



HUNTER RIVER HIGH SCHOOL

ASSESSMENT POLICY & PROCEDURES

HSC COURSE

2023 - 2024





The information in this booklet is accurate at the time of publishing. If changes are made, students will be notified and the booklet updated.

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FROM THE PRINCIPAL



Dear students and families,

This is an exciting time. A time in which students embark on their HSC pathway, one step closer to their academic and personal goals. We strive for every one of our students to have a fulfilling, successful and rewarding HSC experience. This resource will support important mandatory aspects of this journey. It contains the assessment procedures for courses offered by Hunter River High School for the 2023-2024 Higher School Certificate.

The NSW Education Standards Authority (NESA) requires that an assessment process be undertaken to achieve the award of the Higher School Certificate. All schools must follow NESA regulations in arriving at a student's final HSC assessment mark and rank for each course. The course assessment procedures contained in this booklet should be read in conjunction with course outlines and are accurate at the time of publication.

Much of the information contained in this booklet is extracted from NESA's The Higher School Certificate (HSC) Rules and Procedures guide. The syllabuses of all subjects can be found on the NESA website <http://syllabus.nesa.nsw.edu.au>. Syllabuses for the HSC are all expressed in terms of the outcomes students are to work towards achieving.

A principal may use their discretion to not award the credential in HSC courses where a student has failed to meet the requirements due to one or more of the following taking place:

- Non-course completion through diminished attendance
- Non-participation in learning experiences and assessment tasks
- Not meeting requirements in terms of application such as non-serious, or frivolous, attempts at tasks
- Not satisfactorily attaining the course outcomes.

As students begin their HSC, they are in the final stages of secondary education. They are responsible for the educational choices they make, and the accountability attached to these choices. At Hunter River High School our aim is to provide high support and high care while maintaining high expectations to guide students through their senior educational journey. If students require additional assistance, we aim to ensure they access support early, before an issue escalates and becomes too large to manage. As part of this, students are encouraged to maintain open and positive communication with parents/carers, class teachers, their year advisor, senior learning area teacher, careers advisor, deputy principals, and the principal. In addition, the head teacher well-being, learning and support teachers and the school counsellors are also available to provide high-level support.

In the coming weeks, I invite you to gain as much information as possible from the resources provided to help you develop a clear understanding of the HSC and its requirements. Please don't hesitate to contact Mrs Melanie Clarke (Deputy Principal Year 12, 2024), Mrs Katie Mason (Head Teacher Secondary Studies), Mrs Fiona Lovell (Year Advisor) or myself to make an appointment to discuss HSC requirements should you have any questions.

Yours in education,

Deb Dibley
Principal



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BOARD DEVELOPED COURSES

Aboriginal Studies	Mr L Winter (Rel.)
Ancient History	Mr L Winter (Rel.)
Biology	Mr M Robson
Business Studies	Mr L Winter (Rel.)
Community & Family Studies	Mr J Watson (Rel.)
Dance	Mrs T Aubrey
Design and Technology	Mr J Watson (Rel.)
English Advanced	Mr S Friend
English Standard	Mr S Friend
Geography	Mr L Winter (Rel.)
Industrial Technology Timber	Mr J Watson (Rel.)
Investigating Science	Mr M Robson
Legal Studies	Mr L Winter (Rel.)
Mathematics Ext. 1	Ms R Thomas
Mathematics Ext.2	Ms R Thomas
Mathematics	Ms R Thomas
Mathematics Standard 1	Ms R Thomas
Mathematics Standard 2	Ms R Thomas
Music 1	Mrs T Aubrey
PDHPE	Mrs A Thompson
Physics	Mr M Robson
Visual Arts	Mrs T Aubrey

BOARD DEVELOPED VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Construction Pathways	Mr J Watson (Rel.)
Food and Beverage	Mr J Watson (Rel.)
Primary Industries	Mr M Robson
Retail Services	Mr L Winter (Rel.)

CONTENT ENDORSED COURSES

Engineering	Mr J Watson (Rel.)
English Studies	Mr S Friend
Exploring Early Childhood	Mr J Watson (Rel.)
Marine Studies	Mr M Robson
Sport, Lifestyle & Recreation Studies	Mrs A Thompson
Visual Design	Mrs T Aubrey
Work Studies	Mrs K Mason

NESA Contact:	Mr S Lloyd (Rel.)
Year Advisor:	Mrs F Lovell

ASSESSMENT POLICY

This booklet provides support and guidance to students and their parents/carers in relation to the curriculum requirements of the NSW Education Standards Authority (NESA) and the processes and procedures used by Hunter River High School to ensure that formal assessment is carried out in a fair and equitable manner.

WHAT IS ASSESSMENT?

Assessment is the process of gathering information and making judgements about student achievement. The NSW Higher School Certificate is based on:

- an assessment mark submitted by the school and produced in accordance with the NSW Education Standards Authority (NESA) requirements for the internal assessment program; **and**
- an examination mark derived from the HSC external examinations.

The use of both internal assessment and external examinations of students' achievement allows measures and observations to be made at several points and in different ways throughout the course. The final assessment mark represents a measure of a student's achievement at the end of the course in Year 12. The assessment is based on achievements measured throughout the course and provides an indication of a student's attainment of a wider range of syllabus objectives, than is measured by an examination alone.

The assessment allows due weight to be given during a course to student achievement, which although evident to subject teachers, may not be adequately assessed in a single external examination. Each task assesses the student's actual, not potential performance.

RESPONSIBILITIES

Student responsibilities:

- Understand the NESA course requirements and procedures for each course of study.
- Confirm their pattern of study by signing the Confirmation of Entry form.
- Be familiar with, and fulfil the requirements of, the School Assessment Policy as set out in this handbook.
- Make a genuine effort to engage with all aspects of each assessment task and submit them on time.
- Apply themselves with diligence and sustained effort to the set work and experiences provided in each course.
- Submit work that is the student's own work, acknowledging sources which have been consulted and/or quoted.

School responsibilities:

- Provide students with assessment programs conducted in a fair and reasonable manner.
- Inform students of dates and requirements of assessment tasks.
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspects of the syllabus under assessment.
- Provide students with detailed feedback on their performance within 10 school days of submission, pending the marking process.
- Return all assessment tasks including examination papers to students to keep, with consideration given to exclusion periods.

The Hunter River High School assessment policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements.
- A fair and equitable environment in which each student can achieve individual excellence.

ELIGIBILITY FOR THE HSC

To be eligible for the award of the Higher School Certificate, students must:

- have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have completed HSC: All My Own Work (or its equivalent)
- have demonstrated a minimum standard of literacy and numeracy
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the HSC: All My Own Work program or its equivalent.

ALL MY OWN WORK (AMOW)

Students must apply the principles and practices of good scholarship to their HSC studies. As a prerequisite to enrolment in Preliminary HSC courses students were required by the NSW Education Standards Authority (NESA) to complete the HSC: All My Own Work Program. This program is designed to help HSC students follow the principles and practices of good scholarship; to understand and value ethical practices when locating and using information.

The program modules are:

- Scholarship Principles and Practices;
- Acknowledging Sources;
- Plagiarism;
- Copyright; and
- Working with Others.

HSC MINIMUM STANDARD

Students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate. Students must demonstrate the minimum standard in each domain of reading, writing and numeracy.

To show they meet the standard, students need to:

- achieve Level 3 or 4 in the online reading test and
- achieve Level 3 or 4 in the online writing test and
- achieve Level 3 or 4 in the online numeracy test.

The HSC minimum standard is set at the Australian Core Skills Framework (ACSF) Level 3. ACSF Level 3 describes the functional literacy and numeracy skills required for life after school, for work and further education.

School leavers in Years 10 to 12 may sit the NESA minimum standard online tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers. Students will have five years after starting their first HSC course to meet the literacy and numeracy standard and receive an HSC.

Students will not be excluded from sitting for their HSC examinations if they have not met the standard. Students who sit for the HSC examinations without meeting the standard will have their results recorded on the Record of School Achievement (RoSA).

For more information regarding the minimum standard online tests visit the NSW Education Standards Authority (NESA) website.

PATTERNS OF STUDY

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate, a student may count up to six units of science in Year 11 and seven units of science in Year 12.

LIFE SKILLS

Students are able to satisfy the requirements for the HSC by completing Life Skills courses. Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's ATAR. These courses provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability.

All decisions about curriculum options for students with disability should be made through the collaborative curriculum planning process.

DISABILITY PROVISIONS

Disability provisions are one way that NESA ensures there are reasonable adjustments available to students with disability so that they can access and participate in the HSC on the same basis as students without disability.

Hunter River High School will support students seeking disability provisions for their HSC examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their formal school-based assessments.

Adjustments will be determined collaboratively with the Learning and Support Team, student, parents/carers and other people who support the educational needs of the student. Students will need to supply relevant documentation/evidence (not older than one year).

PATHWAYS

A student may take up to 5 years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the student sits for their first HSC examination.

Schools will need to ensure that the NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Vocational Education and Training (VET) courses in Stage 6 are 'dual accredited'. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification (Certificate or Statement of Attainment). As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- mandatory work placement requirements (where applicable)
- the HSC Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks

- competency-based assessment requirements.

Some VET courses include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR).

If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with a non-completion 'N' determination. It is possible for the principal to certify, at a later date, that the student has subsequently completed the mandatory requirements and request that the 'N' determination be withdrawn.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

To be eligible for an Australian Tertiary Admissions Rank (ATAR) students must satisfactorily complete at least 10 units of NESA developed courses. These courses must include at least:

- 8 units from Category A courses (no more than 2 units of Category B subjects)
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subjects.

The ATAR is then calculated from the:

- best 2 units of English
- best 8 units from the remaining units, which can include no more than 2 units of Category B courses.

Students wishing to have an ATAR calculated must ensure this is recorded on their HSC Confirmation of Entry.

For information about how the ATAR is calculated visit the Universities Admissions Centre website, <https://www.uac.edu.au/>

HSC COURSE ASSESSMENT

A student's final HSC mark for each Board Developed Course studied in Year 12 is determined by two components:

- the student's performance on school based formal assessment tasks
- the student's performance on the external HSC examination.

School based formal assessment tasks are those which students undertake as part of the school assessment program, reflecting the specific course requirements, components and weightings. Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final assessment event.

Each course has school based formal assessment tasks with varied weightings according to the NESA requirements for the particular course. Therefore, each assessment task will contribute towards the final course assessment and, ultimately, the HSC mark.

The school is required to calculate an assessment mark for every student in applicable HSC courses. This mark ranks the students, relative to each other, in each course. In calculating the reported HSC mark for each course where internal assessments are submitted:

- 50% of the mark comes from the accumulated school assessments
- the other 50% of marks comes from the HSC examination score.

NOTIFICATION OF ASSESSMENT

ASSESSMENT SCHEDULES

At the commencement of their Year 12 studies, students will be provided with an assessment schedule and the specific assessment requirements of each course in which they are enrolled.

Course assessment schedules will note:

- the general nature of each assessment task and the outcomes assessed
- the components and weightings as specified in the syllabus for each course
- a schedule of when each assessment task is planned to take place
- the value of each task in relation to the total mark for the course.

Students will sign a register to acknowledge receipt of the course assessment schedule.

A change to the scheduled date of any assessment task will only be permitted in exceptional circumstances. Approval must be obtained from the deputy principal and the relevant head teacher. If a variation to a course assessment program or procedure is approved, students will be advised in writing and will be required to sign a register to acknowledge they have received notification of the variation.

Assessment schedules for each course are available in this handbook as well as on Google Classrooms for each subject.

Students can view the syllabus and other support materials for HSC courses from the [NSW Education Standards Authority \(NESA\)](https://www.nesa.nsw.edu.au/) website.

ASSESSMENT TASK NOTIFICATION

In addition to the assessment schedule, at least two weeks prior to a scheduled assessment task, students will be provided with written notification of the specific nature of the task.

The assessment task notification will include:

- date and time of the task
- weighting of the task
- outcomes assessed in the task

- specific nature of the task
- time allowed for the task if it is an in-class task
- an indication of the length of the task (word limits/time limits) if applicable
- marking criteria used for the task
- procedures for submission of the task
- amount of time that will be allocated during lessons if applicable
- feedback procedures.

Students are required to sign an assessment task register to acknowledge that they have received notification of each formal assessment task.

Assessment task notifications will be presented in the Hunter River High School template.

If a student is absent on the day that the notification of an assessment task is given:

- it is their responsibility to ensure they obtain a copy from the class teacher or the faculty head teacher
- no extra time will be given to students unless there are exceptional circumstances supported through the illness and misadventure process.

For separate classes completing the same course, Head Teachers are required to ensure:

- students receive the same information to ensure consistency in the administration of the assessment task
- where possible, the task should be completed on the same day/period to protect the integrity of the task
- all students have the same examination conditions and experiences
- all tasks (or section of) will be marked by the one teacher or be double marked for consistency.

SUBMISSION OF ASSESSMENT TASKS

It is a NESA requirement that all formal assessment tasks must be completed. Students are required to make a genuine attempt to engage with all of the components of each assessment task. Students are expected to complete or submit all assessment tasks on or before the date and time specified in the task notification.

Students will sign a register to acknowledge they have submitted the task. Note that this may be a digital register.

Important assessment submission details:

If a student fails to complete or submit an assessment task within the scheduled date and time the student will be issued with a zero mark, unless an Illness/Misadventure Appeal Application is submitted and upheld. The final mark awarded will depend on the outcome of the illness and misadventure appeal.
Independent supporting documentation is required for a successful appeal.

The only satisfactory reasons for non-completion or late submission of assessment tasks supported through the illness and misadventure process are:

- illness on the day the task is due, supported by a medical certificate from a doctor or pharmacist
- leave granted by the principal, well before the date of the assessment task
- misadventure, such as accidents or extreme non-medical problems that can be documented, major transport delays that can be verified, death of a friend or family member, involvement in a traffic accident, isolation caused by a flood or fire.

In each of these cases an Illness and Misadventure Appeal Application needs to be submitted within the required time frame with supporting documentation.

Reasons that are not satisfactory include:

- failure of technology, such as computer, printer, internet or hard drive
- anticipated leave, such as a family holiday
- Illness without a medical certificate presented
- Illness with a medical certificate provided by a member of the family
- lateness due to sleeping in
- loss of task.

Please note:

- If a student knows beforehand they will be absent on the day of an assessment task, the student must make arrangements for the task to be submitted, or completed, on or before the due date.
- If a piece of work is incomplete at the time of submission, it should be submitted as is, and the student will be given a mark on what has been completed.

ILLNESS AND MISADVENTURE APPEAL PROCESS

The illness and misadventure process is available to support students who are unwell or have an accident or other misadventure at the time of an assessment task. It is always best to contact the deputy principal by phoning the school on 4987 2306 to inform them of the illness or misadventure and discuss the process.

Student is absent on the day of assessment task and the task is not submitted or completed on time.	Illness or misadventure impacts completion of task. (Hand-in or in-class task)	Task is submitted late due to illness or misadventure. (Student present on due date)
<ol style="list-style-type: none"> 1. Student should speak to the teacher or head teacher of the course on the first day they return to school. 2. Student should be prepared to complete or submit the task (or a substitute task if deemed) on the first day they return to school or the first day the student is not covered by the Medical Certificate. 3. Illness/Misadventure Appeal Application is to be completed and submitted to the class teacher or head teacher within two days of returning to school. Supporting documentation is to be provided. 	<ol style="list-style-type: none"> 1. Submit whatever has been completed by the due date <u>or</u> attempt the in-class task on the date, where possible. 2. Student is to speak to the teacher/ head teacher of the course and inform them of the illness/misadventure. 3. Illness/Misadventure Appeal Application is to be completed and submitted to the class teacher or head teacher within two days of the task date. Supporting documentation is to be provided. 	<ol style="list-style-type: none"> 1. See the teacher or head teacher of the course ASAP. 2. Late submission should be avoided. It is always best to submit the task on-time where possible, even if it is not fully completed. 3. Illness/Misadventure Appeal Application is to be completed and submitted to the class teacher or head teacher within two days. Supporting documentation is to be provided.

SUPPORTING DOCUMENTATION

- A specific medical certificate (doctor or pharmacist) with details of the date of the illness, together with a statement about how the student's performance in the assessment may have been affected.
- In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance in the assessment may have been affected) should be provided with the date and time of the occurrence and subsequent events.
- School counsellor or deputy principal/principal statement of support.

THE APPEALS PANEL

The appeals panel comprising of a deputy principal, year advisor teacher administration and head teacher of the course concerned will be convened and a decision made. The appeals panel will decide to either uphold or decline the appeal.

<i>Appeal upheld:</i>	The student may be set a substitute task, granted an extension with or without penalty, or in exceptional circumstances, provided with an estimate based on other evidence (determined at end of course).
<i>Appeal declined:</i>	<p>If the task was not submitted, the student will receive a zero mark and be issued with an 'N' warning notification. As assessment tasks are a mandatory component of the HSC course, the student would be expected to make a genuine attempt at the assessment task. The student would then receive feedback for their response.</p> <p>If the task was submitted, it will be graded according to the marking criteria for the task. If the attempt was deemed a non-serious attempt an 'N' warning notification will be issued.</p>

A student cannot submit an illness and misadventure appeal on the basis of:

- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- loss of study time or facilities
- long-term illnesses such as glandular fever unless you suffer a flare-up of the condition during the examination period or assessment task
- the same grounds for which the student received disability provisions, unless the student experiences additional difficulties during the task
- misreading the assessment schedule (due date or time) or examination timetable
- misreading the assessment task or examination instructions.

Under no circumstances does a suspension from school entitle a student to not submit an assessment task or submit it after the due date. If a student is on suspension from school at the time when an assessment task is due, it remains the student's responsibility to ensure the task is submitted on the due date. It is the student's responsibility to notify the principal or deputy principal at the time of suspension that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension or during the suspension period.

'N' DETERMINATION

If a student does not complete the requirements of a course they will receive an 'N' determination. Students are warned via a letter from the school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of the NESA. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the HSC.

To negate an 'N' warning the student must make a genuine attempt to complete the work detailed in the 'N' warning letter by the due date.

An 'N' warning letter may be given in the following circumstances:

- a student is absent from an assessment task, and has not provided acceptable evidence to justify that absence on the first day of return to school
- a student is found to be cheating in an assessment task

- a student is deemed to have breached principles of academic integrity and ethical scholarship
- a student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- a student has provided a false explanation for the late submission of an assessment task
- a student has behaved in a manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- a student has made a non-serious attempt at a task.

If a student does not satisfactorily complete tasks worth more than 50% of the final course assessment, neither an assessment nor examination mark will be recorded on that student's Higher School Certificate for the subject concerned. This could make the student ineligible for the award of the Higher School Certificate.

If a student is to be given an 'N' determination because of failure to complete tasks, which contribute in excess of 50% of the final assessment marks in that course, the principal must:

- indicate the 'N' determination to the NESA
- advise the student of the determination, its consequences and the student's right to a school review and subsequent appeal to the NESA using the form supplied by NESA.

If a student wishes a school review of an 'N' determination, a letter to the principal is required. A review will be undertaken by the deputy principal and head teacher concerned.

If a student wishes to appeal an 'N' determination to the NESA a letter to the Principal is required.

An 'N' determination will have the following consequences:

- In a 1 or 2 unit course, that course will not contribute in that year to the required pattern of study.
- In the common component of related courses that course and the related Extension course will not contribute in that year to the pattern of study.
- In the Extension course, that course only will not contribute in that year to the required pattern of study.

PROCEDURE FOR AWARDING MARKS

NSW Education Standards Authority (NESA) prescribes that a standards referenced approach be used to assess and report student achievement in all NESA Developed Courses. Assessment tasks allow the measurement of student performance in relation to course outcomes, including those not readily measured by an examination.

The teacher must assess the student's actual performance, not potential performance. Assessment marks cannot be modified to take into account possible effects or illness or domestic situations.

The assessment marks submitted to NESA for HSC courses will reflect the rank order and relative differences between the achievements of students based on the extent to which students have demonstrated the achievement of course outcomes. Marks will be calculated on the basis of the mandatory assessment components and weightings published in the relevant syllabus document for each course.

The final assessment mark generated by the school is not provided to the student. Students' final assessment ranks will be published in their yearly report.

If there is a perceived issue, students should bring that concern to the attention of the head teacher responsible for the course in dispute. Where a matter is not resolved, further advice should be sought from the deputy principal. Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESA. There is no provision for appeal against the marks awarded for individual assessment tasks.

MAINTAINING RECORDS

Class teachers are required to maintain records of marks awarded for each task that comprises part of the assessment program of a Stage 6 course. Examples of students' performances at the top, middle and bottom of the cohort will be retained wherever practicable.

TRANSFERRING STUDENTS

Hunter River High School will request the former school of a student transferring before 30 June in the year of their HSC examination to provide information relating to assessment marks, task weightings and rank, and 'N' determination warnings. Tasks completed by the student after enrolment can also be used to inform assessment requirements.

Assessment marks will be provided for students who transfer into the school after 30 June in the year of their HSC examination by their previous school.

Students who have achieved units of competency in Vocational Education and Training courses through study or experience will not be required to be reassessed for those units of competency. It must be verified that a qualified assessor from a Registered Training Authority has assessed these competencies.

MALPRACTICE

Cheating, plagiarism or copying of another student's work will be viewed seriously by the school. If malpractice is proven then a zero result will be recorded for that assessment task and an official 'N' warning letter will be issued. Consideration may be given to further action.

Malpractice includes (but is not restricted to) the following:

- behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
- cheating in any form, including having someone such as a tutor complete a take home task
- plagiarism from the Internet, books or other sources, or from another person's work
- providing a false explanation of why work was not handed in by the due date
- using the work done during sessions with a tutor in a take home assessment task
- the use of AI or Generative Large Language Model (GLLM).

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If a student is deemed guilty of malpractice, a zero award may be given for the entire task. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks are completed off-site and where malpractice is suspected. For this reason, **students completing major works** are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition they may be penalised.

PERFORMANCE EXAMINATIONS AND SUBMITTED WORKS

The NSW Education Standards Authority (NESA) provides for performance examinations or submitted works in the following courses for the Higher School Certificate:

- Dance
- Industrial Technology
- Music 1

- Visual Arts

These performances and works are developed over an extended period of time under the supervision of the school. Students, their class teachers and their principal must certify that a student's practical or performance exam is all their own work (apart from any approved assistance).

Teachers should ensure that students understand what malpractice is, and how it relates to their projects. This includes students understanding the requirements regarding outside assistance, and that outside assistance is acknowledged in the project documentation. Students must sign to acknowledge the receipt of NESA guidelines.

Students will be provided with written notice of:

- relevant guidelines for the project work so the work falls within NESA and HSC guidelines for size, weight and duration
- examination dates for practical, submitted works and performances.

Students must sign to acknowledge the receipt of the NESA guidelines in relation to performance examinations and submitted works.

REPORTING

Students will receive two formal reports during the Preliminary Course and two during the HSC course. This will be based on achievement of course outcomes. Students will also receive notification of their rank order in each subject, based on their school assessment during and at the conclusion of the course. Final assessment marks are confidential.

NON-ASSESSMENT PERIODS

There will be no assessable tasks scheduled during the week before examinations, nor within the period of the examinations other than the assessable examinations themselves.

EXCURSIONS / REPRESENTING THE SCHOOL

If a student is participating in an excursion or representing the school on the day an assessment task is due, then the task should be presented before the planned activity or sent via email to the subject teacher by the due date. In exceptional circumstances, when this is not possible, an Illness or Misadventure Appeal Form needs to be completed for consideration.

