



# Year 12 HSC Assessment Handbook 2021



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## MESSAGE FROM THE PRINCIPAL

Congratulations! If you are reading this you have successfully completed Year 11 and are undertaking the HSC or equivalent for 2021.

If you have friends or family who have completed Year 12 successfully, you will understand the academic workload that Year 12 brings. Some of you are already reaping the rewards of hard work and I congratulate those of you who have been invited to the High Achievers' Morning teas. In 2021, I will also be awarding students who demonstrate outstanding effort.

There is also a proportion of students who need to greatly increase their effort and follow the guidance of teachers as specified in their 2020 reports. These comments are important; especially if you do not need an ATAR, as your report comments may be the path to an apprenticeship, part-time work or early entry to University. The most employable people are those who follow our 5 Ps i.e. being Prepared, Productive, Polite, Prompt and Positive. I cannot stress enough the importance of a positive mindset as you enter Year 12.

Remember that parents, teachers, the Stage 6 Head Teacher, Year Advisors and the Careers advisors are all excellent resources here to support your journey. We have study skills programs and wellbeing programs to assist with organisation, study effectiveness and 'how-to' guides.

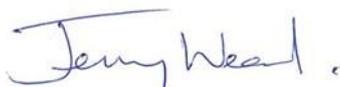
### **It is pertinent for me to remind you that you must:**

- Apply yourself diligently at all times and complete/submit all assessment tasks on time and in compliance with NESA guidelines. Including submission, illness and misadventure, plagiarism and appeals for process NOT outcome (i.e. marks).
- Realise that assessment tasks are worth 50% of your HSC mark. This is to reward effort and skills that cannot be tested in the HSC examination. Therefore, they are very important.

### **It is pertinent for me to advise:**

- This handbook is the ultimate guide. Become familiar with it. Keep a hard copy and download an electronic copy.
- Abide by 'All My Own Work'- never give someone your work to copy. You will also receive zero marks for plagiarism.
- If you are struggling, ask for help
- A poor mark in an assessment is an opportunity to learn. (If this is getting you down, here is my HSC Persian Wars - Ancient History story. 6 out of 25 resulted in this being my best module ever).

I wish every student success in their studies for 2021



Jennifer Weal  
Principal

## PREAMBLE

The purpose of this, the *Year 12 HSC Assessment Handbook 2020*, is to communicate the policies, procedures and rules in relation to internal assessment in Stage 6 at The Ponds High School. It seeks to provide contextual clarification of the rules and processes specified by the *NSW Education Standards Authority* (hereby referred to as NESAs). This handbook also contains the assessment schedule for all Year 12 HSC courses at The Ponds High School. It reiterates the information provided in the *Year 11 Preliminary Assessment Handbook 2019*.

At the commencement of both the Preliminary (Year 11) and HSC (Year 12) courses, students will be provided with a hard copy of this handbook. Updated versions are accessible on the [school's website](#), as are the forms referred to in this handbook.

## GENERAL INFORMATION ABOUT THE HSC

The Higher School Certificate (HSC) is the highest educational credential in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet both Preliminary and HSC course requirements and sit the state-wide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

### ELIGIBILITY

The rules and requirements for HSC eligibility are governed by NESAs and are published in the *Assessment, Certification and Examination (ACE) Manual*. To be eligible for the HSC, students must:

- Meet the [HSC minimum standard](#) in Literacy and Numeracy
- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESAs
- Attend a government school, an accredited non-government school, a NESAs-recognised school outside NSW, or a TAFE college
- Complete [HSC: All My Own Work](#) (or its equivalent) before submitting any work for Preliminary or HSC courses, unless a student is only entered for Year 11 and Year 12 Life Skills courses
- Satisfactorily complete courses in the patterns of study that are detailed in the following section
- Sit for and make a serious attempt at the required HSC exams.

### PATTERN OF STUDY

To qualify for the HSC, a student must satisfactorily complete:

- A Preliminary pattern of study that includes at least 12 units
- A HSC pattern of study that includes at least 10 units

Both patterns of study must include:

- At least 6 units from Board Developed Courses
- At least 2 units of a Board Developed Course in English, or English Studies
- At least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses)
- At least 4 subjects.

## HSC RECORD OF ACHIEVEMENT

HSC results are available in the [Students Online](#) account and sent to students by email and SMS in December. Students can also download and print their full credentials from Students Online in December. Hard copies of the testamur (certificate) are sent in the mail in January the following year. Samples can be viewed on [NESA's HSC Credentials page](#).

The first page of the Record of Achievement will list your results in each HSC course you completed. For Board Developed Courses with an external HSC exam, these results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding. These reports will show you:

- The performance bands
- What a typical student knows and can do at each achievement level
- A graph of the mark distribution for the course.

If you are not eligible for an HSC and are leaving school, you may still receive a [Record of School Achievement](#) (hereby referred to as RoSA). Your RoSA will show your results in all Year 10, 11 and 12 courses that you completed. If you are not eligible for a RoSA, you will receive a Transcript of Study listing your results.

## PERFORMANCE BANDS

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The [performance bands](#) and descriptions give meaning to the HSC mark. For a 2-unit course, Band 6 indicates the highest level of performance, and the minimum standard expected is 50:

- Band 6 = 90 – 100 marks
- Band 5 = 80 – 89 marks
- Band 4 = 70 – 79 marks
- Band 3 = 60 – 69 marks
- Band 2 = 50 – 59 marks
- Band 1 = 0 – 49 marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1.

## HSC MINIMUM STANDARDS

Students need to meet a [minimum standard of literacy and numeracy](#) to receive the HSC. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have the [level of skills](#) necessary for success after school.

Students show they have met the HSC minimum standard by passing [online tests](#) of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

Students master basic skills at different stages so there are multiple opportunities available for students to [understand what to expect](#) and pass the minimum standard online tests, from Year 10 until a few years after Year 12. Some students will be [eligible for disability provisions for the minimum standards tests, or an exemption](#) from the HSC minimum standard requirement.

## STUDENTS ONLINE

[Students Online](#) provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and how the HSC works. Year 10, 11 and 12 students in NSW are eligible for a *Students Online* account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account.

Go to <https://studentonline.nesa.nsw.edu.au>

The screenshot shows the 'STUDENTS ONLINE' website for NSW students in Years 10 to 12. The header includes the NSW Education Standards Authority logo and navigation links: HOME, MY ACCOUNT, HELP, and CONTACT US. Below the header, there are links for About, Help, Forgotten PIN, and Contact us. The main content area is titled 'About Students Online' and provides information about the service, including links to senior school study, assessment, exams, and results. A 'Login' section is visible on the right, with fields for Student Number and PIN, and a 'LOG IN' button. A callout box with an arrow points to the 'activate your account now' link in the login section.

Click on [activate your account now](#)

**NSW EDUCATION STANDARDS AUTHORITY**

**STUDENTS ONLINE**  
for NSW students in Years 10 to 12

HOME MY ACCOUNT HELP CONTACT US

**Account activation**

### Activate your Students Online account

Access your enrolment details see your accumulating results and download your credential with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

Submit your details below. Your NESA Student Number will be displayed and you will also be sent an email to the address your school has supplied to NESA. Open the link in your email and enter your NESA Student Number to create your six-digit PIN.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

**Activate my account**

School: \*

Proceed to answer all the questions and submit. Once you have done this you will be asked to go to the email you have registered at your school. Click the link provided in the email. Then follow the prompts.

If there are any difficulties, refer to the [Help and advice using Students Online](#) page or see the Head Teacher Stage 6.

## DISABILITY PROVISIONS

[Disability provisions](#) are approved by NESA to provide students who have a permanent or temporary disability with practical support in the Higher School Certificate examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.

To apply for provisions, schools must submit an online application to NESA through *Schools Online*. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through *Schools Online* and the school will communicate this decision to the student.

Students and parents/caregivers are strongly advised to consult the [NESA website](#) for more information about Disability Provisions.

# ASSESSMENT

## FORMAL ASSESSMENT

Formal assessment tasks are those that students undertake as part of the school-based assessment program. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to presentations, reports, practical work, portfolios, journals, log books, process diaries, tests, compositions and formal written examinations.

## RESPONSIBILITIES OF THE SCHOOL

The school is responsible for providing:

- Students with the *Year 12 HSC Assessment Handbook 2020*, which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6.
- Students with Year 12 HSC Assessment Schedules (found in the *Year 12 HSC Assessment Handbook 2020*) for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task.
- NESA with an assessment of students' achievement in each course they have studied in Year 11 and Year 12.
- Appropriate reporting procedures.
- A review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- Special consideration to students with a disability and others with special needs following endorsement by the Principal.

Faculty Head Teachers are responsible for:

- Setting assessment tasks that:
  - Will be used to measure student performance in each component of a course.
  - Are effective at discriminating between students' achievement of outcomes in order to determine assessment rank.
  - Specify a mark/weighting for each assessment task.
  - Are of the same type and have the same weighting for all classes studying that course.
- Providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task. This notification will be issued at least two weeks in advance. In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.
- Maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).
- Providing students with assessment task feedback at the completion of each task, which includes a mark or grade, rank (if applicable), detailed marking criteria and written feedback.
- Establishing procedures for recording and reporting student performance on all assessment tasks. Records of all marks that form part of the assessment program are to be kept in duplicate and filed separately for security purposes.

- Issuing official *NESA Non-Completion of a Course Warning Letters* to students and parents/caregivers outlining the areas of unsatisfactory completion of the Year 11 and/or Year 12 course requirements. The Stage 6 Head Teacher will also be notified.
- Ensuring that final cumulative school-based assessment marks are not provided to students and that students are aware that they can access their *Assessment Rank Order Notice* after the last HSC examination has occurred.

## RESPONSIBILITIES OF THE STUDENT

Students are responsible for:

- Being familiar with the procedures and course information contained in the *Year 12 HSC Assessment Handbook 2020*.
- Attending classes regularly and ensuring their attendance enables them to achieve course outcomes.
- Demonstrating sustained diligence and effort in each subject and participating in all lessons constructively.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.
- Ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- Ensuring when absent from school on the day an assessment task notification is issued that they know it is their responsibility to contact their Teacher and/or the relevant Faculty Head Teacher to obtain the task notification. No extension or leave will be granted if a student fails to carry out this action.
- Speaking with their Teacher or the relevant Faculty Head Teacher for clarification about the requirements of the subject/course assessment program.
- Being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification, assessment booklet and the assessment calendar.
- Submitting work that is their own. Any material copied without acknowledgment of the original source will be regarded as plagiarism and penalties will be imposed.
- Ensuring they are given a receipt for any hand-in assessment task, i.e. one that was not completed during class time or in an examination. Disputes about lost assessment tasks will **NOT** be considered if the student cannot produce a receipt.
- Lodging appeals against marks awarded for an assessment task within two school days of receiving the marked assessment task. Note: two school days does **NOT** include weekends, public holidays or school holidays.

## COMPLETION OF SCHOOL-BASED ASSESSMENT

Students are advised of the following *NESA Assessment Certification Examination (ACE)* policies:

### *ACE 8073: [Completion of HSC internal assessment tasks](#)*

NESA expects students to attempt all assessment tasks set. For all *Board Developed Courses* (except VET and Life Skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted. A student who does not comply with the assessment requirements and receives a **non-completion determination** in a course will have neither an assessment mark nor an examination mark awarded for that course. In the case of extension courses, students who do not comply with the minimum assessment requirements for a co-requisite course will not receive a result in either course.

#### ACE 8078: *Non-completion of HSC internal assessment: failure to submit task*

If a student fails to complete a task specified in the assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task. In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Principal may authorise the use of an estimate based on other appropriate evidence. If there is no valid reason for failing to complete an assessment task, a **zero mark** must be recorded for that task. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

#### ACE 8079: *Non-completion of HSC internal assessment: principals must warn students*

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a warning must be given. The Principal must:

- a. Advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a non-completion ('N') determination.
- b. Advise the parent or guardian in writing if the student is under 18.
- c. Request from the student and/or parent/guardian a written acknowledgement of the warning.
- d. Issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements).
- e. Retain a copy of the warning notice and other relevant documentation.

## NOTIFICATION OF ASSESSMENT TASKS

Students will be notified in writing of the specific details of an assessment task **at least two weeks** prior to the task. The written notification of each task must include:

- The date and time of the task and/or when the task is due.
- Outcomes assessed.
- Description of the nature of the task.
- Task weighting.
- Marking criteria/information about how the task will be assessed and how feedback will be provided.

## MAINTAINING HONESTY AND INTEGRITY

### HONESTY IS KEY FOR ALL STUDENTS AND STAFF

All HSC candidates, their teachers and others who guide them must comply with *NESA's Honesty in Assessment Standards* to maintain the integrity of the HSC. Students should also read their course syllabuses and related NESA policies, such as those on malpractice and completion of a course, on [NESA's website](#). Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

## ALWAYS ACKNOWLEDGE YOUR SOURCES

Students must acknowledge any part of their work that was written, created or developed by someone else, in line with the NESAs documents for each course. This includes any material from other sources like books, journals, electronic resources and the internet. Students do not need to formally acknowledge material that they learned from their teacher in class

## HSC: ALL MY OWN WORK

[HSC: All My Own Work](#) 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 their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment. To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for *Year 11 and Year 12 Life Skills courses*. At The Ponds High School, the *HSC: All My Own Work* program is delivered in Term 4 of Year 10.

## MALPRACTICE

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- Copying part or all of someone else's work and presenting it as their own.
- Using material directly from books, journals, CDs or the internet without giving its source.
- Building on someone else's ideas without giving their source.
- Buying, stealing or borrowing someone else's work and presenting it as their own.
- Submitting work that someone else, like a parent, coach or subject expert, substantially contributed.
- Using someone else's words, ideas, designs or work in projects and performance tasks without giving their source.
- Paying someone to write or prepare material.
- Breaching school exam rules.
- Cheating in an HSC exam.
- Using non-approved aids in an assessment task.
- Giving false reasons for not handing in work by the due date.
- Helping another student to engage in malpractice.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the relevant Faculty Head Teacher, and notified immediately to the Head Teacher Stage 6. The Head Teacher Stage 6 will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Stage 6 **within two school days** of the decision being taken (see [Procedures for an Assessment Appeal Application](#), p.24 and [Assessment Task Appeal Application Form](#)). Malpractice in school-based assessment is a serious offence. If malpractice is proven, a **zero mark** may be awarded. In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with NESAs.

## UNFAIR ADVANTAGE IN ASSESSMENT

NESA outlines that no student is to gain an unfair advantage over other students, whether that be on the day of, or in the days prior, to an assessment task. Causes of unfair advantage include:

- For a student to absent themselves from **any** lessons or normal school routine on a day that an assessment task is scheduled or a hand-in task is due.
- For a student to absent themselves from **any** lessons within **one day prior** to a scheduled assessment task without a doctor's certificate.
- Arriving late to school on the day of a scheduled assessment task or hand-in task.

If it is deemed that a student has gained an unfair advantage, a **zero mark** may be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Stage 6 within **two school days** of the decision being taken (see [Procedures for an Assessment Appeal Application](#), p.24 and [Assessment Task Appeal Application Form](#)).

## SUBMISSIONS OF ASSESSMENT TASKS

The *Year 12 HSC Assessment Handbook 2020* shows the general timing of assessment tasks in regards to the school term and week. Precise submission dates and times for a hand-in task will be clearly specified on the assessment notification for that particular task. Teachers will provide students with an acknowledgement of the task being received. Dates and times for examinations will be provided on the examination timetable.

Failure to submit a task on time will result in a **zero mark** being awarded. If a student is absent on the day an assessment task is due, they may apply for illness/misadventure by following the procedures outlined in this handbook.

It is the student's responsibility to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether or not electronic submissions will be accepted, preferred or stated. In certain situations, students will be required to complete a Student Attendance Slip for in-class assessment tasks and examinations as evidence of their attempt in tasks of this nature.

Students must submit the Assessment Task Notification Cover Sheet for all hand-in assessment tasks unless otherwise stated in the assessment task notification. In doing so, students make a pledge of honesty to uphold the integrity of assessment.

## EXAMINATION PERIODS

A formal written examination is often in the same format as an HSC examination and typically draws from most or all content areas, topics or modules. An examination period is a dedicated time in which all examinations will be held for applicable courses. In Year 11 and Year 12, normal lessons will be suspended and students will only be required at school when their specific examinations are scheduled.

## EXAMINATION PROCEDURES AND RULES

1. Students will be provided with an examination timetable that clearly specifies the date and time of all examinations. During the examination period, there will be no normal lessons. Students are not required to be at school when they do not have an examination scheduled. Normal lessons resume at the end of the examination period. If a student has two examinations scheduled on the same day, they are not permitted to leave school between these two exams. **Note:** afternoon examinations may finish after 3:00pm.
2. Students must read the examination timetable carefully and be prepared to attend exams at the times and venues that the school arranges. The responsibility for checking the examination schedule for times and dates of examinations remains with the student. Students must arrive at the exam at **least 20 minutes early**. **Concessions will not be made (such as extra time given) for students who arrive late for an examination or who miss an examination due to poor organisation.**
3. Students must sit for all exams in which they are entered, unless they have an illness or misadventure, in which case they must notify the school immediately and follow the appropriate procedures. Students must also wear the **full school uniform** for all examinations (Year 12 jerseys may be worn with the rest of the school uniform).
4. TPHS Year 12 Assessment Policy 2020 applies during the examination period. Students must meet requirements specified in the assessment policy about attendance during assessment tasks. This means that if a student is unable to attend an examination due to **illness or misadventure**, the school should be contacted before 8:30am. On the next available day (first day of recovery) of return to school, the students should present a **medical certificate** to the Stage 6 Head Teacher as per the school assessment policy. Failure to notify the school of your inability to attend an examination due to illness or misadventure may put this examination and a student's HSC at risk.
5. Students who missed examinations due to misadventure or illness will be provided with an opportunity to **re-sit missed examinations** in this exam block. This will occur in the first available time slot on the examination timetable. It is essential that students report to **Mrs T. Thomas** or the relevant Deputy Principal to allow for organisation of catch-up exams.
6. Students are to provide their **TPHS identification cards**. In addition, these I.D. cards must always be displayed on students' examination table. Students must also know their **NESA identification number** which can be found on the NESA Schools Online portal and will be displayed on the Stage 6 noticeboard in the breezeway.
7. Students should bring the equipment they need and know what equipment is allowed for each exam. A list of NESA approved exam equipment can you found at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>. Students are responsible for ensuring their equipment is in good working order because the school will not uphold misadventure applications for equipment failure. Students may not borrow equipment during exams. Exam staff may inspect equipment when a student enters the room, and will tell them where to place any unauthorised items. However, exam staff are not responsible for these items.

Permitted Items	Prohibited Items
✓ Black pens	✗ Mobile phones
✓ Pencils, erasers and a sharpener	✗ Programmable watches, like smart watches
✓ A ruler	✗ Any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries
✓ Highlighter pens	✗ Paper or any printed or written material (including your exam timetable)
✓ A clear bottle of water	✗ Dictionaries (except in language exams, if allowed)
✓ A non-programmable watch, which must be taken off, placed on your desk in clear view and not touched during the exam	✗ Correction fluid or correction tape.
✓ Other equipment as specified in the exam notification, like a calculator	
✓ Stationary to be placed in either a clear (transparent) pencil case or a clear plastic sleeve (including the Geometry set)	

## Examination Conditions

Exam conditions shall apply from when the first student enters the examination hall until the last student leaves the examination hall.

### ON ENTERING THE EXAMINATION HALL AND DURING THE EXAMINATION

1. Candidates must enter the examination hall silently.
2. Complete silence MUST be adhered to whilst candidates are in the examination hall.
3. Bags, containing notes, are to be left in an orderly fashion on either side of the examination hall.

Name: Tania Thomas	Seat#1
School ID: 123456789	
Exam: 12Biology	
Signature:	
.....	

4. Students must sit at the desk that shows their name and/or student number (alphabetical order) or as instructed by supervising staff. Complete a **Student Attendance Slip** as an official record at each examination for Faculty records.
5. Candidates MUST sit facing the front and are NOT to turn around or look at any other candidate's paper.
6. Candidates are NOT to communicate with any other candidates in any way.
7. Students must remain in the examination room for the duration of the examination. If students have to leave and want to return and resume the examination, they must be supervised while they are absent from the examination room. If students have completed the examination they must remain seated and quiet. Any student who disrupts the examination may be at risk of receiving a '0' (zero) mark for their work.
8. **Candidates must remain for the entire duration for exams under 3 hours.** For **three-hour exams**, students are **not permitted to leave the exam in the first two hours or leave the exam in the last 20 minutes.**
9. Food and drink are NOT permitted in the exam hall.
10. Candidates MUST obey all reasonable instructions given by supervisors.

11. Borrowing is NOT permitted.
12. Candidates must NOT pick up their writing implements until reading time has ceased and writing time has started.
13. All enquiries are to be addressed to supervising staff by candidates raising their hand and waiting patiently.
14. Code of Conduct School Rules apply during ALL exams.
15. Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
16. Write your **student number** on all **writing booklets, question and answer booklets** and **answer sheets** (unless that information is already printed on them).
17. Write clearly with black pen (only use pencil if instructed to).
18. Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet, and write a note on the front of both booklets stating that you wrote an answer in the wrong place. Make sure you label and hand in all parts of your answers.
19. Answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
20. Make a serious attempt at the exam by answering a range of question types. **Answering only multiple-choice questions is not considered a serious attempt.**
21. Stop writing immediately when the supervisor tells you to.
22. Follow the supervisor's instructions for arranging completed answers, and wait for the supervisor to collect them.

### **ON LEAVING THE EXAMINATION HALL AND AFTER THE EXAMINATION**

1. NO exam papers or the writing paper provided are to be removed from the examination hall.
2. If your exam finishes while another exam is still in progress, classes will quietly depart the hall when dismissed by the supervising teachers.
3. Students must remain at school until all their examinations for the day are completed. They must then go directly home.

## Examination Rules

8. During the exam, students must:
  - a) Always follow the exam supervisors' instructions.
  - b) Complete the Student Attendance Slip as an official record of attempting the task.
  - c) Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
  - d) Write their name and/or student number on all writing booklets, question and answer booklets and answer sheets (unless that information is already printed on them).
  - e) Write clearly with black pen (only use pencil if instructed to).
  - f) Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet, and write a note on the front and back of both booklets stating that you wrote an answer in the wrong place. Do not rewrite answers, but make sure you label and hand in all parts of your answers.
  - g) Answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
  - h) Make a serious attempt at the exam by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt.
  - i) Stop writing immediately when the supervisor tells you to.
  - j) Follow the supervisor's instructions for arranging completed answers, and wait for the supervisor to collect them.
9. During each exam, students must not:
  - a) Start writing until the Supervisor in Charge tells you.
  - b) Write on anything other than writing books, answer booklets or other writing material provided by the Supervisor in Charge. You should not write on any other equipment including your body, clothing or tissues.
  - c) Leave the room, except in an emergency. If you have to leave and want to come back to continue the exam, you must be supervised while you are out of the room.
  - d) Leave (finish) the exam in the first hour. Your school may not allow any students to leave early.
  - e) Leave the exam in the last 15 minutes.
  - f) Take an exam paper out of the room. Speak to your teacher if you want to see a paper afterwards.
10. Students must follow the normal school rules, behaving politely and courteously towards the exam supervisors and other students. Specifically, students must not:
  - a) Cheat.
  - b) Include frivolous or objectionable material.
  - c) Take any prohibited items prohibited into the room.
  - d) Speak to anyone other than a supervisor.
  - e) Behave in any way likely to disturb another student or upset the exam's running.
  - f) Be affected by alcohol or illegal drugs.
  - g) Eat unless approved by NESAs (for example, if you have diabetes).
  - h) Take any writing booklets or exam paper, whether used or not, out of the room.
  - i) Write on your body (for example your arms), tissues or material that is not exam material.
  - j) Leave the room if your principal requires all students to stay until each exam ends.
11. Supervisors can ask you to leave the exam if you do not follow these rules. It may also result in **zero marks** being awarded. If your actions might be illegal, you may also be reported to the police.

## SCHOOL LEAVE AFFECTING ASSESSMENT TASKS

Leave from school **may** be granted by the Principal upon completion of a [Leave Application Form](#), which details all course work to be completed whilst on leave and any assessment requirements are indicated.

Students are expected to be present at school to complete all tasks, submit all assessment tasks and sit all examinations set as part of the assessment program for a course at the specified time. Students and parents/caregivers should **NOT** assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks.

The Department of Education's position in relation to student leave is stated in the [Student Attendance in Government Schools Procedures School Attendance Policy](#), in which students are discouraged from taking leave during the school term. This policy has been developed by the Learning and Engagement Directorate in 2015:

- 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School – Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.
- 14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons should be specified on the application.

## WHEN STUDENT LEAVE CLASHES WITH AN ASSESSMENT TASK

All Year 11 and Year 12 assessments are conducted within the guidelines set by NESA. The NESA guidelines for Year 11 and Year 12 students make no provision for tasks missed due to leave. There are well-established protocols for illness and misadventure; however, requests for leave do not fall within these protocols. Students and families are expected to make arrangements to ensure that all requirements of the HSC can be fulfilled.

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the relevant **Faculty Head Teacher at least two weeks** prior to the scheduled task. Failure to consult within adequate time, and failure to comply with task submission requirements, may result in a **zero mark** being awarded.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

Students with a scheduled in-class task, such as an examination, test, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a **zero mark** may be awarded.

## STUDENTS COMPLETING WORK PLACEMENT

Students completing school, TAFE and/or other external placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority and placements should be managed to avoid clashes with school assessments.

All hand-in tasks due during the period of work placement must be submitted prior to work placement commencing.

Students with a scheduled in-class task, such as an exam, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a **zero mark** may be awarded.

## ABSENCE DUE TO SCHOOL BUSINESS

Where a student has a clash between an assessment task and another official school activity, it is the student's responsibility to complete and submit an [Assessment Task Reschedule Application Form](#) to the **Head Teacher Sage 6**. The student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **zero mark** will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Stage 6 (see [Procedures for an Assessment Appeal Application](#), p.24 and [Assessment Task Appeal Application Form](#)).

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

## ABSENCE DUE TO SUSPENSION

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will **NOT** be entitled to apply for an extension or assessment reschedule. At the time of suspension, the Deputy Principal will notify the Head Teacher Stage 6 and relevant Faculty Head Teachers of the student's suspension. The following procedures will then apply:

- **Hand-in assessment tasks** – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
- **In-class assessment tasks** – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student and parent/carer via the Head Teacher Stage 6.
- **Examinations** – the Head Teacher Stage 6 will arrange for the student to sit the examination at the schedule time in an alternative school-based location, which will be communicated to the student, parent/caregiver and Faculty Head Teacher by the Head Teacher Stage 6.

The consequences of not following these procedures may result in a **zero mark** being awarded.

## PROCEDURES FOR REQUESTING A RESCHEDULING OF AN ASSESSMENT TASK

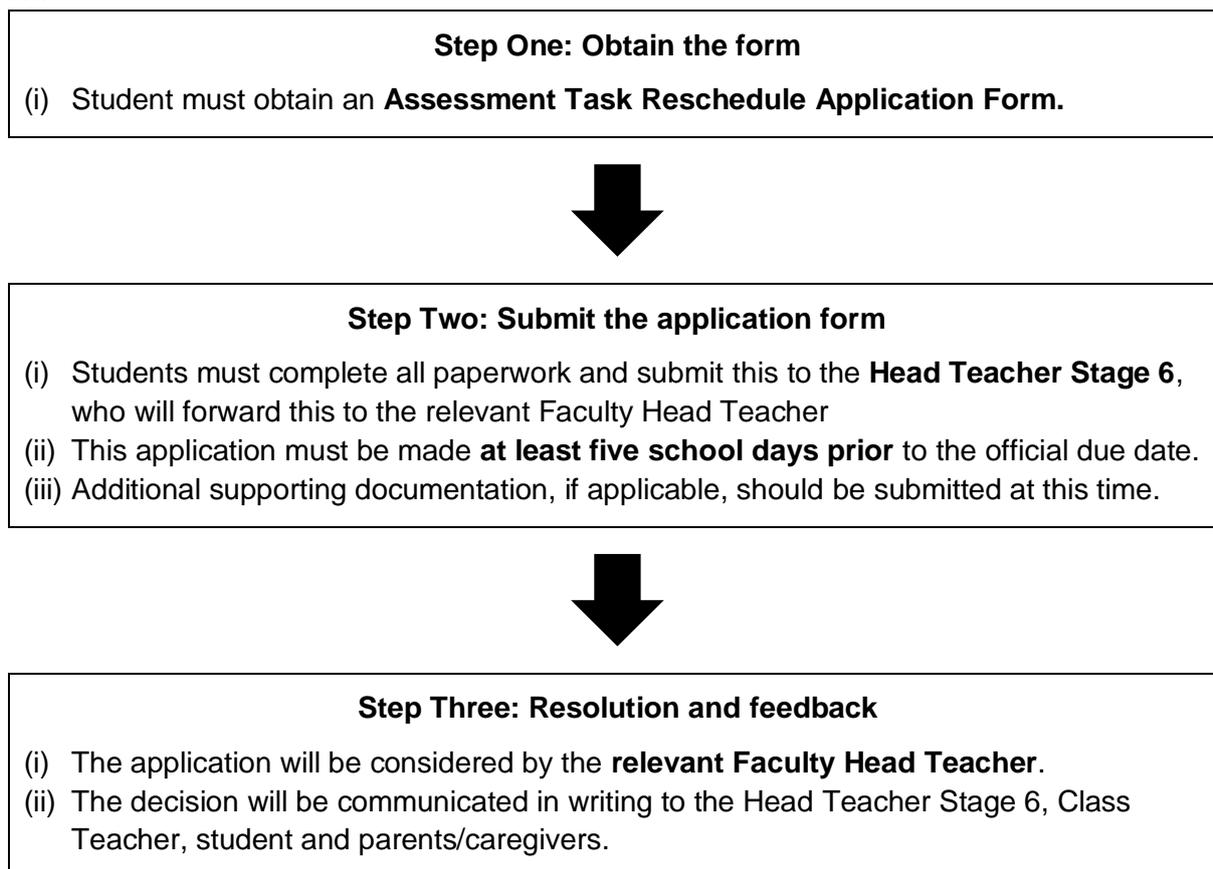
The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

All students are provided with the opportunity to request a rescheduling of their assessment task if the due date clashes with an official school activity in which they are involved.

Applications are to be expressed in writing using the **Assessment Task Reschedule Application Form** provided by the school. These forms are to be obtained by the student from the [school's website](#), school office or Head Teacher Stage 6 and must be returned to the Head Teacher Stage 6.

All applications for a rescheduled assessment task must be submitted **at least five school days prior** to the due date. If the student becomes aware of a situation requiring a reschedule within this period, students are required to submit an appeal in writing to the Head Teacher Stage 6 (see [Procedures for an Assessment Appeal Application](#), p.24 and [Assessment Task Appeal Application Form](#)).

Students wishing to request an assessment task rescheduling must follow the procedure outlined below:



If approved, the student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **zero mark** will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Stage 6 (see [Procedures for an Assessment Appeal Application](#), p.24 and [Assessment Task Appeal Application Form](#)).

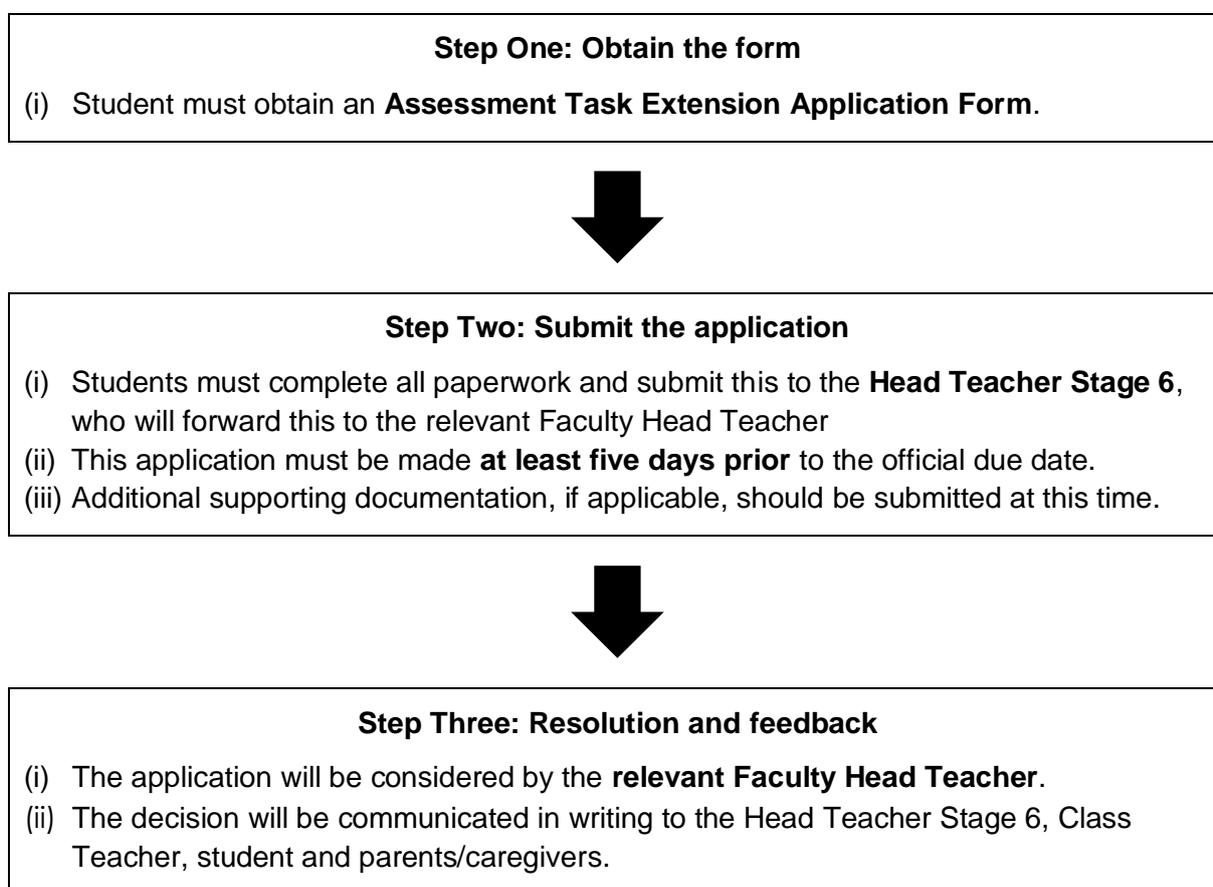
## PROCEDURES FOR REQUESTING AN EXTENSION OF THE DUE DATE OF AN ASSESSMENT TASK

All students may request an extension if they feel they have a genuine reason for being unable to meet a scheduled due date. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A *Medical Certificate* will be required in all cases of illness.

Applications are to be expressed in writing using the **Assessment Task Extension Application Form** provided by the school. These forms are to be obtained by the student from the [school's website](#), school office or Head Teacher Stage 6 and must be returned to the Head Teacher Stage 6.

All applications for an extension must be made **at least five school days prior** to the due date.

Students wishing to request an extension must follow the procedure outlined below:



If an extension is not a, the student must submit the task on the due date. Unless prior application for an extension has been approved by the relevant Faculty Head Teacher, the late submission of a task will result in a **zero mark** being awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Stage 6 (see [Procedures for an Assessment Appeal Application](#), p.24 and [Assessment Task Appeal Application Form](#)).

## PROCEDURES FOR APPLYING FOR ILLNESS/MISADVENTURE

Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students.

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

Students wishing to apply for illness/misadventure should follow the relevant procedure specific to the situation as outlined below.

### Procedures to follow in the event of:

#### 1. Absence due to illness/misadventure on the day of an in-school assessment task

- The student or parent/caregiver **MUST** contact the school **by 8:30am** on the day the task is scheduled by either phone: 02 9626 3562; or email: [theponds-h.school@det.nsw.edu.au](mailto:theponds-h.school@det.nsw.edu.au)
- Students must report to the **relevant Faculty Head Teacher** on the **first day of their return to school** and be prepared to complete the task on that day.
- Students must obtain an [Illness/Misadventure Application Form](#) and any other relevant documentation, such as the school's [Medical Certificate](#).
- Completed forms and documentation must be returned to the **Faculty Head Teacher within two school days** of his/her return to school (i.e. no later than his/her third day back at school).

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

- The student or parent/caregiver **MUST** contact the school **by 8:30am** on the day the task is due by either phone: 02 9626 3562; or email: [theponds-h.school@det.nsw.edu.au](mailto:theponds-h.school@det.nsw.edu.au)
- Students should make every attempt to have the task delivered in-person (e.g. by a third party) or submitted electronically (e.g. email or Canvas)
- If a task is not submitted on the due date, the student must submit the task to the **relevant Faculty Head Teacher** on the **first day of their return to school**.
- Students must obtain an [Illness/Misadventure Application Form](#) and any other relevant documentation, such as the school's [Medical Certificate](#).
- Completed forms and documentation must be returned to the **Faculty Head Teacher within two school days** of his/her return to school (i.e. no later than his/her third day back at school).

#### 3. Illness/misadventure during an in-school assessment

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

#### 4. Illness/misadventure on a day during an examination period

- The student or parent/caregiver **MUST** contact the school **up until 30 minutes prior** to the commencement of the scheduled examination by either phone: 02 9626 3562; or email: [theponds-h.school@det.nsw.edu.au](mailto:theponds-h.school@det.nsw.edu.au)
- **Prior to their return to school**, the student must contact the **Head Teacher Stage 6** to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, the student must report to the **Head Teacher Stage 6** at a time determined previously by the Head Teacher Stage 6.
- Students must obtain an [Illness/Misadventure Application Form](#) and any other relevant documentation, such as the school's [Medical Certificate](#).
- Completed forms and documentation must be returned to the **Faculty Head Teacher within two school days** of his/her return to school (i.e. no later than his/her third day back at school).

#### 5. Illness/misadventure for a group performance

- The individual student or parent/caregiver concerned (i.e. **NOT** another student member of the group) **MUST** contact the school **by 8:30am** on the day the task is scheduled by either phone: 02 9626 3562; or email: [theponds-h.school@det.nsw.edu.au](mailto:theponds-h.school@det.nsw.edu.au)
- When a group performance cannot go ahead on a scheduled date, **ALL** students affected need to complete an [Illness/Misadventure Application Form](#).
- These forms (and the school's [Medical Certificate](#) if applicable for the student concerned) need to be returned to the relevant **Faculty Head Teacher within two school days** of the scheduled date.
- The relevant Faculty Head Teacher will reschedule an alternative date for the performance.

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

- Be prepared to **complete the task on the first day of their return to school** unless an alternative arrangement has been made with the relevant Head Teacher.
- Complete an [Illness/Misadventure Application Form](#) and any other relevant documentation and return to the relevant Head Teacher within **two school days** of the student's return to school.

Relevant written evidence from a medical practitioner is **mandatory** for any application relating to illness for the application to be considered by the relevant Head Teacher. To do so, the medical practitioner **MUST** use the **school's Medical Certificate**. It is the student's responsibility to obtain this [Medical Certificate](#), ensure that it is completed in its entirety by the medical practitioner and submitted to the school with the [Illness/Misadventure Application Form](#).

*The Illness/Misadventure Application Form and Medical Certificate* are available online on the [school's website](#), at the school office and from the Head Teacher Stage 6.

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

## SUMMARY PROCEDURES FOR APPLYING FOR ILLNESS OR MISADVENTURE

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

### Step One: Contact the school

- (i) Student or parent/caregiver **MUST** inform the school **on the day of the absence** by either phone: 02 9626 3562; or email: [theponds-h.school@det.nsw.edu.au](mailto:theponds-h.school@det.nsw.edu.au)



### Step Two: Obtain relevant documentation

- (i) Student must obtain an **Illness/Misadventure Application Form**.
- (ii) For illness, the student **MUST** obtain the school's **Medical Certificate** and ensure it is completed by the medical practitioner for the period of absence.
- (iii) For misadventure, the student should obtain a statement or any supporting documentation, where possible, outlining the situation.



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

It is the student's responsibility to:

- (i) Report to the either:
  - a) The **relevant Faculty Head Teacher** for missed in-school assessment tasks and hand-in assessment tasks; or,
  - b) The **Head Teacher Stage 6** for all missed examinations held during an examination period.
- (ii) Be prepared to submit or sit the assessment **on that day**.



### Step Four: Submission, resolution and feedback

- (i) Submit the **Illness/Misadventure Application Form** and relevant documentation to the **relevant Head Teacher within two school days** of returning to school.
- (ii) The relevant Head Teacher will consider the application.
- (iii) The decision will be communicated in writing to the other relevant Head Teachers, Class Teacher, student and parents/caregivers.

If the application is not accepted, a **zero mark** will be awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Stage 6 (see [Procedures for an Assessment Appeal Application](#), p.24 and [Assessment Task Appeal Application Form](#)).

## OUTCOME OF ILLNESS/MISADVENTURE

The relevant Faculty Head Teacher will consider illness/misadventure cases specific to assessment tasks for courses within their faculty. They will judge the presented evidence and decide whether the application is to be accepted or rejected.

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

1. **Original or substitute task is to be completed** – a zero will be recorded for the original task and the student will be required to complete the original task or a substitute task. Once completed, the mark gained for this task will replace the zero. If not completed, the zero mark remains.
2. **Awarded mark remains** – the student's performance in the assessment task may be considered unaffected. In this case, the student's original result in the task will remain as marked.
3. **Maintain rank applied to task** – in exceptional circumstances, where undertaking an alternative task is not possible, the Head Teacher Stage 6 in consultation with the relevant Faculty Head Teacher, may determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the zero awarded at the time of the scheduled task.

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

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

In all cases, any student wishing to appeal this decision must do so in writing to the **Head Teacher Stage 6** (see [Procedures for an Assessment Appeal Application](#), p.24 and [Assessment Task Appeal Application Form](#)) **within two school days of receiving the initial decision.**

## PROCEDURES FOR AN ASSESSMENT APPEAL APPLICATION

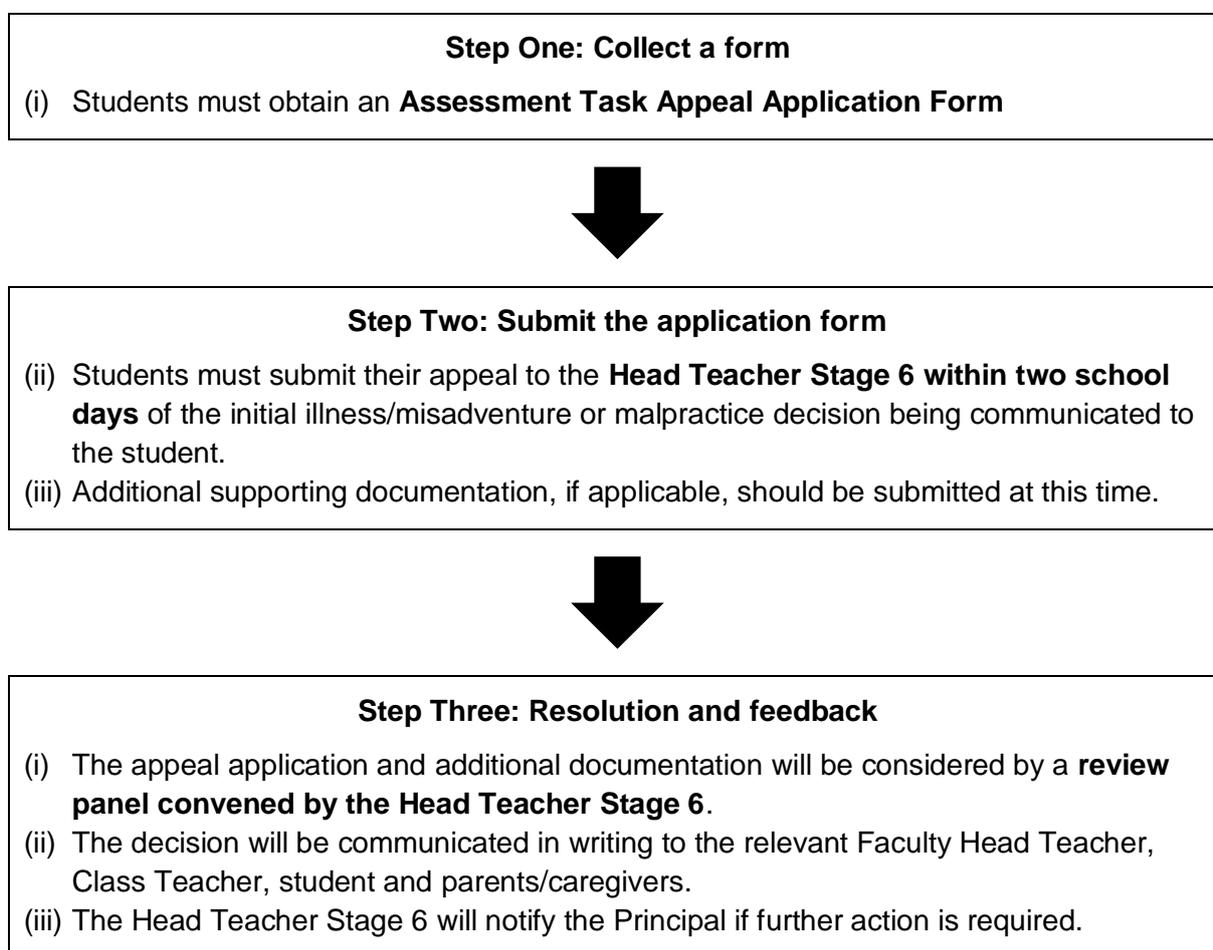
All students have the right to appeal a decision made regarding an: application for illness/misadventure; malpractice, or; an assessment task result. A student must submit an [Assessment Appeal Application Form](#) to the relevant Head Teacher, depending on the nature of the appeal.

In reviewing the determination of a student's appeal, the relevant Head Teacher will consider the following as applicable:

- The student's original Illness/Misadventure application.
- Documentation submitted with the original application.
- Any additional statement and/or documentation submitted with the student's appeal form.
- All evidence presented which relates to the malpractice.

Students wishing to appeal a decision must follow the relevant procedure outlined below:

### To appeal an illness/misadventure or malpractice decision:



**To appeal an assessment task result:**

**Step One: Collect a form**

- (i) Students must obtain an **Assessment Task Appeal Application Form**



**Step Two: Submit the application**

- (ii) Students must submit their appeal to the relevant **Faculty Head Teacher within two school days** of the receipt of the assessment task result.
- (iii) Additional supporting documentation, if applicable, should be submitted at this time.



**Step Three: Resolution and feedback**

- (i) The appeal application and additional documentation will be considered by the relevant **Faculty Head Teacher**.
- (ii) The decision will be communicated in writing to the Head Teacher Stage 6, Class Teacher, student and parents/caregivers.

## REPORTING ON STUDENT PROGRESS

The Ponds High School provides written student progress reports in Semester 1 and Semester 2.

Achievement levels are recorded for each course outcome by a grade scale using word descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Level of Achievement	Grade	Descriptor
Outstanding Achievement	A	The student demonstrates extensive knowledge of content and understanding content concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
High Achievement	B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
Sound Achievement	C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
Basic Achievement	D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
Limited Achievement	E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

Teachers, students and parents/caregivers must be aware that achievement grades **do not correlate** to the [HSC performance bands](#) and, therefore, **cannot** be used to predict results in a student's [HSC Record of Achievement](#).

Each Preliminary and HSC course report contains a course mark or grade and rank (if applicable) as well as a comment from the class teacher highlighting strengths and areas for improvement. Reports may also include information indicating student participation in other certain activities during the year.

Parent-Teacher interviews are scheduled before the end of Semester 1 for both Year 11 and Year 12. These evenings are held to allow parents/caregivers and teachers to discuss student progress. It is important that all parents/caregivers make an appointment via the [Sentral Parent Portal](#), to discuss their child's progress.

At other times during the year, parents/caregivers are encouraged to discuss their child's progress by contacting the relevant Class Teacher or Head Teacher for curriculum matters, or the Year Adviser for other issues, such as student wellbeing. Parents/caregivers are asked to refer to the school's *Communication Policy* to determine the most appropriate means of contacting the school.

## **ASSESSMENT OF LIFE SKILLS OUTCOMES IN STAGE 6**

[Stage 6 Life Skills courses](#) provide options for students with special education needs who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Preliminary course and a 2-unit 120-hour HSC course.

Each student accessing a Life Skills course in Years 11-12 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process. Schools are not required to use the Common Grade Scale (A-E) for Preliminary courses or performance bands or equivalent to report achievement for students undertaking Life Skills courses.

## FREQUENTLY ASKED QUESTIONS

### 1. **What must I do to have satisfactorily completed a course?**

NESA expects students to have:

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

In simple terms, you must complete all assessment tasks, hand in class work on time and be present at school. If you continually hand in work late, truant, are absent without justification or your behaviour affects your studies or that of others, you will not satisfy the criteria of applying yourself *“with diligence and sustained effort”*.

### 2. **What do the terms internal and external assessment mean?**

Internal assessment refers to assessment tasks designed and conducted by the school. External assessment refers to the HSC examinations, which are designed and conducted by NESA. In Year 12, internal assessment contributes 50% of your HSC mark and the HSC examination contributes the other 50% of your HSC mark.

### 3. **What do the terms “examination”, “in-class” and “hand-in” assessment task mean?**

An *“examination”* is one that is held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus. An *“in-class assessment task”* is one that requires you to be present at school in order to complete, such as topic tests, presentations, performances and submissions of major works. *“Hand-in assessment tasks”* are those that are completed at home and submitted by a designated due date and time.

### 4. **How do I know when I have an assessment task?**

The *Year 12 HSC Assessment Handbook 2020* outlines the weeks in which tasks are due for ALL courses. You will receive an Assessment Task Notification for each task with a specific due date at least 2 weeks before the task is due.

### 5. **What happens if I am not present when an assessment task is issued?**

It is your responsibility to obtain the task from your teacher. Extensions will not be granted based on the task not being received.

### 6. **Why do I have to detach the Assessment Task Notification cover sheet and submit it with my assessment task?**

The cover sheet is your declaration that the task is all your own work. It also includes a receipt for your submission of the task. You must ensure that your teacher signs it and returns it to you, as you will need that as evidence that you have submitted the task. Without this receipt, you will not have proof of your submission should it be required.

### 7. **Why may I be penalised for being absent the day before a task is due?**

This may be perceived as unfair to other students, as it may allow you extra time to complete a task, a luxury other students do not have. If you have a valid reason for being absent, you may be asked to prove this by completing an Illness/Misadventure Form (and Medical Certificate in the case of illness).

**8. What happens if I have a valid reason for being unable to submit an assessment task on time?**

You have to complete and submit a form to apply for the task to be rescheduled or for an extension of the due date.

**9. What happens if I am absent the day a task is due?**

Every effort must be made to submit the task on that day. If it is not submitted or attempted in the case of an examination or in-class task, then you must contact the school on the day by phone: 02 9626 3562 or email: [theponds-h.schools@det.nsw.edu.au](mailto:theponds-h.schools@det.nsw.edu.au) and apply for Illness/ Misadventure. In the case of illness, the School's Medical Certificate must be completed by the medical practitioner.

**10. What is the School's Medical Certificate?**

The school requires a medical practitioner to certify how your illness has affected your ability to complete or attempt a task. The generic letter produced by the medical practice **WILL NOT** suffice and the application will be rejected.

**11. What happens if I do not submit a task or sit an examination?**

You will be awarded zero marks for that task and an N-warning letter will be issued as a supportive measure to ensure that you complete the task.

**12. What happens if I do not make a serious attempt in an assessment task or examination?**

You will be awarded zero marks for the task, an N-warning letter will be issued and you will be required to re-attempt the task.

**13. What does "non-serious attempt" mean?**

This includes very poor attempts that contain an insufficient amount of work in which to assess a student's work, the use of derogatory remarks, obscene language and graffiti (e.g. drawing on an examination paper).

**14. What happens if I have been found guilty of malpractice?**

You will be awarded zero marks for the task, an N-warning letter will be issued and you will be required to re-attempt the task.

**15. What happens if my application for the rescheduling of a task or an extension to the due date of a task is rejected?**

You will be required to submit the task by the due date.

**16. What happens if my application for illness/misadventure is rejected?**

If the task was submitted on time, you will be awarded the marks earned. If it was submitted late, you will be awarded zero marks. If it has not been attempted, you must attempt the task.

**17. Can I appeal the decision of an application for reschedule, extension or illness/misadventure or if I have been found guilty of malpractice?**

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the Review Panel will consider.

**18. Can I appeal an assessment task result for an individual task?**

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the relevant Faculty Head Teacher will consider.

# **Course Assessment Schedules**

## Ancient History

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting				Task Weighting
				Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretation	Historical inquiry and research	Communication	
1	<b>Source Analysis</b> Core: Cities of Vesuvius	Term 4 Week 8	12-1, 12-6, 12-7, 12-10	5%	10%		5%	20%
2	<b>In class Essay</b> Historical period	Term 1 Week 7	12-3, 12-5, 12-7, 12-9	10%		10%	5%	25%
3	<b>Historical Analysis</b> Historical society	Term 2 Week 6	12-8, 12-2, 12-4, 12-9	5%	5%	10%	5%	25%
4	<b>Trial Examination</b>	Term 3 Week 3-4	12-1, 12-9, 12-7, 12-6	20%	5%		5%	30%
<b>Total syllabus weighting:</b>				40%	20%	20%	20%	100%

### Outcomes

A Student:

- AH12-1 Accounts for the nature of continuity and change in the ancient world
- AH12-2 Proposes arguments about the varying causes and effects of events and developments
- AH12-3 Evaluates the role of historical features, individuals and groups in shaping the past
- AH12-4 Analyses the different perspectives of individuals and groups in their historical context
- AH12-5 Assesses the significance of historical features, people, places, events and developments of the ancient world
- AH12-6 Analyses and interprets different types of sources for evidence to support an historical account or argument
- AH12-7 Discusses and evaluates differing interpretations and representations of the past
- AH12-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH12-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12-10 Analyses issues relating to the ownership, custodianship and conservation of the ancient past

## Biology

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in critical thinking, research, analysing and communicating	
1	<b>Research Task</b> Hereditry	Term 4 Week 8	BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO12-7, BIO12-12	5%	15%	20%
2	<b>Practical Investigation</b> Hereditry & Genetic Change	Term 1 Week 5	BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13	10%	15%	25%
3	<b>Depth Study</b> Infectious Disease	Term 2 Week 7	BIO11/12-1, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-14	10%	20%	30%
4	<b>Trial HSC Examination</b> Whole course	Term 3 Week 3-4	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	15%	10%	25%
<b>Total syllabus weighting:</b>				40%	60%	100%

### Outcomes

A Student:

- BIO11/12-1 Develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3 Conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5 Analyses and evaluates primary and secondary data and information
- BIO11/12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO12-12 Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13 Explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14 Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15 Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

## Business Studies

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting				Task Weighting
				Knowledge and understanding of course content	Stimulus based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms	
1	<b>Stimulus-based business report</b> Topic 1: Marketing	Term 4 Week 7	H2, H3, H4, H5, H8, H9	5%	10%		5%	20%
2	<b>Research/in-class extended response</b> Topic 2: Operations	Term 1 Week 9	H1, H2, H5, H6, H7, H9	5%		20%	5%	30%
3	<b>Topic test</b> Topic 3: Finance	Term 2 Week 8	H5, H6, H9, H10	15%			5%	20%
4	<b>Trial HSC Examination</b> Whole course	Term 3 Week 3-4	H1, H5, H6, H8, H9, H10	15%	10%		5%	30%
<b>Total syllabus weighting:</b>				40%	20%	20%	20%	100%

### Outcomes

A Student:

- H1 Critically analyses the role of business in Australia and globally
- H2 Evaluates management strategies in response to changes in internal and external influences
- H3 Discusses the social and ethical responsibilities of management
- H4 Analyses business functions and processes in large and global businesses
- H5 Explains management strategies and their impact on businesses
- H6 Evaluates the effectiveness of management in the performance of businesses
- H7 Plans and conducts investigations into contemporary business issues
- H8 Organises and evaluates information for actual and hypothetical business situations
- H9 Communicates business information, issues and concepts in appropriate formats
- H10 Applies mathematical concepts appropriately in business situations

## Chemistry

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in critical thinking, research, analysing and communicating	
1	<b>Practical Examination</b> Module 5 - Equilibrium and Acid Reactions	Term 4 Week 7	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-12	5%	15%	20%
2	<b>Depth Study and First-hand Investigation</b> Module 6 - Acid/base Reactions	Term 1 Week 8	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-7, CH12-13	5%	25%	30%
3	<b>Trial HSC Examination</b> Whole course	Term 3 Week 3-4	CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15	25%	5%	30%
4	<b>Data Processing Task</b> Module 8 – Applying Chemical Ideas	Term 3 Week 6	CH12-4, CH12-5, CH12-6, CH12-7, CH12-15	5%	15%	20%
<b>Total syllabus weighting:</b>				40%	60%	100%

### Outcomes

A Student:

- CH11/12-1 Develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 Conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 Analyses and evaluates primary and secondary data and information
- CH11/12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH12-12 Explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13 Describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14 Analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15 Describes and evaluates chemical systems used to design and analyse chemical processes

## Community and Family Studies

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating	
1	<b>Independent Research Project</b> Core 1: Research Methodology	Term 4 Week 9	H4.1, H4.2	10%	10%	20%
2	<b>Topic Test</b> Core 3: Parenting and Caring	Term 1 Week 7	H1.1, H2.1-H2.3, H3.2, H3.4, H5.1, H5.2, H6.1	10%	15%	25%
3	<b>Interview and Written Report</b> Individuals and Work	Term 2 Week 7	H2.2, H2.3, H3.3, H3.4, H5.2, H6.1, H6.2	10%	15%	25%
4	<b>Trial HSC Examination</b> Whole course	Term 3 Week 3-4	H1.1, H2.1-H2.3, H3.2-H3.4, H5.1, H6.1, H4.1, H4.2	10%	20%	30%
<b>Total syllabus weighting:</b>				40%	60%	100%

### Outcomes

A Student:

- H1.1 Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 Analyses different approaches to parenting and caring relationships
- H2.2 Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 Critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.2 Evaluates networks available to individuals, groups and families within communities
- H3.3 Critically analyses the role of policy and community structures in supporting diversity
- H3.4 Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H5.1 Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H6.1 Analyses how the empowerment of women and men influences the way they function within society.
- H4.1 Justifies and applies appropriate research methodologies
- H4.2 Communicates ideas, debates issues and justifies opinions

## Dance

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting			Task Weighting
				Performance	Composition	Appreciation	
1	<b>Core Composition</b>	Term 4 Week 9	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3		20%		20%
2	<b>Core Performance</b>	Term 1 Week 8	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3	20%			20%
3	<b>Major Study</b>	Term 2 Week 8	H2.1, H.2.2 / H.3.1, H.3.2 / H4.2, H4.4	40%			40%
4	<b>Core Appreciation (Trial HSC Examination)</b>	Term 3 Week 3-4	H1.1, H1.2, H1.3, H4.1, H4.2, H4.3, H4.4, H4.5			20%	20%
<b>Total syllabus weighting:</b>				20%	20%	20%	<b>100%</b>

### Outcomes

A Student:

H1.1 Understands Dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form

H1.2 Performs, composes and appreciates dance as an artform

H1.3 Appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances

H1.4 Acknowledges and appreciates the relationship of dance and other media

H2.1 Understands performance quality, interpretation and style relating to dance performance

H2.2 Performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices.

H2.3 Values the diversity of dance performance

H3.1 Identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent

H3.2 Demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent

H3.3 Recognises and values the role of dance in achieving individual expression

H3.4 Explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent

H4.1 Understands the concept of differing artistic, social and cultural contexts of dance

H4.2 Recognises, analyses and evaluates the distinguishing features of major dance works

H4.3 Utilises the skills of research and analysis to examine dance as an artform

H4.4 Demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance

H4.5 Acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

## Design and Technology

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Knowledge and skills in designing, managing, producing and evaluating a major design project	
1	<b>Project Proposal Presentation</b>	Term 4 Week 6	1.1, 1.2, 3.1, 3.2, 4.1		20%	20%
2	<b>Innovation and Emerging Technology Case Study*</b>	Term 1 Week 10	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.3, 5.2, 6.1, 6.2	20%		20%
3	<b>Project Development and Management Report</b>	Term 3 Week 1	3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1		30%	30%
4	<b>Trial HSC Examination</b> Whole course	Term 3 Week 3-4	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	20%	10%	30%
<b>Total syllabus weighting:</b>				40%	60%	100%

### Outcomes

A Student:

- H1.1 Critically analyses the factors affecting design and the development and success of design projects
- H1.2 Relates the practices and processes of designers and producers to the major design project
- H2.1 Explains the influence of trends in society on design and production
- H2.2 Evaluates the impact of design and innovation on society and the environment
- H3.1 Analyses the factors that influence innovation and the success of innovation
- H3.2 Uses creative and innovative approaches in designing and producing
- H4.1 Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2 Selects and uses resources responsibly and safely to realise a quality major design project
- H4.3 Evaluates the processes undertaken and the impacts of the major design project
- H5.1 Manages the development of a quality major design project
- H5.2 Selects and uses appropriate research methods and communication techniques
- H6.1 Justifies technological activities undertaken in the major design project and relates these to industrial and commercial practices
- H6.2 Critically assesses the emergence and impact of new technologies, and the factors affecting their development

## Drama

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting			Task Weighting
				Making	Performing	Critically Studying	
1	<b>Performance Essay &amp; Extended Response</b> Australian Drama & Theatre Dramatic Traditions in Australia	Term 4 Week 8	H1.1, H1.3, H1.5 H3.1, H3.2, H3.3	10%		10%	20%
2	<b>Individual Project Submission, Logbook and Rationale</b> under development, including ongoing drafts, research, investigation of ideas and reflection	Term 1 Week 8	H1.2, H1.3, H1.5	10%		10%	20%
3	<b>Group Performance Presentation</b> under development and Logbook including preliminary script development, research, planning and reflection	Term 2 Week 4	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	10%	20%		30%
4	<b>HSC Trial Examination</b> Written Examination Group Performance, Interview & Logbook	Term 3 Week 3-4	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	10%	10%	10%	30%
<b>Total syllabus weighting:</b>				40%	30%	30%	100%

### Outcomes

A Student:

- H1.1 Uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 Uses performance skills to interpret and perform scripted and other material
- H1.3 Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works
- H1.4 Collaborates effectively to produce a group-devised performance
- H1.5 Demonstrates directorial skills
- H1.6 Records refined group performance work in appropriate form
- H1.7 Understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- H2.1 Demonstrates effective performance skills
- H2.2 Uses dramatic and theatrical elements effectively to engage an audience
- H2.3 Demonstrates directorial skills for theatre and other media
- H3.1 Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 Analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

## Economics

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting				Task Weighting
				Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of economic information, ideas and issues in appropriate forms	
1	<b>In-class topic test</b> The Global Economy	Term 4 Week 10	H1, H2, H3, H4, H5, H10, H11	5%	10%		5%	20%
2	<b>Research and in-class extended response</b> Australia's Place in the Global Economy	Term 1 Week 9	H4, H7, H8, H9, H10	10%		10%	5%	25%
3	<b>Research and in-class extended response</b> Economic Policies and Management	Term 2 Week 9	H1, H5, H6, H8, H10	10%		10%	5%	25%
4	<b>Trial HSC Examination</b> Whole course	Term 3 Week 3-4	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	15%	10%		5%	30%
<b>Total syllabus weighting:</b>				40%	20%	20%	20%	100%

### Outcomes

A Student:

- H1 Demonstrates understanding of economic terms, concepts and relationships
- H2 Analyses the economic role of individuals, firms, institutions and governments
- H3 Explains the role of markets within the global economy
- H4 Analyses the impact of global markets on the Australian and global economies
- H5 Discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6 Analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7 Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H8 Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H9 Selects and organises information from a variety of sources for relevance and reliability
- H10 Communicates economic information, ideas and issues in appropriate forms
- H11 Applies mathematical concepts in economic contexts
- H12 Works independently and in groups to achieve appropriate goals in set timelines

## Engineering

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Knowledge and skills in research, problem solving and communication related to engineering practice	
1	<b>Civil Engineering Solution and Report</b>	Term 4 Week 8	H2.1, H3.2, H4.1, H4.2	10%	10%	20%
2	<b>Aeronautical or Telecommunications Test Transport</b>	Term 1 Week 6	H3.1, H3.3, H4.3, H6.1	15%	15%	30%
3	<b>Materials Modification Research</b>	Term 2 Week 8	H4.3, H5.1, H5.2, H6.1	15%	5%	20%
4	<b>Trial HSC Examination</b> Whole course	Term 3 Week 3-4	H1.1, H1.2, H2.2, H6.2	20%	10%	30%
<b>Total syllabus weighting:</b>				60%	40%	100%

### Outcomes

A Student:

H1.1 Describes the scope of engineering and critically analyses current innovations

H1.2 Differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications

H2.1 Determines suitable properties, uses and applications of materials, components and processes in engineering

H2.2 Analyses and synthesises engineering applications in specific fields and reports on the importance of these to society

H3.1 Demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice

H3.2 Uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports

H3.3 Develops and uses specialised techniques in the application of graphics as a communication tool

H4.1 Investigates the extent of technological change in engineering

H4.2 Applies knowledge of history and technological change to engineering-based problems

H4.3 Applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems

H5.1 Works individually and in teams to solve specific engineering problems and prepare engineering reports

H5.2 Selects and uses appropriate management and planning skills related to engineering

H6.1 Demonstrates skills in research and problem-solving related to engineering

H6.2 Demonstrates skills in analysis, synthesis and experimentation related to engineering

## English Advanced

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	
1	<b>Multimodal Presentation</b> Common Module: Texts and Human Experiences	Term 4 Week 9	EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	10%	10%	20%
2	<b>Comparative Essay</b> Module A: Textual Conversations	Term 1 Week 7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	15%	10%	25%
3	<b>Portfolio of Writing</b> Module C: The Craft of Writing	Term 2 Week 6	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	10%	15%	25%
4	<b>Trial HSC Examination</b> Paper 1: Common Module 5% Paper 2: Mod A 5%; Mod B 15%; Mod C 5%	Term 3 Week 3-4	EA12-3, EA12-4, EA12-5. EA12-6, EA12-8	15%	15%	30%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

#### A Student:

- EA12-1 Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2 Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3 Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA12-4 Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5 Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6 Investigates and evaluates the relationships between texts
- EA12-7 Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA12-8 Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9 Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

## English Extension 1

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of complex texts and of how and why they are valued	Skills in complex analysis, sustained composition and independent investigation	
1	<b>Imaginative Response and Reflection</b> Common Module - Literary Worlds	Term 1 Week 6	EE12-2, EE12-4, EE12-5	15%	15%	30%
2	<b>Critical Response with Related Text</b> Elective - Worlds of Upheaval	Term 2 Week 8	EE12-1, EE12-2, EE12-3, EE12-4	20%	20%	40%
3	<b>Trial HSC Examination</b> Whole course	Term 3 Week 3-4	EE12-2, EE12-3, EE12-4, EE12-5	15%	15%	30%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

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

## English Extension 2

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Skills in an extensive independent investigation	Skills in sustained composition	
1	<b>Viva Voce – Proposal</b> Major Work	Term 4 Week 9	EEX 12-1, EEX 12-3, EEX 12-4	5%	5%	10%
2	<b>Literature Review</b> Major Work	Term 1 Week 5	EEX 12-1, EEX 12-2, EEX 12-4	10%	5%	15%
3	<b>Critique of the Creative Process</b> Major Work	Term 2 Week 3-4	EEX 12-2, EEX 12-3, EEX 12-4, EEX 12-5	10%	15%	25%
<b>Total syllabus weighting:</b>				25%	25%	50%

### Outcomes

A Student:

- EEX12-1 Demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
- EEX12-2 Strategically and effectively manipulates language forms and features to create a substantially extended composition for a specific purpose, audience and context
- EEX12-3 Applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
- EEX 12-4 Undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
- EEX 12-5 Reflects on and evaluates the composition process and the effectiveness of their own published composition

## English Standard

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	
1	<b>Analytical Essay</b> Common Module: Texts and Human Experiences	Term 4 Week 9	EN12-1, EN12-3, EN12-5, EN12-7	10%	10%	20%
2	<b>Multimodal Presentation</b> Module A: Language, Identity and Culture	Term 1 Week 7	EN12-1, EN12-2, EN12-3, EN12-5, EN12-8	15%	10%	25%
3	<b>Portfolio of Writing</b> Module C: The Craft of Writing	Term 2 Week 6	EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-9	10%	15%	25%
4	<b>Trial HSC Examination</b> Paper 1: Common Module 5% Paper 2: Mod A 5%; Mod B 15%; Mod C 5%	Term 3 Week 3-4	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-8	15%	15%	30%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

#### A Student:

- EN12-1 Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN12-2 Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN12-3 Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audiences and context and explains their effects on meaning
- EN12-4 Adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EN12-5 Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN12-6 Investigates and explains the relationships between texts
- EN12-7 Explains and evaluates the diverse ways texts can represent personal and public worlds
- EN12-8 Explains and assesses cultural assumptions in texts and their effects on meaning
- EN12-9 Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner
- EN12-1 Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

## English Studies

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in critical thinking, research, analysing and communicating	
1	<b>Extended Response</b> Common Module: Texts and Human Experiences	Term 4 Week 9	ES12-1, ES12-4, ES12-7, ES12-8	15%	10%	25%
2	<b>Multimedia Presentation</b> Elective Module: Who Do I Think I Am?	Term 1 Week 7	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	10%	10%	20%
3	<b>Research Task/Portfolio</b> Collection of Work from All Modules	Term 2 Week 6	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	15%	20%	35%
4	<b>Trial HSC Examination</b> Common Module - 10% Who Do I Think I Am? - 5% We Are Australian - 5%	Term 3 Week 3-4	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10	10%	10%	20%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

- ES12-1 Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES12-4 Composes proficient texts in different forms
- ES12-7 Represents own ideas in critical, interpretive and imaginative texts
- ES12-8 Understands and explains the relationships between texts
- ES12-3 Accesses, comprehends and uses information to communicate in a variety of ways
- ES12-4 Composes proficient texts in different forms
- ES12-5 Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- ES12-8 Understands and explains the relationships between texts
- ES12-2 Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

## Food Technology

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting			Task Weighting
				Knowledge and understanding of course content	Knowledge and skills in designing, researching, analysing and evaluating	Skills in experimenting with and preparing food by applying theoretical concepts	
1	<b>Food Industry Report</b> The Australian Food Industry	Term 4 Week 8	H1.2, H1.4, H3.1		15%		15%
2	<b>Food Manufacture Experiment and Preparation</b> Food Manufacture	Term 1 Week 6	H1.1, H4.2		10%	15%	25%
3	<b>Food Product Development SWOT Analysis and Marketing Strategy</b> Food Product Development	Term 2 Week 8	H1.3, H4.1, H5.1	10%	5%	15%	30%
4	<b>Trial HSC Examination</b> Whole course	Term 3 Week 3-4	H1.1, H1.3, H1.4, H5.1	30%			30%
<b>Total syllabus weighting:</b>				40%	30%	30%	100%

### Outcomes

A Student:

- H1.1 Explains manufacturing processes and technologies used in the production of food products
- H1.2 Examines the nature and extent of the Australian food industry
- H1.3 Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 Evaluates the impact of the operation of an organisation within the Australian food industry on the individual, society and environment
- H2.1 Evaluates the relationship between food, its production, consumption, promotion and health
- H3.1 Investigates operations of one organisation within the Australian food industry.
- H3.2 Independently investigates contemporary nutrition issues
- H4.1 Develops, prepares and presents food using product development processes.
- H4.2 Applies principles of food preservation to extend the life of food and maintain safety.
- H5.1 Develops, realises and evaluates solutions for a range of food situations.

## Industrial Technology (Multimedia) (Timber Products and Furniture Technologies)

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Knowledge and skills in the management, communication and production of projects	
1	<b>Presentation of Major Project Ideas and Development</b>	Term 4 Week 7	H1.2, H3.1, H3.3, H4.1, H4.2 H5.2, H6.2		20%	20%
2	<b>Industry Study</b>	Term 1 Week 3	H1.1, H1.2, H1.3, H5.1, H5.2, H7.1, H7.2	10%	10%	20%
3	<b>Major Project Management Folio/Practical</b>	Term 3 Week 1	H1.1, H1.2, H1.3, H2.1, H3.1, H3.2, H4.1, H4.3, H6.1, H7.1, H7.2	10%	20%	30%
4	<b>Trial HSC Examination</b> Whole course	Term 3 Week 3-4	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H6.1,	20%	10%	30%
<b>Total syllabus weighting:</b>				40%	60%	100%

### Outcomes

A Student:

H1.1 Investigates industry through the study of businesses in one focus area.

H1.2 Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry.

H1.3 Identifies important historical developments in the focus area industry.

H2.1 Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques.

H3.1 Demonstrates skills in sketching, producing and interpreting drawings.

H3.2 Selects and applies appropriate research and problem-solving skills.

H3.3 Applies and justifies design principles effectively through the production of a Major Project.

H4.1 Demonstrates competence in a range of practical skills appropriate to the Major Project.

H4.2 Explores the need to outsource appropriate expertise where necessary to complement personal practical skills.

H4.3 Critically applies knowledge and skills related to properties and characteristics of materials/components.

H5.1 Selects and uses communication and information processing skills.

H5.2 Examines and applies appropriate documentation techniques to project management.

H6.1 Evaluates the characteristics of quality manufactured products.

H6.2 Applies the principles of quality and quality control.

H7.1 Explains the impact of the focus area industry on the social and physical environment.

H7.2 Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment.

## Information Processes and Technology

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Knowledge and skills in the design and development of information systems	
1	<b>Database Systems Project</b>	Term 4 Week 10	H1.1, H1.2, H2.1, H3.1, H4.1, H7.1	10%	10%	20%
2	<b>Multimedia Systems Project</b>	Term 1 Week 10	H2.2, H5.1, H6.2, H7.1, H7.2	10%	15%	25%
3	<b>Automated Manufacturing Systems Project</b>	Term 2 Week 10	H1.2, H2.2, H3.2, H5.1, H6.2, H7.1, H7.2	10%	15%	25%
4	<b>Trial HSC Examination</b> Whole course	Term 3 Week 3-4	H1.1, H1.2, H2.1, H3.1, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1	30%		30%
<b>Total syllabus weighting:</b>				60%	40%	100%

### Outcomes

A Student:

H1.1 Applies and explains an understanding of the nature and function of information technologies to a specific practical situation

H1.2 Explains and justifies the way in which information systems relate to information processes in a specific context

H2.1 Analyses and describes a system in terms of the information processes involved

H2.2 Develops and explains solutions for an identified need which address all of the information processes

H3.1 Evaluates and discusses the effect of information systems on the individual, society and the environment

H3.2 Demonstrates and explains ethical practice in the use of information systems, technologies and processes

H4.1 Proposes and justifies ways in which information systems will meet emerging needs

H5.1 Justifies the selection and use of appropriate resources and tools to effectively develop and manage projects

H5.2 Assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices

H6.1 Analyses situations, identifies needs, proposes and then develops solutions

H6.2 Selects, justifies and applies methodical approaches to planning, designing or implementing solutions

H7.1 Implements and explains effective management techniques

H7.2 Uses methods to thoroughly document the development of individual and team projects

## Investigating Science

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in critical thinking, research, analysing and communicating	
1	<b>Research Task</b> Scientific Investigations	Term 4 Week 7	INS11/12-4, INS11/12-7, INS12-12	15%	5%	20%
2	<b>Skills Task</b>	Term 1 Week 6	INS11/12-4, INS11/12-5, INS12-13	5%	15%	20%
3	<b>Depth Study: Testing Claims</b> Fact or Fallacy	Term 2 Week 8	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-5, INS11/12-7, INS12-14	5%	25%	30%
4	<b>Trial HSC Examination</b> Whole course	Term 3 Week 3-4	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-12, INS12-13, INS12-14, INS12-15	15%	15%	30%
<b>Total syllabus weighting:</b>				40%	60%	100%

### Outcomes

A Student:

- INS12-1 Develops and evaluates questions and hypotheses for scientific investigation
- INS12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information
- INS12-3 Conducts investigations to collect valid and reliable primary and secondary data and information
- INS 12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS 12-5 Analyses and evaluates primary and secondary data and information
- INS 12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS 12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS 12-12 Develops and evaluates the process of undertaking scientific investigations
- INS 12-13 Describes and explains how science drives the development of technologies
- INS 12-14 Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
- INS 12-15 Evaluates the implications of ethical, social, economic and political influences on science

## Japanese Continuers

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting				Task Weighting
				Speaking	Listening	Reading	Writing	
1	<b>Response in English to spoken texts</b> Technology, Traditional and Contemporary culture	Term 4 Week 8	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2		20%			20%
2	<b>Response in English and Japanese to written texts</b> Influence of Japanese culture on daily life, Living in Japan	Term 1 Week 8	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6			20%	10%	30%
3	<b>Job application and speech about future plans</b> Future plans	Term 2 Week 6	1.1, 1.2, 1.4, 2.1, 2.3, 4.1	15%			5%	20%
4	<b>Trial HSC Examination</b> Whole course	Term 3 Week 3-4	1.1, 1.3, 1.4, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	5%	10%	10%	5%	30%
<b>Total syllabus weighting:</b>				20%	30%	30%	20%	100%

### Outcomes

A Student:

- 1.1 Uses a range of strategies to maintain communication
- 1.2 Conveys information appropriate to context, purpose and audience
- 1.3 Exchanges and justifies opinions and ideas
- 1.4 Reflects on aspects of past, present and future experience
- 2.1 Applies knowledge of language structures to create original text
- 2.2 Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 Structures and sequences ideas and information
- 3.1 Conveys the gist of texts and identifies specific information
- 3.2 Summarises the main ideas
- 3.3 Identifies the tone, purpose, context and audience
- 3.4 Draws conclusions from or justifies an opinion
- 3.5 Interprets, analyses and evaluates information
- 3.6 Infers points of view, attitudes or emotions from language and context
- 4.1 Recognises and employs language appropriate to different social contexts
- 4.2 Identifies values, attitudes and beliefs of cultural significance
- 4.3 Reflects upon significant aspects of language and culture

## Japanese Extension

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting			Task Weighting
				Text analysis	Writing	Speaking	
1	<b>Personal response to prescribed text</b> <i>Prescribed text</i>	Term 1 Week 2	1.1, 2.2	30%	10%		40%
2	<b>Oral presentation/newspaper feature article</b> <i>Prescribed issues</i>	Term 2 Week 2	1.1, 1.2, 2.1, 2.2, 2.3		20%	10%	30%
3	<b>Trial HSC Examination</b> <i>Whole course</i>	Term 3 Week 3-4	1.1, 1.2, 2.1, 2.2, 2.3	10%	10%	10%	30%
<b>Total syllabus weighting:</b>				40%	40%	20%	100%

### Outcomes

A Student:

- 1.1 Discusses attitudes, opinions and ideas in Japanese.
- 1.2 Formulates and justifies a written or spoken argument in Japanese.
- 2.1 Evaluates and responds to text personally, creatively and critically.
- 2.2 Analyses how meaning is conveyed.
- 2.3 Analyses the social, political, cultural and/or literary contexts of text that is in Japanese.

## Mathematics Advanced

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Understanding, fluency and communicating	Problem solving, reasoning and justification	
1	<b>Investigative Assignment</b> Topic: S2	Term 4 Week 8	MA12-8, MA12-9, MA12-10	10%	10%	20%
2	<b>In-class test</b> Topics: M1.2, M1.3, F2, T3	Term 1 Week 6	MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	15%	15%	25%
3	<b>In-class test</b> Topics: C2, C3, C4	Term 2 Week 7	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	10%	10%	25%
4	<b>Trial HSC examination</b> Topics: All Year 12 topics including the Year 11 course content.	Term 3 Week 3-4	All outcomes MA12-1 to MA12-10	15%	15%	30%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

- MA12-1 Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA12-2 Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
- MA12-3 Applies calculus techniques to model and solve problems
- MA12-4 Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA12-5 Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA12-6 Applies appropriate differentiation methods to solve problems
- MA12-7 Applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MA12-8 Solves problems using appropriate statistical processes
- MA12-9 Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MA12-10 Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

## Mathematics Extension 1

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Understanding, fluency and communicating	Problem solving, reasoning and justification	
1	<b>In-class Test</b> Topic: P1	Term 4 Week 9	ME12-1 ME12-6 ME12-7	15%	5%	20%
2	<b>In-class test</b> Topics: V1, T3	Term 1 Week 7	ME12-2 ME12-3 ME12-6 ME12-7	15%	15%	30%
3	<b>Assignment/ Investigation</b> Topic: S1	Term 2 Week 6	ME12-5 ME12-6 ME12-7	5%	15%	20%
4	<b>Trial HSC examination</b> Topics: All Year 12 topics including the Year 11 course content.	Term 3 Week 3-4	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7	15%	15%	30%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

- ME12-1 Applies techniques involving proof or calculus to model and solve problems
- ME12-2 Applies concepts and techniques involving vectors and projectiles to solve problems
- ME12-3 Applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
- ME12-4 Uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
- ME12-5 Applies appropriate statistical processes to present, analyse and interpret data
- ME12-6 Chooses and uses appropriate technology to solve problems in a range of contexts
- ME12-7 Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

## Mathematics Extension 2

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Understanding, fluency and communicating	Problem solving, reasoning and justification	
1	<b>Class Test</b> Topic: N1	Term 4 Week 10	MEX12-1, MEX12-4, MEX12-7, MEX12-8	15%	5%	20%
2	<b>Class test</b> Topic: P1, P2, N2	Term 1 Week 8	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	15%	15%	30%
3	<b>Assignment/ Investigation</b> Topic: M1	Term 2 Week 8	MEX12-6, MEX12-7, MEX12-8	5%	15%	20%
4	<b>Trial HSC examination</b> Topics: P1, P2, V1, N1, N2, C1, M1	Term 3 Week 3-4	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	15%	15%	30%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

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

## Mathematics Standard 1

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Understanding, fluency and communicating	Problem solving, reasoning and justification	
1	<b>Assignment</b> Topics: F2	Term 4 Week 8	MS1-12-5, MS2-12-9, MS2-12-10	10%	10%	20%
2	<b>In-class test</b> Topics: M4 M5	Term 1 Week 6	MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-6, MS1-12-9, MS1-12-10	15%	10%	25%
3	<b>In-class test</b> Topics: M3 A3.2	Term 2 Week 7	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	10%	15%	25%
4	<b>Trial HSC Examination</b> Topics: All Year 12 topics including the Year 11 course content.	Term 3 Week 3-4	MS1-12-1 to MS1-12-10	15%	15%	30%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

- MS1-12-1 Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-12-2 Analyses representations of data in order to make predictions and draw conclusions
- MS1-12-3 Interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-12-4 Analyses simple two-dimensional and three-dimensional models to solve practical problems
- MS1-12-5 Makes informed decisions about financial situations likely to be encountered post-school
- MS1-12-6 Represents the relationships between changing quantities in algebraic and graphical forms
- MS1-12-7 Solves problems requiring statistical processes
- MS1-12-8 Applies network techniques to solve network problems
- MS1-12-9 Chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-12-10 Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

## Mathematics Standard 2

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Understanding, fluency and communicating	Problem solving, reasoning and justification	
1	<b>Name: Assignment</b> Topics: F4, F5	Term 4 Week 9	MS2-12-5, MS2-12-9, MS2-12-10	10%	10%	20%
2	<b>Name: Open book test</b> Topics: S4, M7, A4.1	Term 1 Week 6	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	15%	10%	25%
3	<b>Name: Open book test</b> Topics: M6, A4.2, S5	Term 2 Week 9	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	10%	15%	25%
4	<b>Trial HSC Examination</b> Topics: All Year 12 topics including Year 11 course content.	Term 3 Week 3-4	MS2-12-1 to MS2-12-10	15%	15%	30%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

- MS2-12-1 Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2 Analyses representations of data in order to make inferences, predictions and draw conclusions
- MS2-12-3 Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
- MS2-12-4 Analyses two-dimensional and three-dimensional models to solve practical problems
- MS2-12-5 Makes informed decisions about financial situations, including annuities and loan repayments
- MS2-12-6 Solves problems by representing the relationships between changing quantities in algebraic and graphical forms
- MS2-12-7 Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
- MS2-12-8 Solves problems using networks to model decision-making in practical problems
- MS2-12-9 Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
- MS2-12-10 Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

## Modern History

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting				Task Weighting
				Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretation	Historical inquiry and research	Communication	
1	<b>Source Analysis</b> Core: Power and Authority in the Modern World 1919-1946	Term 4 Week 8	12-1, 12-6, 12-7, 12-9	5%	10%		5%	20%
2	<b>Historical Analysis</b> National Studies: Russia and the Soviet Union 1917-1941	Term 1 Week 7	12-3, 12-5, 12-7, 12-8, 12-9	5%	5%	10%	5%	25%
3	<b>Essay</b> Peace and Conflict	Term 2 Week 6	12-3, 12-5, 12-7, 12-9	10%		10%	5%	25%
4	<b>Trial Examination</b> Whole course	Term 3 Week 3-4	12-1, 12-9, 12-7, 12-6	20%	5%		5%	30%
<b>Total syllabus weighting:</b>				<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

### Outcomes

A student:

- MH12-1 Accounts for the nature of continuity and change in the modern world
- MH12-2 Proposes arguments about the varying causes and effects of events and developments
- MH12-3 Evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12-4 Analyses the different perspectives of individuals and groups in their historical context
- MH12-5 Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH12-6 Analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7 Discusses and evaluates differing interpretations and representations of the past
- MH12-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

## Music 1

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting					Task Weighting
				Performance	Composition	Musicology	Aural	Electives	
1	<b>Viva Voce &amp; Performance</b>	Term 4 Week 8	H1, H4, H6	10%		10%			20%
2	<b>Composition &amp; Analysis</b>	Term 1 Week 6	H2, H3		10%				10%
3	<b>Presentation or Submission</b> Work in Progress Electives	Term 2 Week 6	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11					30%	30%
4	<b>Trial HSC Examination</b> Whole course	Term 3 Week 3-4	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11				25%	15%	40%
<b>Total syllabus weighting:</b>				10%	10%	10%	25%	45%	100%

### Outcomes

A Student:

- H1 Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 Critically evaluates and discusses performances and compositions
- H6 Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7 Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8 Identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H9 Performs as a means of self-expression and communication
- H10 Demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11 Demonstrates a willingness to accept and use constructive criticism

## Personal Development, Health and Physical Education

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in critical thinking, research, analysing and communicating	
1	<b>Athlete case study</b> Option 3: Sports Medicine	Term 4 Week 6	H8, H13, H16, H17	5%	10%	15%
2	<b>In-class essays</b> Core 1: Health Priorities in Australia	Term 1 Week 8	H2, H3, H4, H14, H15, H16	15%	10%	25%
3	<b>Training Manual</b> Core 2: Factors Affecting Performance; and Option 4: Improving Performance	Term 2 Week 10	H7, H8, H9, H11, H13, H16, H17	10%	20%	30%
4	<b>Trial HSC Examination</b> Whole course	Term 3 Week 3-4	H1–H5, H7–H11, H13–H17	10%	20%	30%
<b>Total syllabus weighting:</b>				40%	60%	100%

### Outcomes

#### A Student:

- H1 Describes the nature and justifies the choice of Australia's health priorities
- H2 Analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 Analyses the determinants of health and health inequities
- H4 Argues the case for health promotion based on the Ottawa Charter
- H5 Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 Demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7 Explains the relationship between physiology and movement potential
- H8 Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 Explains how movement skill is acquired and appraised
- H10 Designs and implements training plans to improve performance
- H11 Designs psychological strategies and nutritional plans in response to individual performance needs
- H12 Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14 Argues the benefits of health-promoting actions and choices that promote social justice
- H15 Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 Devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

## Physics

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in critical thinking, research, analysing and communicating	
1	<b>Practical Assessment Task</b> Advanced Mechanics	Term 4 Week 7	PH12-1, PH12-3, PH12-5, PH12-7, PH12-12	5%	15%	20%
2	<b>Depth Study</b> Electromagnetism	Term 1 Week 4	PH12-2, PH12-3, PH12-5, PH12-6, PH12-13	10%	20%	30%
3	<b>Research Task – Research Task</b> The Nature of Light & From the Universe to the Atom	Term 2 Week 2	PH12-1, PH12-3, PH12-4, PH11-5, PH12-7, PH12-14, PH12-15	5%	15%	20%
4	<b>Trial HSC Examination</b> Whole course	Term 3 Week 3-4	PH12-4, PH12-6, PH12-12, PH12-13, PH12-14, PH12-15	20%	10%	30%
<b>Total syllabus weighting:</b>				40%	60%	100%

### Outcomes

A Student:

PH12-1 Develops and evaluates questions and hypotheses for scientific investigation

PH12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information

PH12-3 Conducts investigations to collect valid and reliable primary and secondary data and information

PH12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH12-5 Analyses and evaluates primary and secondary data and information

PH12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

PH12-12 Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

PH12-13 Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

PH12-14 Describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

PH12-15 Explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

## Society and Culture

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting			Task Weighting
				Knowledge and understanding of course content	Application and evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms	
1	<b>PIP Proposal + In-class test</b> HSC Core: Social and Cultural Continuity and Change	Term 4 Week 7	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	10%	5%	5%	20%
2	<b>Media File and Research Task</b> Depth Study 1: Popular Culture (Hip Hop)	Term 1 Week 8	H1, H2, H3, H5, H7, H9, H10	10%	10%	5%	25%
3	<b>Depth Study 2: In-class essay</b> Depth Study 2: Social Inclusion and Exclusion (Gender in Afghanistan)	Term 2 Week 6	H1, H2, H3, H5, H7, H9, H10	20%	5%	5%	30%
4	<b>Trial HSC Examination</b> Whole course	Term 3 Week 3-4	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	10%	10%	5%	25%
<b>Total syllabus weighting:</b>				50%	30%	20%	100%

### Outcomes

A Student:

- H1 Evaluates and effectively applies social and cultural concepts.
- H2 Explains the development of personal, social and cultural identity.
- H3 Analyses relationships and interactions within and between social and cultural groups.
- H4 Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy.
- H5 Analyses continuity and change and their influence on personal and social futures.
- H6 Evaluates social and cultural research methods for appropriateness to specific research tasks.
- H7 Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias.
- H8 Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex.
- H9 Applies complex course language and concepts appropriate for a range of audiences and contexts.
- H10 Communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

## Software Design and Development

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in critical thinking, research, analysing and communicating	
1	Software Design Pitch	Term 4 Week 8	H2.1, H3.1, H4.1, H4.2, H5.2, H6.1, H6.2, H6.4	10%	10%	20%
2	Case Study	Term 1 Week 5	H2.2, H3.1, H3.2, H4.1, H6.1	10%	10%	20%
3	Software Project Practical	Term 2 Week 7	H1.3, H3.1, H3.2, H4.2, H4.3, H5.1, H5.2, H5.3, H6.2, H6.3, H6.4	10%	20%	30%
4	Trial HSC Examination Whole course	Term 3 Week 3-4	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H5.2, H6.1, H6.4	20%	10%	30%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

- H1.1 Explains the interrelationship between hardware and software
- H1.2 Differentiates between various methods used to construct software solutions
- H1.3 Describes how the major components of a computer system store and manipulate data
- H2.1 Explains the implications of the development of different languages
- H2.2 Explains the interrelationship between emerging technologies and software development
- H3.1 Identifies and evaluates legal, social and ethical issues in a number of contexts
- H3.2 Constructs software solutions that address legal, social and ethical issues
- H4.1 Identifies needs to which software solutions are appropriate
- H4.2 Applies appropriate development methods to solve software problems
- H4.3 Applies a modular approach to implement well-structured software solutions and evaluates their effectiveness
- H5.1 Applies project management techniques to maximise the productivity of the software development
- H5.2 Creates and justifies the need for the various types of documentation required for a software solution
- H5.3 Selects and applies appropriate software to facilitate the design and development of software solutions
- H6.1 Assesses the skills required in the software development cycle
- H6.2 Communicates the processes involved in a software solution to an inexperienced user
- H6.3 Uses and describes a collaborative approach during the software development cycle
- H6.4 Develops and evaluates effective user interfaces, in consultation with appropriate people

## Sport, Lifestyle and Recreation

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and Understanding	Skills	
1	<b>Research Task</b> Sports Administration	Term 4 Week 5	1.1, 1.3, 1.6, 3.2, 4.5	15%	5%	20%
2	<b>Video Analysis</b> Resistance Training	Term 1 Week 4	1.2, 2.1, 2.2, 2.5, 3.3	15%	10%	25%
3	<b>Practical Examination</b> First Aid	Term 2 Week 6	1.3, 3.5, 3.6	10%	20%	30%
4	<b>Practical/Theoretical Application</b> Outdoor Recreation	Term 3 Week 5	1.3, 2.3, 3.6, 4.2, 4.4	10%	15%	25%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>1.1 Applies the rules and conventions that relate to participation in a range of physical activities</li> <li>1.2 Explains the relationship between physical activity, fitness and healthy lifestyle</li> <li>1.3 Demonstrates ways to enhance safety in physical activity</li> <li>1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia</li> <li>1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status</li> <li>1.6 Describes administrative procedures that support successful performance outcomes</li> <li>2.1 Explains the principles of skill development and training</li> <li>2.2 Analyses the fitness requirements of specific activities</li> <li>2.3 Selects and participates in physical activities that meet individual needs, interests and abilities</li> <li>2.4 Describes how societal influences impact on the nature of sport in Australia</li> <li>2.5 Describes the relationship between anatomy, physiology and performance</li> <li>3.1 Selects appropriate strategies and tactics for success in a range of movement contexts</li> </ul> | <ul style="list-style-type: none"> <li>3.2 Designs programs that respond to performance needs</li> <li>3.3 Measures and evaluates physical performance capacity</li> <li>3.4 Composes, performs and appraises movement</li> <li>3.5 Analyses personal health practices</li> <li>3.6 Assesses and responds appropriately to emergency care situations</li> <li>3.7 Analyses the impact of professionalism in sport</li> <li>4.1 Plans strategies to achieve performance goal</li> <li>4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context</li> <li>4.3 Makes strategic plans to overcome the barriers to personal and community health</li> <li>4.4 Demonstrates competence and confidence in movement contexts</li> <li>4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity</li> <li>5.1 Accepts responsibility for personal and community health</li> <li>5.2 Willingly participates in regular physical activity</li> <li>5.3 Values the importance of an active lifestyle</li> <li>5.4 Values the features of a quality performance</li> <li>5.5 Strives to achieve quality in personal performance</li> </ul> |
|--|---|

## Studies of Religion II

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting				Task Weighting
				Knowledge and understanding of course content	Source Based Skills	Investigation and Research	Communication	
1	<b>In-class Assessment</b> Religion and Belief Systems in Aust. post 45	Term 4 Week 5	H1, H3, H8	5%		5%	10%	20%
2	<b>In-class Essay</b> Comparison Christianity and Hinduism	Term 1 Week 10	H4, H5, H6	5%	10%	10%		25%
3	<b>Research Task</b> Religion and Peace	Term 2 Week 9	H2, H7, H9		10%	5%	10%	25%
4	<b>Trial Examination</b> Whole course	Term 3 Week 3-4	ALL	30%				30%
<b>Total syllabus weighting:</b>				40%	20%	20%	20%	100%

### Outcomes

A Student:

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

## Visual Arts

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Artmaking Practice	Art Criticism and Art History	
1	<b>Visual Arts Diary - Planning</b>	Term 4 Week 9	H1, H4, H7	Visual Arts Diary 15%	Artist's Practice 5%	20%
2	<b>Body of Work in Progress &amp; Research Task</b>	Term 1 Week 10	H2, H3, H10	Body of Work – Progress 15% Visual Arts Diary 5%	Research – influencing artist 10%	30%
3	<b>Historical &amp; Critical Studies</b>	Term 2 Week 7	H7, H9		Short Response & Extended Response Task 20%	20%
4	<b>Trial Examination</b> Whole course	Term 3 Week 3-4	H5, H6, H8	Body of Work 15%	Examination 15%	30%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

#### A Student:

- H1 Initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2 Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3 Demonstrates an understanding of the frames when working independently in the making of art
- H4 Selects and develops subject matter and forms in particular ways as representations in artmaking
- H5 Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6 Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7 Applies their understanding of practice in art criticism and art history
- H8 Applies their understanding of the relationships among the artist, artwork, world and audience
- H9 Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10 Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

## Work Studies

### HSC Assessment Schedule 2021

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills	
1	<b>Group Project</b> Topic: Module 4 Teamwork and enterprise skills	Term 4 Week 7	3, 5, 6, 7, 8, 9		30%	30%
2	<b>Assignment</b> Topic: Module 5 Managing Work and Life Commitments	Term 1 Week 5	2, 3, 5, 6, 7, 8, 9	10%	20%	30%
3	<b>Class test</b> Topic: Module 6 Personal Finance	Term 2 Week 3	4, 5, 7, 8, 9	10%	10%	20%
4	<b>Pamphlet</b> Topic: Module 8 Self Employment	Term 2 Week 9	1, 2, 3, 4, 5, 6, 7, 8	10%	10%	20%
<b>Total syllabus weighting:</b>				30%	70%	100%

### Outcomes

A Student:

- 1 Investigates a range of work environments
- 2 Examines different types of work and skills for employment
- 3 Analyses employment options and strategies for career management
- 4 Assesses pathways for further education, training and life planning
- 5 Communicates and uses technology effectively
- 6 Applies self-management and teamwork skills
- 7 Utilises strategies to plan, organise and solve problems
- 8 Assesses influences on people's working lives
- 9 Evaluates personal and social influences on individuals and groups

# VET Courses

## Industry Curriculum Frameworks (VET Courses)

Industry curriculum frameworks give students the opportunity to gain credit towards the NSW Higher School Certificate (HSC) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

Industry curriculum frameworks are based on nationally endorsed training packages. They specify the range of industry-developed units of competency from the relevant training packages which are suitable for the HSC. They also define how units of competency are arranged in HSC Vocational Education and Training (VET) courses to gain unit credit for the HSC

### Vocational Education and Training (VET) in the NSW HSC The National Context

VET programs offered for the HSC are consistent with the National Training Framework (NTF). The NTF is the system of vocational education and training that applies nationally and is made up of the Australian Quality Training Framework (AQTF) and nationally endorsed training packages. The AQTF is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. HSC VET course qualifications are recognised within the AQF.

#### Determination of VET qualifications for HSC students

The HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed training packages. These qualifications are determined by the qualification rules for each training package, referred to as *qualification packaging rules*. The qualification packaging rules describe the number and range of units of competency required for eligibility.

Course structures for the HSC are described in each industry curriculum framework syllabus. In order to have satisfactorily completed a framework course, students must follow the course structure, attempt the required units of competency with diligence and sustained effort, and fulfil work placement requirements.

#### Allocation of HSC Indicative Hours of Credit

Units of competency drawn from training packages are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to their aptitude and experience. Where a training program is designed for delivery by an RTO, the RTO will specify the length of the training program according to the delivery strategies and/or curriculum resources chosen.

However, for the purposes of the HSC, courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency within the framework. It is emphasised that the assignment of indicative hours does not imply that all students will fulfil all requirements of a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However, this does not alter the indicative hours allocated, only the delivery hours.

It is also expected that students will need to spend additional time practising skills in a work environment and in completing projects and assignments, in order to fulfil training package assessment requirement

# Hospitality

## Industry Curriculum Framework

### Competency Record

- A competency record may contain information about both units and elements of competency.
- Registered Training Organisations (RTOs) may use records designed by themselves or by industry bodies.
- Schools and other RTOs will be required to report to BOSTES on units of competency for which students have been assessed as competent.

### Work Placement

Students must complete a minimum of 70 hours of mandatory work placement by the conclusion of their HSC year of study. The time period allocated to the student is not negotiable as it is determined by industry availability.

### The HSC Examination:

Is independent of the competency-based assessment requirements for AQF VET qualifications is optional for students of Hospitality (240 indicative hours) and is intended for ATAR purposes only is a two-hour written paper.

### Internal Examinations

Students enrolled in Hospitality (240 indicative hours) who have elected to undertake the optional written HSC examination will be given the opportunity to practise appropriate written tasks under examination conditions. As far as possible, internal examinations set for this purpose will reflect the specifications and conditions of the HSC examination

School Name: The Ponds High School

Student Competency Assessment Schedule

Course: Preliminary Hospitality- Food and Beverage Stream

2021

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster D	Cluster E (Part 1)	Cluster E (Part 2)	Cluster F	Trial HSC Exam	
		Safe, Clean and Skilled	Restaurant Service	Restaurant Service	Working in Hospitality		
		Week: 8 Term: 4	Week: 5 Term: 2	Week: 2 Term: 3	Week: 7 Term: 3		Week: 3 - 4 Term: 3
Code	Unit of Competency					HSC Examinable Units of Competency	
SITXFSA002	Participate in safe food handling practices	X					
SITHCCC001	Use food preparation equipment	X					
SITHFAB007	Serve food and beverage		X	X			
SITXCC003	Interact with customers		X	X			
SITHIND003	Use hospitality skills effectively		X	X			
SITHIND002	Source and use information on the hospitality industry				X		
BSBSUS201	Participate in environmentally sustainable work practices				X		
SITXCOM001	Source and present information				X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

**Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**

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

# Appendices

**Assessment Task Reschedule  
Application Form**

**Section A** (To be completed by the student)

Name of activity: ..... Date: .....

Student Name: ..... Year: .....

Course: ..... Faculty: .....

Class Teacher: ..... Head Teacher: .....

Assessment Task Name: .....

Task No: ..... Date Issued: ..... Due Date: ..... Weighting: .....

Nature of Task: (please circle)

- |              |              |                               |                   |               |
|--------------|--------------|-------------------------------|-------------------|---------------|
| Assignment   | Examination  | Field Work                    | Listening Task    | Major Work    |
| Performance  | Portfolio    | Practical Task                | Research Activity | Speaking Task |
| Viewing Task | Written Task | Other (please specify): ..... |                   |               |

**Section B** (To be completed by the student)

Name of activity: ..... Date: .....

Venue: ..... Organising Teacher: .....

Reason/s for this application for task reschedule (attach extended statement or documentation as necessary):

.....  
.....  
.....

Student signature: ..... Date: .....

Parent/caregiver signature: ..... Date: .....

**Section C** (OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)

Resolution decision: Accepted / Rejected Date of rescheduled task: .....

Student issued rescheduled notification:  Yes  No

Stage Head Teacher notified:  Yes  No

Class Teacher notified:  Yes  No

Comment:

.....  
.....  
.....

Faculty Head Teacher signature: ..... Date: .....

*Original to student file; copy to: Parent, Student, Class Teacher, and Stage Head Teacher*



**Assessment Task Extension Application Form**

**Section A** *(To be completed by the student)*

Student Name: ..... Year: .....

Course: ..... Faculty: .....

Class Teacher: ..... Head Teacher: .....

Assessment Task Name: .....

Task No: ..... Date Issued: ..... Due Date: ..... Weighting: .....

Nature of Task: *(please circle)*

- |              |              |                                       |                   |               |
|--------------|--------------|---------------------------------------|-------------------|---------------|
| Assignment   | Examination  | Field Work                            | Listening Task    | Major Work    |
| Performance  | Portfolio    | Practical Task                        | Research Activity | Speaking Task |
| Viewing Task | Written Task | Other <i>(please specify)</i> : ..... |                   |               |

**Section B** *(To be completed by the student)*

Reason/s for this application for extension (attach extended statement or documentation as necessary):

.....  
.....  
.....

Student signature: ..... Date: .....

Parent/caregiver signature: ..... Date: .....

**Section C** *(OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)*

Resolution decision: Accepted / Rejected Date of rescheduled task: .....

Student issued rescheduled notification:  Yes  No

Stage Head Teacher notified:  Yes  No

Class Teacher notified:  Yes  No

Comment:

.....  
.....  
.....

Faculty Head Teacher signature: ..... Date: .....

**Original to student file; copy to:** Parent, Student, Class Teacher, and Stage Head Teacher



**Illness/Misadventure Application Form**

**Section A** (To be completed by the student)

Student Name: ..... Year: .....

Course: ..... Faculty: .....

Class Teacher: ..... Head Teacher: .....

Assessment Task Name: .....

Task No: ..... Date Issued: ..... Due Date: ..... Weighting: .....

Nature of Task: (please circle)

Assignment	Examination	Field Work	Listening Task	Major Work
Performance	Portfolio	Practical Task	Research Activity	Speaking Task
Viewing Task	Written Task	Other (please specify): .....		

**Section B** (To be completed by the student)

Reason/s for this application for extension (attach extended statement or documentation as necessary):

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.....

.....

Student signature: ..... Date: .....

Parent/caregiver signature: ..... Date: .....

**Section C** (OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)

Original task attempted/submitted:  Yes  No Date submitted/attempted: .....

Resolution decision: Accepted / Rejected Date of rescheduled task: .....

Student issued rescheduled notification:  Yes  No

Stage Head Teacher notified:  Yes  No

Class Teacher notified:  Yes  No

Comment:

.....

.....

.....

Faculty Head Teacher signature: ..... Date: .....

*Original to student file; copy to: Parent, Student, Class Teacher, and Stage Head Teacher*

**Appendix 4**



The Ponds High School  
180 Riverbank Drive, The Ponds NSW 2769  
Phone: 9626 3562 Fax: 9837 0823  
Email: theponds-h.school@det.nsw.edu.au

**MEDICAL CERTIFICATE**

To be completed by an independent professional authority

**TO THE INDEPENDENT PROFESSIONAL AUTHORITY PROVING DOCUMENTATION**

Your help in providing information regarding this student's illness is appreciated. This information will assist The Ponds High School in the assessment of this illness application.

I, \_\_\_\_\_, a legally qualified medical practitioner, certify that on \_\_\_\_\_ (date) examined \_\_\_\_\_ (patient's name).

- The patient is suffering from: \_\_\_\_\_  
(diagnosis provided with patient's consent where possible)
- The patient is suffering from a medical condition of a confidential nature

In my opinion, this condition will affect the completion of the following: (please tick)

	In minor way	Moderately	Severely
CLASS ATTENDANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITTEN ASSIGNMENTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRACTICAL ASSIGNMENTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRIVATE STUDY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the period of: \_\_\_\_\_ to \_\_\_\_\_

EXAMINATIONS: the student is unable to sit for examinations on: \_\_\_\_\_

OTHER REMARKS:

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

**Details of Independent Professional Authority**

Name: \_\_\_\_\_ (or stamp):  
Profession: \_\_\_\_\_  
Provider Number: \_\_\_\_\_  
Address: \_\_\_\_\_  
Contact Number: \_\_\_\_\_  
Signature: \_\_\_\_\_

**Appendix 5**



**Assessment Task Appeal Application Form**

**Section A** (To be completed by the student)

Nature of Appeal: (please circle)

Assessment Task Result	Illness/Misadventure decision	Malpractice decision
------------------------	-------------------------------	----------------------

Student Name: ..... Year: .....

Course: ..... Faculty: .....

Class Teacher: ..... Head Teacher: .....

Assessment Task Name: .....

Task No: ..... Date Issued: ..... Due Date: ..... Weighting: .....

Nature of Task: (please circle)

Assignment	Examination	Field Work	Listening Task	Major Work
Performance	Portfolio	Practical Task	Research Activity	Speaking Task
Viewing Task	Written Task	Other (please specify): .....		

**Section B** (To be completed by the student)

Reason/s for this application for extension (attach extended statement or documentation as necessary):

.....

.....

.....

Student signature: ..... Date: .....

Parent/caregiver signature: ..... Date: .....

**Section C** (OFFICIAL USE ONLY: To be completed by relevant Head Teacher)

Reviewer Name: ..... Position: .....

Resolution decision: Accepted / Rejected

Comment:

.....

.....

.....

.....

.....

Reviewer signature: ..... Date: .....

Original to student file; copy to: Parent, Student, relevant Head Teacher / Class Teacher / Deputy Principal / Principal as required



# Long-term Leave Application Form

### Important Information

- The Request for Leave Application must be completed AND approved by the Principal prior to using this form AND **at least two weeks before the first day of leave**
- Prior to any Class Teacher or Head Teacher completing this form, a student **MUST**:
  - Attach a copy of the **approved** Request for Leave Application; and,
  - Complete Section A in full
- Class Teachers are to complete Section B indicating work to be completed, to then be endorsed by the relevant Faculty Head Teachers
- Assessment Tasks must be discussed with the relevant Head Teacher **at least two weeks prior to leaving**; otherwise, late penalties may apply.

### Section A (To be completed by the student)

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_

First Day of Leave: Day: \_\_\_\_\_ Date: \_\_\_\_\_

Return to School: Day: \_\_\_\_\_ Date: \_\_\_\_\_

Number of School Days Absent: \_\_\_\_\_

Reason for Leave: \_\_\_\_\_

### Section B (OFFICIAL USE ONLY: To be completed by the relevant Class Teachers and Faculty Head Teachers)

Course	Task/s to be completed	Teacher signature	Head Teacher signature
--------	------------------------	-------------------	------------------------

Stage Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Original to student file; copy to: Parent, Student, Stage Head Teacher*

## Appendix 7



# Preliminary Assessment Task Notification FACULTY NAME

Course: \_\_\_\_\_ Student: \_\_\_\_\_

Teacher: \_\_\_\_\_ Head Teacher: \_\_\_\_\_

Task Number: \_\_\_\_\_ Assessment Task: \_\_\_\_\_

Date issued: \_\_\_\_\_ Due Date: \_\_\_\_\_ Weighting: \_\_\_\_\_ Total Marks: \_\_\_\_\_

Syllabus Outcomes:

Task Summary:

Submission Information:

### Additional Information:

1. Please carefully read and follow the **Task Description** and **Marking Criteria** attached.
2. Read the Preliminary Assessment Handbook for further information about assessment rules and procedures.
3. On submission of the hand-in assessment task, the student must:
  - a) Detach this **cover sheet** from the Assessment Task Notification and submit it with their assessment task at the time of submission
  - b) Complete the **Student Receipt** below with the correct information
  - c) Ensure that both they and the teacher sign the **Student Receipt**
  - d) Ensure that the teacher detaches the **Student Receipt** from the cover page and **returns it to the student**
  - e) **Retain the Student Receipt** as evidence of the submission of their work

----- ✂ -----

### Student Receipt of hand-in Assessment Task Submission:

I have submitted the task, \_\_\_\_\_ (task name) on \_\_\_\_ / \_\_\_\_ / \_\_\_\_ (date).  
The work I have submitted is *all my own work* and includes correct acknowledgement and reference to the work of others used to create this task. I have read and accept the rules and procedures detailed in the school's Preliminary Assessment Handbook.

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

I acknowledge that I have received the abovementioned task from this student on the date stated.

Teacher Name: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_

## Appendix 8

### USEFUL WEBSITES

Flexischools (The Ponds High School):

<https://www.flexischools.com.au/>

NSW Department of Education

<https://education.nsw.gov.au/>

NSW Department of Education – Student Portal

<https://sso.det.nsw.edu.au/sso/UI/Login?realm=detnsw&goto=https://student.det.nsw.edu.au/>

NSW Education Standards Authority:

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

NSW Education Standards Authority – Assessment Certification Examination:

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

NSW Education Standards Authority – Students Online

<https://studentonline.nesa.nsw.edu.au/>

TAFE NSW

<https://www.tafensw.edu.au/>

The Ponds High School – Assessment and Reporting:

<https://theponds-h.schools.nsw.gov.au/learning-at-our-school/assessment-and-reporting.html>

The Ponds High School – BYOD

<https://www.byodtphs.com/>

The Ponds High School – Canvas:

<https://theponds-h.instructure.com/login/canvas>

The Ponds High School – Sentral Student and Parental Portal:

<https://web1.theponds-h.schools.nsw.edu.au/portal/login>

Universities Admission Centre

<https://www.uac.edu.au/>

**Appendix 9****PERSONAL ASSESSMENT CALENDAR**

TERM 4, 2020	
Week	Course/Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

TERM 1, 2021	
Week	Course/Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

TERM 2, 2021	
Week	Course/Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

TERM 3, 2021	
Week	Course/Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	