |



Term 1, 2025

| | W | Monday | Tuesday | Wednesday | Thursday | Friday | Sat/ Sun |
|-------------|----|-----------------------------------|-----------------------------------|-----------------------------------|--------------------------------|------------------------------------|-------------|
| JAN | 1 | | | | | 31 School Development Day | |
| FEB | 2 | 3 School Development Day | 4 School Development Day | 5 School Development Day | 6 Years 7, 11, 12 Return | 7 Years 8, 9, 10 Return | |
| FEB | 3 | 10 | 11 | 12 | 13 | 14 | |
| FEB | 4 | 17 | 18 | 19 | 20 | 21 | |
| FEB | 5 | 24 | 25 | 26 | 27 | 28 | |
| MAR | 6 | 3 | 4 | 5 | 6 | 7 | |
| MAR | 7 | 10 | 11 | 12 | 13 | 14 | |
| MAR | 8 | 17 | 18 | 19 | 20 | 21 | |
| MAR | 9 | 24 | 25 | 26 | 27 | 28 | |
| MAR /APR | 10 | 31 | 1 | 2 | 3 | 4 | |
| APR | 11 | 7 | 8 | 9 | 10 | 11 Last day for all students | |





Term 2, 2025

| | W | Monday | Tuesday | Wednesday | Thursday | Friday | Sat/ Sun |
|-------------|----|------------------------------------|------------------------------------|------------------------------|----------|-----------------------------------|-------------|
| APR /MAY | 1 | 28 School Development Day | 29 School Development Day | 30 All Students Return | 1 | 2 | |
| MAY | 2 | 5 | 6 | 7 | 8 | 9 | |
| MAY | 3 | 12 | 13 | 14 | 15 | 16 | |
| MAY | 4 | 19 | 20 | 21 | 22 | 23 | |
| MAY | 5 | 26 | 27 | 28 | 29 | 30 | |
| JUN | 6 | 2 | 3 | 4 | 5 | 6 | |
| JUN | 7 | 9 | 10 | 11 | 12 | 13 | |
| JUN | 8 | 16 | 17 | 18 | 19 | 20 | |
| JUN | 9 | 23 | 24 | 25 | 26 | 27 | |
| JUN /JUL | 10 | 30 | 1 | 2 | 3 | 4 Last day for all students | |



Term 3, 2025

| | W | Monday | Tuesday | Wednesday | Thursday | Friday | Sat/ Sun |
|-------------|----|------------------------------------|------------------------------|------------------|------------------|--------------------------------|-------------|
| JUL | 1 | 21 School Development Day | 22 All students return | 23 | 24 | 25 | |
| JUL /AUG | 2 | 28 Moratorium | 29 Moratorium | 30 Moratorium | 31 Moratorium | 1 Moratorium | |
| AUG | 3 | 4 Trial HSC | 5 Trial HSC | 6 Trial HSC | 7 Trial HSC | 8 Trial HSC | |
| AUG | 4 | 11 Trial HSC | 12 Trial HSC | 13 Trial HSC | 14 Trial HSC | 15 Trial HSC | |
| AUG | 5 | 18 | 19 | 20 | 21 | 22 | |
| AUG | 6 | 25 | 26 | 27 | 28 | 29 | |
| SEP | 7 | 1 | 2 | 3 | 4 | 5 | |
| SEP | 8 | 8 | 9 | 10 | 11 | 12 | |
| SEP | 9 | 15 | 16 | 17 | 18 | 19 | |
| SEP | 10 | 22 | 23 | 24 | 25 | 26 Last day for students | |





Term by Term Whole Assessment Schedule

| T4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
|----|-------------|------------|---------------------------------------|-------------------------|--------------------------------|--------------------|---|--|--|---|------------------------------------|
| | | | | | | Textiles | Chemistry | Biology Business St English Adv English Std English St Vis Design | Aboriginal St Drama Legal St Math Adv Math Std Multimedia Numeracy Timber Vis Arts | Ag CAFS Construction D&T Geography Modern His Music Physics | |
| T1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| | | | | | | Ancient His SLR | | Business St Legal St Math Adv Math Std Numeracy | Ag CAFS D&T English Adv English Std English St Modern His Music Physics | Aboriginal St Construction Drama Geography Multimedia Textiles Timber Vis Arts | Biology Chemistry Vis Design |
| T2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| | Ancient His | | | History Ext Textiles | Business St Legal St SLR | Modern His | Ag CAFS English Adv English Std English St Music | Aboriginal St Chemistry D&T Drama Multimedia Physics Timber | Biology Math Adv Math Std Numeracy Vis Arts Vis Design | Ancient H Geography Manufacture | |
| T3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| | | Moratorium | Trial HSC English St Major Work | Trial HSC Major Work | Major Work | Major Work | Major Work | Major Work | Major Work | Major Work | Construction Manufacture |





Parents/Students

Please tear off this page, fill out the form and return to Batemans Bay High School office

Parent/Student Acknowledgement Slip

Please sign below and return to Batemans Bay High School office.

I/We have read and understood the rules and procedures in this **HSC Assessment Schedule, 2025**.

.....
Parent Name

.....
Student Name

.....
Parent Signature

.....
Student Signature

Date:

