

Mount Annan High School



Stage 6 - Year 12

2019 - 2020

Assessment Policy Booklet

November 2019

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Year 12 Assessment Policy 2019-2020

Information for parents and students

What is an assessment?

- It is a mark compiled by the school, based upon results in a series of tasks. This mark measures your achievement relative to other students throughout each course studied.

Why have a school assessment?

- It allows you to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of your achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
- It increases the accuracy of your final mark by using multiple assessment tasks, rather than a single examination result.

What will be assessed?

- Such things as knowledge, and how you apply it, your ability to think critically, to analyse, to interpret and use evidence to manipulate ideas and materials, your practical performance and your ability to evaluate your own thinking.

How will these assessments be made?

By some or all of the following, after advance notice:

- Oral/aural tests
- Class tests of many kinds
- Reports you can make
- Extended responses
- Assignments
- Research you do
- Submitted practical work
- Field work
- Lectures and oral presentations given
- Notes you make
- Practical performance
- By a series of formal examinations.

Some aspects of each course will be emphasised more than others. Your teacher in each course will indicate which are the most important.

Marks you earn in formal exams are worth varying amounts of your assessments, decided by course co-ordinators. These are listed in the attached course assessment schedules.

STAGE 6 School Assessment Policy

Schedule of Assessment tasks

- All students will be given an Assessment Policy Booklet indicating the assessment week(s) for each Year 12 course.
- You may be told marks and rankings for class tests, assignments etc., as they are marked.
- Where there is a change to be made from the original assessment schedule, faculties will notify students in writing two weeks before the new task date.

Satisfactory Completion of Courses

A Course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Education Standards Authority (NESA)
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes.

Students must satisfactorily complete the Preliminary component of a **course** to be eligible to proceed into the HSC component in Year 12. Where a student is at risk of a Non-completion determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given.

Students whose attendance is poor may not satisfy course completion criteria. The Principal is the final arbitrator on any matters that arise regarding the final Preliminary assessments.

Failure to complete an assessment task – Zero mark:

- A zero mark is noted as a non-attempt. If zero marks have been given for tasks, which make up 50% or more of the total assessment marks in a course, a student is at risk of Non-Completion of that course. The Principal is the final arbitrator.
- Late submission of assessment items **will be awarded zero** unless there are very extenuating circumstances (Doctor's Certificate, etc.) accepted by the Faculty Head Teacher. (See 'Absent for an Assessment Task')
- Students found guilty of malpractice will be awarded a zero mark. (See point D)
- Students/parents will be notified in writing when receiving a zero mark.
- If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.

Absent for an assessment task

If a student is absent for a task they must:

- See their teacher or head teacher on the **first day they return** back to school and hand in a completed **ASSESSMENT TASK/ EXAMINATION APPEAL form (forms are located on MAHS School Website or can be collected from the front office)**. Reasons for the absence must be stated, verified by a doctor, and have a Doctor's Certificate attached to the form.
- Where a student is absent for **non-medical reasons**, a satisfactory explanation in writing must be provided on a misadventure form and submitted to the Head Teacher of the faculty. **Absence due to a family holiday may not be accepted as a valid reason for missing an assessment task. A zero mark may be awarded in such circumstances.**
- An alternative task/examination or an estimate mark may be given at the school's discretion when an application for misadventure has been approved by Head Teacher /Deputy Principal.
- Where a student is absent for more than the day of the task they must have a Doctor's Certificate explaining the entire absent period.
- Problems of any nature are referred to the appropriate Faculty Head Teacher.
- Copies of all completed misadventure forms must be given to the supervising Deputy Principal.

Malpractice (cheating, copying) in assessment tasks:

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

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work which another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an HSC examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice

NB: The above are examples of malpractice and are not conclusive. The Principal or Principal Delegate may determine if an act performed by the student is deemed as malpractice.

- Should any student be found guilty of malpractice in an assessment task, he or she will be given a zero mark for the task. If malpractice occurs more than once a student may be regarded as not satisfying the school's requirements for the Course.
- Students are reminded that ALL work submitted for assessment is to be the work of their own person. Where resources and work of others is used, this must be appropriately cited. Cases of plagiarism will be investigated and students found to have inappropriately used others' work will be awarded a zero mark.
- Students should also take care when working with others that their work remains their own. Students may and will support their friends learning; however, students found to have allowed their work to be used by another student without acknowledgement will also be awarded a zero mark.
- When completing a task on a computer; it is a student's responsibility to make sure there is more than one copy in case there is a problem accessing the task OR to print the task before the due date. **All hand-in tasks must be handed in on paper unless otherwise stated.**

Appeals Process:

- If you disagree with a mark awarded by a teacher, the matter must be discussed with the teacher and resolved when the task is returned.
- Where no agreement is reached, the issue should be discussed with the Head Teacher.

Eligibility

Question: What do I have to do to be eligible for the Higher School Certificate?

To be eligible for the award of the Higher School Certificate you must do the following:

1. Study the pattern of courses required by NESA for the required time.
2. Have a satisfactory record of attendance and application in your studies.
3. Complete the requirements for a sufficient number of NESA courses, including practical, oral or project works.
4. Complete assessment requirements for a sufficient number of courses and sit for and make a serious attempt at the Higher School Certificate examination in compliance with examination procedures.

Students Responsibilities

Question: What are my responsibilities as a student?

Your responsibilities are to:

- present work on time
- present your own work
- make a serious attempt at all assessment tasks
- complete ALL tasks whether they are part or not part of the assessment program
- not interfere with the progress of other students
- find out what tasks are to be assessed and when they are due

Year 12 Assessment

Question: What is the purpose of Year 12 Assessment?

Assessment tasks are intended to provide an indication of a student's ability in a wider range of objectives than can be measured in a single HSC examination. Assessment tasks measure performance in the whole course, but do not take into account interest, attitude or conduct. Students earn a final assessment mark for each of their Year 12 courses, based on their performance on set assessment tasks throughout the course.

The final assessment mark provides the school with an order of merit of students and the relative difference between them for each course. The final Year 12 assessment mark is submitted to NESA and is not available to students. The final order of merit for each course of study will be made known to students.

Assessment Task Rules

Question: Are there any rules I should know about concerning the management of my assessment tasks?

Each subject will provide students with an outline of the assessment program for the course of study (including weighting of each task and due dates) at the commencement of the Year 11 and Year 12 courses. The Head Teacher of the faculty involved will notify students in writing of any changes to their assessment program.

Submitting an Assessment Task on Time

Question: How do I go about submitting a task and what happens if it is not submitted on time?

The following rules apply when submitting tasks, completing tasks in class and sitting for examinations:

Tasks requiring submission by a due date

1. Tasks that are not handed in on time and on the due date without satisfactory reason **may incur a mark of zero.**
2. Requests for an extension to submit a task must be submitted to the Head Teacher of the relevant faculty **prior to the date the task is to be handed in.** Extensions of time can only be approved by the Faculty Head Teacher and should be for significant reasons such as ongoing illness.
3. Reasons for lateness of tasks should be provided **by a parent or guardian through contact with the Head Teacher. An appeals form must be submitted.** The only acceptable reasons are illness supported by a doctor's certificate, or a case of extreme misadventure, supported by substantive documentation.
4. Students/ parents will be notified in writing by the class teacher if a task is not handed in and a mark of zero is to be awarded. At this stage, it is still expected that the student will complete the task as they risk not meeting NESA assessment requirements if the task remains outstanding.

Tasks completed during class time

The only acceptable reasons for missing an assessment task are illness or a case of extreme misadventure. In the case of illness, a doctor's certificate must be provided. In the case of misadventure, substantive supporting documentation will be required. Please note:

1. **You should expect to sit the task on the first day of your return to school.** Please be prepared to do the exam or task on this day if it can be administered. Your head teacher may choose another day for you.
2. You must submit your doctor's certificate or supporting documentation, along with a completed appeals form, to the Head Teacher of the relevant faculty on **the morning of your return to school.**
3. A copy of the Assessment Task/ Examination Appeal form is included in this booklet. Please print a copy from the school website or collect from the front office.
4. If you are unable to access the appeals form prior to your return to school, you must bring a note from your parents, with your supporting documentation, on the first day of your return to school. You must obtain an appeals form from the Front Office. This form must be returned the following day.
5. Failure to follow these procedures may result in you receiving a mark of zero for the task.
6. The Faculty Head Teacher and Deputy Principal will make the decision on whether the reason for missing the task is acceptable.

Partial Truancy Prior to an Assessment Task (including lateness without reason)

Students are expected to attend ALL periods on the day of an assessment task. If a student truants periods prior to an assessment task or arrives late to school without satisfactory reason they may be awarded a 'zero' mark for the task. The only acceptable reasons are illness supported by a doctor's certificate, or a case of extreme misadventure.

Proven Dishonesty

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Students are expected to submit their own work and not the work of other students. Plagiarism will not be accepted in any form. This includes work copied from the internet or other sources. Malpractice, including plagiarism, could lead to your receiving zero marks and will jeopardise your HSC results. Malpractice includes assisting another student to engage in malpractice. Students who hand in or attempt to hand in work that is not their own may receive zero marks. Students assisting other students to engage in malpractice may also receive zero marks.

Behaviour

During assessment tasks and/or formal examinations, students must not behave in a manner which is likely to disturb any other student. Students who behave inappropriately may have their tasks or examinations cancelled and a zero-mark awarded. If a zero mark is given, students and parents will be notified in writing.

HSC 'All My Own Work' program

All students are required to have satisfactorily completed HSC: All My Own Work before any Year 11 or Year 12 course entries can be submitted. Students entered inly for Stage 6 Life Skills courses are exempt from this requirement.

Failure to Submit a Task

Question: What happens if I do not submit assessment tasks?

If you fail to complete the assessment program you will be deemed unsatisfactory in the subject. Students are expected to complete ALL assessment tasks in every course.

If a student fails to submit or sit for assessment tasks worth 50% or more of the total assessment mark in a subject, then they are deemed UNSATISFACTORY in that subject by NESA. This may leave a student ineligible for the award of an HSC. In the case of Extension courses students who fail to meet the requirements for the common part of the course will not receive a result in the course at all. Students and parents will be notified in writing every time a task is missed and the accumulated value of the missed tasks.

Non-Serious Attempt

Question: What happens if I do not make a serious attempt at the task or examination?

A student's work must be consistent and of as high a standard as possible throughout the whole Year 11 and Year 12 courses, in both assessment and non-assessment tasks. It is expected that students prepare for and submit tasks to the best of their ability on all occasions. **Any assessment work handed in or completed in the form of an examination or in-class task that does not meet these criteria may be deemed a NON-SERIOUS ATTEMPT and be awarded 'zero' marks.**

A NON-SERIOUS ATTEMPT at an HSC examination may lead to NESA determining a student to be UNSATISFACTORY. This may lead to a student being ineligible for the award of the HSC.

Question: What happens if I misbehave during an examination or assessment task?

It is expected that all students follow the rules and regulations of the school in examinations and assessment tasks. Students must not misbehave during examinations and assessment tasks and must not behave in a way that disrupts other students. Students are expected to follow the instructions of the supervising teacher at all times. In cases of misbehaviour in examinations or assessment tasks, the supervising teacher has the right to remove a student from the examination or task. The task or examination may be deemed a non-serious attempt and a mark of zero may be awarded.

Absent When Assessment Information is issued

Question: What happens if I am absent when assessment information is given out?

Every student will receive a copy of this book, outlining the requirements in each subject and the procedures to follow. They are also provided with an assessment outline for each of their subjects and an overview of each term's tasks for all courses is issued at the beginning of each term.

It is the **student's responsibility** to collect assessment information and be aware when assessment tasks are scheduled and the procedures to follow.

At least two weeks written notice will be given of the specific date and nature of any assessment task. **It is the responsibility of any absent student to obtain assessment task information and dates provided in their absence.**

Missing a Task because of VET Work Placement

Question: What if I am a VET student and absent from an assessment task due to work placement or other school representation?

Students who are absent on the day of a task as a result of a VET subject Work Placement or any similar requirements to represent the school must organise alternate dates with the class teacher PRIOR to the task date. If a task is to be handed in while a student is involved in Work Placement or other school commitment, the student is required to make alternate arrangements to hand this task in on or before the due date.

Attendance

Question: What happens if I am absent from school and have poor attendance?

Poor attendance, without satisfactory reason, will result in a student being unable to meet the HSC requirements. This may lead to a student being deemed unsatisfactory for the award of an HSC. Students over the age of 17 can also be expelled for unsatisfactory participation in learning.

Students should provide written reason for ALL absences from school. If a student suffers from a long-term illness, it is requested that the parent or guardian contact the school, so support can be provided to the student throughout the illness and on their return.

Transferring from another School

Question: What happens if I come from another school during Year 11 or Year 12? How does this affect my assessment?

The previous school is to provide assessment marks for HSC courses for students who transfer after 30 June in the year of the Higher School Certificate examination. The marks will be developed from assessment information collected during the students' period at the school. For the purpose of moderation, these students will be treated as members of the previous school.

Reporting

Question: How does the school report on my progress?

Each faculty will inform students of their results for each assessment task, their rank order on the task and their progressive rank order in the course. Full reports will be completed twice in Year 12.

Queries, Reviews and Appeals

Question: What do I do if I want to query a mark or lodge a review or appeal?

If a student is unable to complete a task and has a successful illness/ misadventure appeal they may be given a substitute task. In rare cases a student may be given an estimate. An estimate does not assess the potential of a student but rather would maintain the previous demonstrated standard of student performance based on the majority of their tasks. An assessment estimate cannot be calculated until the entire assessment program has been completed.

Students may only query a mark for an assessment task at the time it is returned. (Students are advised to keep all assessment tasks.) The final school assessment mark in each course is confidential and will not be available to students. Students will be informed of their final position in the course by a course rank.

Students who consider that their placement in the final order of merit for any course is not correct based on the feedback of their performance during the course may appeal to the school for a review.

Students may only appeal about the school's procedures for arriving at their position in the order of merit, not the marks awarded for individual assessment tasks. The appeal must take place within one school day of the order of merit being available to students. The Principal or Deputy Principal, Head Teacher of the Faculty and Class Teacher will form the appeals committee.

Number of Units of Study for a Higher School Certificate

Question: How many units of study do I need to complete to get an HSC?

For a student to be eligible for the award of a HSC, they must satisfactorily complete 12 units of study in Year 11 and 10 units of study in Year 12. A student cannot study a course in Year 12 if they have not completed it satisfactorily in Year 11. NESA issues the award of an HSC once this requirement has been completed. A student is able to accrue the required satisfactory completion of courses of study for an HSC over a period of 5 years in both the High School and TAFE setting.

Graduation

Question: What do I have to do to make sure I am able to graduate from Mount Annan High School?

Graduation at Mount Annan High School is the privilege of students who successfully complete their course of study. Any student who is deemed UNSATISFACTORY in all courses of study will not be invited to graduate with their peers.

Assessment Task/ Examination Appeal Form



MOUNT ANNAN HIGH SCHOOL

248 WELLING DRIVE MOUNT ANNAN 2567

P O BOX 50 NARELLAN 2567

PHONE (02) 4648 0111 FAX (02) 4648 0042

EMAIL: mountannan-h.school@det.nsw.edu.au

Assessment Task /Examination Appeal

Student name: _____ Grade: _____ Date of appeal: __/__/__

TYPE OF APPEAL:

- | | |
|---|---|
| <input type="checkbox"/> SCHOOL APPROVED ACTIVITY | <input type="checkbox"/> ILLNESS / ACCIDENT |
| <input type="checkbox"/> MALPRACTICE | <input type="checkbox"/> MISADVENTURE |

TYPE OF TASK:

- | | | |
|------------------------------------|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> SUBMITTED | <input type="checkbox"/> IN-CLASS | <input type="checkbox"/> EXAMINATION |
|------------------------------------|-----------------------------------|--------------------------------------|

Reason for Appeal:

Student signature: _____

Parent signature: _____

Subject	Task/ Examination	Teacher	Date Issued	Date Due

✓ EVIDENCE PROVIDED:

- | | |
|---|--|
| <input type="checkbox"/> medical certificate | <input type="checkbox"/> statutory declaration |
| <input type="checkbox"/> other (please specify) _____ | |

NB: All documentation in support of your appeal must be attached.

PRINCIPAL OR DELEGATED OFFICER ONLY

Appeals form submitted to: _____ (Deputy Principal)

The appeal **IS** / **IS NOT** approved _____ (Head Teacher)

Comments:

Signed (Principal/ Delegate):

Date: __/__/__

Special Examination (Disability) Provisions

Information for Students and Parents

This information is to inform students who have a special examination need, and their parents, of the possibilities available to assist them during formal assessment tasks and examinations.

If you have a special examination need – whether it is related to a physical or medical condition, visual impairment, hearing loss, or a learning difficulty – you should read this and discuss it with your parents, Year Adviser, teacher or Learning and Support Teacher.

What are Special Examination Provisions?

Special examination provisions provide students who have special needs with practical support in formal Assessment Tasks and examinations.

The school aims to offer practical support to students by allowing provisions such as special coloured examination papers, rest breaks, writers or readers, and permission to take medication.

Applying for Special Examination Provisions

- i. If you wish to apply for special examination provisions you should see your Year Adviser, or the Learning and Support Teacher. Applications need to be completed in Term 1.
- ii. The Year Adviser or Learning and Support Teacher will discuss the special provision process and eligibility requirements with you.

When a final decision has been made, the school will send you written notification of the approved and/or declined provisions.

Appeal procedures

If you wish to appeal against the school's decision to decline a provision for which you have applied, the appeal must be submitted within 10 working days of receiving your special provisions decision letter.

A note to parents

If you are concerned about whether special examination provisions apply for your child, you should contact the Year Adviser or Learning and Support Teacher at the school as early as possible.

Further information can be accessed on the NESA Website

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Year 12 Assessment Schedule Summary 2019-2020

Term 4	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Industrial Multimedia
Week 6	SLR
Week 7	Biology, Mathematics Advanced, Modern History
Week 8	Business Studies, Drama, English Advanced, English Standard, English Studies, Food Technology, Industrial Timber, Mathematics Extension 1, Music, Physics, Visual Arts
Week 9	Ancient History, Chemistry, Japanese, Mathematics Extension 2, Mathematics Standard 1 & 2, Photography
Week 10	CAFS, Legal Studies
Term 1	
Week 1	English Extension 1
Week 2	PDHPE
Week 3	
Week 4	
Week 5	Biology
Week 6	Food Technology, Modern History, Industrial Multimedia, Industrial Timber
Week 7	Chemistry, CAFS, Mathematics Advanced, PDHPE
Week 8	English Advanced, English Extension 2, English Standard, English Studies, Industrial Technology, Legal Studies, Mathematics Extension 1, Music, SLR
Week 9	Business Studies, Drama, Japanese, Mathematics Extension 2, Mathematics Standard 1 & 2, Physics, Society & Culture
Week 10	Ancient History
Term 2	
Week 1	
Week 2	Visual Arts
Week 3	Photography
Week 4	
Week 5	Biology, Mathematics Advanced
Week 6	Ancient History, CAFS, English Extension 1, Food Technology
Week 7	Business Studies, Industrial Multimedia, , Industrial Timber, Investigating Science, Mathematics Advanced, Modern History, PDHPE
Week 8	Mathematics Extension 1, Mathematics Standard 1 & 2, Music, Physics, SLR, Visual Arts
Week 9	Chemistry, Drama, English Extension 2, Japanese, Legal Studies, Society & Culture, Mathematics Extension 2
Week 10	
Term 3	
Week 1	English Advanced, English Standard, English Studies
Week 2	English Extension 2, Drama, PDHPE
Week 3	
Week 4	Trial HSC Examinations
Week 5	Trial HSC Examinations
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Year 12 Assessment Schedules 2019 – 2020



- The Assessment Schedules are in alphabetical order and include Board Developed Courses and Content Endorsed Courses.
- Each course Assessment Schedule indicates the syllabus outcomes, course components and weightings, the task type and due date (Term and Week)
- Often a number of outcomes can be addressed by a single task
- Not all outcomes are assessed with each task
- Any variations to syllabus outcomes or tasks set for each course will be provided by the Faculty Head Teacher in writing giving two weeks' notice of a change
- For further information on assessment schedules for the courses the class teacher or Faculty Head Teacher of the subject should be contacted

Ancient History- Course Outcomes

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

Ancient History- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Sparta Source Study	Core Oral Presentation	Hatshepsut Topic Test	Trial HSC Examination
		Date	Term 4 Week 9	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 4-5
		Outcomes	AH12-1, AH12 2, AH12-3, AH12-5, AH12-6, AH12-9	AH12-4, AH12-7, AH12-8, AH12-9, AH12-10	AH12-1, AH12-3, AH12-5, AH12-6, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10
Knowledge and understanding of course content	40		5		15	20
Historical skills in the analysis and evaluation of sources and interpretations	20		15	5		
Historical inquiry and research	20			20		
Communication of historical understanding in appropriate forms	20				10	10
Total	100%		20	25	25	30

Biology- Couse Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
BIO11/12-1	Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation		✓	✓	
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information		<i>*NOTE: As well as BIO11/12-1 and BIO11/12-7, students must select at least TWO other working scientifically outcomes for their Depth Study.</i>	✓	
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information			✓	
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	✓		✓	
BIO11/12-5	analyses and evaluates primary and secondary data and information	✓			✓
BIO11/12-6	Problem Solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	✓			✓
BIO11/12-7	Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose		✓		✓
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species	✓	<i>*NOTE: Students must select at least ONE knowledge and understanding outcome for their Depth Study.</i>		✓
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change				✓
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system			✓	✓
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease				✓

Biology- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Secondary Sourced Practical Assessment Task	Depth Study	Practical Assessment Task	Trial HSC Examination
		Date	Term 4 Week 7	Term 1 Week 5	Term 2 Week 5	Term 3 Weeks 4-5
		Outcomes	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-12	BIO11/12-1, BIO11/12-7 <i>*NOTES in Course Outcomes</i>	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO12-14	BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15
Skills in working scientifically	60%		15	25	15	5
Knowledge and understanding of course content	40%		5	5	5	25
Total	100%		20	30	20	30

Business Studies- Couse Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
H1	critically analyses the role of business in Australia and globally	✓			
H2	evaluates management strategies in response to changes in internal and external influences	✓	✓	✓	✓
H3	discusses the social and ethical responsibilities of management		✓	✓	✓
H4	analyses business functions and processes in large and global businesses	✓			✓
H5	explains management strategies and their impact on businesses	✓	✓	✓	✓
H6	evaluates the effectiveness of management in the performance of businesses	✓	✓	✓	✓
H7	plans and conducts investigations into contemporary business issues	✓		✓	
H8	organises and evaluates information for actual and hypothetical business situations	✓			✓
H9	communicates business information, issues and concepts in appropriate formats	✓	✓	✓	✓
H10	applies mathematical concepts appropriately in business situations		✓		✓

Business Studies- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Operations Extended Response	Marketing and Operations Topic Test	Human Resources and Marketing In class business report	All Topics Trial HSC Examination
		Date	Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 4-5
		Outcomes	H1, H2, H4, H5, H6, H7, H8, H9	H2, H3, H5, H6, H9, H10	H2, H3, H5, H6, H7, H9	H2, H3, H4, H5, H6, H8, H9, H10
Knowledge and understanding of course content	40%		5	10	10	15
Stimulus-based skills	20%			10		10
Inquiry and research	20%		10		10	
Communication of business information, ideas and issues in appropriate forms	20%		5	5	5	5
Total	100%		20	25	25	30

Chemistry- Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
CH11/12-1	Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation		✓	✓	
CH11/12-2	Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information		<i>*NOTE: As well as CH11/12-1 and CH11/12-7, students must select at least TWO other working scientifically outcomes for their Depth Study.</i>	✓	
CH11/12-3	Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information			✓	
CH11/12-4	Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	✓		✓	
CH11/12-5	Analysing data and information analyses and evaluates primary and secondary data and information	✓			✓
CH11/12-6	Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	✓			✓
CH11/12-7	Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose		✓		✓
CH11/12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems	✓	<i>*NOTE: Students must select at least ONE knowledge and understanding outcome for their Depth Study.</i>		✓
CH12-13	describes, explains and quantitatively analyses acids and bases using contemporary models				✓
CH12-14	analyses the structure of, and predicts reactions involving, carbon compounds			✓	✓
CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes				✓

Chemistry- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Secondary Sourced Practical Assessment Task	Depth Study	Practical Assessment Task	Trial HSC Examination
		Date	Term 4 Week 9	Term 1 Week 7	Term 2 Week 9	Term 3 Week 4-5
		Outcomes	CH11/12-4, CH11/12-5, CH11/12-6, CH12-12	CH11/12-1, CH11/12-7 <i>*NOTES in Course Outcomes</i>	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH12-14	CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15
Skills in working scientifically	60%		15	25	15	5
Knowledge and understanding of course content	40%		5	5	5	25
Total	100%		20	30	20	30

Community and Family Studies- Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
H1.1	analyses the effect of resource management on the wellbeing of individuals, groups, families and communities		✓		✓
H2.1	analyses different approaches to parenting and caring relationships				✓
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities		✓	✓	✓
H2.3	critically examines how individual rights and responsibilities in various environments contribute to wellbeing		✓		✓
H3.1	analyses the sociocultural factors that lead to special needs of individuals in groups		✓		✓
H3.2	evaluates networks available to individuals, groups and families within communities			✓	✓
H3.3	critically analyses the role of policy and community structures in supporting diversity		✓		✓
H3.3	critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities				✓
H3.4	critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities				✓
H4.1	justifies and applies appropriate research methodologies	✓			✓
H4.2	communicates ideas, debates issues and justifies opinions	✓		✓	✓
H5.1	proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources		✓	✓	✓
H5.2	develops strategies for managing multiple roles and demands of family, work and other environments			✓	✓
H6.1	analyses how the empowerment of women and men influences the way they function within society				✓
H6.2	formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments				✓

Community and Family Studies- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Independent Research Project (IRP) Research Methodology	Presentation Groups in Context	Case Study Parenting and Caring	Trial HSC Examination
		Date	Term 4 Week 10	Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 4-5
		Outcomes	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H5.1	H2.2, H3.2, H4.2, H5.1, H5.2	H1.1 to H6.2
Knowledge and understanding of course content	40		5	10	10	15
Skills in critical thinking, research methodology, analysing and communicating	60		15	15	15	15
Total	100%		20	25	25	30

Drama- Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
H1.1	uses acting skills to adopt and sustain a variety of characters and roles			✓	
H1.2	uses performance skills to interpret and perform scripted and other material			✓	
H1.3	uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works	✓	✓		
H1.4	collaborates effectively to produce a group-devised performance			✓	✓
H1.5	demonstrates directorial skills			✓	
H1.6	records refined group performance work in appropriate form	✓			
H1.7	demonstrates skills in using the elements of production		✓		
H1.8*	recognises the value of the contribution of each individual to the artistic effectiveness of productions				
H1.9*	values innovation and originality in group and individual work				
H2.1	demonstrates effective performance skills				✓
H2.2	uses dramatic and theatrical elements effectively to engage an audience			✓	✓
H2.3	demonstrates directorial skills for theatre and other media				✓
H2.4*	appreciates the dynamics of drama as a performing art				
H2.5*	appreciates the high level of energy and commitment necessary to develop and present a performance				
H3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements	✓			✓
H3.2	analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses	✓	✓		✓
H3.3	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements	✓	✓		✓
H3.4*	appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies				
H3.5*	appreciates the role of the audience in various dramatic and theatrical styles and movements				

Drama- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Research Task and Workshop Performance: Studies in Drama and Theatre, Selected Topic Written response to research question and performance, based on workshop activities	Individual Project: Submission/ Performance of Work Under Development Presentation of work(s) in progress, log book including preliminary drafts and research	Group Performance Work in Progress Presentation of Group Performance under development, log book with critical analysis of role and character, development of effective performance skills and use of theatrical elements to engage an audience	Trial HSC Examination 1. Written Examination Presentation of Group 2. Performance demonstrating ongoing refinement, formal interview and reflection statement
		Date	Term 4, week 8	Term 2, Week 9	Term 2, Week 9	Term 3, week 2
		Outcomes	H1.3, H1.6, H3.1, H3.2, H3.3	H1.3, H1.7, H3.2, H3.3	H1.1, H1.2, H1.4, H1.5, H2.2	H3.1, H3.2, H3.3, H1.4, H2.1, H2.2, H2.3
Making	40		10	10	10	10
Performing	30				20	10
Critically Studying	30		10	10		10
Total	100%		20	20	30	30

English Advanced- Course Outcomes

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

English Advanced- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Multimodal presentation Texts and Human Experiences	Comparative Essay Textual Conversations	Imaginative Task Craft of Writing	Trial HSC Examination Common Module Module A Module B
		Date	Term 4 Week 8	Term 1 Week 8	Term 3 Week 1	Term 3 Weeks 4-5
		Outcomes	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3 EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-8, EA12-9
Knowledge and understanding of course content	50%		10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%		10	10	15	15
Total	100%		20	25	25	30

English Extension 1- Course Outcomes

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

English Extension 1- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Creative Response with reflection	Critical Response Core text and related texts	Trial HSC Examination
		Date	Term 1 Week 1	Term 2 Week 6	Term 3 Weeks 4-5
		Outcomes	EE12-2, EE12-4 EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5
Knowledge and understanding of complex texts and of how and why they are valued	50%		15	20	15
Skills in: <ul style="list-style-type: none"> • complex analysis • sustained composition • independent investigation 	50%		15	20	15
Total	100%		30	40	30

English Extension 2- Course Outcomes

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

English Extension 2- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Viva Voce (including written proposal)	Literature Review	Critique of the creative process	Major Work (External)
		Date	Term 1 Week 8	Term 2 Week 9	Term 3 Week 2	
		Outcomes	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Objective 1: Skills in extensive independent investigation	50%		15	20	15	
Objective 2: Skills in sustained composition	50%		15	20	15	
Total	100%		30	40	30	

English Standard- Course Outcomes

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

English Standard- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Critical Essay Common Module Texts and Human Experience	Multimodal presentation Language, Identity and Culture	Imaginative Task Craft of Writing	Trial HSC Examination Common Module A Module B
		Date	Term 4 Week 8	Term 1 Week 8	Term 3 Week1	Term 3 Weeks 4-5
		Outcomes	EN12-1,EN12-3, EN12-5, EN12-7	EN12-1, EN12-2, EN12-3, EN12-6, EN12-8	EN12-2,EN12-4, EN12-5,EN12-9	EN12-1,EN12-4, EN12-5, EN12-7, EN12-8
Knowledge and understanding of course content	50%		10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%		10	10	15	15
Total	100%		20	25	25	30

English Studies- Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
ES12-1	comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes	✓		✓	
ES12-2	identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts	✓			✓
ES12-3	accesses, comprehends and uses information to communicate in a variety of ways		✓		✓
ES12-4	composes proficient texts in different forms	✓		✓	
ES12-5	develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences		✓	✓	
ES12-6	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes		✓		✓
ES12-7	represents own ideas in critical, interpretive and imaginative texts	✓	✓	✓	
ES12-8	understands and explains the relationships between texts	✓		✓	
ES12-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences		✓		✓
ES12-10	monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner			✓	✓

English Studies- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Opinion piece with related material	Visual Representation and spoken annotations	Collection of classwork	Trial HSC Examination
		Date	Term 4 Week 8	Term 1 Week 8	Term 3 Week 1	Term 3 Weeks 4-5
		Outcomes	ES12-1, ES12-2, ES12-4, ES12-7, ES12-8	ES12-3, ES12-5, ES12-7, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-8, ES12-10	ES12-2, ES12-3, ES12-6, ES12-9, ES12-10
Knowledge and understanding of course content	50%		15	10	15	10
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	50%		10	15	15	10
Total	100%		25	25	30	20

Food Technology- Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
H1.1	explains manufacturing processes and technologies used in the production of food products		✓		✓
H1.2	examines the nature and extent of the Australian food industry	✓			
H1.3	justifies processes of food product development and manufacture in terms of market, technological and environmental considerations				✓
H1.4	evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment	✓			✓
H 2.1	evaluates the relationship between food, its production, consumption, promotion and health			✓	
H 3.1	investigates operations of one organisation within the Australian food industry	✓			
H 3.2	independently investigates contemporary nutrition issues			✓	
H 4.1	develops, prepares and presents food using product development processes			✓	
H 4.2	applies principles of food preservation to extend the life of food and maintain safety		✓		
H 5.1	develops, realises and evaluates solutions to a range of food situations			✓	✓

Food Technology- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Food industry report	Food manufacture experiment and preparation	Contemporary nutrition issues investigation	Trial HSC examination
		Date	Term 4 Week 8	Term 1 Week 6	Term 2 Week 6	Term 3 Weeks 4-5
		Outcomes	H1.2, H1.4, H3.1	H1.1, H4.2	H2.1, H3.2, H4.1, H5.1	H1.1, H1.3, 1.4, H5.1
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	
Total	100%		15	25	30	30

Industrial Technology: Multimedia- Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
H 1.1	investigates industry through the study of businesses in one focus area				✓
H 1.2	identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry				✓
H 1.3	identifies important historical developments in the focus area industry				✓
H 2.1	demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques			✓	
H 3.1	demonstrates skills in sketching, producing and interpreting drawings		✓		✓
H 3.2	selects and applies appropriate research and problem-solving skills	✓	✓		
H 3.3	applies and justifies design principles through the production of a Major Project		✓	✓	
H 4.1	demonstrates competency in a range of practical skills appropriate to the Major Project			✓	
H 4.2	explores the need to outsource appropriate expertise where necessary to complement personal practical skills				
H 4.3	critically applies knowledge and skills related to properties and characteristics of materials/components	✓			✓
H 5.1	selects and uses communication and information processing skills	✓	✓	✓	
H 5.2	examines and applies appropriate documentation techniques to project management	✓		✓	
H 6.1	evaluates the characteristics of quality manufactured products				✓
H 6.2	applies the principles of quality and quality control			✓	
H 7.1	explains the impact of the focus area industry on the social and physical environment				✓
H 7.2	analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment				✓

Industrial Technology: Multimedia-Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Industry Study	Designing and Planning Presentation	Project Development and Management Report	Trial HSC Examination
		Date	Term 4 Week 5	Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 4-5
		Outcomes	H 3.2, H 4.3, H 5.1, H 5.2	H 3.1 , H 3.2, H 3.3, H 5.1	H 2.1, H 3.3, H 4.1, H 5.1, H 5.2, H 6.2	H 1.1, H 1.2, H 1.3, H 3.1, H 4.3, H 6.1, H 7.1, H 7.2
Knowledge and understanding of course content	40%		5	5	10	20
Knowledge and skills in the design, management communication and production of a major product	60%		15	15	20	10
Total	100%		20	20	30	30

Industrial Technology: Timber Products and Furniture Technologies – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
H 1.1	investigates industry through the study of businesses in one focus area				✓
H 1.2	identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry				✓
H 1.3	identifies important historical developments in the focus area industry				✓
H 2.1	demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques			✓	
H 3.1	demonstrates skills in sketching, producing and interpreting drawings	✓			✓
H 3.2	selects and applies appropriate research and problem-solving skills	✓	✓		
H 3.3	applies and justifies design principles through the production of a Major Project	✓		✓	
H 4.1	demonstrates competency in a range of practical skills appropriate to the Major Project			✓	
H 4.2	explores the need to outsource appropriate expertise where necessary to complement personal practical skills				
H 4.3	critically applies knowledge and skills related to properties and characteristics of materials/components		✓		✓
H 5.1	selects and uses communication and information processing skills	✓	✓	✓	
H 5.2	examines and applies appropriate documentation techniques to project management		✓	✓	
H 6.1	evaluates the characteristics of quality manufactured products				✓
H 6.2	applies the principles of quality and quality control			✓	
H 7.1	explains the impact of the focus area industry on the social and physical environment				✓
H 7.2	analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment				✓

Industrial Technology: Timber Products and Furniture Technologies – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Designing and Planning Presentation	Product Analysis	Project Development and Management Report	Trial HSC Examination
		Date	Term 4 Week 8	Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 4-5
		Outcomes	H 3.1 , H 3.2, H 3.3, H 5.1	H 3.2, H 4.3, H 5.1, H 5.2	H 2.1, H 3.3, H 4.1, H 5.1, H 5.2, H 6.2	H 1.1, H 1.2, H 1.3, H 3.1, H 4.3, H 6.1, H 7.1, H 7.2
Knowledge and understanding of course content	40%		5	5	10	20
Knowledge and skills in the design, management communication and production of a major product	60%		15	15	20	10
Total	100%		20	20	30	30

Japanese- Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
1.1	establishes and maintains communication in Japanese		✓		✓
1.2	manipulates linguistic structures to express ideas effectively in Japanese		✓		✓
1.3	sequences ideas and information		✓		✓
1.4	applies knowledge of the culture of Japanese-speaking communities to interact appropriately				✓
2.1	understands and interprets information in texts using a range of strategies	✓	✓	✓	✓
2.2	conveys the gist of and identifies specific information in texts	✓	✓	✓	✓
2.3	summarises the main points of a text	✓	✓	✓	✓
2.4	draws conclusions from or justifies an opinion about a text	✓	✓	✓	✓
2.5	identifies the purpose, context and audience of a text	✓	✓	✓	✓
2.6	identifies and explains aspects of the culture of Japanese-speaking communities in texts			✓	
3.1	produces texts appropriate to audience, purpose and context	✓		✓	✓
3.2	structures and sequences ideas and information	✓		✓	✓
3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese	✓		✓	✓
3.4	applies knowledge of the culture of Japanese-speaking communities to the production of texts.			✓	

Japanese- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Topic: Family life, home and neighbourhood Response in English to aural texts/composition in Japanese	Topic: Education, work and the future Interaction in Japanese / responses in English/Japanese to stimulus texts	Topic: Friends, recreation and pastimes Response in English to written texts / composition in Japanese	Trial HSC Examination
		Date	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, week 5
		Outcomes	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3
Speaking	20			10		10
Listening	30		20			10
Reading	30			20	5	5
Writing in Japanese	20		5		10	5
Total	100%		25	30	15	30

Legal Studies – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
H1	Identifies and applies legal concepts and terminology	✓	✓	✓	✓
H2	Describes and explains key features of and the relationship between Australian and international law		✓		✓
H3	Analyses the operation of domestic and international legal systems		✓		✓
H4	Evaluates the effectiveness of the legal system in addressing issues	✓	✓	✓	✓
H5	Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change			✓	✓
H6	Assesses the nature of the interrelationship between the legal system and society	✓		✓	✓
H7	Evaluates the effectiveness of the law in achieving justice	✓		✓	✓
H8	Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents	✓	✓	✓	
H9	Communicates legal information using well-structured and logical arguments	✓	✓	✓	✓
H10	Analyses differing perspectives and interpretations of legal information and issues	✓			✓

Legal Studies – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Crime Topic Test	Human Rights Structured Responses	Family In-class essay	All Topics Trial HSC Examination
		Date	Term 4 Week 10	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 4-5
		Outcomes	H1, H4, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H8, H9	H1, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9
Knowledge and understanding of course content	40%		10	5	10	15
Analysis and evaluation	20%		10			10
Inquiry and research	20%			10	10	
Communication of legal information, issues and ideas in appropriate forms.	20%		5	5	5	5
Total	100%		25	20	25	30

Mathematics Advanced – Course Outcomes

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

Mathematics Advanced – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	In class test	Sighted test	Assignment	Trial exam
		Date	Term 4 Week 7	Term 1 Week 7	Term 2 Week 5	Term 3 Week 4/5
		Outcomes	MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	MA12-1, MA12-6, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10
Concepts, skills and techniques	50%		10%	15%	10%	15%
Reasoning and communication	50%		10%	10%	15%	15%
Total	100%		20%	25%	25%	30%

Mathematics Extension 1 – Course Outcomes

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

Mathematics Extension 1- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	In class test	Assignment	Sighted test	Trial exam
		Date	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5
		Outcomes	ME12-1, ME12-6, ME12-7	ME12-1, ME12-2, ME12-6, ME12-7	ME12-1, ME12-3, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7
Concepts, skills and techniques	50%		10%	15%	10%	15%
Reasoning and communication	50%		10%	10%	15%	15%
Total	100%		20%	25%	25%	30%

Mathematics Extension 2 – Course Outcomes

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

Mathematics Extension 2- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	In class test	Sighted test	Assignment	Trial exam
		Date	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4/5
		Outcomes	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-5, MEX12-7, MEX12-8	MEX12-6, MEX12-6, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8
Concepts, skills and techniques	50%		10%	15%	10%	15%
Reasoning and communication	50%		10%	10%	15%	15%
Total	100%		20%	25%	25%	30%

Mathematics Standard 1- Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
MS1-12-1	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts			✓	✓
MS1-12-2	analyses representations of data in order to make predictions and draw conclusions		✓	✓	✓
MS1-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness	✓			✓
MS1-12-4	Analyses simple two-dimensional and three-dimensional models to solve practical problems	✓			✓
MS1-12-5	makes informed decisions about financial situations likely to be encountered post-school				✓
MS1-12-6	represents the relationships between changing quantities in algebraic forms			✓	✓
MS1-12-7	solves problems requiring statistical processes		✓	✓	✓
MS1-12-8	applies network techniques to solve network problems			✓	✓
MS2-12-9	chooses and uses appropriate technology effectively and recognises appropriate times for such use	✓	✓	✓	✓
MS2-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others	✓	✓	✓	✓

Mathematics Standard 1- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	In class test	Assignment	Sighted Test	Trial Exam
		Date	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5
		Outcomes	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10
Understanding Fluency Communication	50%		10%	15%	10%	15%
Problem solving Reasoning Justification	50%		10%	10%	15%	15%
Total	100%		20%	25%	25%	30%

Mathematics Standard 2- Course Outcomes

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

Mathematics Standard 2- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	In class test	Assignment	Sighted Test	Trial Exam
		Date	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5
		Outcomes	MS2-12-3, MS212-4, MS2- 12-9, MS2-12-10	MS2-12-2, MS2- 12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS212-2, MS2- 12-6, MS2-12-7, MS2-12-8, MS2- 12-9, MS2-12-10	MS2-12-1, MS212-2, MS2- 12-3, MS212-4, MS2-12-5, MS2- 12-6, MS2-12-7, MS2-12-8, MS2- 12-9, MS2-12-10
Understanding Fluency Communication	50%		10%	15%	10%	15%
Problem solving Reasoning Justification	50%		10%	10%	15%	15%
Total	100%		20%	25%	25%	30%

Modern History- Couse Outcomes

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

Modern History – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Core Study Source-based task	USA Hist. Inquiry Essay	Indochina In class essay	All topics Trial HSC Examination
		Date	Term 4 Week 7	Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 4-5
		Outcomes	MH12-1, MH12-6, MH12-7, MH12-9	MH12-1, MH12-2, MH12-3, MH12-5, MH12-8, MH12-9	MH12-1, MH12-3, MH12-6, MH12-9,	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9
Knowledge and understanding of course content	40		5	10	10	15
Historical skills in the analysis and evaluation of sources and interpretations	20		5		5	10
Historical inquiry and research	20		5	10	5	
Communication of historical understanding in appropriate forms	20		5	5	5	5
Total	100%		20	25	25	30

Music- Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
H1	performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble	✓		✓	✓
H2	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied	✓	✓	✓	✓
H3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied		✓	✓	✓
H4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles		✓	✓	✓
H5	critically evaluates and discusses performances and compositions	✓	✓	✓	✓
H6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening	✓	✓	✓	✓
H7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied	✓	✓	✓	✓
H8	identifies, recognises, experiments with, and discusses the use and effects of technology in music	✓	✓	✓	✓
H9	performs as a means of self-expression and communication	✓	✓	✓	✓

Music- Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Core - performance and Viva voce based on topic 1	Aural skills test — (*test of limited scope), Core composition	Presentation of three topics through elective combination	Trial HSC (**with formal written task)
		Date	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Trial exam period
		Outcomes	H1 H2 H5 H6 H7 H8 H9	H2 H3 H4 H5 H6 H7 H8	H1 H2 H3 H4 H5 H6 H7 H8 H9	H1 H2 H3 H4 H5 H6 H7 H8 H9
Performance	10%		5%	-	-	5%
Composition	10%		-	10%	-	
Musicology	10%		10%	-	-	
Aural	25%		-	15%	-	10%
Electives	45%		-	-	30%	15%
Total	100%		15%	25%	30%	30%

Personal Development, Health and Physical Education – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
H1	describes the nature and justifies the choice of Australia's health priorities			✓	✓
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk			✓	✓
H3	analyses the determinants of health and health inequities			✓	✓
H4	argues the case for health promotion based on the Ottawa Charter				✓
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities			✓	✓
H6	demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)				
H7	explains the relationship between physiology and movement potential	✓	✓		✓
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity	✓	✓		✓
H9	explains how movement skill is acquired and appraised	✓	✓		✓
H10	designs and implements training plans to improve performance	✓	✓		✓
H11	designs psychological strategies and nutritional plans in response to individual performance needs	✓			✓
H12	analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)				
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)		✓		✓
H14	argues the benefits of health-promoting actions and choices that promote social justice			✓	✓
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all			✓	✓
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts	✓	✓	✓	✓
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation	✓	✓		✓

Personal Development, Health and Physical Education – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Topic Test Core 2 – Factors Affecting Performance	Research and Response Options – Improving Performance and Sports Medicine	Topic Test Health Priorities in Australia	Trial HSC Examination
		Date	Term 1 Week 2	Term 2 Week 7	Term 3 Week 2	Term 3 Weeks 4-5
		Outcomes	H7, H8, H9, H10, H11, H16, H17	H8, H13, H16, H17, H7, H9, H10	H1, H2, H3, H5, H14, H15, H16	H1-H5, H7-H11, H13-H17
Knowledge and understanding of course content	40%		10	10	10	10
Skills in critical thinking, research, analysing and communicating	60%		10	20	10	20
Total	100%		20	30	20	30

Photography, Video and Digital Imaging – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
M1	Making generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice	✓	✓	✓
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works	✓		✓
M3	investigates different points of view in the making of photographs and/or videos and/or digital images	✓		✓
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images	✓		✓
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images			✓
M6	takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works	✓		✓
CH1	Critical and historical generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging		✓	✓
CH2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations	✓	✓	✓
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies		✓	✓
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging	✓	✓	✓
CH5	Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production		✓	✓

Photography, Video and Digital Imaging – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Module DI 4: Manipulated forms	Essay	Trial HSC
		Date	Term 4, Week 9	Term 2, Week 3	Term 3, Weeks 4-5
		Outcomes	M1, M2, M3, M4, M6, CH2, CH4	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6, CH1,CH2, CH3, CH4, CH5
Making	70		30		40
Critical and historical studies	30			20	10
Total	100%		30	20	50

Physics – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
PH11/12-1	Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation		✓	✓	
PH11/12-2	Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information		<i>*NOTE: As well as PH11/12-1 and PH11/12-7, students must select at least TWO other working scientifically outcomes for their Depth Study.</i>	✓	
PH11/12-3	Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information			✓	
PH11/12-4	Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	✓		✓	
PH11/12-5	Analysing data and information analyses and evaluates primary and secondary data and information	✓			✓
PH11/12-6	Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	✓			✓
PH11/12-7	Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose		✓		✓
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles	✓	<i>*NOTE: Students must select at least ONE knowledge and understanding outcome for their Depth Study.</i>		✓
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively				✓
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world			✓	✓
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom				✓

Physics – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Secondary Sourced Practical Assessment Task	Depth Study	Practical Assessment Task	Trial HSC Examination
		Date	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 4-5
		Outcomes	PH11/12-4, PH11/12-5, PH11/12-6, PH12-12	PH11/12-1, PH11/12-7 <i>*NOTES in Course Outcomes</i>	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH12-14	PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13, PH12-14, PH12-15
Skills in working scientifically	60%		15	25	15	5
Knowledge and understanding of course content	40%		5	5	5	25
Total	100%		20	30	20	30

Sport, Lifestyle and Recreation Studies – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
1.1	applies the rules and conventions that relate to participation in a range of physical activities	✓	✓	
1.2	explains the relationship between physical activity, fitness and healthy lifestyle			✓
1.3	demonstrates ways to enhance safety in physical activity	✓	✓	✓
1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia			
2.1	explains the principles of skill development and training	✓	✓	✓
2.2	analyses the fitness requirements of specific activities	✓		✓
2.3	selects and participates in physical activities that meet individual needs, interests and abilities			✓
2.5	describes the relationship between anatomy, physiology and performance			✓
3.1	selects appropriate strategies and tactics for success in a range of movement contexts	✓	✓	
3.2	designs programs that respond to performance needs	✓	✓	✓
3.3	measures and evaluates physical performance capacity			✓
3.6	assesses and responds appropriately to emergency care situations			
4.1	plans strategies to achieve performance goal		✓	
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context	✓		
4.4	demonstrates competence and confidence in movement contexts		✓	✓
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity	✓		

Sport, Lifestyle and Recreation Studies – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Coaching Plan	Video analysis Individual Games and Sports Applications	Journal Resistance Training
		Date	Term 4 Week 6	Term 1 Week 8	Term 2 Week 8
		Outcomes	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.1, 1.3, 2.1, 3.1, 3.2, 4.1 4.4	1.2, 1.3, 2.1, 2.2, 2.3 dual needs, interests and abilities 2.5, 3.2, 3.3, 4.4
Knowledge and understanding of course content	40%		10	15	15
Skills in critical thinking, research, analysing and communicating	60%		20	25	15
Total	100%		30%	40%	30%

Visual Arts – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
H1	initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions	✓		✓	
H2	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work			✓	✓
H3	demonstrates an understanding of the frames when working independently in the making of art	✓		✓	
H4	selects and develops subject matter and forms in particular ways as representations in artmaking	✓		✓	✓
H5	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways				✓
H6	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work			✓	✓
H7	applies their understanding of practice in art criticism and art history				✓
H8	applies their understanding of the relationships among the artist, artwork, world and audience		✓	✓	✓
H9	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art		✓		✓
10	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts		✓		✓

Visual Arts – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Artmaking Art history/ art criticism	Artmaking, written response and Essay	Development of the Body of Work. Written response	Trial HSC Exam
		Date	Term 4, Week 8	Term 2, Week 2	Term 2, Week 8	Term 3, Weeks 4-5
		Outcomes	H1, H2 H3, H4, H5, H6, H7, H8, H9, H10	H1, H2 H3, H4, H5, H6, H7, H8, H9, H10	H1, H2 H3, H4, H5, H6, H7, H8, H9, H10	H1, H2 H3, H4, H5, H6, H7, H8, H9, H10
Artmaking	50%		10%	10%	10%	20%
Art criticism & History	50%		10%	10% essay 5% written response	15%	10% written exam
Total	100%		20%	25%	25%	30%

Vocational Education and Training (VET) Course

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) to deliver and assess VET qualifications to secondary students.

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 assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere or have previous life or work experience in the relevant industry, he 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 (common examples include a white card course, first aid certificate or a barista course), and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded.

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

Work Placement

It is a mandatory requirement of your VET course. If you do not complete at least 70 hours of work placement you will not have the course recognised by the NESA. This might mean that you will not receive your HSC.

Work placement involves working for one week (35 hours) in a workplace in the VET area that you have chosen.

During your work placement you are expected to practice and develop the competencies that are part of your course. Your teacher and/or workplace supervisor will assess your performance on the job.

Work Placement is a privilege offered to you by employers in the community. It is not easy to find employers who are willing to take students for work placement. Employers are doing you a favour as they are under no obligation to assist in work placement and it does take time and resources from their organisation.

Some students have gained employment or improved their employment chances due to work placement. It is expected that you will make the most of the opportunity given to you.

Students undertaking a VET course at Mount Annan High School will be participating in their mandatory 70 hours work placement at a venue organised through the school and South West Connect. Students wishing to complete their mandatory work placement at another workplace venue are to inform their teacher as soon as possible. Work placement will be done in two 1- week blocks, over 2 years. **It is the students' responsibility to catch up on missed class work.**

Work Placement (School VET/TVET) and assessment tasks – student responsibilities

It is important to note that **it is the student's responsibility to notify teachers in advance that they are attending Work Placement**

Any assessment tasks due while you are on Work Placement must be discussed with the subject teacher/head teacher to negotiate an alternate due date for the task. You may be required to hand in the completed task before you go on Work Placement or on your first day back at school after Work Placement. Alternate arrangements for any in-class assessment tasks must also be negotiated with your teacher BEFORE Work Placement.

Student Reviews/ Appeals- VET

Students have access to an appeals process if they feel in any way dissatisfied with the assessment process. Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The student does not agree with competency decision.
- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency
- They were not informed in advance of the conditions and method of assessment
- The process used was discriminatory in some way, and
- They were ill or suffered misadventure at the time of assessment (must be supported by a medical certificate).

The student should firstly discuss the issue with the VET teacher. If still not satisfied, the student should discuss the issue with the VET Co-ordinator (if this is the same person then discuss with the Head Teacher). If the issue is still not resolved the student has a right to appeal the process.

A student who wishes to make a formal appeal must do so in writing. The Deputy Principal will provide the student with the school appeal form. The form must be filled in and submitted with supporting documentation to the Principal within 5 working days of the determination.

An appeal panel will be formed within 10 days of the appeal. The panel will consist of the Principal, the VET Co-ordinator, the VET teacher and another teacher from the framework of that appeal. The second VET teacher may be from another school in the case of there being only one teacher of that framework in the school.

The panel will consider the reasons for the appeal and will make one of two decisions on the basis of the evidence a student has submitted:

- The assessment did not follow the school policy and procedures relating to competency-based assessment. In this instance the student will be allowed to resubmit her evidence or be given an opportunity to be reassessed, or
- The assessment did follow the school policy and procedures relating to competency-based assessment. In this instance the determination will stand and the student will not be allowed to resubmit or be given another opportunity for reassessment.

The student may appeal to the Registered Training Organisation through the Regional office if they believe the school process has been unfair. The RVEC will convene an appeals panel to consider that appeal. If the appeal is rejected, the student may lodge a further appeal to ASQA.

2019- 2020 VET Subjects offered at Mount Annan High School

- Business Services
- Construction
- Hospitality – Food and Beverage
- Information and Digital Technology


Business Services - VET

ULTIMO 90072 BUSINESS SERVICES ASSESSMENT SCHEDULE Preliminary Year 2019 - HSC 2020 QUALIFICATION: BSB20115 Certificate II in Business Release 2 Training Package: BSB Business Services Version 3							NESA Course Code: 2 U X 2 YR 26101 LMBR UI Code: 11BSB20115226101B
TERM	UOC CODE	Unit of Competency	AQF Core/Electi	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 yrs 35 hrs Work placement
	BSBWHS201 BSBWOR204	Contribute to health and safety of self and others Use business technology	C E	M E	15 15	Cluster A: At the Office Written task, scenario, observation of practical work, risk assessment	
Term 2	BSBCUS201 BSBCMM201	Deliver a service to customers Communicate in the workplace	E E	M E	15 15	Cluster B: Service with a Smile Scenario, written task, presentation, role play	30% Preliminary Exam
Term 3	BSBSUS201 BSBITU213 BSBITU312	Participate in environmentally sustainable work practices Use digital technologies to communicate remotely Create electronic presentations	E E E	M E E	15 10 15	Cluster C: Quality presentations Scenario, written task, case studies, self- assessment	
	7 HSC UOCs						
Term 3-4	BSBITU307 BSBITU211	Develop keyboarding speed and accuracy Produce digital text documents	E E	E E	25 20	Cluster D: Fast and On Task Written task, teacher observation, portfolio of evidence, product assessment	35 hrs Work placement 70% Trial HSC Exam The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
	Term 5-6	BSBITU212 BSBINM201 TLIP2029	Create and use spread sheets Process and maintain workplace information Prepare and process financial documents	E E E	E M M	15 20 20	
Term 7		BSBINN201 BSBIND201	Contribute to workplace innovation Work effectively in a business environment	E E	M M	15 25	
	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.	


Construction- VET

ULTIMO 90072 CONSTRUCTION ASSESSMENT SCHEDULE Preliminary Year 2019 - HSC 2020 QUALIFICATION: CPC20211 Certificate II in Construction Pathways Training Package: CPC08 Construction and Property Services v 9.1							NESA course code 2 U X 2 YR 26201 LMBR UI Code: 11CPC20211326201B
TERM	Unit Code	Units Of Competency	AQF CORE / ELECT	HSC STATUS	HSC INDICA TIME	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	5 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test	
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	Cluster B - Small project, Oil Stone Case or Concrete Float Practical, Teacher observations and written test.	30% Preliminary Exam 35 hrs. Work placement
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test.	
Terms 4/5	9 HSC UOCs						35 hrs. Work placement 70% Trial HSC Exam The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. It should be derived from a minimum of two exams.
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster D - 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		
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20		
	CPCCCM2001A	Read and interpret plans and specifications	C	M	20		
Terms 6/7	CPCCJN2001A CPCCJN2002A	Assemble components Prepare for off-site manufacturing process	E E	E E	15 10	Cluster E – Joinery Practical, Teacher observations and written test.	
Terms 6/7	CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	E E	E E	25 10	Cluster E – Wall and Floor Tiling Practical, Teacher observations and written test	
Terms 6/7	CPCCBL2001A CPCCBL2002A	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	E E	E E	20 10	Cluster E – Bricklaying (subject to teacher qual) Practical, teacher observation and written test	
Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	Cluster F - WPL Journal Teacher observations and Written test, Third party evidence	
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.	

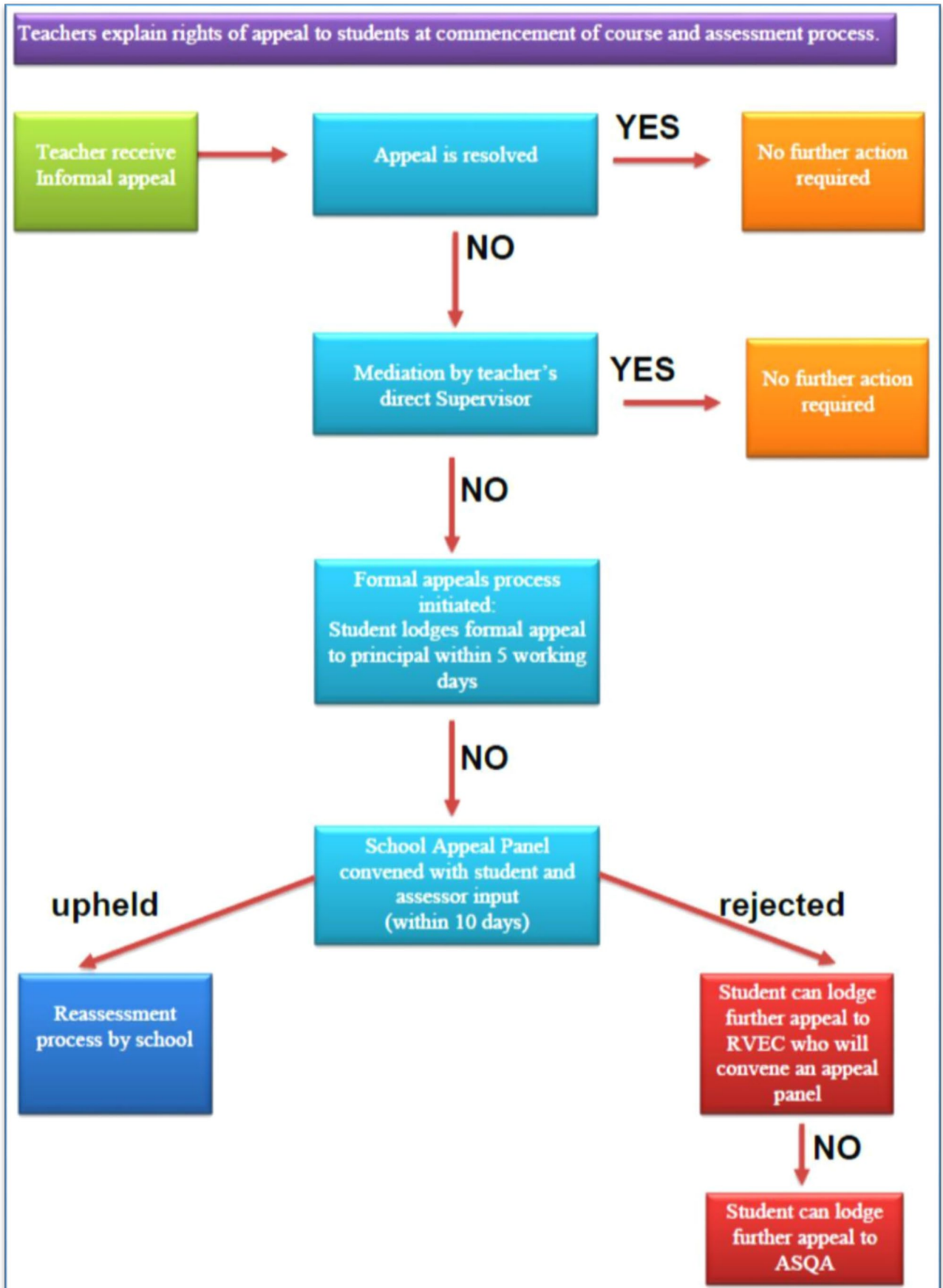
Information and Digital Technology- VET

 ULTIMO 90072 INFORMATION and DIGITAL TECHNOLOGY ASSESSMENT SCHEDULE Preliminary Year 2019 - HSC 2020 QUALIFICATION: Statement of Attainment towards ICT30115 Certificate III in Information, Digital Media and Technology Training Package: ICT Information and Communications Technology V3							NESA course code 2 U X 2 YR 27301 LMBR Course Code 11ICT30115127301 B
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIV E Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	BSBWHS304	Participate effectively in WHS communication and consultation processes	C	M	20	Cluster A: Working Safely with others	35 hrs Work placement
	BSBSUS401	Implement and monitor environmentally sustainable work practices	C	E	25	Research, report and presentation	
Term 2	ICTICT302 ICTSAS301	Install and optimise operating system software Run standard diagnostic tests	C C	M M	20 10	Cluster B: Systems & Software Scenario, Observation, portfolio of evidence	30% Preliminary Exam
Term 3	ICTICT202 ICTICT203	Work and communicate effectively in an ICT environment Operate application software packages (finalise assessment)	C E	M S	25 20	Cluster C: Operate Software packages effectively Oral questioning, Written	
Term 4 & Term 5	6 HSC UOCs						
	ICTICT308	Use advanced features of computer applications (embedded)	E	S	30	Cluster D :Computer Applications Written , portfolio of evidence	70% Trial HSC Exam The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
	ICTWEB303 ICTWEB301	Produce digital images for the web Create a simple mark-up language document	E E	E E	20 25	Cluster E: Working on the Web Observation and questioning OR	
	ICTWEB303 ICTICT301	Produce digital images for the web Create user documentation	E C	E E	20 20	Cluster E: Working on the Web Observation and questioning	
Term 6	ICTWEB302	Build simple websites using commercial programs	E	S	30	Cluster F: Web Technologies Observation and Oral report	
Term 7	ICTWEB201	Use social media tools for collaboration and engagement	E	E	15	Cluster G: Using Social Media Written report	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 235 or 240			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

Hospitality- Kitchen Operations - VET

<div> Education</div> <div>ULTIMO 90072 HOSPITALITY- KITCHEN OPERATIONS ASSESSMENT SCHEDULE Preliminary Year 2019 - HSC 2020 QUALIFICATION: SIT20416 Certificate II in Kitchen Operations Training Package: SIT Tourism, Travel and Hospitality v1.2</div>							NESA course code 2 U X 2 YR 26511 LMBR code 11SIT20416126511B	
TERM	Unit Code	Units Of Competency	AQF CORE /	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%	
Term 1	9 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency SITHCCC011 Use cookery skills effectively	240 Indicative Hours over 2 years	
	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 35 hrs Work placement	
	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	70% Trial HSC Exam 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.	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.	
	SITHCCC001	Use food preparation equipment	C	S	20			
	SITXINV002	Maintain the quality of perishable items	C	E	5			
Terms 4 - 6	5 HSC UOCs							
	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40	Cluster D: Quality 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.		
	SITHCCC006	Prepare appetisers and salads	E	E	25			
	SITHCCC011	Use cookery skills effectively	C	E	20			
Terms 6 & 7	BSBWOR203	Work effectively with others	C	M	15	Cluster E: Working Effectively with Others Written task and reflection		
	SITHIND002	Source and use information on the hospitality industry	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.			

Appeals Flowchart



2019 Illness Misadventure – Student Information Guide, Declaration & Section A

Information Guide

The New South Wales Education Standards Authority (NESA) Illness/Misadventure program assists students who:

- are prevented from attending an exam (including a practical exam) due to illness or unforeseen misadventure
- consider that their performance in an exam has been affected by illness or misadventure immediately before or during the exam.

If either of the above categories applies to you at the time of the HSC exams, you will need to complete an Illness/Misadventure application. Before you complete the application, you should read the following information carefully. You should refer also to *Rules and Procedures for Higher School Certificate Candidates*.

Limitations on Applications

NESA's responsibility is limited to the conduct and presentation of the exams. This means students may only apply to NESA in relation to circumstances that occur immediately before or during an exam, **and** that affect their performance in the exam.

You **cannot** submit an application on the basis of:

- difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- alleged deficiencies in teaching; for example extended teacher absences
- loss of study time or facilities during Year 12
- long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the exam
- the same grounds for which you received disability provisions, unless you experience additional difficulties during an exam
- misreading the exam timetable. If you miss an exam, or arrive late to an exam because you misread the timetable, contact your principal immediately. He or she may make a submission to NESA on your behalf
- misreading exam instructions
- failure to enter for the exam in the correct course
- illness and/or misadventure in a course that is undertaken as a self-tuition student
- other commitments, such as participation in entertainment, family holiday, work or sporting events, or attendance at exams conducted by other education organisations.

If you are unsure whether you are eligible, you should ask your principal.

Your Rights and Responsibilities

It is your right and responsibility to submit an Illness/Misadventure application whenever necessary. If you are incapacitated, an application may be submitted by your parent/guardian or principal on your behalf.

When completing an Illness/Misadventure application, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete application could jeopardise the outcomes.

Attendance at Exams

You must attend every exam. Do not miss an exam just because you do not feel able to do your best. The Illness/Misadventure program is designed to support students who perform below their expectations because of illness or misadventure.

If you do not attend an exam and your Illness/Misadventure application is unsuccessful, you will not receive a result in that course. This could mean that you are ineligible for the award of the Higher School Certificate.

NESA does not expect you to attend an exam against specific medical advice. If you cannot attend an exam (including a practical exam) because of illness or misadventure, you must notify your principal immediately.

Evidence of Your Illness or Misadventure

It is very important to provide independent evidence with your application. You should seek independent evidence on the same day, either immediately before or after each exam for which you are applying. The documentation you provide must be current, specific to the date and time of the exam, and submitted with the application.

A medical certificate that merely states you were unfit for work/study is unacceptable.

Practical Submissions

If, as a result of illness or misadventure, you experience difficulties in completing your practical submission, you must advise your teacher. He/she will complete Section B of the application. For example, a Visual Arts body of work or Society and Culture Personal Interest Project.

Performance Exams

If illness or misadventure occurs before the exam begins, and you are still able to attend the exam, notify your principal or Year 12 Advisor before you begin the exam. If you are presenting for the exam at a venue other than your home school, notify a NESA officer. For example, a Drama performance exam or Language speaking exam.

Before starting your exam, advise the Examiner of your situation. Do not hesitate to approach the Examiner as his/her comments and observations will be important in assessing your Illness/Misadventure application.

In the case of performance exams, it is not necessary to have Section B of the form completed. The Examiner will complete a report and send it separately to NESA.

Written Exams

If you are suffering from illness or misadventure, but are still able to attend the exam, notify the Presiding Officer (the person supervising the exam) when you enter the exam room. If the illness or misadventure occurs during the exam, notify the Presiding Officer at once. Do this at every exam session in which you consider your performance may be affected.

Do not hesitate to approach the Presiding Officer. He/she is there to help you. If you submit an Illness/Misadventure application, the Presiding Officer will need to complete Section B

Completing & Submitting Your Application

No section of the application should be completed before the relevant exam has been conducted, or before the due date for practical submissions.

Before signing the **Student Declaration**, read the statements above the signature box very carefully. It is strongly recommended that you sign the form only after you have completed Section A, and after Section C has been completed by an appropriate person.

NB. If Section C is incomplete and you did not attend an exam, you might not receive a result in that course. This could mean that you are ineligible for the award of the Higher School Certificate.

It is the Principals responsibility to submit your application to NESAs.

All sections to be completed as follows:

Form	Completed By:	Submit to:
Student information and declaration	Student	Principal
Section A	Student <ul style="list-style-type: none"> Complete Section A of this form on each day of each exam you apply for. Notify the Presiding Officer for every exam (written) you apply for. 	Principal
Section B	Written exams - Presiding Officer Practical submissions – Class teacher Performance/Speaking exams eg Music, Languages. Before beginning your exam advise the marker/examiner of your illness &/or misadventure. The Examiner/marker will complete a report. This report will be sent to NESAs separately.	Principal
Section C	Medical &/or appropriate persons (eg police officer). <ul style="list-style-type: none"> Take this form to your doctor or another appropriate person to have Sections C1 and/or C2 completed. Alternatively, evidence may be attached to Section C. 	Principal

The NESAs Application Process

The NESAs Illness/Misadventure Panel considers and makes a recommendation on each application on the basis of:

- NESAs responsibility in relation to the *Education Act 1990*, and
- the evidence presented in your Illness/Misadventure application.

The Illness/Misadventure Panel consists of senior education professionals who operate as a team and follow strict procedures. Each application is considered by up to five panel members to ensure that every case is determined fairly and consistently. Complex matters may be referred to an independent medical expert for advice.

You will be notified of the outcome of your application on the same day as you receive your Higher School Certificate results.

Closing Dates for Applications

Practical exams – one week after the exam or submission date

Written exams – within one week of the student's last exam **and** no later than the day of last HSC exam.

If you have any questions about the Illness/Misadventure program that your principal cannot answer, please call (02) 9367 8381 or (02) 9367 8325.

2019 Illness Misadventure – Student Information Guide, Declaration & Section A

*This form must be completed by **the student** who is applying for Illness/ Misadventure*

I, _____ Student Number: _____

request that the NSW Education Standards Authority (NESA) consider my application for Illness Misadventure.

I have carefully read the information Guide for Students, detailing Illness/Misadventure application and the instructions on this form.

I consider that my exam performance was affected by illness or unforeseen misadventure which occurred immediately before or during the exam(s). I declare that all the information that I have supplied is true.

I give permission for a medical practitioner appointed by NESA or its officers to obtain further details from any person who has provided evidence in Sections C1 &/or C2, if applicable and considered necessary by NESA.

Student's signature : _____

Student's contact number : _____ Date: _____

NB. If the student is unable to sign for themselves please
contact:

Student Support (02) 9367 8381 or (02) 9367 8325

Application Checklist

- ☐ you have correctly recorded your student number
- ☐ you have completed Section A for EACH AND EVERY exam session for which you wish to apply
- ☐ you have had Sections C1 and/or C2 completed and/or attached the relevant documents for each exam for which you are applying
- ☐ you have signed the student declaration form

2019 Illness Misadventure – Section A

Student's name		Student Number	
Did you receive disability provisions for any of the exams?			
Have you lodged a separate illness/misadventure form for any other exam(s)? If yes, list exams.			
Date	Exam or Paper One paper per line (e.g. English paper 1 on one line, English paper 2 on the next line)	Details of Effect on Performance For each and every written &/or practical exam in which you are applying, describe how illness or unforeseen misadventure affected your performance. Give specific details any action you took to report this.	Did you attend the exam? Yes or No

2019 Illness Misadventure - Section B

<ul style="list-style-type: none"> Written exam: to be completed by the Presiding Officer Practical submissions: to be completed by the class teacher Performance/Speaking exams: leave Section B blank. The Examiner/Marker will make a separate report. 			
Student name:		Student number:	
Name		Signature	
Centre Name and Number		Position	
Contact number		Date	
Please attach a separate sheet if you wish to make further comments that might assist in the consideration of the application.			
Paper or Exam	Record in detail your observations of distress or disadvantage suffered by the student. It is most important that this section is completed for EVERY paper or exam in which the student has applied.	Did the student report illness or misadventure? YES/NO	Estimate of total time lost during exam (hrs/mins).

Section B Continued

Student name:		Student number:	
Please attach a separate sheet if you wish to make further comments that might assist in the consideration of the application.			
Paper or Exam	Record in detail your observations of distress or disadvantage suffered by the student. It is most important that this section is completed for EVERY paper or exam in which the student has applied.	Did the student report illness or misadventure? YES/NO	Estimate of total time lost during exam (hrs/mins).

2019 Illness Misadventure – Section C – Independent Evidence:
Complete section C1 for Illness and/or section C2 for Misadventure

Section C1

Independent evidence of illness: to be completed by a medical practitioner

Please note that any fee for providing this report is the responsibility of the student.

The person completing Section C1 **must NOT be related** to the student.

Students should attend exams unless it is considered detrimental to their health. Students who are unwell or experience misadventure are advised to seek **independent medical advice** either **immediately before or after** each exam.

The student has agreed in writing to a medical practitioner appointed by NESA, or a NESA Officer, obtaining further information relating to the student's application from anyone completing section C1.

Student's name		Student's number	
Diagnosis of medical condition:		Date of onset of illness:	
Date(s) and time(s) of all consultations/meetings relating to this illness:			
<p>Please describe how the student's condition/symptoms could affect their exam performance. (If the student was unable to attend an exam, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)</p>			
<p>Any other comments or information which may assist in the assessment of the student's application. (If there is not enough space, please attach additional sheet(s).)</p>			
Name:	Profession:	Place of work:	
Telephone:	Signature:	Date:	

2019 Illness Misadventure – Section C – Independent Evidence: Complete section C1 for Illness and/or section C2 for Misadventure

Section C2:

Independent evidence of misadventure: to be completed by a relevant person such as a police officer

The person completing Section C2 **must NOT be related** to the student.

Students who experience misadventure are advised to obtain **independent evidence** either **immediately before or after** each exam.

The student has agreed in writing to a medical practitioner appointed by NESA, or a NESA Officer, obtaining further information relating to the student's application from anyone completing section C2.

Description of Event:					
Date of misadventure		Are you known to the student?	YES / NO	If YES, nature of relationship	
Were you a witness to the event?	YES / NO	If NO, how did you obtain the evidence you are providing			
Name:		Profession:		Place of work:	
Telephone:		Signature:		Date:	

Higher School Certificate Examination Group Illness or Misadventure Application

Applications for Group Illness or Misadventure relate to all or most of the students in a school course or at an exam centre. Drama performance groups are also considered to be groups.

If any students within the group are more affected by illness or misadventure, it is recommended that they also lodge an individual application. In such cases, the students' names should be included in Section B of this form. Each individual application should indicate that it relates to a group application in Section D.

NESA is limited to matters pertaining to the conduct and presentation of the HSC exams. This means students may only apply to NESA in relation to circumstances that occur immediately before or during an exam, and affect their performance in the exam.

Alleged deficiencies in teaching, loss of study time or facilities during Year 12 are not grounds for an Illness/Misadventure application.

Lodging a Group Illness/Misadventure application

Closing dates	Written examinations : Applications must be submitted within one week of the incident but no later than the last day of HSC examinations.	Practical examinations: Applications must be submitted within one week of the submission date or examination date.
<p>Lodge the application to NESA once it is completed via schools online.</p> <p>The principal must submit the application to schools online with all required supporting documentation as one pdf document.</p> <p>For further information, call Student Support</p> <p>(02) 9367 8325 or (02) 9367 8381</p>		

HSC Group Illness/Misadventure Application

School name:		
School contact number:		
School ID number:		
Exam centre number:		
Exams affected (Please include specific component and/or item affected eg Drama group performance, Music 1 elective 3.)	Exam date	
<p>Has the NESAs been contacted regarding this incident? If yes, what advice was given and what action was undertaken as a consequence of that advice?</p>		
<p>Name of NESAs Officer contacted:</p>		

Section A

To be completed by the school staff member with the greatest knowledge of the incident.

In detail, provide a factual account including specific dates, what occurred and how this incident affected the students' performance in the exam(s). Include any independent evidence that will support this application.

Name:

Position:

Signature:

Contact number

Section B

To be completed by the **Presiding Officer, Principal** or **school staff member**

NB: Include independent documentation to support the application

Are there students involved that do not attend your school but were sitting exams at your centre **AND** were also affected? (For eg distance education students)

If so, please provide details below:

Yes / No

Name	Student number	Home school

How many students enrolled in this course at the school?

How many students from the school group in this course are part of this application?

List all students **NOT** included in this group application, such as students who did not attend the exam, students who finished the exam early and left prior to the incident occurring or students sitting the exam in a different location, eg disability provision students.

Attach separate list of students if insufficient space below.

Student Name	Student number	Reason not included

Please list the names and student numbers of all students who are part of this group application **AND** have also submitted a related individual illness/misadventure application. Attach separate list of students if insufficient space below.

Name	Student number	Reason

Section C

To be completed by the Presiding Officer (written exams only)

The presiding officer must record in detail their observations of the effects of the event(s) on the group.

- Was the effect the same for the group or did it seem to affect some students more than others?
- If the incident occurred during the exam, provide an estimate of the total time lost (hours/minutes).
- Where appropriate, a copy of the seating plan should be attached.

Name:	
Signature:	
Date:	
Contact number:	

Section D

To be completed by the Principal

This statement should relate to the genuineness of the application and include a recommendation based on the information available to the school. Include:

- All independent verification of the event/incident, e.g. newspaper clippings or counsellor's reports,
- Independent statements from students, if relevant.

Name:	
Signature:	
Date:	
Contact number:	

Lodging a Group Illness/Misadventure application

Closing dates	Written examinations : Applications must be submitted within one week of the incident but no later than the last day of HSC examinations.	Practical examinations: Applications must be submitted within one week of the submission date or examination date.
<p style="text-align: center;">Lodge the application to NESA once it is completed via schools online.</p> <p>The principal must submit the application to schools online with all required supporting documentation as one pdf document.</p> <p style="text-align: center;">For further information, call Student Support (02)</p> <p style="text-align: center;">9367 8325 or (02) 9367 8381</p>		

Higher School Certificate

How to apply online for illness or misadventure

1. Before application

1.1 Allowing access for staff members

Principals will need to allow access for the staff members coordinating the applications by following these steps:

- Go to the *Work with Schools Online Staff Profiles* link under the *Schools Online Administration* heading.
- Click on the staff member's User ID.
- Select "Yes" next to "Work with Students in Years 11 and 12".
- Under the *Access Details* tab, tick *Work with Illness Misadventure Applications* and *Work with Whole Group I/M Applications* (both under the *Illness Misadventure* heading).
- Click *save your changes* in the top left corner.

2. Application process – individual applications

2.1 Work with Illness Misadventure Applications main screen

- Once logged in to Schools Online, select *Work with Illness/Misadventure applications* under the *Illness Misadventure* heading.
- Use the drop-down menu at the top of the page to select the current calendar year to create new applications or access existing applications.

2.2 Set contact person for applications

Use the drop-down menu in the middle of the page to set the contact person for illness/misadventure applications. This will automatically fill in the contact details for all applications at your school.

Only staff members who have their own Schools Online profiles appear in the drop-down list. If your contact person does not have their own profile, ask your principal to set one up.

2.3 Create an application

- Ensure that you have the correct calendar year selected at the top and that you have selected a contact person.
- Click the *New application* link (in the top left corner).
- Enter the student number or family name of the student applying for illness/misadventure, and click the *Find* button. Students who meet the search criteria will appear in a table.
- Click on the student number to select a student.

2.4 Select courses/components

Once you have created an application, you will be given a list of that student's courses and components. Tick the components that the student is applying for, and click **Save**.

If you select the wrong courses/components, you can change your selection later by clicking the *Course/Exam Details* link in the menu on the left.

2.5 Navigating the application

After selecting the courses/components, you will see the application's table of contents. Click on the headings to access each section. To move between the sections, click *Save then Next Section* at the top of the page.

The *General Information* page is for your information only, and does not require any data to be entered.

The School and Student Details page will be automatically completed using Schools Online data.

The remaining sections are where you will enter and attach the bulk of the application.

2.6 Download/print any PDF files necessary for collecting evidence

Within the sections of the online application are a number of PDF files that you need to download in order to fill out. You can also download a complete package of all the illness/misadventure forms within the *Memos and Documents* section under the *Downloads* heading of Schools Online.

2.7 Collect evidence for application

Each of the PDF files you downloaded in the previous step will need to be completed by the relevant person (e.g. the presiding officer or a medical professional).

Sections A, C and D are compulsory for all applications. Section B is required for all applications *except* performance/speaking exams, and cases where the student did not attend a written exam.

2.8 Scan and attach evidence to application

- Once the above documents are ready, scan and save them on the computer or network that you are using for online applications. Save the files in PDF format, with each document in a separate file. Use a descriptive name for each scanned document (e.g. BillSmith_SectionA) so they will be easy to locate and upload.
- Go back to the student's application. You can access it by clicking on the student number in the list of applications.
- Work your way through the sections of the application, using the *Attach* buttons to attach the documents you have scanned.

- Once a document has been successfully uploaded, you will see a link to the file next to the *Attach* button. You should click this link to view your file and ensure that it has uploaded correctly.
- If there are any problems, you can click the *remove* link to delete the file.
- If necessary, you can attach further files by pressing the *Attach* button again after a successful upload.

2.9 Complete principal section (Section D)

Once all information is entered and attached, the principal needs to complete Section D. To do so, tick the check boxes and answer the questions, then click *Save then Table of Contents* or *Save then Next Section*. You will not be able to submit the application if you do not complete and **save** this section.

2.10 Submit application

- Once the application is complete, press the *Submit application* link in the column on the left.
- If any mandatory fields are incomplete, you will see a yellow triangle next to the incomplete section. If this occurs, complete these items and try again.

[Asimtest01, Qatest01 \(22962779\)](#)

[Trial Information](#)

[General Information](#)

[School and Student Details](#)

[A Section A - Student Comments](#)

[B Section B - Presiding Officer or class teacher \(for practical submissions\)](#)

[C Section C - Independent Evidence](#)

[D Section D - Principal Section](#)



- Please do not submit any applications that are incomplete, as NESAs will most likely decline the application. If you are waiting for documentation (e.g. from a student's doctor), it is better to keep the application open until all evidence is available.

Important: Applications in open status are not considered by NESAs. Once you are sure your application is complete, you **MUST** submit the application or it will not be considered. You can confirm that the application was successfully submitted by checking that the "Open" status next to the student's name has changed to "Submitted".

22962779	2	[REDACTED]	Open
22996177	1	[REDACTED]	Submitted

2.11 View submitted applications

If you wish to look at an application you have already submitted, click the student number on the list of applications. This will allow you to view or print the application, but not make any changes.

2.12 Further changes

If you find that you have made a mistake and need to change something, you will need to contact Student Support to have the application reopened. Remember that if NESAs reopen an application, you *must* resubmit it after making your changes; otherwise it will remain in open status and will not be considered. In some cases, the application may have reached a point in the process where NESAs are unable to reopen it. Therefore, please ensure that you include all evidence in your initial submission.

If the student applies for additional courses or components that you did not include in your initial submission, create a new application for the student and select the new courses/components there.

3. Application process – group applications

3.1 Work with Whole Group I/M Applications main screen

- Once logged in to Schools Online, select *Work with Whole Group I/M Applications* under the *Illness Misadventure* heading.
- Use the drop-down menu at the top of the page to select the current calendar to create new applications or access existing applications.

3.2 Set contact person for applications

Use the drop-down menu in the middle of the page to set the contact person for group illness/misadventure applications. This will automatically fill in the contact details for all applications at your school.

Only staff members who have their own Schools Online profiles appear in the drop-down list. If your contact person does not have their own profile, ask your principal to set one up.

3.3 Create an application

- Ensure that you have the correct calendar year selected at the top and that you have selected a contact person.
- Click the *New application* link (in the top left corner).
- Enter a brief description of the appeal in the text box (e.g. “Blackout during exam”).
- Use the radio buttons to select whether the application applies to the school or the exam centre. In most cases, you will be applying for the exam centre. You should only select “school” if you had students sitting at other exam centres who were affected by the same incident (e.g. a death in the school community).
- Click *Save*.

3.4 Select courses/components and students

- Click *Select Students* in the menu on the left.
- Use the first drop-down menu to select the course you are applying for.
- Use the second drop-down menu to select the components of the course you are applying for (e.g. written exam for Visual Arts).
- A list of students in that course/component will appear. Select the students who are part of the group application using the check boxes next to their names.
- Click *Save selection*.
- If the application relates to more than one course or component, repeat the process for the other courses/components. **Important:** if the course has multiple components, you must select the students for each component and save each one.
- Once you have selected all students affected, click *Return* in the menu on the left.
- The courses/components and the number of students you have selected will appear in a table at the bottom of the application screen. Check that this information is correct. If you need to change your selection, click *Select Students* again.

3.5 Collect and attach evidence for application

- Download the group illness/misadventure form within the *Memos and Documents* section under the *Downloads* heading of Schools Online
- Scan the completed form and any related evidence and save it on the computer or network that you are using for online applications. Save the file in PDF format with a descriptive name (e.g. GroupIM_EnglishPaper1) so it will be easy to locate and upload.
- Go back to the application. You can access it by clicking the *Open* link next to the application description in the list.
- Use the *Attach* button to attach the document you have scanned.
- Once a document has been successfully uploaded, you will see a link to the file below the *Attach* button. You should click this link to view your file and ensure that it has uploaded correctly.
- If there are any problems, you can click the *remove* link to delete the file.
- If necessary, you can attach further files by pressing the *Attach* button again after a successful upload.

3.6 Submit application

- Once the application is complete, press the *Submit Application* link in the column on the left.
- If you have not completed any of the steps, such as selecting students, you will receive an error message. If this occurs, complete these steps and try again.
- Please do not submit any applications that are incomplete, as NESAs will most likely decline the application. If you are waiting for documentation (e.g. a newspaper report), it is better to keep the application open until all evidence is available.

Important: Applications in open status are not considered by NESA. Once you are sure your application is complete, you **MUST** submit the application or it will not be considered. You can confirm that the application was successfully submitted by checking that the “Open” status next to the application description has changed to “Submitted”.

3.7 View submitted applications

If you wish to look at an application you have already submitted, click the *Submitted* link next to the application description. This will allow you to view or print the application, but not make any changes.

3.8 Further changes

If you find that you have made a mistake and need to change something, you will need to contact Student Support to have the application reopened. Remember that if NESA reopens an application, you *must* resubmit it after making your changes; otherwise it will remain in open status and will not be considered. In some cases, the application may have reached a point in the process where NESA is unable to reopen it. Therefore, please ensure that you include all evidence in your initial submission.

If you need to apply for a group illness/misadventure for additional courses or components that you did not include in your initial submission, create a new application and select the new courses/components there.

If you have any questions please call Student Support on 9367 8381 or 9367 8325, or email studentsupport@nesa.nsw.edu.au.