VARIATIONS TO HSC PATTERN OF STUDY

As per NESA requirements, to successfully complete Year 11, **students must complete a minimum of 12 units of study**. Stage 6 teachers are currently finalising the mandatory requirements for each individual Year 11 course. **For this to occur, students must resolve any outstanding N warnings for Year 11 courses**. Students who have satisfactorily met the Year 11 course requirements will then be eligible to receive a Year 11 Record of Student Achievement (RoSA).

Students who have successfully completed Year 11 courses will begin Year 12 course content from Term 4, 2022. As per NESA requirements, to achieve the HSC credential, students are required to complete a **minimum of 10 units of study**. It is however, **strongly recommended that students do not withdraw from a course and maintain the full 12 units throughout Year 12 to allow for flexibility and variety in their pattern of study**.

Students who *do* nominate to withdraw from a course **must make an informed decision** to assess the potential impact on their final HSC and career pathway. Students who want to achieve an ATAR for university admission **must seek guidance in this decision making** as there are mandatory requirements for an ATAR pattern of study. **Students should**

wait until AFTER THEY RECEIVE THEIR RESULTS FROM THE YEAR 11 EXAM PERIOD before initiating conversations as per the timeline below.

Externally delivered VET courses and distance education courses form part of a student's mandatory units of study. Students need to ensure their continued attendance and participation in these courses to ensure mandatory outcomes are achieved. Withdrawal or exclusion from these courses may affect students gaining the HSC credential.

To vary their pattern of study for the 2024 HSC students must:

1. Collect a *Change of Subject Request Form* from **HT Secondary Studies** and complete **Section 1**.
2. Have an open conversation with a **parent/carer** to determine a valid reason to vary the pattern of study. A **parent** must sign the green course variation form.
3. Initiate a discussion with **HT Secondary Studies** to discuss pattern of study and career options. If endorsed, **HT Secondary Studies** must sign the green course selection form.
4. Initiate a discussion with the relevant **Classroom Teacher** and **Head Teacher** from the course they intend to withdraw from. A green course variation form must be signed by the **Head Teacher**.
5. Initiate a discussion with the relevant **Head Teacher** of the new course being selected (if applicable). A green course variation form must be signed by the **Head Teacher**.
6. Initiate another discussion with **HT Secondary Studies** to ensure that the withdrawal from the course will not impact on NESA requirements for the HSC credential, as well as qualifying for an ATAR. If endorsed, **HT Secondary Studies** must sign the green course selection form.
7. Submit the green course variation form to **HT Secondary Studies**. Withdrawals will then be registered electronically with NESA. *Note: changes from that point may then be irreversible.*
8. **Deputy Principal** to approve and action changes. Updated timetables, inclusive of approved course changes, will then be issued to students – **only at this time may you stop attending classes for withdrawn courses**. Students will be expected to attend the Senior Learning Area in the place of these classes.

To meet mandatory Year 11 requirements, all students MUST remain in and engage with their current courses until the Deputy Principal approves and actions changes to your pattern of study. Students who have any outstanding N warnings will not be permitted to drop that course until warnings are resolved.



INDIVIDUAL COURSE ASSESSMENT SCHEDULES

Aboriginal Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: In-class Essay	Task 2: Major Project	Task 3: Media Presentation	Task 4: Trial HSC Examination
		Date: Term 4 Week 9	Date: Term 1 Week 10	Date: Term 2 Week 8	Date: Term 3 Week 3/4
		Outcomes: H1.2, 1.3, 2.1, 2.2	Outcomes: H4.1, 4.2	Outcomes: H1.2, 3.1, 3.2, 3.3, 4.1, 4.3	Outcomes: H1.1, 1.2, 2.2, 3.1, 3.2, 3.3
		TASK WEIGHTINGS			
Knowledge & understanding of content	40%	10%	10%	5%	15%
Investigation, analysis, synthesis and evaluation of information from a variety of sources & perspectives	15%		10%	5%	
Research & enquiry methods	20%		15%	5%	
Communication of information, ideas & issues in appropriate forms	25%	5%	5%	10%	5%
Total	100%	15%	40%	25%	20%

Outcomes

A student:

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

Ancient History

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Spartan Society Historical Analysis Task	Task 2: Pompeii and Herculaneum Source Analysis	Task 3: Greek World Research / In-Class Essay	Task 4: Trial HSC Examination
		Date: Term 4 Week 9	Date: Term 1 Week 10	Date: Term 2 Week 6	Date: Term 3 Week 3/4
		Outcomes: AH 12.3, 12.8, 12.9	Outcomes: AH 12.1, 12.9, 12.10	Outcomes: AH 12.2, 12.7, 12.9	Outcomes: AH 12.4, 12.5, 12.6, 12.9
		TASK WEIGHTINGS			
Knowledge & understanding of content	40%	5%	10%	10%	15%
Historical skills in the analysis and evaluation of sources and interpretation	20%		5%	5%	10%
Historical inquiry and research	20%	15%		5%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Total	100%	25%	20%	25%	30%

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

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Modelling Transcription and Translation	Task 2: Research: Gene Technology	Task 3: Depth Study: Microbial Growth	Task 4: Trial HSC Examination
		Date: Term 4 Week 9	Date: Term 1 Week 10	Date: Term 2 Week 9	Date: Term 3 Week 3/4
		Outcomes: BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11/12-12	Outcomes: BI O11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO 11/12-13	Outcomes: BIO11/12 -1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11/12-14	Outcomes: BIO11/12-1, BIO11/12-2 BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6 BIO11/12-7, BIO11/12-12 BIO 11/12-13, BIO11/12-14 BIO11/12-15
		TASK WEIGHTINGS			
Modules Assessed		Module 5:	Module 6:	Module 7	Modules 5 to 8
Skills in working scientifically	60%	20%	15%	20%	5%
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Total	100%	25%	25%	25%	25%

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

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Operations Topic Test	<u>Task 2:</u> Finance Business Report	<u>Task 3:</u> Human Resources Extended Response	<u>Task 4:</u> Trial HSC Exam
		<u>Date:</u> Term 4 Week 8	<u>Date:</u> Term 1 Week 8	<u>Date:</u> Term 3 Week 9	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> H2, H4, H5, H9	<u>Outcomes:</u> H5, H8-10	<u>Outcomes:</u> H4, H9	<u>Outcomes:</u> H1-6, H8-10
		TASK WEIGHTINGS			
Knowledge & understanding of course content	40%	5%	15%	5%	15%
Stimulus based interpretation skills	20%	10%			10%
Research & enquiry	20%		5%	15%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	20%	25%	25%	30%

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

Community & Family Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> IRP	<u>Task 2:</u> Lobbying Proposal	<u>Task 3:</u> Research/Response	<u>Task 4:</u> Trial HSC
		<u>Date:</u> Term 4 Week 8	<u>Date:</u> Term 1 Week 9	<u>Date:</u> Term 2 Week 9	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> H4.1, H4.2, H5.6, H6.2	<u>Outcomes:</u> H1.1, H2.2, H3.1, H4.1, H4.2, H5.1, H6.2	<u>Outcomes:</u> H2.3, H3.4, H4.1, H4.2, H6.1	<u>Outcomes:</u> All
		TASK WEIGHTINGS			
Knowledge and understanding of course content	40%	5%	5%	15%	15%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	20%	10%	15%
Total	100%	20%	25%	25%	30%

Outcomes

A student:

- H1.1** analyses the effect of resource management on the well-being 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 well-being of individuals, groups, families and communities
- H2.3** critically examines how individual rights and responsibilities in various environments contribute to well being
- H3.1** analyses the sociocultural factors that lead to special needs of individuals in groups
- 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
- H4.1** justifies and applies appropriate research methodologies
- H4.2** communicates ideas, debates issues and justifies opinions
- H5.1** proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2** develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1** analyses how the empowerment of women and men influences the way they function within society
- H6.2** formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

Dance

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: Demonstration of draft Core Performance dance, discussion of set questions and submission of process diary	Task 2: Core Appreciation: research and analytical response Core Composition: Work in progress, process diary and discussion	Task 3: Major Study: Presents progress of major study option with interview and process diary	Task 4: Trial HSC Examination - Practical
		Date: Term 4 Week 9	Date: Term 1 Week 7	Date: Term 2 Week 6	Date: Term 2 Weeks 10
		Outcomes: H1.2, H2.1, H2.2,	Outcomes: H1.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H4.4	Outcomes: Based on the Major Study option selected by student	Outcomes: H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3
		TASK WEIGHTINGS			
Performance Core	20%	15%			5%
Composition Core	20%		10%		10%
Appreciation Core	20%		20%		
Major Study Elective	40%			25%	15%
Total	100%	15%	30%	25%	30%

Outcomes

Through activities in performance, composition and appreciation, 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

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Presentation and Project Plan	<u>Task 2:</u> Case Study of an Innovation	<u>Task 3:</u> Project Progress Report	<u>Task 4:</u> Trial HSC (Written Examination)
		<u>Date:</u> Term 4 Week 10	<u>Date:</u> Term 1 Week 10	<u>Date:</u> Term 2 Week 10	<u>Date:</u> Term 3 Week3/4
		<u>Outcomes:</u> H1.1 H4.1 H5.1 H5.2	<u>Outcomes:</u> H1.1 H2.2 H3.1 H6.2	<u>Outcomes:</u> H3.2 H4.1 H4.2 H4.3 H5.1 H5.2	<u>Outcomes:</u> H1.1 H1.2 H2.1 H3.1 H3.2 H4.1 H4.3 H5.2 H6.2
		TASK WEIGHTINGS			
Knowledge and understanding of course content	40%		20%	20%	
Knowledge and skills in the design, management, communication and production of a Major Project	60%	30%			30%
Total	100%	30%	20%	20%	30%

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 through the study of industrial and commercial practices
- H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development

English Advanced

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Extended response	<u>Task 2:</u> Multimodal Presentation	<u>Task 3:</u> Extended response	<u>Task 4:</u> Trial HSC Examination
		Texts and Human Experiences	Textual Conversations	Critical Study of Literature The Craft of Writing (15%)	Texts and Human Experiences Textual Conversations Critical Study of Literature The Craft of Writing (10%)
		<u>Date:</u> Term 4 Week 10	<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 7	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> EA 12-1, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	<u>Outcomes:</u> EA 12-1, EA12.3-8	<u>Outcomes:</u> EA 12-2, EA12-3, EA12. 6 - 9	<u>Outcomes:</u> EA 12.1-9
		TASK WEIGHTINGS			
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	15%	15%
Total	100%	20%	20%	30%	30%

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 Standard

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Extended response	<u>Task 2:</u> Multimodal Presentation	<u>Task 3:</u> Extended Response	<u>Task 4:</u> Trial HSC Examination
		Texts and Human Experiences	Module A: Language Identity and Culture.	Module B: Close Study of Literature The Craft of Writing (10%)	Texts and Human Experiences, Close Study of Literature, Language, Identity and Culture The Craft of Writing (15%)
		<u>Date:</u> Term 4 Week 10	<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 7	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes</u> EN12-1, EN12-3, EN12-5, EN12-6	<u>Outcomes</u> EN12-1, EN12-5, EN12-7, EN12-9	<u>Outcomes</u> EN12-1, EN12-2, EN12-5, EN12-8	<u>Outcomes</u> EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7
		TASK WEIGHTINGS			
Knowledge and understanding of course content	50%	15%	15%	10%	10%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	15%	15%
Total	100%	25%	25%	25%	25%

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, audience and context and explains effects on meaning
- EN12-4** adapts and applies knowledge, skills and understanding of language concepts and literary devices into 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

English Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Extended response	Task 2: Presentation	Task 3: In Class Test (unseen texts)	Task 4: Collection of classwork
		Texts and Human Experiences	Elective Module C: On the Road	Elective Module N: The Way We Were	Common Module Mod C: On the Road Mod K: Big Screen Mod N: The Way We Were
		Date: Term 4 Week 10	Date: Term 1 Week 11	Date: Term 2 Week 7	Date: Term 3 Week 6
		Outcomes: ES12-1 ES12-3, ES12-5, ES12-6	Outcomes: ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	Outcomes: ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	Outcomes: ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10
TASK WEIGHTINGS					
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50%	10%	15%	10%	15%
Total	100%	25%	25%	20%	30%

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.
- ES12-2** 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.
- 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
- ES12-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES12-7** represents own ideas in critical, interpretive and imaginative texts
- ES12-8** understands and explains the relationships between texts
- ES12-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
- ES12-10** monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Exploring Early Childhood

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Children's' Book Unit: Children's Literature	Task 2: Children of Indigenous and Torres Strait Islander communities Optional units: Historical and Cultural Contexts of Childhood, Children's Services	Task 3: Portfolio of childcare design & activities Optional units: Play & the developing child, learning experiences Children safety	Task 4: Trial HSC Examination Units: Core Units A, B & C, Optional units: Children of Aboriginal and Torres Strait Islander Communities, Historical and Cultural Contexts of Childhood, Children's Services
		Date: Term 4 Week 8	Date: Term 1 Week 8	Date: Term 2 Week 9	Date: Term 3 Week 3/4
		Outcomes: H1.2, 1.3, 1.4, 4.1	Outcomes: H1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 4.2, 6.2	Outcomes: H1.3, 2.1, 2.2, 2.5, 5.1, 6.1	Outcomes: H1.1, H1.2, H1.3, H2.1, H 2.2, H2.4, H4.2, H6.2
		TASK WEIGHTINGS			
Knowledge and understanding of course content	50%	10%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	50%	10%	10%	15%	15%
TOTAL	100%	20%	20%	25%	35%

Outcomes

A student:

- HS 1.1** analyses prenatal issues that have an impact on development
- HS 1.2** examines major physical, social-emotional, behavioural, cognitive and language development of young children
- HS 1.3** examines the nature of different periods in childhood -infant, toddler, preschool and the early school years
- HS 1.4** analyses the ways in which family, community and culture influence the growth and development of young children
- HS 1.5** examines the implications for growth and development when a child has special needs
- HS 2.1** analyses issues relating to the appropriateness of a range of services for different families
- HS 2.2** critically examines factors that influence the social world of young children
- HS 2.3** explains the importance of diversity as a positive issue for children and their families
- HS 2.4** analyses the role of a range of environmental factors that have an impact on the lives of young children
- HS 2.5** examines strategies that promote safe environments
- HS 3.1** evaluates strategies that encourage positive behaviour in young children
- HS 4.1** demonstrates appropriate communication skills with children and/or adults
- HS 4.2** interacts appropriately with children and adults from a wide range of cultural backgrounds
- HS 4.3** demonstrates appropriate strategies to resolve group conflict
- HS 5.1** analyses and compares information from a variety of sources to develop an understanding of child growth and development
- HS 6.1** demonstrates an understanding of decision making processes
- HS 6.2** critically examines all issues including beliefs and values that may influence interactions with others.

Geography

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Fieldwork broadsheet and extended response on ecosystems at risk	Task 2: In class skills and short answer writing task	Task 3: Media file inquiry People and Economic Activity	Task 4: Trial HSC Examination
		Date: Term 4 Week 9	Date: Term 1 Week 10	Date: Term 2 Week 6	Date: Term 3 Week 3/4
		Outcomes: H1, H2, H5, H6, H10, H12, H13	Outcomes: H1, H3, H4, H7, H9, H10, H11, H12, H13	Outcomes: H1, H4, H6, H8, H9, H12	Outcomes: H1-H13
		TASK WEIGHTINGS			
Knowledge & understanding of content	40%	5%	10%	5%	20%
Geographical tools and skills	20%	5%	5%	5%	5%
Geographical inquiry and research, including fieldwork	20%	10%		10%	
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	25%	20%	25%	30%

Outcomes

A student:

- H1** explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H2** explains the factors which place ecosystems at risk and the reasons for their protection
- H3** analyses contemporary urban dynamics and applies them in specific contexts
- H4** analyses the changing spatial and ecological dimensions of an economic activity
- H5** evaluates environmental management strategies in terms of ecological sustainability
- H6** evaluates the impacts of, and responses of people to, environmental change
- H7** justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8** plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9** evaluates geographical information and sources for usefulness, validity and reliability
- H10** applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11** applies mathematical ideas and techniques to analyse geographical data
- H12** explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13** communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.

Industrial Technology Timber

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Presentation and Project Plan	Task 2: Industry Study Timber Furnishings	Task 3: Project Development and Management Report	Task 4: Trial HSC Examination
		Date: Term 4 Week 9	Date: Term 1 Week 10	Date: Term 2 Week 9	Date: Term 3 Week 3/4
		Outcomes: H3.1, H3.2, H3.3, H5.1	Outcomes: H1.1, H1.2, H1.3, H7.1, H7.2	Outcomes: H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H4.2, H5.1, H5.2, H6.2	Outcomes: H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2
		TASK WEIGHTINGS			
Knowledge and understanding of course content	40%		20%		20%
Knowledge and skills in the design, management, communication and production of a Major Project	60%	20%		30%	10%
Total	100%	20%	20%	30%	30%

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 characters 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** applies the principles of quality and quality
- H6.2** applies the principles of quality and quality control
- H7.1** explains the impact of the focus area industry on the social and physical environment
- H7.2** analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Investigating Science

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Depth Study – Light Intensity and Distance	Task 2: Data Analysis	Task 3: Depth Study – Testing a Claim	Task 4: Trial HSC Examination
		Date: Term 4 Week 8	Date: Term 1 Week 9	Date: Term 2 Week 9	Date: Term 3 Week 3/4
		Outcomes: INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-12	Outcomes: INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-13	Outcomes: INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-14	Outcomes: 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
		TASK WEIGHTINGS			
Modules Assessed		Module 5	Module 6	Module 7	Modules 5-8
Skills	60%	20%	20%	15%	5%
Knowledge & Understanding	40%	5%	5%	10%	20%
Total	100%	25%	25%	25%	25%

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
- INS12-12** develops and evaluates the process of undertaking scientific investigations
- INS12-13** describes and explains how science drives the development of technologies
- INS12-14** uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
- INS12-15** evaluates the implications of ethical, social, economic and political influences on science

Legal Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Human Rights Research Task	Task 2: Crime Topic Test	Task 3: Shelter Research and Essay	Task 4: Trial HSC Examination
		Date: Term 4 Week 7	Date: Term 1 Week 11	Date: Term 2 Week 10	Date: Term 3 Weeks 3/4
		Outcomes: H2, 3, 7, 8	Outcomes: H5, 7, 9	Outcomes: H1, 2, 4, 6, 10	Outcomes: H1, 2, 4, 9, 10
		TASK WEIGHTINGS			
Knowledge & understanding of content	40%	10%	10%	10%	10%
Analysis and evaluation	20%		10%		10%
Inquiry and Research	20%	10%		10%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	25%	25%	25%	25%

Outcomes

A student:

- H1** identifies and applies legal concepts and terminology
- H2** describes and explains key features of and the relationship between Australian and international law
- H3** analyses the operation of domestic and international legal systems
- H4** evaluates the effectiveness of the legal system in addressing issues
- H5** explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6** assesses the nature of the interrelationship between the legal system and society
- H7** evaluates the effectiveness of the law in achieving justice
- H8** locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- H9** communicates legal information using well-structured and logical arguments
- H10** analyses differing perspectives and interpretations of legal information and issues.

Marine Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Practical Task	Task 2: Research Task	Task 3: Practical Task	Task 4: Trial HSC Examination
		Date: Term 4 Week 9	Date: Term 1 Week 10	Date: Term 2 Week 9	Date: Term 3 Week 3-4
		Outcomes: 1.1, 1.2, 2.1, 2.3, 3.3, 3.4, 4.2, 5.1, 5.3	Outcomes: 1.1, 1.3, 2.1, 2.2, 2.3, 3.3	Outcomes: 1.3, 2.1, 2.3, 3.1, 3.3, 4.1, 5.2, 5.4	Outcomes: 1.1, 1.3, 1.4, 3.2, 3.3, 3.4, 5.2, 5.3
		TASK WEIGHTINGS			
Knowledge & Understanding	50%	10%	15%	15%	10%
Skills	50%	15%	10%	10%	15%
Total	100%	25%	25%	25%	25%

Outcomes

A student:

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

Mathematics Advanced

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Question Bank and Topic Test – Differential Calculus	Task 2: Investigation Style Task - can Mathematics predict periodic phenomena?	Task 3: Topic Test – Descriptive Statistics & Bivariate Data Analysis	Task 4: Trial HSC Examination
		Date: Term 1 Week 7	Date: Term 2 Week 3	Date: Term 2 Week 8	Date: Term 3 Week 3/4
		Outcomes: MA12-3 MA12-6 MA12-9 MA12-10	Outcomes: MA12-1 MA12-5 MA12-9 MA12-10	Outcomes: MA12-8 MA12-9 MA12-10	Outcomes: MA12-1 to MA12-10
		TASK WEIGHTINGS			
Understanding, fluency and communicating	50%	10%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	10%	15%	15%
Total	100%	20%	20%	30%	30%

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 solve problems and makes informed decisions about financial situations using mathematical reasoning and techniques.
- MA12-3** uses calculus techniques to model and solve problems.
- MA12-4** applies the concept 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 One

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Topic Test – Proof by Mathematical Induction	<u>Task 2:</u> Question Bank and Topic Test – Further Calculus Skills, Further Area and Volume of Solids of Revolution	<u>Task 3:</u> Investigation Style Assessment – If you jumped on another planet, how far could you leap?	<u>Task 4:</u> Trial HSC Examination
		<u>Date:</u> Term 1 Week 2	<u>Date:</u> Term 2 Week 2	<u>Date:</u> Term 2 Week 10	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> ME12-1 ME12-6 ME12-7	<u>Outcomes:</u> ME12-1 ME12-4 ME12-6 ME12-7	<u>Outcomes:</u> ME12-2 ME12-6 ME12-7	<u>Outcomes:</u> ME12-1 to ME12-7
		TASK WEIGHTINGS			
Understanding, fluency and communication	50%	15%	10%	10%	15%
Problem solving, reasoning and justification	50%	15%	10%	10%	15%
TOTAL	100%	30%	20%	20%	30%

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 angled 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 Two

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Question Bank & Topic Test – Introduction to Complex Numbers	Task 2: Investigation Style Assessment – Design an Aerobic Display	Task 3: Question Bank & Topic Test – Further Integration	Task 4: Trial HSC Examination
		Date: Term 1 Week 3	Date: Term 2 Week 4	Date: Term 2 Week 10	Date: Term 3 Week 3/4
		Outcomes: MEX12-1 MEX12-2 MEX12-7 MEX12-8	Outcomes: MEX12-1 MEX12-3 MEX12-7 MEX12-8	Outcomes: MEX12-1 MEX12-5 MEX12-7 MEX12-8	Outcomes: MEX12-1 to MEX12-8
		TASK WEIGHTINGS			
Understanding, fluency and communication	50%	15%	10%	10%	15%
Problem solving, reasoning and justification	50%	15%	10%	10%	15%
TOTAL	100%	30%	20%	20%	30%

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 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 arguments.

Mathematics Standard 1

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Further Statistical Analysis Questions Bank & Topic Test	Task 2: Right-Angled Triangles Topic Test	Task 3: Investigation Task; Finance and budgeting	Task 4: Trial HSC Examination
		Date: Term 1 Week 7	Date: Term 2 Week 3	Date: Term 2 Week 8	Date: Term 3 Week 3/4
		Outcomes: MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	Outcomes: MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	Outcomes: MS1-12-5 MS1-12-9 MS1-12-10	Outcomes: MS1-12-1 through to MS1-12-10
		TASK WEIGHTINGS			
Understanding, fluency and communicating	50%	15%	10%	15%	10%
Problem solving, reasoning and justification	50%	15%	10%	15%	10%
Total	100%	30%	20%	30%	20%

Outcomes

A student:

- MS1-12-1** uses detailed 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 uses
- MS1-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.

