



CANTERBURY GIRLS HIGH SCHOOL



YEAR 12 ASSESSMENT POLICY & SCHEDULE 2023 - 2024



ASSESSMENT POLICY HANDBOOK

YEAR 12 HIGHER SCHOOL CERTIFICATE 2024

Dear Year 12 Student

This booklet contains important information about your HSC Assessment which will commence in Term 4, 2023. A calendar is provided on page 4. You are advised to complete it and use it for planning and studying purposes. It is **your** responsibility to familiarise yourself with each relevant course schedule and to seek clarification from your class teacher or Head Teacher of that course **before** the task is attempted.

You are required to attempt **ALL** assessment tasks and to be present for any test or examination timetabled as part of the assessment program. You are also required to complete other assigned work, such as homework, assignments or fieldwork which may not be part of the actual assessment program but still vital for you to achieve the outcomes of each course.

The purpose of the assessment schedule is to support students by giving them credit for the work they have completed for the duration of their HSC subjects and allowing them to be given a fair mark in the unlikely event they miss an HSC examination through Illness/Misadventure.

This handbook is divided into two sections:

- General information
- Subject/course specific assessment schedules

Please contact me if you or your family require assistance with any of the information contained in this booklet.

Mrs Lalita Venkatesan
Deputy Principal (R)
October 2023

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Year 12 Assessment Task Planner and Calendar

	Week	Monday	Tuesday	Wednesday	Thursday	Friday
Term 4 2023	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
Term 1 2024	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
Term 2 2024	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
Term 3 2024	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					

General Information

Eligibility for a Higher School Certificate

To be eligible for a HSC in 2024, you must ensure that you satisfy these requirements:

- Satisfactorily complete course requirements and assessment requirements for each course.
- Satisfactorily complete:
 - subjects that total at least 10 Units
 - at least 6 Units of NESA Developed Courses
 - at least 2 Units of English
 - at least three (3) courses of 2 Unit value or greater
 - at least four (4) subjects
 - no more than six (6) units of Science.

Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is a number - not a mark- that indicates a student's position in relation to their cohort. The ATAR allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by tertiary institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to tertiary courses. To be eligible for an ATAR in 2024, a student must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- Two units of English
- Four NESA Developed courses of two units or greater
- Four subjects.

Additional information may be accessed at: <https://www.uac.edu.au/future-applicants/atar>

HSC/TAFE Credit Transfer

Credit transfer from the HSC to the TAFE system is available for some courses. This means that your HSC studies can give you credit or advanced standing towards some certificate and diploma courses in TAFE. Check with the TAFE College or see our Careers Adviser for full details of TAFE courses which accept advanced standing and the level of HSC achievement necessary.

Your Obligations

You are obliged to:

- Maintain attendance of at least 90%
- Hand in all assessment tasks on the day and time they are due
- Make a serious attempt at all assessment tasks
- Hand work in on time to avoid penalties
- Provide evidence for missed tasks (e.g. Doctor's Certificate) and complete an Illness/Misadventure form.

School's Obligations

The school is obliged to provide written notice 10 school days before the due date of:

- assessment components and weighting
- the nature of each assessment task
- duration and time of each task
- the mark value of each task
- course outcomes being assessed

Study Periods and Learning Centre Procedures

Under the rules of the HSC, the majority of students will only study 10 Units. This means that you may have less face-to-face periods and more study periods during the school day. In the lesson time, you are expected to work in the Library in the Learning Centre - any missed periods in the Learning Centre will be treated as truancy. It is critical that you make the most of all time spent in the Learning Centre. The Learning Centre is staffed, and you should seek support and assistance from staff on duty.

Both the assessment schedule and the HSC are academically very demanding - the school believes that availability of additional study time through the Learning Centre is a great advantage. Use this time constructively on projects, assignments or set homework. Seek out your classroom teachers for help when required.

Application and Attendance

Satisfactory application and attendance is essential for the award of a Higher School Certificate. The Principal must certify as to whether students have applied themselves at school to a degree that warrants the award. In determining this judgement, the Principal will take into account the degree of effort shown by students and their attitude towards their studies.

Determinations regarding satisfactory completions are decisions which affect the award of the Higher School Certificate. Determinations regarding individual courses are made in terms of the requirements for satisfactory completion by the Head Teacher responsible for that course.

In circumstances where overall application is unsatisfactory, the Higher School Certificate will NOT be issued.

Completion of Course Requirements

A student will be considered to have satisfactorily completed a course if, in the school's view, there is sufficient evidence that the student has, by effort and application, achieved the desired student outcomes of the various syllabuses as laid down by the NESA.

If such evidence does not exist, the school MUST apply an 'N' award for that course.

In determining what constitutes satisfactory completion, you will not be considered to simply 'pass' or 'fail' based on some minimum acceptable achievement nor will you be regarded as satisfactory if you do no more than attend regularly. Account is taken of both your application and the degree of achievement of NESA's objectives and outcomes of the course.

If you have not engaged in an acceptable level of class or assessment work, you CANNOT be regarded as satisfactorily completing that course as you are not achieving course outcomes.

Also, you may be judged not to have satisfactorily completed a course if there is sufficient evidence of:

- omission to a significant degree, of experiences which are integral requirements of the syllabus. e.g. assignments, work placement, field studies, practical work, participation In Class
- preparation so insubstantial that poor examination performance is likely to result
- failure to make a genuine attempt at assessment tasks which contribute more than 50% of the available marks. If you score zero in a particular task it is matter for your teacher's professional judgement whether the attempt is a genuine one.

You must have satisfactorily completed courses totalling at least 10 units to be eligible for the award of a Higher School Certificate.

Completion of Assessment Tasks

You are expected to undertake ALL assessment tasks set in the period timetabled for your course. This includes practical tasks, examinations and hand in tasks.

1. Requirements

The minimum requirement for NESA-determined courses is that you undertake tasks which contribute in excess of 50% of the available marks.

It is emphasised that completion of tasks totaling exactly 50% is NOT sufficient!

Failure to comply with this ruling will render the course not to have been satisfactorily completed. You must also complete non-assessable tasks worth more than 50% of the available marks to be considered to have satisfactorily completed a course.

If you do not comply with the assessment requirements in any course you do not get a moderated assessment mark or an examination mark for that course. In the case of Extension 1 or Extension 2 courses, if the assessment requirements are not met for the common (2 units or Extension 1) part, then you will not receive a result in the course at all.

2. Electronic Presentation of Tasks

Unless otherwise specified, all tasks and assessments are to be submitted as a hard copy. Electronic presentation of a task must be at the discretion of the Head Teacher of the course. In the event of an electronic submission of a task, save a back-up copy of the task on a USB, school network, other device or cloud-based software.

In the event there is a computer failure, the student must contact the Head Teacher immediately. In support of their claim, **students must be able to present a back-up copy of the task at the first available opportunity and other supporting evidence showing progress made in relation to the task.**

It is the responsibility of the student to back up their own work regularly. Illness/Misadventure applications will not be considered without a backup copy of the task and or evidence of progress.

In the event of illness or misadventure preventing attendance, **the task should be presented electronically by the due date and time.** Students should complete an illness/misadventure application and provide a hard copy of the Assessment task on their first day of return (see section 8).

Submission of Assessment Tasks, Malpractice, Breaches of Assessment Procedures and Illness/Misadventure

1) Submission of Assessment Tasks

- i) Students will be issued with a calendar, as part of this policy, showing the proposed assessable tasks in all subjects. The calendar will give the task name and week for completion.
- ii) Notice will be given for each specific task. Details of the task will be given by class teachers. Two weeks' notice will be given for variations to the published Assessment Calendar or content of tasks.
- iii) Students are expected to undertake ALL assessment tasks set in the period timetabled for your course. This includes practicals, tests and hand in tasks.
- iv) No assessable task will be set for submission on the last day of the term, although students may be required to complete practical tasks and hand in associated materials.
- v) All executive staff will monitor the Assessment calendars to ensure task due dates are distributed to support students' learning. Whilst every effort will be made to manage the assessment load for students, there is NO maximum number of tasks that a student could be asked to undertake or hand in on a single day.

2) Late Submission of Tasks

If an assessable task has to be submitted and a student fails to do so by the specified date, a mark of 0 will be given, unless a Medical/Misadventure Certificate giving acceptable reasons is given to the Head Teacher or the Deputy Principal, on the morning of the first day of the student's return to school and an Illness/Misadventure form completed.

If a student fails to hand in an assessable task before a holiday period, a mark of zero will be given unless evidence is provided. Parent letters and Medical/Misadventure Certificates are necessary if medical reasons are given for late submission. They must be produced on the morning of the first day of the student's return and an Illness/Misadventure application completed. If a student misses scheduled classes or arrives late on an assessable task day without a valid reason, a mark of zero will be given. Students cannot absent themselves from class to prepare for tasks (refer to section 5). This will result in a mark of zero being given.

3) Non-Submission of Assessment Tasks

- i) A mark of zero will be given for non-submission of an assessable task.
- ii) If a student does not submit or present for tasks totaling 50% of the final Assessment mark of a course neither the examination mark nor the assessment mark will be reported for that course.
- iii) Written notification to parents will be given of each occurrence of a zero-assessment mark.

4) Non-Attendance at a Test, Exam, Field Study or Practical Assessment

- i) If a valid reason (see below section 7) is given for non-attendance (illness) then students may be able to submit the completed task or be issued with a substitute task, and assessed on their performance in that task. Failure to complete a substitute task will mean a zero mark will be given.
- ii) In exceptional circumstances, students will not be required to complete the task. An estimate may be given.
- iii) If a student is late for a test, practical or examination, no extra time will be given except in extraordinary circumstances and approval by relevant Head Teacher / Deputy Principal through an illness/misadventure application.
- iv) If no valid reason for non-attendance is given, a mark of zero will be awarded.
- v) If a student misses scheduled classes the day before an assessable test, without a valid reason, a mark of zero will be awarded. This includes Extension classes scheduled outside normal periods.

5) Non-Attendance prior to an Assessment Task

- i) If a student does not attend school on the day before an assessable task is due, the student must apply for Illness and/or Misadventure and show good cause for their absence. This application must be submitted on the first day of their return.
- ii) Failure to show good cause for their absence prior to the due date is a form of malpractice and will result in an N warning and a mark of zero. (refer to section 6)

6) Malpractice during an Examination or Assessment Task

- i) Malpractice is any activity that allows students to gain an unfair advantage over other students.
- ii) Examples of malpractice include but are not limited to cheating, non-serious attempt, copying other students work, plagiarism, paying someone to write or prepare material, **use of AI to generate material**, breaching school examination rules, using non-approved aids or materials during an assessment task or exam, giving false explanations to explain work not handed in by the due date, assisting another student to engage in malpractice or absence from school prior to a task without an appropriate reason.
- iii) If a student is found to have committed malpractice during assessable tasks or examinations, home assignments, essays, projects or tests, a mark of zero will be awarded and they may be entered onto NESA's Malpractice Register.
- iv) If a student submits a prepared task, which their teacher believes is not entirely the student's own work, the student may be required to reproduce the work under examination conditions or participate in a review process to determine the validity of the work. Failure to do so will result in a mark of zero. (Refer to section 9 below for more details)

7) Valid Reasons for Late Submissions, Non-Attendance, Lateness

- i) Medical reasons i.e. illness verified by a Medical/Misadventure Certificate from a health professional.
- ii) Non-Medical Reasons: Approved leave approved only by the Principal, verified absence from other government agency – police, court etc.
- iii) The authenticity of documentary evidence may be confirmed with the named provider. A parent note in most instances is not sufficient.

8) Illness/Misadventure

The following applies to the non-completion of assessment tasks due to Illness and/or Misadventure for Year 12:

1. All students are required to comply with the school's assessment policies as outlined in the assessment handbooks for Higher School Certificate students.
2. Students may be prevented from completing an assessment task on time, or completing an assessment to a standard commensurate with their ability, due to them experiencing Illness/Misadventure.
3. A student may lodge an Illness/Misadventure Appeal form in support of any assessment task not completed or adversely affected by Illness and/or Misadventure. Note: Illness/Misadventure does NOT cover:
 - difficulties in preparation
 - alleged deficiencies in tuition
 - family celebrations / commitments
 - loss of study time prior to the formal study vacation
 - misreading the examination timetable
 - misreading of examination instructions, and,
 - long-term illness such as glandular fever, asthma and epilepsy unless there is evidence of a sudden reoccurrence during the examination period.
4. To complete an Illness/Misadventure application you should:
 - A. Contact the School/Head Teacher or Deputy on the morning of the task and let them know you are going to miss the assessment task and why.
 - B. Attend a doctor to obtain a **Medical/Misadventure certificate** (Attachment 2). or obtain other supporting documentation.
 - C. Visit the relevant Head Teacher or Deputy Principal before school on the first day of return to school, submit a completed Illness/Misadventure form and **be prepared to sit the examination or submit the task unless otherwise negotiated.**
 - D. Completed Illness/Misadventure form (Attachment 1). must be submitted along with the required supporting documentary evidence no more than five calendar days after the examination.
5. Students must use the correct form i.e., the Medical/Misadventure certificate (Attachment 2). A Dr certificate that simply says "*unfit for work*" isn't sufficient. Supporting evidence is mandatory.
 - Include the Practitioner's details and stamp
 - Include the date of the missed task
 - Include testimony and signature of the practitioner
 - Show the length of time the student will be unfit for school.
6. A decision as to whether the appeal will be upheld should be made within three working days by the Deputy Principal in consultation with the Head Teacher. The Deputy Principal will inform the student and their parents of this decision.
7. If the appeal is upheld, a decision will be made as to whether to allow the student to re-sit / resubmit the assessment task, or to adjust the final assessment result based on a student's performance in previously undertaken tasks.
8. If the appeal is not upheld, the existing assessment mark will remain for any task attempted; a zero allocated and a warning letter sent for any task not attempted.
9. Applications will be discreetly managed on a case by case basis – no blanket rule in the case of Illness and/or Misadventure can apply.

9) Plagiarism and Use of AI

Plagiarism can be viewed as the product of poor examination preparation, research skills, lack of confidence or many other variables. Opportunities for plagiarism have spread with the increased access to the Internet. In the end it is an act which can potentially give an unfair advantage to a student in terms of other candidates in the same course.

Plagiarism includes using work of another individual and presenting it as one's own (*Macquarie University, Plagiarism Policy 2003*). The following examples would be classed as plagiarism:

- Downloading an assignment from an online source and submitting it as your own work
- Buying, stealing or borrowing an assignment and submitting it as your own work
- Copying, cutting and pasting text from an electronic source and submitting it as your own work
- Using the words of someone else and presenting them as your own (e.g. presenting an assessment task done by a current or ex-student as your own)
- Relying too much on other people's material i.e. repeated long quotations. (The Learning Centre, Avoiding Plagiarism, UNSW).
- Malpractice also includes, a student submitting work that a **detecting program identifies as generated by artificial intelligence** (Chat GPT and similar) as their own work, this is considered malpractice and may result in a mark of zero being awarded for the task in question.

Strategies to avoid Plagiarism:

- Make sure you understand the set question and the sub-components of the question. If you are not clear ask your teacher and make sure you do this when the question is given out, rather than leaving it too late to effectively complete the task.
- Plan your resources to thoroughly research the set question as quality investigation takes time, organisation and management.
- Access only relevant material and a variety of resources if appropriate. If resources are suggested for the project/assignment then make sure you understand these before other resources/references are considered.
- Acknowledge all sources i.e., books, journals, web pages, letters, films, interviews, lectures, newspapers, etc. (This means a bibliography.)
- Avoid excessive passages by another author, even where the sources are acknowledged. Find another form of words to show that you have thought about the material and understood it, stating clearly where you found the ideas.

Consequences of Plagiarism:

Plagiarism is a form of malpractice and as such a zero will be awarded to any student for the work they are found to be actively plagiarising.

Mandatory Work Placement

- All VET courses have a minimum 35 hours of work placement in Year 12, which are not at the discretion of students and/or families.
- The school has set certain weeks in the calendar as work placement weeks.
- Students are expected to check they have no other assessable tasks due during this time and to discuss any issues with their VET teacher.
- Work placement is no reason for lack of completion of other tasks.
- Failure to complete work placement, will result in an 'N' award and may mean you cannot receive your HSC.

HSC Examinations

When you are attending an HSC examination at school, you are still under the authority of the Principal except when undertaking examinations. Students are required to wear full school uniform for the examinations. During these times the Presiding Officer is responsible for your supervision. Any malpractice or breach of procedures will be reported to the NESA which will then submit an official report to the Principal. This could result in the non-award of a Higher School Certificate.

Examination Rules

In assessment tasks and the HSC examinations Students MUST:

- Follow the day to day rules of the school
- Follow the supervisor's instructions at all times behaving in a polite and courteous manner
- Make a serious attempt at answering all questions in the assessment task/test.

Students MUST NOT:

- Speak to any other person upon entering the room or at any time during the examination
- Behave in a way that disturbs other students
- Take any material or equipment into the room other than equipment allowed by the NESA
- Take a mobile phone or any other electronic device not approved by the NESA.

Non-Serious Attempts in HSC Examinations

Non-serious attempts at any examination are identified by the examination committee and dealt with by the NESA. Both the Principal and you will be informed of any instance where an attempt is considered as non-serious.

Answers to all questions must be in English (unless specifically instructed otherwise, such as in Languages papers) or they will be classified as a non-serious attempt by NESA.

NESA has determined that HSC candidates who do not make a serious attempt at any examination may not receive an award in the course concerned. This may render some candidates ineligible for the award of the HSC.

Examination committees will also be asked to bring to NESA's attention, cases where candidate's examination papers contain frivolous or objectionable material.

Conduct/Behaviour Leading up to and including the HSC

Upon completion of the Trial HSC in Term 3, you must return to school and attend all lessons up to the end of Term 3. Most subjects will not have completed their syllabus content by this time and those that have will provide you with valuable revision and resource material. During the STUVAC period, teachers will be available during their normal timetabled lessons, however it would be advisable to email and confirm their availability before coming to school.

An exemplary standard of behaviour is expected from all Year 12 students throughout the HSC examination period. The following behaviours are not to be displayed at any time:

- unauthorised visits to other schools
- trespassing
- offensive language and/or behaviour
- dangerous use of motor vehicles
- any other activity or behaviour considered unacceptable.

Consequences to be applied if such behaviours are displayed include:

- loss of reference
 - non-attendance at school farewell
 - possible loss of the HSC
 - police involvement
 - liability for any damages caused
 - liability for any injuries caused.
-

Some Common Questions Regarding HSC Assessment

1. What is Assessment?

Assessment:

- is a measure of your achievements relative to set standards in that course
- provides a measure of each student's overall performance in a course
- provides a measure of each student's degree of achievement of course outcomes.

2. Why do we have Assessment Tasks?

Assessment tasks allow you:

- the time to learn skills and attitudes and demonstrate these
- to participate in and demonstrate your ability in activities such as fieldwork
- to demonstrate your abilities and skills in aspects of the course which are not readily assessed by the HSC exam itself. For example, debating, group work, oral presentations.

3. How will I be assessed?

Assessment happens systematically and in a planned way at specified points in the course. The assessment tasks may comprise of such things as:

- written, practical, aural/oral tests
- class and/or home assignments
- case studies, written reports
- student explanation and demonstration
- individual projects of varying degree of length and complexity
- oral presentations, essays
- practical tasks/assignments
- portfolios of students' work, diaries and log books
- formal and informal (e.g., 'open book') tests.

Each task in each course carries a specific weight of marks. You must seriously attempt tasks which total more than 50% of the available weight of marks to satisfy each course's requirements.

You must also be aware that it is not the value of the assessment mark that is important, but your position in the course ranking and the relative difference between your assessment and another student's assessment in the course.

As the assessment marks submitted to NESA are moderated by them, it is your rank in each course, that is, your position relative to each other student in the course, which is of paramount importance.

All VET courses have competency-based assessment. The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark is derived from 25% of the Preliminary Final and 75% of the HSC trial exam.

4. When will the assessment program begin?

For most subjects, the Assessment Program begins at the start of Term 4 and concludes by the end of Week 5 in Term 3.

The approximate dates for all assessment tasks and their weight of marks in all courses are listed in the second part of this booklet. You should enter these dates in the calendar provided. Be aware of when your assessment tasks occur and the nature of those tasks.

The two weeks before the Trial HSC and the time after the Trial are very important to your performance in the HSC. This is a time when you should:

- review your work
- extend your knowledge and skills
- seek additional help and guidance from your teachers
- undertake a serious and effective study program.

5. What Feedback do I receive from an assessment task?

Upon return of a marked assessment task you can expect to receive a mark and/or comment and/or position and/or grade which indicate your performance relative to a set of standards for that task. Each faculty has its own policy regarding the recording of marks and the calculation of marks. Make sure you are aware of any requirements for each course.

You must ***immediately*** consult with your teacher if you:

- do not understand the feedback
- would like to discuss ways of improving your performance
- think your work is better than the mark, grade, comment or position indicates.

6. What feedback do I receive about overall course performance?

You can obtain feedback on your overall course performance:

- through homework, assignments, which are not part of the planned assessment program
- via school reports
- by discussing your progress with your class teacher and developing strategies that may help you improve or extend your performance.

If your application and/or your performance is unsatisfactory in a particular course, official school warning letters will be given to you and copies sent home. You will be formally counselled by the Head Teacher when you receive a warning about what to do to resolve the problem in the course. The purpose of the first and second warning letter is to alert you and your parents or care providers of the problem and to allow you sufficient time to remedy the situation. If a third warning letter is sent, you will be required to attend a parental interview at school with the Deputy Principal and you may be considered to have not satisfied requirements for that course, and therefore be ineligible for the HSC.

It should be noted that regular school attendance is essential if you are to reach your full potential and achieve the necessary student outcomes for each course.

7. What if I miss doing or submitting an assessment task?

If you are sick on the day that an assessment task is due to be handed in, then you must arrange to get the task to your teacher by the due date. **Have a doctor complete the school's Medical/Misadventure certificate for the date of the missed task and covers the period of absence.**

Your family should also phone the relevant Head Teacher or Deputy Principal and advise them if you are going to miss an assessment task or not submit it on time. Effective communication with the Head Teacher is critical in resolving Illness/Misadventure related issues.

It is your responsibility to see the Head Teacher with a **Medical/Misadventure certificate** (Attachment 2) and the task on your return to school and complete an Illness/Misadventure application. You should expect to do the task on the first day of return.

If you miss an examination style or practical task you must:

- A. Contact the School/Head Teacher or Deputy on the morning of the task, and let them know you are going to miss the assessment task and why.
- B. Attend a doctor to obtain a Medical/Misadventure certificate (Attachment 2) or obtain other supporting documentation.
- C. Visit the relevant Head Teacher or Deputy Principal before school on the first day of return to school, submit a completed Illness/Misadventure form and be prepared to sit the examination or submit the task unless otherwise negotiated.
- D. Completed Illness/Misadventure form (Attachment 1) must be submitted along with the required supporting documentary evidence no more than five calendar days after the examination.

If you do not follow the above procedures you must expect to get zero for that task.

If for family reasons or severe illness you will be absent for extended periods you must request leave from the Principal in advance. If leave is granted, you must negotiate assessment task completion with each Head Teacher responsible for the courses you are studying.

8. What if I am away the day before a task is due?

Obtain an Illness/Misadventure certificate from the school's website and gain supporting documentation from a doctor or other professional. Visit the relevant Deputy Principal before school on the first day of return to school and submit a completed Illness/Misadventure form with the required supporting documentary evidence

An application must be submitted no more than five calendar days after the examination.

Illness/Misadventure forms and certificates can be downloaded from the student curriculum pages.

9. When will I catch up my exams?

Students must be prepared to attend school on the first day their doctor states they are fit to sit your exams.

If this is during the Trial HSC period the school endeavors to reschedule exams during the 2-week exam period and students must be available throughout that period unless a doctor provides evidence they are too unwell.

If the student does not make themselves available they must provide additional medical documentation to support further Illness/Misadventure applications.

10. What is a 'valid reason'?

A valid reason could include a serious illness, accident or misadventure that would physically prevent you from doing the task.

Minor illnesses, overseas trips, extended holidays, dental appointments, meeting relatives etc are NOT valid reasons for missing or not completing assessment tasks.

Medical certificates must give specific details of the illness and state that you are 'UNABLE TO COMPLETE AN HSC ASSESSMENT TASK'. Medical certificates for trivial complaints may NOT be sufficient to constitute a valid reason. Back dated medical certificates will not be accepted.

The final decision as to the validity of a reason rests with the Principal.

If your reason for missing an assessment task is considered to be valid AND you have followed the procedure outlined above the relevant Head Teacher will give you an alternate task to complete.

11. How will I know when tasks are due?

The course assessment schedules which follow this section give approximate dates of when assessment tasks will occur. In unforeseen circumstances the prescribed dates for some tasks could change. In such cases your teacher will give you due warning in writing.

Your teacher is obliged to provide you with a minimum of 2 weeks (10 school days) notice in writing before a specific assessment task is due. Head Teachers for each course are responsible for ensuring that this notice is given.

12. What constitutes 'satisfactory completion' of a course?

To satisfactorily complete a course, you *MUST*:

- complete more than 50% of the value of assessment tasks
- make a genuine attempt in assessment tasks and other course work including homework
- participate in all required practical, fieldwork, discussion and lesson activities, work placement
- attend class regularly
- through effort and application, attain the anticipated student outcomes for each course
- prepare yourself to sit the HSC examination.

13. What happens if a course is not satisfactorily completed?

Failure to satisfactorily complete even one course could have extremely serious consequences for your HSC.

If you are deemed to be unsatisfactory in a course the Principal must recommend an 'N' Determination in that course

to NESAs. If NESAs accept this recommendation, you may sit for the HSC exam but will not be given a mark for that course.

If you receive results in less than 10 units as a consequence of an 'N' Determination you WILL NOT be eligible for an HSC. Less than 10 satisfactorily completed units of NESAs Developed Courses mean you WILL NOT be eligible for an ATAR.

Where your overall performance and application at school is deemed unsatisfactory you will not receive an HSC, Result Notice nor Year 12 Record of School Achievement.

14. Can I appeal against an 'N' Determination recommendation?

The school is obliged to give you due notice if you are approaching an 'N' Determination in any course and to specify which aspects of the course you are not meeting the requirements. The Deputy Principal oversees this. If there are exceptional circumstances affecting your application and performance they must be brought to the school's attention well before an 'N' Determination is recommended. If you are recommended for an 'N' Determination you will be required to meet with the Principal and Deputy Principal who will explain the Appeal Process to you and give you the necessary forms to lodge an appeal.

15. Can I appeal against the assessment rank?

After the last HSC exam for this school, you can request your school assessment rank in each course as submitted to the NESAs. You may appeal against a rank in a particular course if:

- the WEIGHTING specified by the course in its Assessment Program do not conform to NESAs requirements as outlined in the Subject Guides
- the assessment procedures used by the school for determining the final assessment mark do not conform with those stated in the assessment program. In particular, the WEIGHTING used for the various assessment tasks are not consistent with those specified in the assessment program
- there are computational or clerical errors in the determination of the assessment mark.

At no stage can you appeal against a mark that has been awarded for an assessment task during the Assessment Program - only against the final ranking within that course.

If you wish to lodge such an appeal you will need to request a 'Review of Assessment Ranking' form from the Deputy Principal and submit the completed form to your Year Adviser within two school days of the last HSC examination for this school.

16. How are the appeals conducted?

The review of the appeal will be conducted by a panel at school consisting of the Principal, the Deputy Principal and the school's NESAs Liaison Officer. During the review, students may have access to their own records but items pertaining to other students will not be made available.

The Review Panel will inform the student of the decision giving full and detailed reasons in writing to support their decision.

If an appeal is not upheld, then a student may appeal to the NESAs but only on the grounds that the school did not consider properly and correctly the matter before it. The appropriate form may be obtained from the Principal and the completed form must be received by the NESAs by the due deadline. All school documentation relating to the case is forwarded to the NESAs whose decision in the matter is final.

Disability Provisions

Disability provisions are practical supports that help students access the curriculum and participate in assessments on the same basis as students without disability. Disability provisions address students' exam needs related to learning, medical, vision or hearing disabilities. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, small group supervision or adapted furniture.

Provision	Disability/condition/symptom
Extra Time to Write	Impaired written output due to a physical or cognitive disability
Individual Supervision	Condition that causes disruption to others, e.g. Tourette's syndrome
Reader	Reading disability (YARC Level 2), Irlen syndrome/Scotopic sensitivity
Rest Breaks	Anxiety disorder, fatigue, concentration difficulties (ADHD)
Small group supervision	Social anxiety disorder, hearing impairment
Writer	Pain, impaired written output

Canterbury Girls High School provide advice and accommodate students' disability through "school-based" provisions. Any School-based provisions provided to a student are based on the information provided by health professionals and NESAs' principles for examination modifications. **Being offered school-based provisions does not guarantee that NESAs will approved those same provisions for implementation at the HSC.**

Where appropriate the school submits applications for the HSC examinations on their behalf. **NESA states that approved provisions must not confer an advantage. The decision to approve the application is made by NESAs, not the school.**

What is not covered:

- Conditions that may or may not occur during an exam (episodic), e.g. migraines. An occurrence of this type of condition would be covered by an illness/misadventure application, except when there are identifiable factors that might contribute to, or trigger, a condition. For example, if fluorescent lighting frequently results in a migraine, a student might request seating near a window with natural light.
- Loss of preparation time or difficulty undertaking a course, e.g. a musical instrument being broken some months prior to the HSC.
- Difficulty with reading due to English being an additional language/dialect for a student.
- Short term illnesses

What is needed for the application process to NESAs:

- NESAs medical, vision or hearing form(s) need(s) to be completed by a qualified health professional relevant to the condition(s). This must include the health professional's comments regarding the impact on the student's ability to access and respond to questions in an exam situation.
- NESAs Teacher comments forms, completed by each of the student's teachers
- Functional evidence i.e. the impact of the disability in an examination situation such as, writing samples or testing results.
- Completed Student Declaration
- Completed Principal Declaration

Students benefit from early and complete applications for provisions. Applying for provisions on time gives students the opportunity to practice their approved provisions in school-based tasks and address any unforeseen issues prior to the HSC exams.

Students with a diagnosed disability receive a personal learning and support plan (PLaSP) in consultation with a member of the learning and support team, the student and parent. This plan will contain any provisions which should be enacted for school-based tasks. The plan is presented to the teachers and updated by the learning and support team.

Please note:

- **Diagnosis and professional recommendation alone will not mean provisions are approved.**
- **Teachers must comment on adjustments that have been tried at school and provide functional evidence gathered by observing the student during exams using the special provisions.**
- **The decision to approve the application is made by NESAs, not the school.**

Assessment Free Periods

The week prior to formal examination periods such as the HSC Trial Examination will be variation and assessment free to minimise disruption to classes and to allow appropriate support for examination preparation.

Practical examinations (e.g. Biology, Chemistry, Earth and Environmental Science, Physics, Music Performance, Drama Performance, Dance Performance, Language Listening Tasks) may be scheduled in the week prior or after formal examinations to ensure an appropriate time is allocated to the completion of these tasks and to avoid clashes with written examinations. Students will be advised of these times with at least 2 weeks' notice.

Student Reports

The school will issue 2 reports to students and parents during Year 12.

- **Semester 1 Report**

This is a progress report containing information on student progress and is based on assessment tasks and coursework completed during the first two terms of their Year 12 Coursework (Term 4, 2021 and Term 1, 2022). This report will contain:

- A cumulative mark
- A student profile reflecting the level of student application to their coursework and learning
- Standards of achievement on outcomes that have been assessed
- A teacher comment and strategies for improvement

- **Yearly Report**

This is a summative report containing information on:

- Semester 2 marks
- Semester 2 rank
- Trial HSC Examination Mark (out of 100 for 2 unit courses and 50 for 1 unit courses)
- Trial HSC Examination Rank (across the whole course)
- A student profile reflecting the level of student application to their coursework and learning
- Standards of achievement on course outcomes
- A teacher comment which provides strategies to consolidate their skills and understanding as they approach the HSC examination period.

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ANCIENT HISTORY

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20%
Historical inquiry and research	20%
Communication of historical understanding in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Ancient Societies: NKE to Death of Amenhotep III	Term 4 Week 7	Short and Extended Response and Source Analysis and evaluation (In Class)	20%
Core Study: Cities of Vesuvius	Term 1 Week 5	Source Based Analysis of knowledge and understanding (In-Class)	25%
Historical Period: Fall of Roman Republic 78–31 BC	Term 2 Week 7	Historical Inquiry and Essay (Hand In)	25%
Trial HSC	Term 3 Week 2-3	Section I: Cities of Vesuvius Section II: Ancient Societies Section III: Personalities and their Times Section IV: Historical Periods (Examination)	30%
TOTAL			100%

BIOLOGY

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Skills in working scientifically	60%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
<u>Task 1:</u> Heredity	Term 4 Week 8	Knowledge and Understanding task	10%
<u>Task 2:</u> Non-Infectious Disease	Term 1 Week 3	Mandatory Depth Study Working Scientifically Skills	30%
<u>Task 3:</u> Heredity Genetic Change Infectious Disease Non-Infectious Disease	Term 2 Week 7	Practical Examination Working Scientifically Skills	30%
<u>Task 4:</u> Heredity Genetic Change Infectious Disease Non-Infectious Disease	Term 3 Weeks 2-3	Trial Examination Knowledge and Understanding	30%
TOTAL			100%

BUSINESS STUDIES

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Stimulus-based skills	20%
Inquiry and research	20%
Communication of business information, ideas and issues in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Operations	Term 4 Week 9	Task 1: Case Study: Research, inquiry and extended response (Hand In & In Class)	20%
Marketing	Term 1 Week 5	Task 2: Stimulus based skills in business report format (In Class)	25%
Finance	Term 2 Week 8	Task 3: Multiple Choice and Short Answer Questions (In Class)	25%
Trial HSC Operations Marketing Finance Human Resources	Term 3 Week 2-3	Section I: Objective response Section II: Short answer responses Section III: Business reports Section IV: Extended response (Examination)	30%
TOTAL			100%

CHEMISTRY

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Skills in working scientifically	60%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
<u>Task 1</u> Equilibrium and Acid Reactions	Term 4 Week 10	Mandatory Depth Study Skills in working scientifically	30%
<u>Task 2</u> Acid/Base Reactions	Term 1 Week 6	Knowledge and Understanding (In class)	10%
<u>Task 3</u> Organic Chemistry	Term 2 Week 7	Practical Examination Skills in working scientifically (In class)	30%
<u>Task 4</u> Equilibrium and Acid Reactions Acid/Base Reactions Organic Chemistry Applying Chemical Ideas	Term 3 Week 2 – 3	Written Examination Knowledge and Understanding	30%
TOTAL			100%

CHINESE AND LITERATURE

2 UNIT

COURSE COMPONENTS	WEIGHTING
Listening and Responding	20%
Reading and Responding	40%
Speaking	10%
Writing	30%
Total	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
The individual and the community Youth culture Chinese communities overseas Global issues	Term 4 Week 8	Understand aspects of the language and culture of Chinese-speaking communities: Speaking (In Class)	10%
The individual and the community Youth culture Perspectives on Identity Global issues	Term 1 Week 6	Exchange information, opinions and ideas in Chinese and through the production of Original texts: Listening (10%) Writing (20%) (In Class)	30%
The individual and the community Youth culture Perspectives on Identity Global issues	Term 2 Week 4	Analyse, evaluate and respond to a range of texts that are in Chinese Reading and responding (30%) (Hand In)	30%
Trial HSC	Term 3 Week 2-3	Listening and Responding (10%) Reading and Responding (10%) Writing (10%) (Examination)	30%
TOTAL			100%

CHINESE BEGINNERS

2 UNIT

COURSE COMPONENTS	WEIGHTING
Speaking	20%
Listening and Responding	30%
Reading and Responding	30%
Writing	20%
Total	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
The Personal World The Chinese-speaking Communities	Term 4 Week 8	Speaking (10%) Listening (10%) (In Class)	20%
The Personal World The Chinese-speaking Communities	Term 1 Week 6	Writing (10%) Reading (10%) (In class)	20%
The Personal World The Chinese-speaking Communities	Term 2 Week 4	Speaking (10%) Listening (10%) Reading (10%) (In Class)	30%
Trial HSC	Term 3 Week 2-3	Listening (10%) Reading (10%) Writing (10%) (Examination)	30%
TOTAL			100%

CHINESE CONTINUERS

2 UNIT

COURSE COMPONENTS	WEIGHTING
Speaking	20%
Listening and Responding	30%
Reading and Responding	30%
Writing	20%
Total	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
The Individual The Chinese-speaking Communities The Changing World	Term 4 Week 8	Speaking (10%) Reading (10%) (In Class)	20%
The Individual The Chinese-speaking Communities The Changing World	Term 1 Week 6	Listening and Responding (20%) Reading and Responding (10%) (In class)	30%
The Individual The Chinese-speaking Communities The Changing World	Term 2 Week 4	Speaking (10%) Writing (10%) (In Class)	20%
Trial HSC	Term 3 Week 2-3	Listening and Responding (10%) Reading and Responding (10%) Writing (10%) (Examination)	30%
TOTAL			100%

COMMUNITY AND FAMILY STUDIES

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Skills in critical thinking, research methodology, analysing and communicating	60%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Research Methodology	Term 4 Week 9	Part A- Research Report (Results, literature review, analysis / discussion, and conclusion) Part B - Research Project Diary (Hand In / In Class task)	20%
Groups in Context	Term 1 Week 5	Topic Test – Aged (In Class)	25%
Parenting and Caring	Term 2 Week 3	Portfolio (Hand In)	25%
Trial HSC Research Methodology Groups in Context Parenting and Caring Social Impact of Technology	Term 3 Week 2-3	Examination	30%
TOTAL			100%

DRAMA

2 UNIT

COURSE COMPONENTS	WEIGHTING
Making	40%
Performing	30%
Critically Studying	30%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Studies in Drama & Theatre	Term 4 Week 9	Performance (10%) Extended Response (10%) (In Class and Hand In)	20%
Australian Drama & Theatre	Term 1 Week 9	Performance (10%) Extended Response (10%) (In Class and Hand In)	20%
Development of Individual Project and Group Project	Term 2 Week 9	Part A - Presentation of IP rationale, drafts and log book (10%) Part B - Presentation of GP and log book (10%) (In Class)	20%
Trial HSC	Term 3 Week 2-3	Group Performance and Individual Performance/Presentation Log books submitted and IP Rationale (Showcase) Studies in Drama and Theatre Studies in Australian Drama and Theatre (Examination)	40%
TOTAL			100%

EARTH AND ENVIRONMENTAL SCIENCE

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Skills in working scientifically	60%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
<u>Task 1:</u> Hazards	Term 1 Week 1	Depth Study Working Scientifically Skills	30%
<u>Task 2:</u> Earth's Processes	Term 1 Week 5	Knowledge and Understanding Task	10%
<u>Task 3:</u> Climate Science	Term 2 Week 7	Practical Examination Working Scientifically Skills	30%
<u>Task 4:</u> Earth's Processes Hazards Climate Science Resource Management	Term 3 Weeks 2-3	Trial Examination Knowledge and Understanding	30%
TOTAL			100%

ECONOMICS

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Stimulus based skills	20%
Inquiry and research	20%
Communication of economic information, ideas and issues in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
The Global Economy	Term 4 Week 9	Stimulus-Based Skills and Written Response (Hand In)	20%
The Global Economy Australia's Place in the Global Economy	Term 1 Week 5	Research, Inquiry and Extended Response (In Class)	25%
Economic Issues and Policies	Term 2 Week 6	Extended Response of knowledge and understanding (In Class)	25%
Trial HSC	Term 3 Week 2-3	Section I: Objective response Section II: Short answer response Section III: Extended response Section IV: Extended response (Examination)	30%
TOTAL			100%

ENGLISH ADVANCED

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Common Module (Texts and Human Experiences)	Term 4 Week 9	Essay Task	20%
Module C The Craft of Writing	Term 1 Week 5	Imaginative, Persuasive or Discursive Composition and Reflection	25%
Module A Textual Conversations	Term 2 Week 6	Multimodal Task	25%
Trial HSC Paper 1 – Texts and Human Experiences Paper 2 - Modules A, B and C	Term 3 Week 2-3	Short Answer Questions/ Imaginative Response/ Extended Response (Examination)	30%
TOTAL			100%

ENGLISH STANDARD

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Common Module: Texts and Human Experiences	Term 4 Week 8	Multimodal Presentation	20%
Module C: Craft of Writing	Term 1 Week 5	Imaginative, Persuasive, or Discursive Writing Task with Reflection	25%
Module A: Language, Identity and Culture	Term 2 Week 4	Essay (Hand In)	25%
Trial HSC Paper 1 – Texts and Human Experiences Paper 2 - Modules A, B and C	Term 3 Week 2-3	Short Answer Questions Imaginative Response Extended Responses (Examination)	30%
TOTAL			100%

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Module A: Texts and Human Experiences	Term 4 Week 10	Multimodal Presentation (In Class)	20%
Concurrent Module: Focus on Writing	Term 1 Week 5	Imaginative and Discursive Writing Task (Hand In)	25%
Module C: Close Study of Text	Term 2 Week 9	Essay (Hand In)	25%
Trial HSC Study of Modules Listening Test	Term 3 Week 2-3	Short Answer Questions Extended Responses Listening Test Responses (Examination)	30%
TOTAL			100%

ENGLISH EXTENSION 1

1 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of complex texts and of how and why they are valued	50%
Skills in complex analysis, sustained composition and independent investigation	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Common Module: Literary Worlds	Term 1 Week 4	Creative and Critical Response	35%
Elective 3: Reimagined Worlds	Term 2 Week 7	Critical Response: Prescribed and Related Texts	35%
Trial HSC Common Module: Literary Worlds Elective 3: Reimagined Worlds	Term 3 Week 2-3	Critical/ Creative Response Extended Critical Response (Examination)	30%
TOTAL			100%

ENGLISH EXTENSION 2

1 UNIT

COURSE COMPONENTS	WEIGHTING
Skills in extensive independent research	50%
Skills in sustained composition	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Major Work	Term 1 Week 2	Viva Voce – Major Work Proposal (In Class)	30%
Research Process	Term 2 Week 3	Literature Review - Reflection on Research (Hand-In)	40%
Creative Process	Term 2 Week 9	Critique of the Creative Process - Reflection Statement (Hand In)	30%
TOTAL			100%

HISTORY EXTENSION

1 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding about significant historiographical ideas and processes	40%
Skills in designing, undertaking and communicating historical inquiry and analysis	60%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Historical process	Term 1 Week 9	<ul style="list-style-type: none"> • Proposal • Process log • Annotated sources 	30%
History project essay	Term 2 Week 9	Historical Research, inquiry and Extended Response (Hand in)	40%
Trial HSC	Term 3 Week 2-3	Section I: Extended response Section II: Extended response	30%
TOTAL			100%

LEGAL STUDIES

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Analysis and evaluation	20%
Inquiry and research	20%
Communication of Legal Studies information, issues and ideas in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Core: Crime	Term 4 Week 7	Examination (In Class)	25%
Option: Family	Term 1 Week 5	Stimulus based extended response (In Class)	25%
Core: Human Rights	Term 2 Week 6	Contemporary Issue research and short answer questions (Hand In and In Class)	20%
Trial HSC	Term 3 Week 2-3	Section I: Core: Objective response Section II: Core: Short answer responses Section III: Options: 2 Extended responses (Examination)	30%
TOTAL			100%

MATHEMATICS STANDARD 1 & 2

2 UNIT

COURSE COMPONENTS	WEIGHTING
Understanding, fluency and communication	50%
Problem solving, reasoning and justification	50%
TOTAL	100%

Note: All Task Topics will be included on an individual Task Notification issued two weeks prior to the Task. The order of Topics for this course is available on the Scope and Sequence booklet.

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Task 1	Term 4 Week 9	Examination (In Class)	20%
Task 2	Term 1 Week 5	Examination (In Class)	30%
Task 3	Term 2 Week 6	Assessment (Hand In)	20%
Trial HSC	Term 3 Week 2-3	Examination	30%
TOTAL			100%

MATHEMATICS ADVANCED

2 UNIT

COURSE COMPONENTS	WEIGHTING
Understanding, fluency and communication	50%
Problem solving, reasoning and justification	50%
TOTAL	100%

NOTE REGARDING UNIT ALLOCATION:

- Students who attempt the Mathematics Extension 1 course only, will have their assessment recorded as a mark out of 50. They must complete all tasks in both Mathematics and Mathematics Extension 1. (Total 150)
- Students who also attempt Mathematics Extension 2 will have their assessment for Mathematics Extension 1 recorded as a mark out of 100.

NOTE REGARDING ASSESSMENT TASKS

All Task Topics will be included on an individual Task Notification issued two weeks prior to the Task. The order of Topics for this course is available on the Scope and Sequence booklet.

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Task 1	Term 4 Week 9	Written Task (In Class)	25%
Task 2	Term 1 Week 5	Written Task (In Class)	25%
Task 3	Term 2 Week 6	Assignment (Hand In)	20%
Trial HSC	Term 3 Week 2-3	Examination	30%
TOTAL			100%

MATHEMATICS EXTENSION 1

1 OR 2 UNIT

COURSE COMPONENTS	WEIGHTING
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50%
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50%
TOTAL	100%

NOTE REGARDING UNIT ALLOCATION:

2 UNIT MATHEMATICS ADVANCED

1 UNIT MATHEMATICS EXTENSION 1

- Students who attempt the Mathematics Extension 1 course only, will have their assessment recorded as a mark out of 50. They must complete all tasks in both Mathematics Advanced and Mathematics Extension 1. (Total 150)
- Students who also attempt Mathematics Extension 2 will have their assessment for Mathematics Extension 1 recorded as a mark out of 100.

NOTE REGARDING ASSESSMENT TASKS

All Task Topics will be included on an individual Task Notification issued two weeks prior to the Task. The order of Topics for this course is available on the Scope and Sequence booklet.

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Task 1	Term 4 Week 8	Written Task (In Class)	25%
Task 2	Term 1 Week 5	Written Task (In Class)	25%
Task 3	Term 2 Week 7	Assignment (Hand In)	20%
Trial HSC	Term 3 Week 2-3	Examination	30%
TOTAL			100%

MATHEMATICS EXTENSION 2

2 UNIT

COURSE COMPONENTS	WEIGHTING
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50%
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50%
TOTAL	100%

NOTE:

- All students in Extension 2 course must complete all tasks in both Mathematics Extension 1 and 2. (Total 200)
- Extension 2 students must also complete the first one or two tasks of the Mathematics course.

NOTE REGARDING ASSESSMENT TASKS

All Task Topics will be included on an individual Task Notification issued two weeks prior to the Task. The order of Topics for this course is available on the Scope and Sequence booklet.

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Task 1	Term 4 Week 10	Written Task (In Class)	20%
Task 2	Term 1 Week 6	Written Task (In Class)	30%
Task 3	Term 2 Week 5	Written Task (In Class)	20%
Trial HSC	Term 3 Week 2-3	Examination	30%
TOTAL			100%

MODERN HISTORY

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Historical skills in the analysis and evaluation of sources and interpretations	20%
Historical inquiry and research	20%
Communication of historical understanding in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Core Study: Power and Authority in the Modern World 1919–1946	Term 4 Week 8	Research and Source Analysis with knowledge and understanding (In Class/Hand In)	20%
National Study: Russia and the Soviet Union 1917 – 1941	Term 1 Week 5	Historical Research and Extended Response (<i>seen question</i>) (In Class)	25%
Peace and Conflict: Conflict in Europe	Term 2 Week 7	Academic Historical Research Essay (Hand In)	25%
Trial HSC	Term 3 Week 2-3	Section I: Core: Source based analysis, and short answer questions Section II: Extended response Section III: Structured response Section IV: Extended response (Examination)	30%
TOTAL			100%

MUSIC COURSE 1

2 UNIT

COURSE COMPONENTS	WEIGHTING
<p>Core assessment:</p> <ul style="list-style-type: none"> - Aural (25%) - Composition (10%) - Musicology (10%) - Performance (10%) 	55%
<p>Elective Assessment:</p> <p>Three (3) electives in any combination from the list below:</p> <ul style="list-style-type: none"> - Musicology (15%) - Performance (15%) - Composition (15%) 	45%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Topic 1: Core Performance and Composition	Term 4 Week 8	Solo or ensemble performance 10% compositional elements 10% (In Class)	20%
Topic 2: Elective 1 Performance & Musicology	Term 1 Week 7	Presentation of performance 15% Viva Voce' 10% (In Class and Hand In)	25%
Topics 2 and 3: Electives 2 & 3	Term 2 Week 9	Presentation of performance composition portfolio or musicology Elective 1 15% Elective 2 15% (In Class / Hand In)	30%
Trial HSC	Term 3	Aural Skills Examination (Examination)	25%
TOTAL			100%

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Skills in critical thinking, research, analysing and communicating	60%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Option Module One: Sports Medicine	Term 4 Week 7	Case Studies Task (Hand In and In Class)	20%
Core Module One: Health Priorities in Australia	Term 1 Week 6	Health Priorities Analysis (In Class)	25%
Core Module Two: Factors Affecting Performance	Term 2 Week 5	Performance Analysis (Hand In)	25%
Trial HSC	Term 3 Week 2-3	Examination	30%
TOTAL			100%

PHYSICS

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Skills in working scientifically	60%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
<u>Task 1</u> Advanced Mechanics	Term 4 Week 6	Knowledge and Understanding task	10%
<u>Task 2</u> The Nature of Light	Term 1 Week 3	Depth Study Working Scientifically Skills	30%
<u>Task 3</u> Electromagnetism	Term 2 Week 8	Practical Examination Working Scientifically Skills	30%
<u>Task 4</u> Advanced Mechanics Electromagnetism The Nature of Light From the Universe to the Atom	Term 3 Weeks 2-3	Trial Examination Knowledge and Understanding	30%
TOTAL			100%

SOCIETY AND CULTURE

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	50%
Application and evaluation of social and cultural research methods	30%
Communication of information, ideas and issues in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Core: Social and Cultural Continuity and Change: Research Methods	Term 4 Week 7	Personal Interest Project Oral Presentation (Hand In and In Class)	20%
Social and Cultural Continuity and Change	Term 1 Week 5	Structured Responses of knowledge and understanding (In Class)	25%
Depth Study One: Belief Systems and Ideologies/ Popular Culture	Term 2 Week 6	Research and application of knowledge and understanding: Extended Response (seen question) (Hand In)	25%
Trial HSC	Term 3 Week 2-3	Section I: Core: Objective response and short answer questions, extended response Section II: Depth Studies: Structured Responses (Examination)	30%
TOTAL			100%

STUDIES OF RELIGION II

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Source-based skills	20%
Investigation and research	20%
Communication of information, ideas and issues in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TASK	WHEN	NATURE OF TASK	WEIGHTING
Religious Tradition Depth Study 1	Term 4 Week 7	Inquiry, Research and Presentation (Hand In)	20%
Religion and Belief Systems in Australia Post 1945 Religious Tradition Depth Study 2	Term 1 Week 5	Source Based Skills Response (In Class)	25%
Religion and Peace	Term 2 Week 8	Inquiry, Investigation and Research as an Extended response (In Class)	25%
Trial HSC	Term 3 Week 2-3	Section I: Objective Response and Short Answer Questions Section II: Structured Responses Section III: Extended Response Section IV: Extended Response (Examination)	30%
TOTAL			100%

TEXTILES AND DESIGN

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of textiles and the textile industry	50%
Skills and knowledge in the design, manufacture and management of a major textiles project	50%
TOTAL	100%

ASSESSMENT TASKS			
TASK	WHEN	NATURE OF TASK	WEIGHTING
Major Textiles Project	Term 4 Week 8	Oral and Visual Presentation: Display and presentation of ideas and concepts (Hand In and In Class)	25%
Research and Investigation of Designer	Term 1 Week 4	Research Report (Hand In)	15%
Major Textiles Project Student Diary	Term 2 Week 9	Ongoing entries for the Major Textiles Project	30%
Trial HSC	Term 3 Week 2-3	Examination	30%
TOTAL			100%

VISUAL ARTS

2 UNIT

COURSE COMPONENTS	WEIGHTING
Art Making	50%
Art Criticism and Art History	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Case Study	Term 4 Week 9	Written case study (Hand In)	25%
Body Of Work	Term 1 Week 4	VAPD - Developing a Body of Work (In Class) A progress check will be conducted Term 4 Week 8. More information will be provided on the assessment notification	15%
Body of Work	Term 3 Week 5	VAPD - Developing a Body of Work (In Class) Curating, Exhibition, VAPD 10% Body of Work 25% (In Class) A progress check will be conducted Term 2 Week 2. More information will be provided on the assessment notification	35%
Trial HSC Examination	Term 3 Week 2-3	Sections I and II of Trial HSC Examination Paper (Examination)	25%
TOTAL			100%



ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES

Preliminary 2023 – HSC 2024

Vocational Education and Training (VET) Courses (to be included in assessment booklets with relevant assessment schedules)

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.



PUBLIC SCHOOLS NSW ULTIMO RTO 90072
BUSINESS SERVICES ASSESSMENT SCHEDULE
Preliminary Year 2023 - HSC 2024
 QUALIFICATION: BSB30120 Certificate III in Business
 Training Package: BSB Business Services (Version 8)

NESA Course Code:
 2 U X 2 YR - 26111
2023 HSC Exam: 26199
LMBR UI Code:
 BSB30120126111B

TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs					Cluster 1: Let's get tech savvy Direct observation, produce based method, questioning	240 Indicative Hours over 2 yrs 35 hrs Work placement
	BSBTEC201 BSBTEC202	Use business software applications Use digital technologies to communicate in the work environment	E E	M E	15 10		
Terms 1-2	BSBWHS311 BSBINS302	Assist with maintaining workplace safety Organise workplace information	C E	M E	20 20	Cluster 2: Organise business safety Direct observation, produce based method, questioning	25% Preliminary Exam
Terms 2-3	BSBXCM301 BSBOPS201	Engage in workplace communication Work effectively in business environments	C E	M E	15 25	Cluster 3: Working in industry Direct observation, produce based method, questioning	
Term 4	7 HSC UOCs					Cluster 4: Wellbeing Direct observation, produce based method, questioning	
	BSBPEF201	Support personal wellbeing in the workplace	C	M	10		
Terms 4-5	BSBPEF301 BSBTEC301	Organise personal work priorities Design and produce business documents	E E	M E	20 25	Cluster 5: Mastering document design Direct observation, produce based method, questioning	
Terms 5-6	BSBSUS211 BSBTWK301 BSBTEC303	Participate in sustainable work practices Use inclusive work practices Create electronic presentations	C C E	M M E	15 15 15	Cluster 6: Sharing is caring Direct observation, produce based method, questioning	
Term 7	BSBCRT311	Apply critical thinking skills in a team environment	C	M	20	Cluster 7: Thinking critically Direct observation, produce based method, questioning	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours 225		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		



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

Ultimo RTO - Department of Education - 90072

School Name: Canterbury Girls High School

Assessment Schedule Year 11 - 2023

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Task 2	Preliminary Yearly Exam** (Optional)
		Week Term 2 2023	Week Term 3 2023	Week 9 Term 3 2023
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	x		
SITXWHS005	Participate in safe work practices	x		
SITXFSA006	Participate in safe food handling practices	x		
SITHCCC025	Prepare and present sandwiches	x		
SITXCOM007	Show social and cultural sensitivity	x		
SITXCCS011	Interact with customers	x		
SITHKOP009	Clean kitchen premises and equipment		x	
SITXINV006	Receive, store and maintain stock		x	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards SIT20421 Certificate II in Cookery**.

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

*** Selected units only to be confirmed by your teacher.**

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



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

Ultimo RTO - Department of Education - 90072

School Name: Canterbury Girls High School

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 3	Task 4	Task 5	Trial Exam**
		Week	Week	Week	Week 2/3
		Term 4 2023	Term 1 2024	Term 2 2024	Term 3 2023
Code	Unit of Competency				
SITHCCC026	Package prepared foodstuffs	x			
SITHCCC023	Use food preparation equipment		x		
SITHCCC024	Prepare and present simple dishes		x		
SITHCCC027	Prepare dishes using basic methods of cookery			x	
SITHCCC034	Work effectively in a commercial kitchen			x	

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

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

*** Selected units only to be confirmed by your teacher.**

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

WORK STUDIES

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	30%
Skills in responding to all areas of employment	70%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Module 6	Term 4 Week 8	Holiday Budget Activity OUTCOMES 5, 8, 9	25%
Module 4	Term 1 Week 8	Effective Team Member Booklet OUTCOMES 2, 5, 6	25%
Module 5	Term 3 Week 7	Work-Life Balance Schedule + Analysis OUTCOMES 2, 7, 9	25%
Module 7	Term 3 Week 2-3	Trial HSC Examination OUTCOMES 5, 6, 8	25 %
TOTAL			100%

Work Studies Course Outcomes:

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

Non-completion of Course Outcomes (N) Warnings and ‘N’ Determination for Year 11 & 12 Courses

A “N-Warning” is a letter sent to families about a student’s unsatisfactory performance in a Year 10 or Preliminary RoSA or HSC subject. **The ‘N’ stands for the *non-compliance with course requirements*.**

NESA requires schools to follow strict guidelines regarding students’ satisfactory completion of courses. The community’s confidence in valuable school based credentials such as the RoSA and the HSC, can only be maintained if high standards are consistently and equally applied to all students.

Students can be issued with an N-warning letter when they do not:

- a. Demonstrate diligence or sustained effort,
- b. Follow the course developed or endorsed by NESA,
- c. Achieve some or all of the course outcomes and/or
- d. Complete mandatory work placement hours (VET Courses only)

NESA requires a minimum of two N-warning letters to be issued to students before the **N-Determination** process starts. A N-determination refers to when students have not complied with the course completion criteria and have received at least two N-warnings in a course.

The school does their best to support and counsel students to comply with the course completion criteria. Should the student be able to show evidence of coursework or achievement of course outcomes, the N-Warning will be “mitigated” or redeemed. The school actively seeks the support of the student’s family and communicates as soon as concerns arise to offer support and feedback.

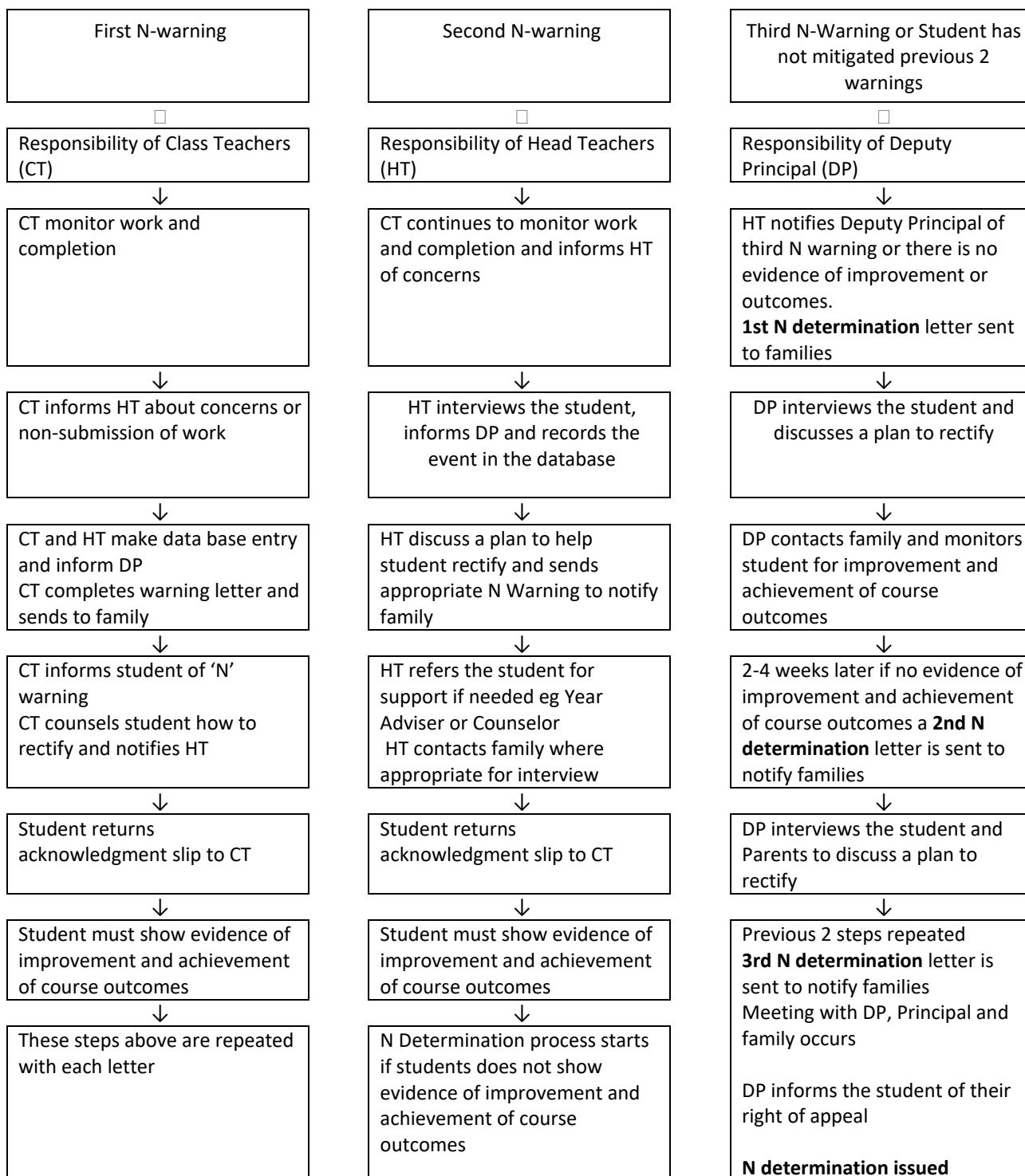
If a student is at risk of receiving an N-determination, the Deputy Principal and Principal will organise a meeting to:

- a. outline the concerns,
- b. the steps that must be taken to avoid the N-determination and
- c. the consequences of failing to do so.

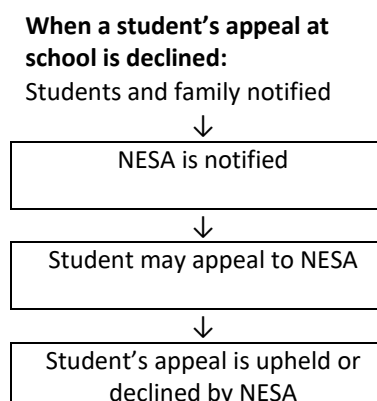
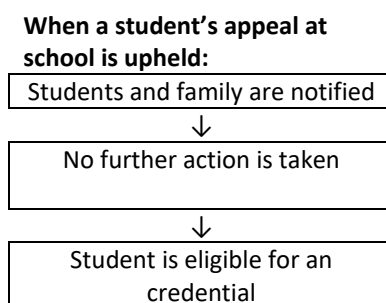
If the N-determination process is carried out, the student can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the ‘N’ determination under delegated authority from NESA. The student will not be eligible to receive the RoSA or HSC credential.

Student issued with a N determination notification will also be provided with information regarding rights of appeal. All appeals must be submitted to NESA.

The flowchart over the page outlines the process that the school follows in relation to N warnings and N determinations and the student appeals process.



On the due date the Principal and Deputy Principal consider any student appeals:



The HSC All My Own Work Program (AMOW)

The HSC: All My Own Work program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program has been developed as part of the NSW Government's *Respect and Responsibility Strategy* and complements other approaches such as brochures for teachers, students and parents and strengthened student and teacher declarations for the HSC.

The HSC: All My Own Work program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules.

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

Each module contains:

- Information and advice on the module focus questions
- Quiz questions
- Summary
- Frequently Asked Questions (FAQs)
- Link to a glossary
- Links to relevant websites

There is a Sitemap available if you wish to see a more detailed view of how the site is organised, and a Program Guide with detailed information on how to use the program.

How is HSC: All My Own Work related to HSC Eligibility?

All students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed HSC: All My Own Work or its equivalent. This requirement excludes students who are only entered for Life Skills courses or NESA Endorsed courses although the program would still be available as an option for these students if this was seen as appropriate by their school.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

If any student has enquiries relating to All My Own Work, they should contact the School's Teacher Librarian.

Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

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

Useful Websites For Study: General Curriculum

The official NESA site for new syllabuses. This contains details of all the HSC subjects as well as links to other useful sites	http://syllabus.nesa.nsw.edu.au/
Past HSC Papers	http://www4.boardofstudies.nsw.edu.au https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers
Online multiple choice trials for several HSC subjects	https://quiz.nesa.nsw.edu.au/home
NESA All My Own Work program which all HSC students must complete before they commence year 11 course work.	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work

Media Sites

Media Publication	Link
ABC News Australia's most trusted source of local, national and world news. Comprehensive, independent, in-depth analysis, the latest business, sport, weather and more.	www.abc.net.au/news/
The Sydney Morning Herald Breaking news from Sydney, Australia and the world. Features the latest business, sport, entertainment, travel, lifestyle, and technology news.	www.smh.com.au
The Australian (requires paid subscription; or subscription accessed via State Library) The Australian National and International News with in-depth Business News and Political coverage including Lifestyle, Arts and Sports and more online at The Australian.	www.theaustralian.com.au/
SBS Australia Australia's multicultural and multilingual broadcaster. Includes news, sport, entertainment, documentary, film, food, radio and television schedule with program information.	www.sbs.com.au
International Business Times International Business Times (IBTimes) is a growing digital global news publication that delivers international business news to an audience of over 7 million in the U.S. and 13 million people worldwide every month through its network of digital publishing platforms.	www.ibtimes.com.au/
Online Newspapers Thousands of newspapers from around the world, at your fingertips.	www.onlinenewspapers.com

Public Library Access to Online Databases

One of the advantages of joining your local Public Library is that you get:

- free access to a number of online databases to assist with research
- Homework Assistance programs
- HSC support programs.

Public Library membership is free and open to everyone. If you are under the age of 18 you need:

- parent or guardian’s signature on a permission form
- photo ID
- proof of current address

Application and permission forms are available from the Library section of the relevant Council website (see details below) or in person at the Library.

Library	Link
<p>The State Library of NSW Phone: 9273 1414</p>	<p>www.sl.nsw.gov.au In order to use the online databases, you need to join the State Library and be issued with a Library Card – this is free but takes a few days to process.</p> <ol style="list-style-type: none"> 1. Log in to the State Library website – see URL above. 2. Select the “Using the Library” tab from the top menu bar. 3. Select “Search our collections”. 4. Select “Electronic Resources”. 5. Click on the “access to databases from home link” 6. Click on the “apply online” link if you haven’t already joined the Library 7. Log in to the required database and search for the information you need.
<p>Canterbury City Library Phone: 9789 9405 Branches: Campsie, Earlwood, Lakemba and Riverwood.</p>	<p>www.cbcity.nsw.gov.au/community/library-knowledge-centres</p>
<p>Marrickville Council Libraries Phone: 9335 2173 / 9335 2174 Branches: Marrickville, Dulwich Hill, Stanmore and St. Peters / Sydenham</p>	<p>https://www.innerwest.nsw.gov.au/explore/libraries</p>
<p>Ashfield Public Libraries Phone: 9716 1810 Branches: Ashfield and Haberfield</p>	<p>https://www.innerwest.nsw.gov.au/explore/libraries</p>



ATTACHMENT 1

Illness/Misadventure Application

To be completed by a student who is unable to attend/submit an assessment task on due date or who believes their performance in the task has been adversely affected due to illness or misadventure. This form must be submitted to the Deputy Principal the first day back at school immediately after the assessment task. If the Deputy Principal is absent this must be submitted to the Head Teacher.

Name: Year:
Subject/course:
Head Teacher: Teacher:

Assessment Title:
Date of Notification: Due Date:
Date appeal submitted:

Either (tick option): [] Task missed/not submitted [] Task sat for
Seeking special consideration because of: [] Illness [] Misadventure

Details of appeal:
.....
.....
.....

(Attach all necessary medical and other certificates and letter from parent/caregiver)

Student Name: Signature:
Date:
Parent/Caregiver Name: Signature:
Date:

Head Teacher Recommendation:
Head Teacher Name: Signature:
HT to present application to Deputy Principal
School Response:
Deputy Principal Name: Signature:



ATTACHMENT 2

Student Medical/Misadventure Certificate

Purpose of this Certificate

This form is used by students to apply for Illness/Misadventure in examinations or other assessable work in their studies at Canterbury Girls High School. Approval of applications is granted to students who are legitimately disadvantaged in their assessment due to factors beyond their control. To enable the validity of applications to be evaluated, this form should be completed by a doctor, dentist, or other appropriate authority (e.g. police officer, solicitor).

STUDENT NAME _____

I agree to Canterbury Girls High School requesting verification of the information provided on this certificate, if required.

Student Signature _____ Contact No: _____

Parent /Guardian Signature _____ Contact No: _____

PRACTITIONER DETAILS (to be completed by the doctor, dentist or other relevant authority)

NAME _____

ADDRESS _____

PHONE _____

Stamp of practitioner or organisation

I, _____, certify that I have seen
 _____ on ____/____/_____.

In my opinion, the student has a medical condition or is experiencing matters which did/will affect their studies as follows:

	Tick as applicable	Provide applicable dates
Unable to attend classes		From ____/____/____ to ____/____/____
Unable to undertake private study		From ____/____/____ to ____/____/____
Unable to sit examinations		From ____/____/____ to ____/____/____

Additional Impact on Student:

Signature of Practitioner _____ Date _____

