



HEATHCOTE HIGH SCHOOL

Excellence, Opportunity & Success

Year 12 HSC 2021-2022 Assessment Booklet

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Year 12 HSC Assessment Policy

What is assessment?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. Assessment tasks are designed to measure performance against course outcomes through a range of tasks and in a wider range of objectives than may be tested in an examination.

Assessment tasks may include:

- Tests which may take a written, practical and/or oral form
- Class essays, research tasks, assignments, portfolios, log books
- Practical tasks and major works
- Fieldwork and projects

What is the purpose for internal school-based assessment?

During September, the school submits to the NSW Education Standards Authority (NESA) the assessment marks awarded at school in each subject. These assessment marks indicate the rank order and relative performance of all candidates in each course. NESA moderates these marks according to the HSC examination performance of the students in the cohort. The rank order is not altered, but the marks themselves may be higher or lower than the marks submitted depending on the examination performance. The final school-based assessment mark is added to the HSC examination mark to produce the final mark to be reported on the HSC credential.

What is the school's responsibility?

The school is required to provide:

- An assessment task calendar – This outlines the components to be assessed in each course, when the assessment tasks are scheduled and the relative weighting (marks) attached to each assessment task
- Assessment task written notification – This notification will outline a more detailed explanation of the specific nature of each calendared assessment task. This notification will be issued at least TWO weeks before the due date of the task. In exceptional circumstances some tasks may be rescheduled or substituted and in such cases class teachers will inform students of the new arrangements in writing at least two weeks in advance. Assessment tasks will be of the same type and have the same weighting for all classes studying that course.
- A register will be maintained for all assessment tasks that acknowledge the receipt of the assessment written notification and submission of the completed assessment task.
- Assessment task feedback and record of progress - at the completion of each task, students will receive a mark and written feedback concerning areas for development.
- Information regarding student responsibilities in relation to 'Illness or Misadventure' and the appeals process.
- Official NESA non-completion of a course warning letter - Official letters will be posted home to parents/carers outlining the areas of unsatisfactory completion of the HSC course requirements.
- A two week assessment and excursion free period prior to the HSC Trial Examination period (with the exception of sport knockout teams)

What are the students' responsibilities?

- Students must attend classes regularly and ensure their attendance does not impact learning.
- Students must complete all set tasks in order to achieve course outcomes.
- Every student has the responsibility to be familiar with the school's assessment and procedures policy handbook. Every student must also be familiar with the course information contained in the handbook
- If a student is absent on the day an assessment task notification is issued then it is their responsibility to contact the class teacher and/or Head Teacher to obtain the task notification.

- It is important that the student speaks with their class teacher or Head Teacher of the faculty if there is any doubt about the requirements of the subject/course assessment.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified on the assessment calendar. Students must ensure any work completed using computer technology is backed up on a memory stick or emailed to their school account.

Unfair advantage

Unfair advantage on the day of, or week prior, to an assessment task calendared due date.

NESA outlines that no student is to gain an unfair advantage over other students. Causes of unfair advantage include:

- To absent yourself from any lessons or normal school routine on a day that an assessment task is scheduled or a hand-in task is due.
- Arriving late on the day of a scheduled assessment task or hand-in task.

Breaches of this rule will mean the task will not be accepted from the student and a zero will be recorded as the mark.

Technology Failure

If a student is presenting work produced via a computer, it is the responsibility of the student to ensure adequate backups have been made of the information. Technology failure, including printers, is not an acceptable excuse for failing to submit tasks on the due date.

Exclusion from extra-curricular activities

A student will be excluded from attending all extra-curricular activities including knockout sporting teams if:

- they have an assessment task that has not been submitted or
- unresolved NESA warning letter or
- they have not responded to a Faculty Letter of Concern (ie, made the necessary improvements)

Once the task has been submitted, the NESA letter has been resolved or improvements have been made it will no longer prevent the student's attendance at extra-curricular activities.

A register will be maintained by the school and updated by the faculty Head Teacher when a NESA warning letter is sent or resolved.

The student will be ineligible to attend if their name is on the register on the last day nominated for payment of an excursion, activity or sporting event.

If the excursion/activity/sporting event does not have a specified payment date, the student will be excluded if the matter has not been resolved at least 2 days prior to the event.

Student absence

The student must make a genuine attempt at all assessment tasks and exams. If a student knows in advance that they will be unable to complete an assessment task or exam on or by the due date, they MUST;

- firstly inform the Deputy Principal as soon as possible
- provide written explanation to the Deputy Principal

Failure to follow these instructions will result in the awarding of zero marks for that task

Non-completion of assessment tasks due to unapproved leave for vacation purposes

From time to time parents request exemption from school for vacation purposes. Some of these occur during Exam and Assessment periods. This is of concern, particularly during Year 12.

Exemptions will not automatically be approved as per the following extracts from the Department of Education Attendance Policy:

6.1. Principals can decline to accept an explanation for an absence and record the absence as 'unjustified'. The parent should be advised that the explanation has not been accepted and a reason for the decision provided.

14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School - Procedures*. Travel outside of vacation period is now counted as an absence for statistical purposes

Should parents still decide to take their children out of school for vacation purposes, the leave is not 'approved' and students will NOT be eligible for misadventure if an assessment task or examination is missed due to non-attendance at school and a zero mark will be recorded.

Illness or Misadventure

If a student is unable to complete an assessment task or exam due to what is termed 'illness or misadventure', on the due date they MUST:

- firstly inform the Deputy Principal within 24 hours of the assessment due date or exam date
- complete an 'Illness or Misadventure Form'. (Appendix B) and return to the Deputy Principal within 3 days
- if 'illness' a doctor's certificate must be provided to the Deputy Principal within 24 hours of the doctor's certificate expiring
- if applicable, an alternative time for the assessment task or exam must be negotiated with the Deputy Principal within the relevant assessment period

The Deputy Principal will decide if the explanation is satisfactory, and will negotiate an assessment solution.

Failure to follow these instructions will result in the awarding of zero marks for that task

Please note:

Should the Deputy Principal decide that absence or failure to complete the task reasons are unsatisfactory, no mark will be recorded for that task. If a student disagrees with the decision they may appeal. (Appendix C) The appeal must be:

- in writing
- on the official appeals form
- returned to the Deputy Principal with 3 days of the date of issue

An Appeals Committee will be comprised of both Deputy Principals and the Principal. The decision of this committee is final.

Examination dates and times

If a student arrives after the commencement of an examination, they will be admitted to the examination room. Students will not be given any extra time to complete the exam.

However, students will not be admitted to an examination within one hour of the completion of the exam time.

If a student misses an examination simply because they have misread the timetable, the Deputy Principal is to be contacted immediately. Illness/misadventure applications on these grounds will not be

accepted. Under these circumstances the student will be given a mark of zero. However, with the exception of courses for which there is no assessment mark, the student may still be eligible to receive a result in that course.

Course completion criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria NESA Warning Letter (Appendix A) will be issued. If the warning letters are not resolved the student will place themselves at risk of receiving an 'N' (non-completion of course) determination. Students who receive an 'N' determination in a mandatory course are not eligible for the award for that course. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

Malpractice

Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes but is not limited to:

- Making a false claim, such as – copying, buying, stealing or borrowing someone else's work in part or in whole and presenting it as their own.
- Plagiarism – using material directly from books, journals, CDs or the internet without reference to the source or building on ideas of another person without reference to the source.
- Tasks/assessments submitted late, including – contriving false explanations to explain work not handed in by the due date.
- Possession of unauthorised notes.
- Use of an electronic device.
- Collusion with other students.
- Unacknowledged assistance:
 - submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially and/or,
 - using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgment and/or,
 - paying someone to write or prepare material.
- Offensive behaviour.
- Unauthorised access to an exam.
- Unauthorised alteration to a task or marks.
- Non-serious attempt – students are required to attempt a range of questions throughout an examination paper. Attempting multiple-choice questions is not sufficient. This includes the submission of frivolous or objectionable material which is also reported by supervisors of marking in the HSC examination.
- Missing lessons to prepare for or to complete assessment tasks.
- Other, including – disrupting an assessment task or breaching the school's code of conduct and

examination conditions or procedures.

Consequence of Malpractice

Any suspected malpractice by students will be referred to the school's Assessment Review Panel (consisting of three members of the school's executive). Proven malpractice may result in the awarding of zero marks for the task. Students may appeal the decision of the Assessment Review Panel to the Appeals Committee.

Can you appeal an assessment mark?

Students may request their teacher to review the marks awarded for any task. Work will be reviewed if a request is made at the time that the work was returned to the student. Work will not be reviewed after a student has taken it from the classroom. If a student is dissatisfied with the outcome of this review they may appeal to the Head Teacher. In cases where the Head Teacher is the classroom teacher then appeals should be directed to the Deputy Principal.

Disability Provisions

If you have a medical condition which is an ongoing disability that will impact on normal examination situations, or you suffer personal or family situations that prevent you from a normal preparation for assessments, you must obtain a Disability Provisions form from the Head Teacher Wellbeing early in Term 1. All students applying for disability provisions must inform the Deputy Principal. If this condition occurs later in the year, it must be registered with the Deputy Principal immediately.

Assessment in VET

VET Courses are based on Industry Training Packages and teach industry specific skills. These are competency based and allow a student to gain both HSC qualifications and Australian Qualification Framework (AQF) accreditation.

Students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. Units of competency are assessed holistically as cluster tasks and students are assessed as either "competent" or "not yet competent" for individual units of competency. Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Evidence of competence will be gathered on an ongoing basis as well as at specific assessment events. Evidence will be collected through a range of assessment activities using direct, indirect and supplementary methods.

The achievement of units of competency by students determines the final vocational qualification that a student will achieve. Students may choose to undertake the optional HSC exam for a VET course for Australian Tertiary Admission Rank (ATAR) purposes. Schools must determine a HSC examination estimate which should be based on two formal examinations during the 240 hour course. Therefore, in addition to competency assessment, students in VET courses must undertake preliminary yearly exams, and HSC trial exams to be used for this purpose.

Students are also required to complete a minimum of 35 hours of mandatory work placement for each 2 units of a VET Curriculum Framework course studied. Failure to complete this component will put student's entire HSC credential in jeopardy.

Biology

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 10	Term 2 Week 1	Term 3 Week 1/2	Term 3 Week 5
	Task type	Skills/Knowledge Task	Depth Study	Trial HSC	Data Analysis/Research
	Outcomes	BIO11/12-1, 4, 5, 6 BIO12-12	BIO11/12-1, 4, 6, 7 BIO12-14	BIO11/12-1, 2, 3, 4, 5, 6, 7 BIO12-12, 13, 14, 15	BIO11/12-1, 4, 5, 7 BIO12-15
	Weighting				
Skills in working scientifically	60	10	25	10	15
Knowledge and understanding of course content	40	10	5	20	5
MARKS	100	20	30	30	20

Business Studies

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 8	Term 2 Week 2	Term 3 Week 1/2	Term 3 Week 5
	Task type	Marketing research and in class essay	Multiple choice and short answer in class test finance and operations	Trial HSC	Human resources business report
	Outcomes	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3 H4, H5, H6, H7, H8, H9, H10	H1, H2, H3 H4, H5, H6, H8, H9, H10	H2, H4, H6, H7, H8, H9
	Weighting				
Knowledge and understanding of content	40	5	15	15	5
Stimulus-based skills	20		5	10	5
Inquiry and research	20	10			10
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
MARKS	100	20	25	30	25

Chemistry

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 1 Week 2	Term 1 Week 8	Term 3 Week 1/2	Term 3 Week 4
	Task type	Depth study Module 5	Titration practical Module 6	Trial HSC Modules 5, 6, 7 and 8	Practical/data processing task Module 8
	Outcomes	CH11/12–1, 2, 3, 4, 5, 7 CH12-12	CH11/12-2, 3, 5, CH12-13	CH11/12–2, 3, 4, 5, 6, 7 CH12-12, 13, 14	CH11/12–1, 2, 3, 4, 5, 6, 7 CH12-15
	Weighting				
Skills in working scientifically	60	10	20	10	20
Knowledge and understanding of the course content.	40	10	5	20	5
MARKS	100	20	25	30	25

Community and Family Studies

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 11	Term 1 Week 9	Term 2 Week 9	Term 3 Week 1/2
	Task type	Independent research project	Case study of community group	Investigation report parenting and caring	Trial HSC
	Outcomes	H4.1, H4.2	H1.2, H2.2, H2.3, H3.1, H3.3, H5.1	H2.2, H3.2, H4.2, H5.1, H5.2	H1.1, H6.2
	Weighting				
Knowledge and understanding of course content	40		10	10	20
Skills in critical thinking, research methodology, analysing and communicating	60	20	15	15	10
MARKS	100	20	25	25	30

Construction - VET

Public Schools NSW Ultimo RTO Number 90072 CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2021 - HSC 2022 QUALIFICATION: CPC20211 Certificate II in Construction Pathways Training Package: CPC08 Construction, Plumbing and Services (version 9.7)							NESA course code 2 U X 2 YR - 26201 HSC Exam: 26299 LMBR UI Code: CPC20211526201B
TERM	Unit Code	Units of Competency	AQF CORE/ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
7 PRELIMINARY UOCs							240 Indicative Hours over 2 years 30% Preliminary Exam 35 hrs. Work placement
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test	
Term 1/2	CPCCCM1013A	Plan and organise work	C	M	10	Cluster B - Small project, Oil Stone Case or Concrete Float Practical, Teacher observations and written test.	
	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	C	M	15		
Term 2/3	CPCCCA2002B	Use carpentry tools and equipment	E	M	20	Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test.	
	CPCCCA2011A	Handle carpentry materials	E	E	20		
Term 2/3 Work placement	CPCCCM1014A	Conduct workplace communication	C	E	10	Cluster D – Skills in Action Observations, portfolio and written test	
	CPCCCM1012A	Work effectively and sustainably in the construction industry	C	M	25		
7 HSC UOCs							35 hrs. Work placement 70% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Terms 4/5	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster E - School Project – Concreting Practical, Teacher observations and written test.	
	CPCCCM2006B	Apply basic levelling procedures	E	E	15		
	CPCCCM1015A	Carry out measurements and calculations	C	M	20	* Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20		
	CPCCCM2001A	Read and interpret plans and specifications	C	M	20		
Terms 6/7	CPCCWF2001A	Handle wall and floor tiling materials	E	E	25	Cluster F – Wall and Floor Tiling Practical, Teacher observations and written test	
	CPCCWF2002A	Use wall and floor tiling tools and equipment	E	E	10		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235-245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

Earth & Environmental Science

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 11	Term 1 Week 11	Term 2 Week 5	Term 3 Week 1/2
	Task type	Research Task	Depth Study	Skills Task	Trial HSC
	Outcomes	EES11/12-3, 5, 6, 7 EES-12	EES11/12-1, 2, 3, 4, 5, 7 EES12-15	EES11/12-4, 5, 06, 7 EES12-12, 14, 15	EES11/12-4, 5, 6, 7 EES11-12, 14, 15
	Weighting				
Skills in working scientifically	60	10	25	15	10
Knowledge and understanding of the course content	40	10	5	5	20
MARKS	100	20	30	20	30

Economics

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Week 1/2
	Task type	Case Study The Global Economy	Extended response Australia's Place in the Global Economy	Research Task Economic Issues	Trial HSC Examination
	Outcomes	H1, H2, H3, H4, H5	H6, H7, H8, H9, H10	H7, H9, H10, H11, H12	H1, H2, H5, H6, H7
	Weighting				
Knowledge and understanding of content	40	5	10	10	15
Stimulus-based skills	20	10	5		5
Inquiry and research	20	5	5	10	
Communication of economic information, ideas and issues in appropriate forms	20		5	5	10
MARKS	100	20	25	25	30

Engineering Studies

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 8	Term 1 Week 6	Term 2 Week 8	Term 3 Week 1/2
	Task type	Civil Engineering Solution and Report*	Transport Engineering Problem Solving	Aeronautical Engineering Report	Trial HSC
	Outcomes	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1
	Weighting				
Knowledge and understanding of course content	60	10	15	15	20
Knowledge and skills in research, problem solving and communication related to engineering practice	40	15	5	10	10
MARKS	100	25	20	25	30

*Mandatory task

English: Advanced

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 9	Term 1 Week 9	Term 3 Week 1/2	Term 3 Week 6
	Task type	Multimodal presentation Common Module: 25% Texts and Human Experiences 'Nineteen Eighty-Four' and related material	Critical Response Module A: 25% Textual Conversations 'The Tempest' and 'Hag-Seed'	Trial HSC Total – 30% Common Module 5% Module A 5% Module B 15% The Craft of Writing 5%	Imaginative response & reflection statement Module C – 20% The Craft of Writing 'That Crafty Feeling Eulogy for Gough Whitlam'
	Outcomes	EA12-1 ,EA12-3, EN12-5, EA12-8,	EA12-2, EA12-5, EA12-6	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5,EA12-7	EA12-3, EA12-4, EA12-9
	Weighting				
Knowledge and understanding of course content	50	15	15	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	10
MARKS	100	25	25	30	20

English: Standard

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 9	Term 1 Week 9	Term 3 Week 1/2	Term 3 Week 6
	Task type	Multimodal Presentation Common Module: 25% Texts and Human Experiences 'Past the Shallows' and related material	Critical Response Module B: 25% Close Study of Literature 'Coast Road' Robert Gray	Trial HSC Total – 30% Common Module 5% Module A 15% Module B 5% Module C 5%	Imaginative response and reflection statement Module C: 20% The Craft of Writing 'Dear Mrs Dunkley' 'The Pedestrian'
	Outcomes	EN12-1, EN12-3, EN12-5, EN12-6	EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5	EN12-3, EN12-4, EN12-9
	Weighting				
Knowledge and understanding of course content	50	15	15	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	10
MARKS	100	25	25	30	20

English Studies

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 9	Term 1 Week 9	Term 3 Weeks 1/2	Term 3 Week 6
	Task type	Multimodal Presentation & Individual Research Project Common Module: 25% Texts and Human Experiences 'Past the Shallows' and selected material	Sustained Written Response Module 1: 25% Playing the Game	*Trial HSC/Yearly Exam Total – 20% Common Module Mod 1: Playing the Game Mod 2: In the Marketplace	Writing Portfolio Total – 30% All modules: Common Module Mod 1: Playing the Game Mod 2: In the Marketplace Mod 3: MiTunes
	Outcomes	ES12-1, ES12-5, ES12-6, ES12-7, ES12-8	ES12-5, ES12-7	ES12-1, ES12-2, ES12-5, ES12-7, ES12-9	ES12-3, ES12- 4, ES12-10
	Weighting				
Knowledge and understanding of course content	50	15	10	10	15
Skills in: - Comprehending texts - Communication ideas - Using language accurately, appropriately and effectively	50	10	15	10	15
MARKS	100	25	25	20	30

*Trial HSC for those intending to sit for HSC examination, Yearly Examination for those not sitting HSC examination.

Food Technology

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Week 1/2
	Task type	Food Industry Report	Food Manufacture Task	Contemporary Nutrition Issues Investigation	Trial HSC
	Outcomes	H1.2, H3.1	H1.1, H4.2	H3.2, H5.1	H1.3, H1.4, H2.1, H5.1
	Weighting				
Knowledge and understanding of course content	40			10	30
Knowledge and skills in designing, researching, analysing and evaluating	30	15	10	5	
Skills in experimenting with and preparing food by applying theoretical concepts	30		15	15	
MARKS	100	15	25	30	30

History: Ancient

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 1/2
	Task type	Historical analysis: Cities of Vesuvius	Composite response: Spartan Society	Essay response: Greek World 500-440BC	Trial HSC
	Outcomes	AH12-2, 4, 6, 8	AH12-1, 5, 6, 7, 9	AH12-1, 2, 3, 7, 9	AH12-1, 2, 3, 4, 5, 6, 9, 10
	Weighting				
Knowledge and understanding of course content	40	10	10	10	10
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5		10
Historical inquiry and research.	20	5	5	10	
Communication of historical understanding in appropriate forms	20	5	5	5	5
MARKS	100	25	25	25	25

History: Modern

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 10	Term 1 Week 10	Term 3 Week 1/2	Term 3 Week 6
	Task type	Source study & analysis	Historical analysis	Trial HSC	Composite response
	Outcomes	12.1, 12.2, 12.4, 12.6	12.2, 12.3, 12.5, 12.8, 12.9	All	12.1, 12.2, 12.5, 12.7, 12.9
	Weighting				
Knowledge and understanding of course content	40	5	5	20	10
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	5	
Historical inquiry and research	20	5	10		5
Communication of historical understanding in appropriate forms	20	5	5	5	5
MARKS	100	25	25	30	20

History: Extension

Syllabus Components	Task	Task 1	Task 2	Task 3
	To be held	Term 1 Week 10	Term 2 Week 9	Term 3 Week 1/2
	Task type	History Project Historical Process	History Project Essay	Trial HSC
	Outcomes	HE12.1, 12.2, 12.4	HE12.1, 12.2, 12.3, 12.4	HE12.1, 12.3, 12.4
	Weighting			
Knowledge and understanding of historiographical ideas and processes	40		10	30
Skills in designing, undertaking and communicating historical inquiry and analysis	60	30	30	
MARKS	100	30	40	30

Hospitality: Kitchen Operations - VET

Public Schools NSW Ultimo RTO Number 90072							NESA course code
HOSPITALITY- KITCHEN OPERATIONS CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE							2 U X 2 YR - 26511
Preliminary Year 2021 - HSC 2022							HSC Exam: 26587
QUALIFICATION: SIT20416 Certificate II in Kitchen Operations							LMBR code
Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)							SIT20416126511B
TERM	Unit Code	Units of Competency	AQF CORE/ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001	Use hygienic practices for food safety	C	M	10	Cluster A: Getting Ready for Work Written task/scenario, case study & observation of practical work	30 % Prelim Yearly Exam
	SITXWHS001	Participate in safe work practices	C	M	15		
	SITHCCC003	Prepare and present sandwiches	E	E	20		
Term 2	SITXFSA002	Participate in safe food handling practices	E	S	15	Cluster B: Sustainable Kitchen Practices Scenario, Written task, Observation of practical work	35 hrs Work placement
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	10		
	SITHCCC002	Prepare and present simple dishes	E	E	15		
Term 3	SITHKOP001	Clean kitchen premises and equipment	C	S	10	Cluster C: Maintain a Clean & Safe Kitchen Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	70 % Trial HSC Exam 35 hrs Work placement
	SITHCCC001	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
5 HSC UOCs							
Terms 4 - 6	SITHCCC005	Prepare dishes using basic methods of cookery Prepare appetisers and salads Use cookery skills effectively	C	S	40	Cluster D: Quality Café Meals Written task & observation of practical work Portfolio of evidence including service periods. NOTE: person with THREE years' Industry Experience must be involved in assessment.	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	SITHCCC006		E	E	25		
	SITHCCC011		C	E	20		
Terms 6 & 7	BSBWOR203	Work effectively with others Source and use information on the hospitality industry	C	M	15	Cluster E: Working in the Hospitality Industry Written task and reflection	
	SITHIND002		E	M	20		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 240		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

Industrial Technology – Timber and Graphics

Syllabus Components	Task	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 1/2
	Task type	Designing and Planning Presentation	Industry study	Project development and management report	Trial HSC
	Outcomes	H3.1, H3.2, H4.2, H5.1	H1.1, H1.2, H1.3, H7.1, H7.2	H2.1, H3.3, H4.1, H4.3, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1 H7.1, H7.2
	Weighting				
Knowledge and understanding of the course content	40	5	5	10	20
Knowledge and skills in the design, management, communication and production of a major project.	60	15	15	20	10
MARKS	100	20	20	30	30

Legal Studies

Syllabus Components	Task	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 7	Term 1 Week 10	Term 3 Week 1/2	Term 3 Week 6
	Task type	Crime extended response	Human rights research task	Trial HSC	Research: Focus study 2
	Outcomes	H1, H7, H8, H9, H10	H1, H2, H3, H4, H6, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H4, H5, H7, H8, H9, H10
	Weighting				
Knowledge and understanding of course content	40	10		20	10
Analysis and evaluation	20	5	5		10
Inquiry and research	20	5	10	5	
Communication of legal information, issues and ideas in appropriate forms	20	5	5	5	5
MARKS	100	25	20	30	25

Manufacturing & Engineering – VET

Public Schools NSW Ultimo RTO Number90072 MANUFACTURING & ENGINEERING – INTRODUCTION BOARD ENDORSED COURSE ASSESSMENT SCHEDULE Preliminary Year 2021 HSC 2022 QUALIFICATION: MEM10119 Certificate I in Engineering AND Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways Training Package: MEM Manufacturing and Engineering (version 2) AND MEM05 Metal and Engineering (version 11.1)							NESA course code 2 U X 2 YR - 59732 LMBR UI code: MEM10119159732
TERM	Unit Code	Units of Competency	AQF CORE/ELECTIVE	HSC Indicative	Points	Assessment Task Cluster & Method of Assessment	HSC requirements
Term 1-2	5 PRELIMINARY UOCs towards MEM10119 Certificate I in Engineering						240 Indicative Hours over 2 years
	MEM13015	Work safely and effectively in manufacturing and engineering	C	40	2	Cluster A: Welcome to the industry Written questioning, direct observation of practical work, product production	
	MEM16006	Organise and communicate information	E	15	2		
	MEM11011	Undertake manual handling	E	5	2		
Term 3	MEM18001	Use hand tools	E	20	2	Cluster B: Right tool, right job Written questioning, direct observation of practical work, practical project/drill bit sharpening	Complete a minimum of 35 hrs mandatory work placement School may choose to insert examination weighting/s
	MEM18002	Use power tools/hand held operations	E	20	2		
Term 4-5	3 HSC UOCs towards MEM10119 Certificate I in Engineering PLUS 5 HSC UOCs Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways						
	MEM12024	Perform computations	E	20	3	Cluster C: Engineering in practice Written questioning/computations, product based method – materials cutting list, graph and CAD, direct observation of practical work	
	MEM16008	Interact with computer technology	E	10	2		
	MEM07032	Use workshop machines for basic operations	E	20	2		
Term 6	MEMPE006A	Undertake a basic engineering project	C	30	-	Cluster D: Can we build it Written questioning, direct observation of practical work, project production, portfolio of evidence including career plan	
	MEMPE001A	Use engineering workshop machines	E-A	20	-		
	MEMPE004A	Develop a career plan for the engineering and manufacturing industry	C	5	-		
Term 7	MEMPE002A	Use electric welding machines	E-A	20	-	Cluster E: Sparks and noise Written questioning, direct observation of practical work, project	
	MEMPE004A	Use fabrication equipment	E-A	20	-		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total	245	17	This course is a VET Content Endorsed Course and does not count towards the ATAR. No HSC exam in this course	

Marine Studies

Syllabus	Task	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 9	Term 1 Week 9	Term 3 Week 1/2	Term 3 Week 3
	Task type	Practical demonstration Commercial and recreational fishing	Learning booklet and practical task Boating and seamanship.	Trial HSC	Research task Local area study
	Outcomes	1.1, 1.2, 1.4, 2.1, 4.1, 4.2, 5.1, 5.2, 5.4	1.2, 1.3, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4	Various	1.1, 2.1, 2.3, 3.3, 4.1
	Weighting Syllabus				
Skills	50	20	20	10	
Knowledge and Understanding	50	5	5	20	20
MARKS	100	25	25	30	20

Mathematics: Standard Pathway 1

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 1/2
	Task type	Test	Test	Investigation	*Trial HSC
	Outcomes	MS1-12-1, 2, 3, 4, 5, 6, 7, 8, 9, 10			
	Weighting				
Understanding, fluency and communication	50	12	13	10	15
Problem solving, reasoning and justification	50	8	12	15	15
MARKS	100	20	25	25	30

In addition, students are expected to complete all class work, assignments and topic tests to the standard required by their teacher.

*Trial HSC for those intending to sit for HSC examination, Yearly Examination for those not sitting HSC examination.

Mathematics: Standard Pathway 2

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 1/2
	Task type	Test	Test	Investigation	Trial HSC
	Outcomes	MS2-12-1, 2, 3, 4, 5, 6, 7, 8, 9, 10			
	Weighting				
Understanding, fluency and communication	50	12	13	10	15
Problem solving, reasoning and justification	50	8	12	15	15
MARKS	100	20	25	25	30

In addition, students are expected to complete all class work, assignments and topic tests to the standard required by their teacher.

Mathematics Advanced

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 1/2
	Task type	Test	Test	Investigation	Trial HSC
	Outcomes	MA12 – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10			
	Weighting				
Understanding, fluency and communication	50	10	13	12	15
Problem solving, reasoning and justification	50	15	12	8	15
MARKS	100	25	25	20	30

In addition, students are expected to complete all class work, assignments and topic tests to the standard required by their teacher.

Mathematics: Extension 1

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Week 1/2
	Task type	Test	Test	Investigation	Trial HSC
	Outcomes	ME12 – 1, 2, 3, 4, 5, 6, 7			
	Weighting				
Understanding, fluency and communication	50	10	13	12	15
Problem solving, reasoning and justification	50	15	12	8	15
Note: To obtain final assessment mark out of 50 for Extension 1 students, the end result should be halved.					
MARKS	100	25	25	20	30

In addition, students are expected to complete all class work, assignments and topic tests to the standard required by their teacher.

Mathematics: Extension 2

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 1 Week 3	Term 1 Week 10	Term 2 Week 10	Term 3 Week 1/2
	Task type	Investigation	Test	Test	Trial HSC
	Outcomes	MEX12 – 1, 2, 3, 4, 5, 6, 7, 8			
	Weighting				
Understanding, fluency and communication	50	10	13	12	15
Problem solving, reasoning and justification	50	15	12	8	15
MARKS	100	25	25	20	30

In addition, students are expected to complete all class work, assignments and topic tests to the standard required by their teacher.

Music 1

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 1/2
	Task type	Composition (including portfolio) and Viva-Voce	Aural Analysis and Elective 1 Performance	Aural Logbook and Elective 2	Trial Aural Exam, Core Performance and Elective 3
	Outcomes	H3, H7, H8	H1, H5, H10	H2, H6, H9	H4, H11
	Weighting				
Core Performance	10				10
Core Composition	10	10			
Core Musicology	10	10			
Core Aural	25		5	10	10
Electives	45		15	15	15
MARKS	100	20	20	25	35

Personal Development Health and Physical Education

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 9	Term 2 Week 1	Term 2 Week 8	Term 3 Week 1/2
	Task type	Research Core 1 Health priorities in Australia	Research task Core 2 Factors affecting performance	Practical Option 3 Sports Medicine	Trial HSC
	Outcomes	H1, H2, H3, H4, H14, H15	H7, H8, H10, H17	H13, H16	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17
	Weighting				
Knowledge and understanding of course content	40	10	10	10	10
Skills in critical thinking, research, analysis and communicating	60	20	15	5	20
MARKS	100	30	25	15	30

Photography, Video & Digital Imaging

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 9	Term 3 Week 1/2	Term 3 Week 6
	Task type	Submission of Body of Work and VAPD- record of the based practice	Examination	Submission of Body of Work and VAPD –record of the development of research based practice
	Outcomes	M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4	M1, M2, M3, M4, M5, M6
	Weighting			
Making	70	35		35
Criticism and Art History	30		30	
MARKS	100	35	30	35

Physics

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 10	Term 1 Week 11	Term 3 Weeks 1/2	Term 3 Week 5
	Task type	Skills Task	Depth Study	Trial HSC Examination	Research Task
	Outcomes	PH11/12- 4, 5, 6 PH12-12	PH11/12-1, 2, 3, 4, 5, 6, 7 PH12-13	PH11/12-4, 5, 6, 7 PH12-12, 13, 14	PH11/12-3, 4, 5, 7 PH12-15
	Weighting				
Skills in Working Scientifically	60	15	25	10	10
Knowledge and understanding	40	5	5	20	10
MARKS	100	20	30	30	20

Students are also expected to complete classwork and Edrolo questions as prescribed by the teacher

Science Extension

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 4	Term 2 Week 7	Term 3 Week 6
	Task type	Literature review and research proposal	Statistical case study	Scientific research report
	Outcomes	SE-1, 3, 5, 6, 7	SE-1, 6, 7	SE-1, 2, 3, 4, 5, 6, 7
	Weighting			
Communicating scientifically	30	10	10	10
Gathering, recording, analysing and evaluating data	30	10	10	10
Application of scientific research skills	40	10	10	20
MARKS	100	30	30	40

Sport Lifestyle and Recreation

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 1/2
	Task type	Resistance Training Case study Supplements vs Steroids	Aquatics Bronze Medallion Certification	Healthy Lifestyles Practical Assessment TBC	Trial Exam
	Outcomes	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	1.5, 2.3, 3.5, 4.3	1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6, 4.3, 4.4, 4.5
	Weighting				
Knowledge and understanding	50	25			25
Skills	50		25	25	
MARKS	100	25	25	25	25

Visual Arts

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 1 Week 6	Term 2 Week 2	Term 3 Week 1/2	Term 3 Week 4
	Task type	Development of body of work VAPD	Art criticism and art history case study Essay	Trial HSC Art criticism and art history	Development of body of work VAPD
	Outcomes	H1, H2, H3, H4	H7, H8, H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6
	Weighting				
Art making	50	20			30
Art criticism and art history	50		20	30	
MARKS	100	20	20	30	30

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) Courses

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 the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

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

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

Board Developed VET courses are classified as Category B subjects and ONLY ONE may 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.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Endorsed VET courses do 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 either mandatory or recommended industry specific work placement.

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) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken. Students in VET courses must be able to demonstrate competence regardless of disability. The principles of *HSC: All My Own Work* apply to all Stage 6 VET courses, including early commencement in Stage 5.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or 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).

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.



Date _____

Dear [Parent/Guardian]

**OFFICIAL WARNING
NON-COMPLETION OF HSC COURSE**

I am writing to advise that your son/daughter _____ is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course _____.

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (eg 1st, 4th) **official warning** we have issued concerning _____.

A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ has not satisfactorily met _____ (a, b, or c) of the Course Completion Criteria.

The table below lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ to satisfy Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with _____ and contact the school if further information or clarification is needed.

Yours sincerely

Class Teacher/Head Teacher

Deputy Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by _____.

Task Name(s)/Course Requirement(s)/Course Outcome(s)	Percentage weighting (if applicable)	Original due date (if applicable)	Action required by student	Revised date to be completed by (if applicable)

✂ _____

—

Please detach this section and return to the school

Requirements for the satisfactory completion of a Higher School Certificate Course

I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed the _____ course.

I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.

I am also aware that the determination of non-completion of course requirements may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

Appendix B – Example Illness or Misadventure Application



**HEATHCOTE
HIGH SCHOOL**

Excellence, Opportunity & Success

Date Issued: _____

Step 1: Read the relevant section of your assessment booklet and obtain a medical certificate or other documentation.

Please Note: Rescheduled assessment tasks will be used to guide the estimate given for missed assessment tasks. The estimate will be determined at the conclusion of the applicable RoSA/Preliminary/HSC Year. Raw scores for rescheduled assessment tasks may not be used.

Step 2: Complete the relevant information below and attach documentation

Student Name: _____ Year: _____

Reason for variation (Illness/Misadventure)

Medical Certificate from:

Name: _____ Signature: _____

or Details of other documentation _____

Name: _____ Signature: _____

Position: _____

Signed Student: _____ Date: _____

Signed Parent/Guardian: _____ Date: _____

Step 3: See the Deputy Principal to discuss your application

Deputy Principal approval: YES / NO (circle one)

Details: _____

Deputy Principal Signature: _____ Date: _____

Step 4: See the relevant Head Teacher and your class teacher (Complete as required for each assessment to be rescheduled)

Assessment

Subject: _____ Class Teacher: _____

Assessment Task Details: _____

Original due date: _____ Rescheduled Date: _____

Details of alternative arrangements for this assessment:

Head Teacher Signature: _____ Date: _____

Assessment

Subject: _____ Class Teacher: _____

Assessment Task Details: _____

Original due date: _____ Rescheduled Date: _____

Details of alternative arrangements for this assessment:

Head Teacher Signature: _____ Date: _____

Assessment

Subject: _____ Class Teacher: _____

Assessment Task Details: _____

Original due date: _____ Rescheduled Date: _____

Details of alternative arrangements for this assessment:

Head Teacher Signature: _____ Date: _____

Assessment

Subject: _____ Class Teacher: _____

Assessment Task Details: _____

Original due date: _____ Rescheduled Date: _____

Details of alternative arrangements for this assessment:

Head Teacher Signature: _____ Date: _____

Assessment

Subject: _____ Class Teacher: _____

Assessment Task Details: _____

Original due date: _____ Rescheduled Date: _____

Details of alternative arrangements for this assessment:

Head Teacher Signature: _____ Date: _____

Step 5: Return completed form to Deputy Principal within 3 days of date of issue



Student Appeal Form

Tick applicable appeal:

___ Appeal against declined illness or misadventure application

___ Appeal against a zero mark

Date of Issue: _____

Complete the information below and return to the Deputy Principal within 3 days of receiving this form.

Name: _____ Year: _____

Subject: _____

Assessment Task Description:

Date Due: _____

In the space provided below, state the grounds on which you are appealing against a zero mark/declined illness or misadventure application.

Date Returned: _____ Deputy Principal Signature: _____

Appendix D – Example Panel Decision Re: Student Appeal



Panel Decision Re: Student Appeal

Name: _____ Year: _____

Subject: _____

Assessment Task Description:

Date Due: _____

Panel's decision (tick one outcome):

Apply a zero mark ☐

No penalty applied ☐

Other penalty applied (eg reduction in marks/percentage). Please state:

Reasons for the panel's decision:

Panel Members:

Name: _____

Signature: _____

Name: _____

Signature: _____

Name: _____

Signature: _____

Date: _____

HSC Assessment Planner

HSC Assessment Planner							
2021		2022					
Week	Term 4	Week	Term 1	Week	Term 2	Week	Term 3
1		1		1		1	
2		2		2		2	
3		3		3		3	
4		4		4		4	
5		5		5		5	
6		6		6		6	
7		7		7		7	
8		8		8		8	
9		9		9		9	
10		10		10		10	
11							