Mathematics Standard 2

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Question Bank and Topic Test; Data Analysis	Task 2: Non-Right-Angled Trigonometry Topic Test	Task 3: Investigation-Style Task; Investments & Loans	Task 4: Trial HSC Examination
		Date: Term 1 Week 7	Date: Term 2 Week 3	Date: Term 2 Week 8	Date: Term 3 Week 3/4
		Outcomes: MS2-12-2 MS2-12-7 MS2-12-9 MS2-12-10	Outcomes: MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	Outcomes: MS2-12-5 MS2-12-9 MS2-12-10	Outcomes: MS2-12-1 through to MS2-12-10
		TASK WEIGHTINGS			
Understanding, fluency and communicating	50%	15%	10%	15%	10%
Problem solving, reasoning and justification	50%	15%	10%	15%	10%
Total	100%	30%	20%	30%	20%

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 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.

Music 1

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Composition Portfolio and Viva Voce	Task 2: Core Performance Aural Analysis	Task 3: Presentation or Submission; Topics 1 and 2 Elective I, II	Task 4: Trial HSC Exam Aural Skills Exam Topic 3 Elective III
		Date: Term 4 Week 9	Date: Term 1 Week 10	Date: Term 2 Week 9	Date: Term 3 Week 3/4
		Outcomes: H2, 3, 4, 8	Outcomes: H1, 4, 5, 7	Outcomes: H1, 2, 3, 6, 7	Outcomes: H1, 2, 3, 4, 6, 7
		TASK WEIGHTINGS			
Performance Core	10%		10%		
Composition Core	10%	10%			
Musicology Core	10%	10%			
Aural Core	25%		10%		15%
Elective	15%			15%	
Elective	15%			15%	
Elective	15%				15%
TOTAL	100%	20%	20%	30%	30%

Outcomes

Through activities in performance, composition, musicology and aural, 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.

Through activities in performance, composition, musicology and aural, a student:

- 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.

Through activities in performance, composition, musicology and aural, a student:

- 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.

Note:

- In addition to the assessment tasks, students must undertake a variety of smaller performance, composition, musicology and aural activities FOR EACH TOPIC in order to satisfy syllabus requirements.
- These additional activities may be class bases and/or individual based.
- The exact nature of these tasks will be more thoroughly outlined closer to the date of submission.

Personal Development, Health & Physical Education

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Health Priorities in Australia (In class task)	Task 2: Factors Affecting Performance (Response to stimulus – in class task)	Task 3: Sports Medicine (Research and in class response)	Task 4: Trial HSC
		Date: Term 4 Week 8	Date: Term 1 Week 9	Date: Term 2 Week 10	Date: Term 3 Week 3/4
		Outcomes: H1, H2, H3, H5 H15	Outcomes: H7, H8, H9, H11, H17	Outcomes: H1, H2, H3, H5, H15	Outcomes: H1 to H17
		TASK WEIGHTINGS			
Knowledge & understanding of content	40%	5%	10%	10%	15%
Skills in critical thinking, research, analysing and communicating	60%	15%	15%	15%	15%
Total	100%	20%	25%	25%	30%

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

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Depth Study: Projectile Motion	Task 2: Practical - Electromagnetic Induction	Task 3: Data Analysis	Task 4: Trial HSC Examination
		Date: Term 4 Week 9	Date: Term 1 Week 8	Date: Term 2 Week 7	Date: Term 3 Week 3-4
		Outcomes: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-12	Outcomes: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-13	Outcomes: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	Outcomes: PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4 PH11/12-5, PH11/12-6 PH11/12-7 PH12-12, PH12-13 PH12-14, PH12-15
		TASK WEIGHTINGS			
Modules Assessed		Module 5	Module 6	Modules 7-8	Modules 5 to 8
Skills	60%	20%	15%	20%	5%
Knowledge and Understanding	40%	5%	10%	5%	20%
Total	100%	25%	25%	25%	25%

Outcomes

A student:

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

A student:

- 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

Sport, Lifestyle & Recreation Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> First Aid and Sports Injuries	<u>Task 2:</u> Fitness	<u>Task 3:</u> Sports Coaching and Training	<u>Task 3:</u> Trial HSC Examination
		<u>Date:</u> Term 4 Week 8	<u>Date:</u> Term 1 Week 9	<u>Date:</u> Term 2 Week 10	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> 3.6, 4.5	<u>Outcomes:</u> 1.3, 3.3, 4.1	<u>Outcomes:</u> 1.1, 1.3, 2.1, 4.2	<u>Outcomes:</u> 1.1, 1.2, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 3.6, 4.1 4.5
		TASK WEIGHTINGS			
Knowledge and understanding	50%	15%	5%	5%	25%
Skills	50%	5%	20%	25%	
Total	100%	20%	25%	30%	25%

Outcomes

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Visual Arts

Syllabus Outcomes	Syllabus Component Weight	Task 1: <i>Development of the Body of Work:</i> VAPD documenting initial artmaking experimentation and investigation, analysis of artmaking practice. Presentation of two artists of influence – 1 medium, 1 conceptual.	Task 2: <i>Written Task:</i> In class essay response.	Task 3: <i>Resolving the Body of Work:</i> Submission of artworks under development, VAPD documenting experimentation, written reflections including explanation of intention and the links between material and conceptual practice.	Task 4: <i>Trial HSC Examination:</i> Written response art practice, criticism and history.
		Date: Term 1 Week 5	Date: Term 1 Week 10	Date: Term 3 Week 1	Date: Term 3 Weeks 3/4
		Outcomes: H1, H2, H3, H4, H7, H8	Outcomes: H7, H8, H10	Outcomes: H1, H2, H3, H4, H5, H6	Outcomes: H7, H8, H9, H10
		TASK WEIGHTINGS			
Art Making	50%	20%		30%	
Art Criticism and Art History	50%		20%		30%
Marks	100%	20%	20%	30%	30%

Outcomes

A student:

- DM1** generates a characteristic style that is increasingly self-reflective in their design practice
- DM2** explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3** investigates different points of view in the making of designed works
- DM4** generates images and ideas as representations/simulations
- DM5** develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6** takes into account issues of Work Health and Safety in the making of a range of works

- CH1** generates in their critical and historical practice ways to interpret and explain design
- CH2** investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3** distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4** explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Visual Design

Syllabus Outcomes	Syllabus Component Weight	Task 1: <i>Jewelry Collection and Design Journal:</i> Submission of design works and design journal containing critical and historical written tasks.	Task 2: <i>Publication design and Design Journal:</i> Submission of design works and design journal containing critical and historical written tasks.	Task 3: <i>Independent Major Work:</i> Submission of personal interest major design work.	Task 4: <i>Examination:</i> Written responses examining designers and their works through the critical and historical studies.
		Date: Term 4 Week 9	Date: Term 1 Week 10	Date: Term 3 Week 1	Date: Term 3 Weeks 3/4
		Outcomes: DM1, DM2, DM5, DM6, CH1, CH2	Outcomes: DM1, DM2, DM3, DM4, CH1, CH3	Outcomes: DM 1-6	Outcomes: CH 1-4
		TASK WEIGHTINGS			
Art Making	70%	20%	20%	30%	
Art Criticism and Art History	30%	5%	10%		15%
Marks	100%	20%	20%	30%	30%

Outcomes

A student:

- H1** initiates and organizes art-making 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 art making
- 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

VAPD – Visual Arts Process Diary

BOW – Body of Works

Work Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Success in the Workplace	<u>Task 2:</u> Teamwork and Enterprise Skills Task	<u>Task 3:</u> Experience Work - Workplace Diary	<u>Task 4:</u> Yearly Examination
		<u>Date:</u> Term 4 Week 7	<u>Date:</u> Term 1 Week 6	<u>Date:</u> Term 2 Week 7	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> 2, 4, 5, 8	<u>Outcomes:</u> 5, 6, 7, 9	<u>Outcomes:</u> 5, 6, 7, 8	<u>Outcomes:</u> 1, 2, 3, 4, 5, 6, 7, 8, 9
		TASK WEIGHTINGS			
Knowledge and understanding of content	40%	15%	10%	5%	10%
Skills	60%	10%	15%	20%	15%
Marks	100%	25%	25%	25%	25%

Outcomes

A student:

- H.1 investigates a range of work environments
- H.2 examines different types of work and skills for employment
- H.3 analyses employment options and strategies for career management
- H.4 assesses pathways for further education, training and life planning
- H.5 communicates and uses technology effectively
- H.6 applies self-management and teamwork skills
- H.7 utilises strategies to plan, organise and solve problems
- H.8 assesses influences on people's working lives
- H.9 evaluates personal and social influences on individuals and groups



VOCATIONAL EDUCATION & TRAINING (VET)

STUDENT COMPETENCY ASSESSMENT SCHEDULES

Student Competency Assessment Schedule
VET Manufacturing & Engineering
MEM10119 Certificate I in Engineering &
SoA towards MEM20413 Certificate II in Engineering Pathways

HSC course

Assessment events for SoA towards MEM20413 Certificate II in Engineering Pathways			Task 4	Task 5	Task 6	Work placement*
			Week 5 Term 3	Week 5 Term 2	Week 10 Term 1	TBA
Task	Code	Unit of competency				
Task 4	MEMPE006A	Undertake a basic engineering project	X			
Can we build it?	MEMPE001A	Use engineering workshop machines				
Task 5	MEMPE002A	Use electric welding machines		X		
Sparks and noise	MEMPE004A	Use fabrication equipment				
Task 6	MEMPE005A	Develop a career plan for the engineering and manufacturing industry			X	
My pathway						

*** Students must complete 35 hours of work placement during the course in 2023.**

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

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

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

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

Student Competency Assessment Schedule

VET Retail Services

SIR30216 Certificate III in Retail

HSC course

Assessment events for SIR30216 Certificate III in Retail			Task 4	Task 5	Task 6	Half-yearly exam**	Work placement 2*	Trial exam**
			Week 6 Term 1	Week 6 Term 2	Week 7 Term 3	TBA	TBA	TBA
Cluster	Code	Unit of competency						
Task 4 Window of opportunity	SIRXPDK001	Advise on products and services	X					
	SIRRINV001	Receive and handle retail stock						
	SIRRMER001	Produce visual merchandise displays						
Task 5 I see sales people	SIRXSLS001	Sell to the retail customer		X				
	SIRXRSK001	Identify and respond to security risks						
Task 6 Commission impossible	SIRXSLS002	Follow point-of-sale procedures			X			
	SIRRRTF001	Balance and secure POS terminal						

*** Students must complete 70 hours of work placement during the course. It is expected that a minimum 35 hours work placement is completed during the preliminary course and the remainder is completed during the HSC course.**

Depending on the achievement of units of competency, the possible qualification outcome is a **SIR30216 Certificate III in Retail & Statement of Attainment towards SIR30216 Certificate III in Retail**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

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

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

Student Competency Assessment Schedule

VET Agriculture, Horticulture and Conservation and Land Management

AHC20116 Certificate II in Agriculture

HSC course

Assessment events for AHC20116 Certificate II in Agriculture <i>Must be edited to suit school delivery – refer to TAS</i>			Task 3	Task 4	Task 8	Task 5	HSC half-yearly exam**	Work placement 2*	HSC trial exams**
			Week 4 Term 4	Week 2 Term 1	Week 8 Term 1	Week 3 Term 3	Week X Term X	Week X Term X	Week X Term X
Task	Code	Unit of competency							
3	AHCWRK201	Observe and report on weather	X						
4	AHCCHM201	Apply chemicals under supervision		X					
	AHCPMG201	Treat weeds							
8	AHCLSK209	Monitor water supplies			X				
	AHCLSK211	Provide feed for livestock							
5	AHCLSK202	Care for health and welfare of livestock							
	AHCLSK204	Carry out regular livestock observation				X			
	AHCLSK205	Handle livestock using basic techniques							
	AHCLSK206	Identify and mark livestock							

*** Students must complete 70 hours of work placement during the course before the end of term 3, 2024.**

Depending on the achievement of units of competency, the possible qualification outcome is a **AHC20116 Certificate II in Agriculture** or a **Statement of Attainment towards a AHC20116 Certificate II in Agriculture**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

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

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



Education

Construction

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in

Construction (Release 3)

Cohort 2023 - 2024 26211 2 Units x 2 Years

Training Package CPC Construction, Plumbing and Services Training Package (version 8.0)

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name:

Assessment Schedule Yr: 12 - 2024

Assessment Events (Remove Task 5 Options not being delivered – refer to TAS)		Task 5	Task 6	Task 7	½ yearly Exam**	Trial Exam**
		Week	Week	Week	Week	Week
		Term 4	Term 2	Term 3	Term	Term
		Date:	Date:	Date:	Date:	Date:
Code	Unit of Competency					
CPCCB2001 CPCCB2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	X				
CPCCF2002 CPCCF2003	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	X				
CPCCF2001 CPCCF2004	Assemble components Manufacture and assemble joinery components	X				
CPCCA2002 CPCCF2005 CPCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials		X			
CPCCF2011 CPCCF2012	Undertake a basic construction project Work effectively and sustainably in the construction industry			X		

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

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

* Selected units only to be confirmed by your teacher.

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

School Name:

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2	Task 3	Task 4	½ yearly Exam**	Trial Exam**
		Week	Week	Week	Week	Week
		Term 4	Term 5	Term 7	Term	Term
		Date:	Date:	Date:	Date:	Date:
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	X				
SITHFAB024	Prepare and serve non-alcoholic beverages		X			
SITHFAB025	Prepare and serve espresso coffee		X			
SITHFAB027	Serve food and beverages		X			
BSBTWK201	Work effectively with others			X		
SITHIND007	Use hospitality skills effectively			X		

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

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

* Selected units only to be confirmed by your teacher.

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



Hunter River High School

Illness / Misadventure Appeal Application

To be completed and handed in to the Head Teacher prior to the Assessment Task, or **within two days of return** to school.

Section A: To be completed by the student.

STUDENT NAME:

YEAR:

SUBJECT/S:

Date of Assessment Task	Assessment Task/s affected	Details of effect on performance, <i>if relevant</i>	Attendance Can/did you attend? YES/NO

Section B:

Reason for failure to meet requirements by/on due date (attach any additional evidence to support this application):

Evidence of illness or medical condition, where relevant:

For appeals based on illness or other medical condition, this section will normally be completed by a doctor or other health professional. *However, this person may be a parent or care giver.* The school and NESA advises that students *should attend Assessment Tasks unless it is considered that it would be detrimental to their health.*

Diagnosis / medical condition:

Date of onset of illness or condition:

Dates and time(s) of all consultations / meetings relating to this illness / condition:

Please attach medical certificate/s, where available.

Please describe how the student's condition / symptoms could impede their performance in the Assessment Task. *(If the student was unable to attend an examination, it is imperative that you provide full detail in the space provided or on additional sheets and attach them to this application.)*

Any other comments which you feel will assist in the assessment of the student's application. *(If there is not enough space please provide additional sheet/s)*

Section C: Student Appeal

I have carefully read the information sheet detailing Assessment Task Illness / Misadventure Appeals and the instructions at the front of this form, and have completed each item on the checklist.

I consider that my Assessment Task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the Assessment Task, as set out above and in Section A of this form.

I request HRHS to use a moderated assessment mark, based on my other school Assessments, where that mark exceeds my Assessment Task mark for the course/s in which I have appealed. **Where an absence is known in advance, I understand I will need to complete the task prior to the date. I will engage with the Code of Conduct required of me in this instance.**

I declare that all the information I have supplied is true.

Student signature:

Date:

Parent/caregiver signature:

Date:

Name of person lodging appeal *if not the student:*

Reason not lodged by student:

Signature:

Telephone:

Section D: Class Teacher Comment (comment / recommendations in relation to this appeal):

Name (please print):

Signature:

Date: ____ / ____ / ____

Section E: Head Teacher Comment (comment / recommendations in relation to this appeal):

Name (please print):

Signature:

Date: ____ / ____ / ____

Section F: Result / outcome

Copy to be provided to: student / CT / HT / YA / DP / student file

Panel member name:

Signature:

Date:

Panel member name:

Signature:

Date:

Panel member name:

Signature:

Date: