



# HEATHCOTE HIGH SCHOOL

Excellence, Opportunity & Success

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## Year 12 HSC 2023-2024 Assessment Booklet

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# Year 12 HSC Assessment Policy

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## 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.

## Pattern of study

In both Year 11 and Year 12 at least 6 units of Board developed courses including at least:

- 2 units of English
- 3 courses of 2 units or greater
- 4 subjects

ATAR - a minimum of 10 Board developed units – at most six units of courses in Science.

Board Endorsed Courses (Content Endorsed Courses) – units count towards an HSC but not towards an ATAR. At most six units of BEC/CEC courses in Year 11 (Four units maximum in Year 12) to receive an HSC.

## 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 outlines a more detailed explanation of the specific nature of each calendared assessment task. This notification is issued at least TWO weeks before the due date of the task. In exceptional circumstances (approved through relevant Deputy Principal, and at the discretion of the Principal) some tasks may be rescheduled or substituted and in such cases class teachers will inform students of the new arrangements. 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.
- 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 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 may mean the task will not be accepted from the student and a zero may 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 may 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 may 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 may 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 may 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 may 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 may 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 may 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 may **NOT** be eligible for misadventure if an assessment task or examination is missed due to non-attendance at school and a zero mark may 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 may negotiate an assessment solution.

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

**Please note:**

Should the Deputy Principal decide that the absence or failure to complete the task reasons are unsatisfactory, zero mark may 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 comprise of both Deputy Principals, the Principal or approved delegates. 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 may 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 may not be accepted. Under these circumstances the student may 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 NESAs Warning Letter (Appendix A) will be issued. If the warning letters are not resolved the student may 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 may mean that the course may 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, Artificial intelligence (AI) 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 in examinations.
- 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 recorded on NESAs state wide register recording the students name, number and type of malpractice and is referred to the school’s Assessment Review Panel. The panel will consist of three members of the school’s executive. Proven malpractice may result in the awarding of zero marks for the task which could make students ineligible for the award of their HSC. 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 may be reviewed if a request is made at the time that the work was returned to the student. Work may 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 may 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 may achieve. Students may choose to undertake the optional HSC exam for a VET course for Australian Tertiary Admission Rank (ATAR) purposes. Schools determine an HSC examination estimate which may 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 may jeopardise a student’s HSC credential.



# Biology

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

# Business Studies

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

# Chemistry

	<b>Tasks</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Syllabus Components</b>	<b>To be held</b>	Term 1 Week 2	Term 2 Week 2	Term 3 Week 1/2	Term 3 Week 5
	<b>Task type</b>	Depth Study	Practical Task	Trial HSC	Data Processing Task
	<b>Outcomes</b>	CH11/12-1, 2, 3, 4, 5, 6, 7 CH12-12	CH11/12- 3, 5, 6 CH12-13	CH11/12-2, 4, 5, 6, 7 CH12-12, 13, 14	CH11/12- 4, 5, 6 CH12-15
	<b>Weighting</b>				
	Skills in working scientifically	<b>60</b>	20	20	10
Knowledge and understanding of the course content	<b>40</b>	10	5	20	5
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>15</b>
<b>MY RESULT</b>					

# Community and Family Studies

	<b>Tasks</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Syllabus Components</b>	<b>To be held</b>	Term 4 Week 10	Term 1 Week 9	Term 2 Week 8	Term 3 Week 1/2
	<b>Task type</b>	Independent Research Project	Case Study of Community Group	Parenting and Caring Writing Task	Trial HSC
	<b>Outcomes</b>	H4.1, H4.2	H1.2, H2.2, H2.3, H3.3, H5.1	H1.1, H2.2, H3.2, H5.1	H2.1, H2.2, H2.3, H3.1, H3.2, H3.4, H4.2, H5.1
	<b>Weighting</b>				
	Knowledge and understanding of course content	<b>40</b>		10	10
Skills in critical thinking, research methodology, analysing and communicating	<b>60</b>	20	15	15	10
<b>MARKS</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>MY RESULT</b>					

# Construction VET



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

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) Training Package CPC Construction, Plumbing and Services Training Package (version 8.0)

Preliminary Year 2023 - HSC 2024

Syllabus Components		Task 5	Task 6	Task 7	Trial HSC
		Term1 Week 5	Term 3 Week 5	Term 3 Week 10	Term 3 Week 1/2
Code	Unit of Competency				
CPCWF2002	Use wall and floor tiling tools and equipment	X			
CPCCM2013	Undertake basic installation of wall tiles				
CPCCA2002	Use carpentry tools and equipment				
CPCCM2005	Use construction tools and equipment		X		
CPCCA2011	Handle carpentry materials				
CPCVE1011	Undertake a basic construction project			X	
CPCOM1012	Work effectively and sustainably in the construction industry				

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

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

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.

# Drama

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 4
	Task type	Performance Essay  Core: Australian Drama and Theatre	Performance Essay  Studies in Drama and Theatre	Trial HSC  Individual Project and Group Performance	Core: Australian Drama and Theatre  plus  Studies in Drama and Theatre
	Outcomes	H1.1-1.3, H1.5, H1.7, H2.3-2.4 H3.1-3.2	H1.1-1.3, H1.5, H1.7, H2.3-2.4 H3.1-3.2	H1.1-1.9, H2.1-2.5	H3.2-3.5
	Weighting				
<b>Making</b>	<b>40</b>	10	10	20	
<b>Performing</b>	<b>30</b>	5	5	20	
<b>Critically Studying</b>	<b>30</b>	5	5		20
<b>MARKS</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>
<b>MY RESULTS</b>					

# Earth & Environmental Science

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

# Engineering Studies

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	<b>To be held</b>	Term 4 Week 8	Term 1 Week 6	Term 2 Week 8	Term 3 Week 1/2
	<b>Task type</b>	Civil Structures Solution and Report*	Transport Engineering Problem Solving	Aeronautical Engineering Report	Trial HSC
	<b>Outcomes</b>	H3.1, H3.3, H5.1, H6.1, H6.2	H3.1	H2.2, H3.2, H4.3, H5.1, H5.2	H1.1, H1.2, H2.1, H4.1, H4.2, H4.3
	<b>Weighting</b>				
Knowledge and understanding of course content	<b>60</b>	10	15	15	20
Knowledge and skills in research, problem solving and communication related to engineering practice	<b>40</b>	15	5	10	10
<b>MARKS</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
<b>MY RESULT</b>					

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

# English: Standard

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

# 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  <b>Common Module: 25%</b> Texts and Human Experiences 'Billy Elliot' and selected material	Sustained Written Response  <b>Module 1: 25%</b> Playing the Game	Trial HSC  <b>Total – 20%</b> Common Module Mod 1: Playing the Game Mod 2: MiTunes	Writing Portfolio  <b>Total – 30%</b> All modules: Common Module Mod 1: Playing the Game Mod 2: MiTunes Mod 3: Digital Worlds
	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	<b>50</b>	15	10	10	15
Skills in: - Comprehending texts - Communication ideas - Using language accurately, appropriately and effectively	<b>50</b>	10	15	10	15
<b>MARKS</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>
<b>MY RESULT</b>					

# Food Technology

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	<b>To be held</b>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Week 1/2
	<b>Task type</b>	Food Industry Report	Food Manufacture Task	Food Product Development Task	Trial HSC
	<b>Outcomes</b>	H1.2, H1.4, H3.1	H1.1, H4.1, H4.2	H1.3, H4.1, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H4.2 H5.1
	<b>Weighting</b>				
Knowledge and understanding of course content	<b>40</b>	5		5	30
Knowledge and skills in designing, researching, analysing and evaluating	<b>30</b>	15	10	5	
Skills in experimenting with and preparing food by applying theoretical concepts	<b>30</b>		15	15	
<b>MARKS</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>MY RESULT</b>					

# History: Ancient

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	<b>To be held</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 1/2
	<b>Task type</b>	Historical analysis: Cities of Vesuvius	Composite response: Spartan Society	Essay response: Greek World 500-440BC	Trial HSC
	<b>Outcomes</b>	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
	<b>Weighting</b>				
Knowledge and understanding of course content	<b>40</b>	5	10	10	15
Historical skills in the analysis and evaluation of sources and interpretations	<b>20</b>	5	5		10
Historical inquiry and research	<b>20</b>	5	5	10	
Communication of historical understanding in appropriate forms	<b>20</b>	5	5	5	5
<b>MARKS</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>MY RESULT</b>					

# 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	<b>40</b>	5	5	20	10
Historical skills in the analysis and evaluation of sources and interpretations	<b>20</b>	10	5	5	
Historical inquiry and research	<b>20</b>	5	10		5
Communication of historical understanding in appropriate forms	<b>20</b>	5	5	5	5
<b>MARKS</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>
<b>MY RESULT</b>					

# Hospitality VET: Cookery



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

Qualification: SIT20421 Certificate II in Cookery Cohort 2023– 2024

Training Package SIT Tourism, Travel and Hospitality (version2.1)

Preliminary Year 2023 - HSC 2024

Assessment Tasks for SIT20421 Certificate II in Cookery		Task 2	Task 3	Task 4	Task 5	Trial Exam**
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 6	Week 10 Term 4	Week 11 Term 1	Week 3 Term 3	Week 1 - 2 Term 3
		Term 4				
Code	Unit of Competency					
SITHKOP009	Clean kitchen premises and equipment	x				
SITXINV006	Receive, store and maintain stock	x				
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.**

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.

# Industrial Technology – Timber and Graphics

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



# 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	<b>40</b>	10		20	10
Analysis and evaluation	<b>20</b>	5	5		10
Inquiry and research	<b>20</b>	5	10	5	
Communication of legal information, issues and ideas in appropriate forms	<b>20</b>	5	5	5	5
<b>MARKS</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>
<b>MY RESULT</b>					

# Manufacturing and Engineering VET



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

MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways

Preliminary Year 2023 – HSC 2024

Syllabus Components		Task 4	Task 5	Task 6
		Week 10 Term 1	Week 5 Term 3	Week 5 Term 3
Code	Unit of competency			
MEMPE006A	Undertake a basic engineering project			
MEMPE001A	Use engineering workshop machines		X	
MEMPE002A	Use electric welding machines			
MEMPE004A	Use fabrication equipment			X
MEMPE005A	Develop a career plan for the engineering and manufacturing industry	X		

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

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

\*\*Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

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

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

# Marine Studies

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	<b>To be held</b>	Term 4 Week 9	Term 1 Week 9	Term 3 Weeks 1/2	Term 3 Weeks 3
	<b>Task type</b>	Practical and Theory Task	Learning Booklet and Presentation	Trial HSC	Local Area Study Report
	<b>Outcomes</b>	EES 11/12-3,5,6 & 7 EES12	EES11/12-1,2,3,4,5 & 7 EES12-15	EES11/12-2,4,5 & 6 EES12-12, 14	EES11/12-4, 5 & 7 EES12-12, 14, 15
	<b>Weighting</b>				
Skills in working scientifically	<b>50</b>	20	10	5	15
Knowledge and understanding of the course content	<b>50</b>	5	15	25	5
<b>MARKS</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>
<b>MY RESULT</b>					

# Mathematics Advanced

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	<b>To be held</b>	Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Week 1/2
	<b>Task type</b>	Test	Test	Test	Trial HSC
	<b>Outcomes</b>	MA12 – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10			
	<b>Weighting</b>				
Understanding, Fluency and Communication	<b>50</b>	10	13	12	15
Problem Solving, Reasoning and Justification	<b>50</b>	15	12	8	15
<b>MARKS</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>
<b>MY RESULT</b>					

# Mathematics: Extension 1

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	<b>To be held</b>	Term 4 Week 10	Term 1 Week 6	Term 2 Week 7	Term 3 Week 1/2
	<b>Task type</b>	Test	Test	Test	Trial HSC
	<b>Outcomes</b>	ME12 – 1, 2, 3, 4, 5, 6, 7			
	<b>Weighting</b>				
Understanding, Fluency and Communication	<b>50</b>	10	13	12	15
Problem Solving, Reasoning and Justification	<b>50</b>	15	12	8	15
Note: To obtain final assessment mark out of 50 for Extension 1 students, the end result should be halved					
<b>MARKS</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>
<b>MY RESULT</b>					

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 8	Term 3 Week 1/2
	Task type	Test	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
<b>MARKS</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>
<b>MY RESULT</b>					

In addition, students are expected to complete all class work, assignments and topic tests to the standard discretion of the school.

## Mathematics: Standard Pathway 2

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	<b>To be held</b>	Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Week 1/2
	<b>Task type</b>	Test	Test	Test	Trial HSC
	<b>Outcomes</b>	MS2-12-1, 2, 3, 4, 5, 6, 7, 8, 9, 10			
	<b>Weighting</b>				
Understanding, Fluency and Communication	<b>50</b>	12	13	10	15
Problem Solving, Reasoning and Justification	<b>50</b>	8	12	15	15
<b>MARKS</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>MY RESULT</b>					

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

# Mathematics: Standard Pathway 1

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	<b>To be held</b>	Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Week 1/2
	<b>Task type</b>	Test	Test	Test	*Trial HSC
	<b>Outcomes</b>	MS1-12-1, 2, 3, 4, 5, 6, 7, 8, 9, 10			
	<b>Weighting</b>				
Understanding, Fluency and Communication	<b>50</b>	12	13	10	15
Problem Solving, Reasoning and Justification	<b>50</b>	8	12	15	15
<b>MARKS</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>MY RESULT</b>					

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.



# Music 1

<b>Syllabus Components</b>	<b>Tasks</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>To be held</b>	Term 4 Week 10	Term 1 Week 10	Term 2 Week 7	Term 3 Week 1/2
	<b>Task type</b>	Core Composition	Musicology Viva Voce And Aural Analysis Task	Elective 1 & 2	Trial HSC Aural Exam And Core Performance And Elective 3
	<b>Outcomes</b>	H3, H5, H7, H8, H11	H2, H6, H10	H1, H5, H8	H4, H9
	<b>Weighting</b>				
Core Performance	<b>10</b>				10
Core Composition	<b>10</b>	10			
Core Musicology	<b>10</b>		10		
Core Aural	<b>25</b>		10		15
Electives	<b>45</b>			30	15
<b>MARKS</b>	<b>100</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>
<b>MY RESULT</b>					

# Personal Development Health and Physical Education

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 1/2
	Task type	In class Written Task Option 3 Sports Medicine	Research Task Core 1 Health Priorities in Australia	Case Study Stimulus Core 2 Factors Affecting Performance	Trial HSC
	Outcomes	H13, H16	H1, H2, H3, H4, H14, H15	H7, H8, H9, H10, H17	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17
	Weighting				
Knowledge and understanding of course content	<b>40</b>	10	10	10	10
Skills in critical thinking, research, analysis and communicating	<b>60</b>	10	15	15	20
<b>MARKS</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>MY RESULT</b>					

# Physics

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	<b>To be held</b>	Term 4 Week 10	Term 1 Week 9	Term 2 Weeks 7	Term 3 Week 1/2
	<b>Task type</b>	Depth Study	Data Analysis Task	Skills Task	Trial HSC
	<b>Outcomes</b>	PH11/12- 1, 2, 3, 4, 5, 6, 7 PH12-12	PH11/12- 4, 5 PH12-12 ,13	PH11/12- 3, 4, 5, 6 PH12-14	PH11/12- 4, 5, 7 PH12-12, 13, 15
	<b>Weighting</b>				
Skills in Working Scientifically	<b>60</b>	25	10	15	10
Knowledge and understanding of the course content	<b>40</b>	5	10	5	20
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>
<b>MY RESULT</b>					

# Science Extension

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 3	Term 2 Week 6	Term 3 Week 5
	Task type	Project Proposal	Statistical Case Study	Scientific Research Report
	Outcomes	SE-1, SE-3, SE-6, SE-7	SE-4, SE-5, SE-7	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7
	Weighting			
Communicating scientifically	<b>30</b>	15	5	10
Gathering, recording, analysing and evaluating data	<b>30</b>	5	15	10
Application of scientific research skills	<b>40</b>	10	10	20
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>MY RESULT</b>				

# Sport Coaching VET



**Qualification: SIS30521 Certificate III in Sport Coaching**

**Cohort 2023 2024 Training Package SIS Sport, Fitness and Recreation (version 5)**

**Preliminary Year 2023 – HSC 2024**

Syllabus Components		Task 1	Task 2	Task 3	Task 6
		Coaching People With a Disability	Coaching & Business Risk Management	Strength & Conditioning	Coaching
		Week: 5 Term: 2	Week: 6 Term:3	Week: 7 Term:4	Ongoing
Code	Unit of Competency				
CLUSTER 3B SISXDIS001	Facilitate inclusion for people with a disability	X			
CLUSTER 4 SISSCO003	Meet participant coaching needs		X		
CLUSTER 3C BSBOPS403	Apply business risk management processes		X		
CLUSTER 3C SISXCAI009	Instruct Strength & conditioning techniques			X	
CLUSTER 5 SISSCO012	Coach sports participants up to an intermediate level			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching or a Statement of Attainment towards a SIS30521 Certificate III in Sport Coaching.

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

# Sport Lifestyle and Recreation

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	To be held	Term 1 Week 6-9	Term 2 Week 2	Term 2 Week 8	Term 3 Week 1/2
	Task type	Aquatics Bronze Medallion Certification	Fitness Assessment	Healthy Lifestyles Assessment	Trial Exam
	Outcomes	1.2, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	1.1, 1.3, 2.2, 3.2, 3.3, 4.1	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, 4.1, 4.3,4.4, 4.5
	Weighting				
Knowledge and understanding	50	15		10	25
Skills	50	10	25	15	
<b>MARKS</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
<b>MY RESULT</b>					

# Visual Arts

Syllabus Components	Tasks	Task 1	Task 2	Task 3	Task 4
	<b>To be held</b>	Term 1 Week 4	Term 1 Week 10	Term 3 Week 1/2	Term 3 Week 4
	<b>Task type</b>	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
	<b>Outcomes</b>	H1, H2, H3, H4	H7, H10	H8, H9	H1, H4, H5, H6
	<b>Weighting</b>				
Art making	<b>50</b>	20			30
Art criticism and art history	<b>50</b>		20	30	
<b>MARKS</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
<b>MY RESULT</b>					

# Vocational Education and Training (VET) Courses

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## 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 Australian 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 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 1<sup>st</sup>, 4<sup>th</sup>) **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 may be used to guide the estimate given for missed assessment tasks. The estimate may 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							
2023		2024					
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							



# HEATHCOTE HIGH SCHOOL

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