

Girraween High School



2023-2024

Year 12

Assessment Policy Booklet

as of 9th October 2023

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A message from the Principal

This booklet contains important information which will assist you in fulfilling all the requirements for the Higher School Certificate (HSC).

It contains four sections:

- General Information about the Higher School Certificate
- School Assessment Procedures
- Assessment Schedules for each Subject
- Summary of Assessment Tasks.

The information includes details of NESA (the NSW Education Standards Authority) requirements for the HSC and Girraween High School's specific rules to ensure these requirements are met. Most importantly, it sets out the School Assessment Procedures which must be adhered to so that everyone is treated fairly and equitably.

Following these will enable you to maximise your marks. Remember that your school assessment will contribute 50% to your final HSC result.

It is vital that you spend time to thoroughly read and understand your rights and responsibilities in regard to assessment. If in doubt, ask.

Commitment, organisation and planning are the keys to a successful year for you. It is most important that you develop your own assessment calendar, that you use your homework diary and that you plan your time. If you have not done this in the past, now is the time to start.

If you are experiencing difficulty in planning, in meeting assessment requirements, if you are feeling stressed or if you are unsure about anything, you should seek help immediately. The school really wants every one of you to succeed and reach your potential. We will work with you to solve problems. If we do not know there is a problem we cannot help.

These people will be able to advise you:

- Year Adviser
- Head Teacher Wellbeing
- School Counsellor
- Deputy Principals
- Principal
- Head Teacher or your classroom teacher for subject specific issues.

One of the most important things you can do for yourself is to ensure that you have balance in your life during this year. The HSC is an important part of your life but it is not your whole life. Make sure that you include in your planning some relaxation time, some exercise and some time with friends. Adequate and a regular sleeping pattern is also an important element of HSC success. This will help you reduce stress and be more focussed when you are working. Explain your study plan to your parents and family and enlist their support during this time.

Remember that all of you are very capable and that if you make a commitment and do your best you will achieve your goals.

I wish each of you a successful and fulfilling year.

Mr L. Crangle
Principal

1.1 Introduction

Performance in Higher School Certificate Assessment is as important as your performance in the HSC Examination. NESAs (the NSW Education Standards Authority) has set requirements for both schools and students. Syllabus and assessment information is available on the NESA website: www.educationstandards.nsw.edu.au Students must ensure they are aware of these requirements. Further information or any other matter relating to senior assessment can be obtained from the Year Adviser, Faculty Head Teachers or Deputy Principal.

1.2 The Higher School Certificate

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

- have gained the Record of School Achievement or such other qualifications as NESA considers satisfactory
- have completed *HSC: All My Own Work* (or its equivalent)
- have **satisfactorily completed courses** that comprise the pattern of study required by the Board for the award of the Higher School Certificate
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

1.3 Pattern of Study

NESA and Girraween High School Requirements

Candidates for the Higher School Certificate must undertake a program of study consisting of at least 12 units of Year 11 Courses, and at least 10 units of HSC Courses.

Both the Year 11 and HSC patterns of study **MUST** include:

- at least six units of Board Developed courses,
- at least two units of a Board Developed course in English,
- at least three courses which are of two unit value (or greater), and
- at least four subjects.

Note: To satisfy pattern of study requirements for the Higher School Certificate, a maximum of six Year 11 units and six HSC units can be counted from Science courses.

Girraween High School Requirements

All students must do **at least 12 units** throughout Year 11 Terms 1–3, and **at least 11 units** in Year 11 Term 4. HSC Course subject changes will NOT be considered until Year 12 Term 1 Week 6. The school **strongly recommends** that students **do no less than 11 units** in their HSC Course and in their HSC Examinations.

1.4 Satisfactory Completion of a Course

Students will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that they have:

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

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including such things as assignments, class participation and practical work. **Students are required to complete all set tasks, not only those for assessment.** For the Principal to deem them as satisfactorily completing the course, students must make a serious attempt at assessment tasks **in excess of 50%** of the available marks for a course.

Attendance is an integral part of satisfactorily completing a course as there is a strong correlation to attendance and student performance. Both the Department of Education and the school recognise a **minimum of 90% attendance** for satisfactory completion of course work. Multiple absences could lead to subject N-Determination Warning letter(s) for non-completion of work. The principal may determine that, as a result of absences, the course completion criteria in subjects might not be met. Multiple N-Determination warning letters could lead to **expulsion for unsatisfactory participation of a student over 17 years.**

1.5 Disability Provisions

Girraween High School follows the NSW Education Standards Authority (NESA) guidelines in the use of Disability Provisions for all external examinations and internal examinations and assessments.

We intend to ensure that students with identified and documented permanent or temporary disabilities are able to access and engage in examinations or assessment tasks.

Disability Provisions and reasonable adjustments will be made for students with disabilities that have implications for their functioning in examinations or assessment tasks.

Students/parents who wish to make an application for Disability Provisions need to see the Deputy Principal for an application.

Identification of students with disabilities

Diagnosed learning disabilities require that documentation and appropriate testing is collated from a relevant professional to justify. Disability Provisions. Medically diagnosed disabilities require appropriate documentation to support applications for Disability Provisions. School counsellors can suggest students require Disability Provisions. In this case, documentation must be provided from a treating clinician.

Students may be identified as needing Disability Provisions as a result of a valid Illness/Misadventure Application which will allow the student access and equity in an assessment or examination.

Approval for Disability Provisions for school assessments are given by the Deputy Principal in line with NESA guidelines after evidence and documentation has been considered.

Approval for Disability Provisions for the HSC is provided by NESA based on documentation submitted to NESA by Girraween High School on behalf of the student.

Disability Provisions and Modifications

Where required, disability provisions will be appointed in a fashion that emulates NESA guidelines. This ensures continuity between internal assessments and the HSC. Disability provisions can include small group supervision (24 students or less), rest breaks, reader/writer or specialised equipment and will be allocated based on individual needs and appropriate documentation.

In the event that a granted disability provision is not being allocated, it is the student's responsibility to immediately raise this with the supervising teacher / invigilator. An appeal may not be considered if the student fails to do this.

2.1 The Higher School Certificate

School-based assessment tasks will contribute to 50% of your marks at the HSC. Your school assessment mark will be based on your performance in assessment tasks undertaken during each course. This Assessment Booklet explains the procedures and requirements of the school assessment program.

Note: Assignments and projects developed for assessment in one subject may not be used either partially or in full for assessment in any other subject.

The other 50% of the marks will be based on your performance in the HSC examination for each subject.

The Higher School Certificate is a **testamur** document, issued by NESA, which states that a student has met all of the requirements and has been awarded an HSC.

On the satisfactory completion of your Higher School Certificate, you will receive a portfolio containing:

- *The HSC Testamur* – the official certificate confirming that you have fulfilled all the requirements for the award of the Higher School Certificate.
- *The Record of Achievement* – lists the HSC courses you have successfully completed, as well as the marks and bands you have achieved in each course. From 2014, Grades A – E will be listed for completed Year 11 Courses.
- *Course Reports* – for every HSC Board-Developed course, students receive a Course Report showing their marks, the Performance Scale for that course, and the Performance Band description for the course. A graph showing the state-wide distribution of marks in the course is also shown.

2.2 The Year 12 Record of Achievement

This is a document which provides the actual Higher School Certificate results – courses studied, with their examination mark, assessment marks and percentile bands. For all courses involving an external examination, the Record of Achievement will show two sets of marks and indicate the position of that student in relation to all NSW students who studied the course.

The first set of marks will be the examination results in each course which has been studied and presented for the HSC examination. The second set of marks will be the **moderated** assessment of the student in each course studied. The assessment scores provided by the school will be 'moderated' (adjusted) according to the school's performance in the external HSC examination in that course.

NSW secondary students now receive Grades A to E (measured against a common state-wide grade scale) for all completed courses in Year 10 and Year 11. From 2014, the HSC Record of Achievement will also display students' Year 11 course grades.

2.3 Assessment Marks to NESA

Assessment Marks, which are submitted to NESA provide a rank order of students and show relative differences between students' performances. (extract *NESA Assessment in Practice* PAF18/14 D2017/99354 page 4).

Each school conducts an Assessment Program for its students in each course, and reports students' assessment marks to NESA. Every school, therefore, assesses its own students individually on work done for each HSC course provided at the school. Schools use different assessment tasks, have different marking standards, and have students of varying abilities.

Due to these differences, NESA's process of **Moderation** is needed to allow students' Assessment Marks to be compared. Moderation adjusts the Assessment Marks of a school group by using their Examination Marks in that course. The Moderated Assessment Marks on the Record of Achievement can be used to compare the performances of students at different schools who have completed the same course.

2.4 Performance Bands

Six Performance Bands (Band 6 being the highest) give students an indication of their performance in a course in relation to stated syllabus outcomes, and relative to other students in NSW who completed the course.

For 2 Unit Courses, the maximum possible marks is 100, and:

- Band 6 corresponds to marks from 90 to 100
- Band 5 corresponds to marks from 80 to 89
- Band 4 corresponds to marks from 70 to 79
- Band 3 corresponds to marks from 60 to 69
- Band 2 corresponds to marks from 50 to 59
- Band 1 corresponds to marks from 0 to 49.

Extension courses are of 1 unit value and have a maximum possible mark of 50, with the exception of Mathematics

Extension 2. Four bands are used in reporting extension courses:

- Band E4 corresponds to marks from 45 to 50
- Band E3 corresponds to marks from 35 to 44
- Band E2 corresponds to marks from 25 to 34
- Band E1 corresponds to marks from 0 to 24.

2.5 Australian Tertiary Admission Rank (ATAR)

NESA provides the HSC data (consisting of both the Examination Marks and Assessment Marks) from which the ATARs are calculated, and the Universities Admissions Centre (UAC) then advises individual students of their ATAR. The ATAR is a number between 0.00 and 99.95 (with increments of 0.05). It provides a measure of overall academic achievement in the HSC, which assists universities in ranking applicants for university selection.

A candidate's ATAR is based upon the best ten units, subject to the following conditions:

- a) the best two units of English must be included in the ATAR
- b) the best eight units from the remaining NESA-Developed Courses are included

The ATAR is a rank, not a mark. The only purpose of the ATAR is to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose. Further information is available on the UAC website: www.uac.edu.au

NESA requires that schools provide an assessment of each student's performance in each Higher School Certificate Course.

The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations. (ACE 8072)

3.1 Responsibilities

The school is responsible for:

- a) setting assessment tasks which will be used to measure student performance in each component of a course
- b) specifying a mark/weighting for each assessment task
- c) informing students of the requirements of each assessment task
- d) keeping records of each student's performance on each assessment task
- e) providing students with information on their progress.

Different courses will have different numbers and types of assessment tasks.

Further details about each assessment task can be obtained from the course teacher or the Head Teacher for the subject.

Students are responsible for:

- a) meeting all course requirements, including attendance in classes
- b) applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- c) being aware of assessment requirements and procedures
- d) making a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N determination' for that course.
- e) their personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged
- f) submitting all tasks on or before the due date
- g) being present for all 'in-class' tasks and examinations.

3.2 Assessment Schedule Booklet and Timeframe

This Assessment Booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

Students must be informed in writing of the ACTUAL date and details of the assessment task, at least **TWO WEEKS** before the task.

3.3 Notification of Assessment Tasks

The due date and details of an assessment task will be notified to students in writing at least **TWO WEEKS** before the task.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for the notice to be given two weeks prior, provided the task is not being brought forward. ***Any changes of date will be notified in writing.***

Note that written notification has precedence over any information listed in the assessment schedules contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task.

In some circumstances, it may be necessary to alter the date of the task (that is, Term and Week) from that listed in the assessment schedule in this Assessment Booklet. When this occurs, students **MUST** be informed of any changes to the date – in writing, and **TWO WEEKS** in advance. The Principal will give approval if it is not possible to give notice two weeks in advance for changed tasks.

Note: If it occurs that an assessment task has been scheduled at a time which subsequently coincides with industrial action by staff, then the task will be postponed and students will be informed in writing of the re-scheduled date of the task.

The written notification of each task must include:

- the date and time of when the task will take place or when the task is due
- components and their weighting as specified in the syllabus package
- the general nature of the assessment task
- the weight value of the task in relation to the total weighted mark for the course.

For assessment tasks completed outside the classroom, the written notification should also include:

- a *Statement of Authenticity and Academic Integrity* (this must be signed by the student and submitted with the completed assessment task).

Where appropriate, marking criteria/information about how the task will be assessed will also be included.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the School Calendar who will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided. Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the Deputy Principal responsible for their Year or the Principal **well before the date**.

3.4 Absence When a Task Is Notified

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit to the Deputy Principal for their Year or the Principal an ***Illness / Misadventure Application Form*** (with relevant documentation).

3.5 Submission of Tasks

For assessment tasks which are completed outside the classroom:

- a *Statement of Authenticity and Academic Integrity* (which is part of the written notification) must be signed by the student and submitted with the completed assessment task
- students must use and follow the school's *Acknowledging Sources in Assessment Tasks* to acknowledge any component of the student's work that has been written, created or developed by others
- all tasks are to be submitted by the designated day and time (as per the written notification).

All tasks submitted after the designated time will be deemed to be LATE. All faculties must maintain a record of tasks submitted. Tasks must be submitted in accordance with the instructions from the faculty.

3.6 Extension to Submit or Complete an Assessment Task

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or performed in class at the specified time. Unless an application for an extension has been approved by the Deputy Principal or Principal, the late submission or completion of a task will result in a **20% reduction of marks per day being awarded** for that task.

Extensions for assessment tasks completed outside the classroom must be given to the Deputy Principal responsible for the student's Year or the Principal using the school's ***Illness / Misadventure Application Form*** **well before the due date** of the task.

If a student is unable to complete a task at the specified time they must seek an extension from the Deputy Principal responsible for their Year or the Principal using the school's ***Illness / Misadventure Application Form***.

Extensions will only be granted in cases of severe illness or other exceptional circumstances. A medical certificate will be required in cases of illness. Holidays, routine medical or dental appointments, driving tests, part-time work commitments and routine sporting commitments are examples of grounds likely to be unsuccessful when applying for an extension.

If your extension is not granted, you must submit the incomplete task or complete the task on the designated date.

An extension of time for the submission or completion of tasks may only be granted by the Deputy Principal or Principal after consultation with the appropriate Head Teacher. **Applications submitted after the due date (of task submission) or specified time (of completing the task) will not be considered.**

3.7 Prior Knowledge of Absence

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, which includes being absent due to another school organised activity, the student must NOTIFY THEIR CLASS TEACHER **well before the due date.**

Students MUST either submit the task before the due date or make arrangements for its submission on the due date. All tasks submitted after the designated time will be deemed LATE.

3.8 Illness/Misadventure

Evidence of Illness / Misadventure

Illness / misadventure provisions exist to support students when their performance in an assessment task is affected by circumstances beyond their control. As assessment tasks are intended to be a measure of a student's actual task performance, applications must relate to illness or misadventure suffered immediately before or during the task that has affected the student's performance in the task.

Applications may be in respect of:

- **illness or injury:** that is, illness or physical injuries suffered directly by the student which affects the student's performance in the task (e.g. influenza, stomach virus)
- **misadventure:** that is, any other event beyond the student's control which affects the student's performance in the task (e.g. the recent death of a family member or friend, or an exceptional circumstance).

Holidays, routine medical or dental appointments, driving tests, part-time work commitments and routine sporting commitments are examples of grounds likely to be unsuccessful when applying for Illness / Misadventure.

The school's illness / misadventure procedures aim to replicate the NESA HSC process. NESA will not uphold an Illness / Misadventure Application if the reason for your absence is not considered to be sufficiently serious.

The school does not expect you to attend school to complete or submit an assessment task against specific medical advice. If you cannot attend school because of illness or misadventure, you must follow the school's Illness / Misadventure Procedures.

All applications must be submitted on an **Illness / Misadventure Application Form** (sample at the end of this section). When completing an **Illness / Misadventure Application Form**, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your application.

It is very important to provide evidence with your application. If possible, this should be from an independent source (that is, the person providing the evidence is not related to you in any way and is not a friend or work colleague of your parents). You should seek evidence on the same day, either immediately before or after each assessment task for which you are applying. The documentation you provide must be current, specific to the date and time of the assessment task, and submitted with the application form.

A medical certificate is always required to support an Illness / Misadventure Application due to illness.

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

The medical certificate must be completed by a medical practitioner registered with the Australian Health Practitioner Registration Agency (AHPRA) (this can be checked via www.ahpra.gov.au).

The medical certificate MUST include:

- diagnosis of medical condition
- date of onset of illness
- date(s) and time(s) of all consultations / meetings relating to this illness
- description of how your condition / symptoms could affect your assessment task performance
- if you are absent on the day of an assessment task or on the day an assessment task is to be submitted, the doctor MUST certify that you are medically unfit to sit for the assessment task or attend school.

The medical practitioner may choose to include these mandatory items on their own medical certificate, or instead complete page 2 of the Girraween High School ***Illness / Misadventure Application Form***.

A pdf copy of the ***Illness / Misadventure Application Form*** can be downloaded from the school website www.girraween-h.schools.nsw.edu.au

Our School → Rules & Procedures → School Policies → Illness / Misadventure

Medical certificates obtained after the event will not be accepted.

Illness / Misadventure Procedures

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or performed in class at the specified time. Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** and only after consultation with the Deputy Principal or Principal.

Students are advised to complete all assessment tasks to the best of their ability and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so.

- 1) A student who is absent from school for a valid reason on the day an assessment task is due to be handed in has the responsibility to ensure that the entire work is submitted to the relevant class teacher **by the due time in the assessment notification** on the due date, **or to ensure a parent notifies the school by telephone by 9:00 am** on the day the assessment task is due:
 - to speak to the relevant Head Teacher to make arrangements for the task to be submitted by email or by delivery to the school's Front Office on that day

or

 - to inform the Head Teacher that they will be unable to submit the task on that day, and give an anticipated date of when the task will be submitted.

On the day of their return to school, the student must see the Deputy Principal or Principal to submit an ***Illness / Misadventure Application Form*** and to provide evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who submit an application on the grounds of illness MUST provide a medical certificate ***for the relevant time period***.

A reduction of 20% per day from the original submission date will be recorded for the task if no ***Illness / Misadventure Application Form*** is submitted by the student to explain their absence, or the ***Illness / Misadventure Application*** submitted by the student is not approved.

- 2) A student who is absent from school for a valid reason on the day of an assessment task MUST **ensure a parent notifies the school by telephone by 9:00 am** on the day of the assessment task to inform the relevant Head Teacher that they will be unable to complete the task on that day, and give an anticipated date for their return to school.

On the day of their return to school, the student must see the Deputy Principal or Principal to submit an ***Illness / Misadventure Application Form*** and to provide evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary.

Students who submit an application on the grounds of illness MUST provide a medical certificate certifying the illness ***occurred on the day of the assessment task***.

The student must be prepared to sit for the task, or if deemed appropriate, a substitute task, ***on the day of their return to school***.

During major examinations, students must be prepared to undertake an examination on the school day following the expiry of their medical certificate. Students MUST contact the Deputy Principal to organise the date for any re-scheduled examinations. It is expected that re-scheduled examinations will be undertaken within the major examination period.

A mark of **ZERO** will be recorded for the task if no ***Illness / Misadventure Application Form*** is submitted by the student to explain their absence within 5 school days, including all days in an examination period, or the Illness / Misadventure Application submitted by the student is not approved.

- 3) If a student completes an assessment task but believes that a ***misadventure*** adversely affected their performance, the student MUST commence an Illness / Misadventure Application ***on the day of the task*** by seeing the Deputy Principal or Principal to obtain an ***Illness / Misadventure Application Form*** and providing an explanation as to why they feel their performance in the assessment task had been adversely affected (see 3.8.1). Note that misadventure does not include sickness. The student must return the completed ***Illness / Misadventure Application Form*** to the Deputy Principal or Principal, with the required evidence, with-in an agreed time-frame.

If the Illness or Misadventure Application is not approved, then the student will receive the mark they gained on the task. If the Illness / Misadventure Application is approved, the Deputy Principal or Principal will advise the student of the course of action to be taken.

- 4) Steps to be taken if a student is sick DURING the completion of an assessment task at school:
- (i) The student MUST notify the class teacher / exam supervisor who will offer the appropriate assistance and will immediately notify the relevant Head Teacher.
 - (ii) If the student chooses they can continue with the completion of the task. NO EXTRA TIME WILL BE GIVEN AND THE RESULT ACHIEVED IN THE TASK WILL NOT BE ADJUSTED.
 - (iii) If the student is unwell and unable to proceed with the completion of the assessment task, they will be signed out via the school Sick Bay and allowed to go home. The student will be advised to see a doctor immediately. The relevant Head Teacher will notify the Deputy Principal responsible for the student's Year or the Principal.

On the day of their return to school, the student must see the Deputy Principal or Principal to submit an ***Illness / Misadventure Application Form*** and must be prepared to sit for a substitute task. A medical certificate verifying the illness on the day of the assessment task MUST be provided.

Note: Illness / Misadventure Applications initiated after assessment task results have been issued will NOT be considered in any circumstances.

3.9 Absence Three School Days Before a Task and Attendance on The Day of a Task

Students will attend all timetabled lessons or scheduled school activities **three school days prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day**.

The student must provide independent evidence of the facts, detailing why the circumstances prevented them being at school the day prior to the assessment task, or why they could not attend all lessons prior to the task on the day of the assessment task. Details can be supplied on a confidential basis where necessary. Students who submit an application on the grounds of illness MUST provide a medical certificate certifying the illness ***occurred on the day prior to the assessment task, or on the day of the assessment task (whichever is applicable)***. ***Medical certificates obtained after the event will not be accepted***.

If proof of illness or leave is not approved, then the student's assessment mark for that task will be **reduced by 10%**.

The steps outlined above must be followed if a student is sick DURING the completion of a task at school, or if a student believes that a ***misadventure*** have adversely affected their performance.

3.10 Major Examinations

The major examinations in the HSC Course are the Year 12 Trial Higher School Certificate.

In the two school weeks prior to these major examinations:

- 1) students MUST attend all timetabled lessons or scheduled school activities (for the dates of the required days, see Summary of Assessment Tasks). Any student absent in this time will require a medical certificate to verify their absence and MUST see the Deputy Principal for their Year or the Principal, **on the day of their return to school**, to submit an ***Illness / Misadventure Application Form*** with their medical certificate. Medical certificates obtained after the event will not be accepted.
- 2) the expectation is that all classes are taught by the regular class teacher. During this time the school will endeavour to minimise teachers being on an excursion for another year group or being on Professional Learning activities.
- 3) if students know that they will be absent during this time due to exceptional circumstances, they need to apply to the Deputy Principal responsible for their Year or the Principal using the school's ***Illness / Misadventure Application Form*** **well before the start** of the major examinations – documentary evidence will be required for verification.
- 4) the Deputy Principal or Principal may grant exceptions for student absence during this time due to exceptional circumstances, such as student involvement in school representative fixtures.

3.11 Late Submission or Completion of Tasks

All tasks are to be submitted/completed by/on the designated time on the specified date. All tasks submitted/completed after this time will be deemed to be LATE unless there are exceptional circumstances.

Unless the Deputy Principal or Principal receives a completed ***Illness / Misadventure Application Form*** that provides an acceptable explanation for the late submission/completion of a task, the student will receive a **reduction of 20% per day** from the original submission date for that task.

For example, if an assignment was due on Tuesday, and submitted any time on Thursday of that week, then the student will lose 40% of their final mark. If an assignment was due on Thursday, and submitted any time on the Monday of the next week then the student will lose 80% of their final mark.

3.12 Granting of an Illness or Misadventure Application

If an Illness / Misadventure Application has been approved by the Deputy Principal, then the subject Head Teacher may:

- authorise for the student to complete the assessment task, or where appropriate, an alternative task (in consultation with the relevant Head Teacher), upon the student's return to school or as soon as practicable after the student's return
- grant an extension of time
- determine an alternative mode of assessment

If the Head Teacher has considered all procedures above, the Deputy Principal may need to make a determination. NESAs requires that students make a genuine attempt to complete all assessment tasks. Subsequently, there may be a limit on the number of alternative tasks a student can undertake.

Important Note: **There is no guarantee that your application for an Illness / Misadventure will be approved.**

3.13 Alternative Tasks

A student's performance in an alternative task can be reviewed by the Subject Head Teacher if:

- the student's performance is not commensurate with their performance in other assessments and/or
- the difficulty of the alternative task may not equate with the difficulty of the original task

After determination of the final mark, there are no grounds for further appeal.

If a student repeatedly misses an alternative task, an alternative mode of assessment will be utilised as determined by the Subject Head Teacher. An alternative mode of assessment may decrease in complexity in comparison to the original task. This means that a student is likely to experience difficulty in demonstrating understanding of course outcomes at a high level. As a result, a student may only achieve a limited mark that is commensurate with the level of understanding they have demonstrated.

3.14 Excursions and Field Trips

Students must attend those excursions and field trips, which are part of the HSC course assessment and complete the set work.

Excursions will not be scheduled in:

- 1) the two school weeks preceding the Year 11 Term 4 HSC Assessment Days
- 2) Year 12 after Term 1.

The Principal may allow excursions to run during these times but only in exceptional circumstances.

The school will always endeavour to minimise clashes with Assessment Tasks and school organised activities.

Students involved in a school organised excursion, or school organised commitment, that is on the day before or the day of an Assessment Task in another subject, do NOT have to complete an Illness / Misadventure Application. In this case, the teacher organising the excursion / school commitment must give a copy of student names in attendance to the relevant Head Teacher and the Deputy Principal responsible for the student Year group.

3.15 Technology and Assessment Tasks

Most students use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other hand-in tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology for hand-in assessment tasks, students should adhere to the following protocols:

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- when working at school, save the latest version of your work to your personal files on the school server (see Mr Albanese for assistance if you are experiencing difficulties with the school server or you have forgotten your confidential username and password)
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
 - check the compatibility of your home software with the school's technology
 - save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your hand-in assessment task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers / printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. (Note: printing at school should only be a last resort and must be completed before the due hand in time.)

No student may have a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) with them during an in-class assessment task or major examination. In this case, students must follow

teacher instructions as to what they are required to do with their mobile phones and technological devices.

Teacher instructions could include:

- for in-class assessment tasks and major examinations conducted in classrooms: Students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor near the student or, if possible, at the front / back / side of the room.
- for major examinations conducted in the MPC: Students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor in the MPC near the wall closest to the Canteen. At times it may be deemed appropriate for students to switch off or set to silent their mobile phone or technological device then place it in a box as they enter the MPC.

Any student who is found with a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) during an in-class assessment task or major examination will have **breached the school examination rules**. Penalties can include a mark of **ZERO** for this task.

3.16 Oral Tasks

Oral tasks usually consist of two components – a written submission and the oral presentation itself. The form of the written submission will be explained by your teacher when the task is distributed.

All written submissions must be handed in by the designated time on the due date. All written submissions handed in after this time will be deemed LATE, unless there are exceptional circumstances, and the student will receive a **reduction of 20% per day off the marks for the written submission component of the task**.

In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified time and day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students **MUST** attend class at the time indicated for their oral presentation. It is the student's responsibility to be ready to give their oral presentation at the designated time on the designated date. Any student that is not present to give their oral presentation at the designated time on the designated date will be deemed LATE, unless there are exceptional circumstances, and the student will receive a late penalty of 20% per day for the oral presentation component of the task.

In some circumstances, the written submission is the transcript of the oral presentation. If this transcript is not submitted by the designated time on the designated date, the student will receive a late penalty of 20% per day for the task, unless there are exceptional circumstances.

3.17 Zero Marks

A **ZERO** mark may be awarded when a student:

- submits a hand in task 5 or more days late
- does not attempt a task (non-attempt)
- does not make a serious attempt at a task (non-serious attempt)
- is found to be involved in serious malpractice

In such cases:

- parents/guardians will be informed in writing
- copies of the parental notification will be submitted to the Year Adviser, Deputy Principal and Principal.

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N' determination for that course.

3.18 Non-Attempt of Tasks or Non-Serious Attempt of Tasks

Students will make a serious attempt at all assessment tasks. When a student does not attempt an assessment task, a mark of ZERO may be awarded.

Where the Deputy Principal or Principal deem a student to have made a non-serious attempt, a mark of ZERO may be awarded.

A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which contains frivolous or objectionable material. A serious attempt is the presentation of an assessment task which meets the requirements of the set task and which has been done to the best of the student's ability.

3.19 Completion of 50% of Total Value of Tasks

Students **MUST** satisfactorily complete **more than 50%** of all assessment tasks set for a course for the Principal to deem them as satisfactorily completing the course.

3.20 Malpractice in Assessment Tasks

Each student's mark in an assessment task will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the school's **Acknowledging Sources in Assessment Tasks**. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable.

For assessment tasks which are completed outside the classroom, a **Statement of Authenticity and Academic Integrity** must be signed by the student and submitted with the completed assessment task. Students must abide by the principles of this statement.

By signing this statement, a student is certifying that:

- the planning, development, content and presentation of this assessment task is their own work in every respect
- the assessment task has not been copied from another person's work or from books or the internet or any other source
- they have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development
- they have read, understood and have followed the school's *Acknowledging Sources in Assessment Tasks* (included in the Assessment Policy Booklet that has been issued).

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately.

Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task and will jeopardise their Record of School Achievement (RoSA) and/or their Higher School Certificate (HSC).

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

- cheating, attempting to cheat, or assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- building on the ideas of another person without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting an assessment task in any way
- breaching school examination rules (this includes being found with a **mobile phone or technological device**, including a **programmable watch** such as an Apple watch, during an in-class assessment task or major examination).
- using non-approved aids during an assessment task

- gaining or attempting to gain marks through dishonest representation
- contriving false explanations to explain work not handed in by the due date.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Any student found involved in serious malpractice in completing an assessment task may be awarded a mark of **ZERO** for that task.

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved, and notified immediately to the Deputy Principal. The Deputy Principal will determine the appropriate action should malpractice be proven.

If the student chooses to, then they may appeal to the Principal within 24 hours of the decision being taken. The Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

If serious malpractice is proven, a mark of **ZERO** may be awarded.

3.21 Artificial Intelligence

Artificial Intelligence (AI) refers to the use of computer programs which can undertake tasks or activities such as the writing / rewriting of essays, answering questions and problem solving.

The use of Artificial Intelligence Applications (AIA) in an assessment may be a breach of academic honesty which constitutes malpractice. Academic honesty can be breached in a number of ways.

These include, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, 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 their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially

Use of AIA in assessments may not help students to build their critical thinking skills and problem-solving skills and will not be able to be referenced appropriately. Furthermore, teachers must have confidence when marking assessments that they are marking the students' own work as opposed to work generated by an AIA.

The process of preparing material for assessment is an important part of students' learning experience. It allows students to demonstrate their understanding of concepts and apply what they have learnt in different domains and settings. In order to prove the integrity of their work, students should be able to produce multiple drafts and /or research notes in case of disputes. Assessment supports students in their development of analytical skills, evaluative judgement, communication skills, and presentation skills.

Any Assessment Task that is not the student's own work including AIA generated responses may be considered as plagiarism which is a form of malpractice. Hence, the student could receive a zero mark for the assessment task.

3.22 Non-Discriminating (by marks) or Invalid Tasks

If a task, or a component /question within a task, is found to be non-discriminating (does not give a range of marks) between students, invalid or there were problems associated with its administration, the task may be discarded and an alternative task set; or the component / question within the task may be discarded while the rest of the task is deemed to be valid.

In these circumstances, the Head Teacher, in consultation with the relevant Deputy Principal, may determine whether it is necessary for another task to be set, and/or adjust the weightings accordingly. If it is decided that the

original task is still to be used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Head Teacher and Deputy Principal may decide to discard the original task completely and a replacement task will be organised.

If an alternative task is to be given the students must be informed in writing (with sufficient notice).

3.23 Course Changes, Late Enrolments, Accelerants and Pathways Students

For students changing courses, the Principal must be satisfied that they will be able to complete all course outcomes before the completion of the HSC course. NESA entrance and completion dates for courses must be adhered to.

Accelerants should complete all assessment tasks, or the equivalent, that are undertaken by students completing the usual course program. The school will endeavour to minimise the conflicting demands of Year 11 and HSC Assessment, but this cannot be guaranteed.

Pathways students are to meet the same satisfactory course completion requirements as other students.

3.24 Disputes Regarding Assessment Tasks

Each student may ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved may be consulted.

Disputes over an individual task must be resolved with the Head Teacher as soon as possible.

The Head Teacher's decision is final. Where the class teacher is the Head Teacher, the student has no further avenue for review.

Note: **The Principal is the final arbiter in all assessment matters.**

3.25 Warning of 'N' Determination

Students undertaking the HSC Course must make a genuine/serious attempt to satisfactorily complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. **Attendance is an integral part of satisfactorily completing a course.**

It is a matter for the class teacher's professional judgment to determine whether or not a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the total assessment mark.

Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course. Students and parents/guardians will be informed in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

3.26 'N' Determinations and Appeals

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student does not meet course and assessment requirements in an HSC course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Year 11 Courses and 10 units of HSC Courses which fulfil NESA pattern of study requirements, they will not be eligible for the award of the HSC.

In the case of Extension Courses, students who do not meet the assessment requirements of the co-requisite 2 Unit course will not receive a result in either course.

Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the Principal, relevant Head Teacher and one teacher not involved in the assessment of the subject. The outcome of the appeal will be notified to the student, the parents and NESA.

3.27 Confidentiality of Final Mark

The final HSC assessment mark for each subject is confidential and may not be given to students.

3.28 Order of Merit / Final Ranking

Year 12 reports contain indicative ranks calculated from marks available at the time. There may be occasions where the School rank on the students' reports are different to the NESA ranks.

Assessment **Rank Order Notices** will be available to HSC candidates via Students Online after the final HSC examination. The NESA rank is the final rank.

3.29 Review of Assessments

Should any ranking differ from that expected, based upon previous information, a review of the ranking may be requested by the student before the due date indicated by NESA. Marks awarded by teachers for individual assessment tasks are **not** subject to this review mechanism.

The School's Review Panel will carry out a review to establish whether:

- the weightings specified by the school Assessment Schedules conform with NESA requirements
- the procedures used by the school for determining the final assessment mark conform with its stated Assessment Schedule (in particular the weightings used for the various tasks are consistent with those specified in the Assessment Schedule)
- there are no computational or other clerical errors in the determination of the assessment mark.

If the School's Review Panel is satisfied that these conditions have been met, there will be no change to the assessment and the final rank will remain the same.

A further appeal may be lodged to NESA through the Principal if the student is dissatisfied with the school review procedures.

3.30 Assessment Concerns

Where circumstances arise in the administration of the assessment of HSC courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Deputy Principal.

FURTHER INFORMATION

The **Assessment Certification Examination (ACE) website** provides up-to-date information about the rules and procedures set by NESA (NSW Education Standards Authority) in relation to the Higher School Certificate and the Record of School Achievement.

The URL for the ACE website is: <https://ace.nesa.nsw.edu.au/>

4.1 Referencing and Plagiarising

Referencing is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Information that you are required to reference includes:

- quotations (exact words), or paraphrasing (information rewritten in your own words)
- ideas, arguments or specific information (such as statistics) proposed and developed by someone else.

The following types of sources do not need to be acknowledged:

- your own experiences or experimental results
- your original ideas, arguments or compositions

- common knowledge.

Common knowledge includes:

- facts that are commonly known (such as there are 12 months in a year)
- statements of facts that are easily available in a number of different kinds of sources (such as World War II began in 1939).

Referencing generally has two key elements:

- ❶ an in-text reference (that is, within the text of the assessment task) that indicates you have used a phrase, idea or concept from someone else
- ❷ a complete Reference List at the end of the assessment task giving full details of all sources referred to in the assessment task.

There are many referencing systems available. At Girraween High School, the **Harvard Style** of referencing is to be used when completing assessment tasks outside the classroom. If an assessment task is not referenced in the required format, you may be suspected of plagiarism.

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task and will jeopardise their Record of School Achievement (RoSA) and/or their Higher School Certificate (HSC) .

Note: Some Senior Courses require students to follow specific referencing systems:

- In English Extension 2, for the submitted Major Work, students must follow NESA referencing requirements. These requirements will be outlined to students by their English teacher.
- In Year 11, HSC and Elective History courses, when instructed, students must follow the Footnote Referencing System. This system will be outlined to students by their History teacher.
- In Legal Studies, when instructed, students must follow the Legal Citation Referencing System. This system will be explained to students by their Legal Studies teacher.

Plagiarism

Plagiarism is a form of **malpractice** or **cheating**.

Plagiarism is presenting another person's work as your own work by copying or reproducing it without acknowledgement of its source.

Plagiarism includes, but is not limited to:

- substantial parts of your presented or submitted assessment task has been copied from the work of someone else
- your assessment task contains a substantial body of copied material (including from the internet) without acknowledgement of the source through correct referencing
- engaging another person to produce or conduct research for your assessment task.

Plagiarism is seldom an issue when students properly acknowledge the source of the material. When completing an assessment task outside the classroom, to avoid the risk of plagiarism, students need to do two things – use in-text references and complete a Reference List.

Students found to be guilty of serious plagiarism in an assessment task could receive **ZERO marks** for the task.

Referencing Guide

In-text References

If you directly quote an author, discuss their ideas, research or paraphrase their text in your assessment task, you must provide an in-text reference (that is, within the text of your task) acknowledging their name, the year of publication, e.g. (Smith & Jones 2016)

You must then list all the references cited in your task, with full bibliographic details in alphabetical order, in your **Reference List** at the end of your task.

Quote

If you include a direct quote (word-for-word), the in-text citation must include the page number/s where the quotation appeared, e.g. ... "correct referencing is a necessity" (Smith & Jones 2016, p. 16). Page numbers are also required when paraphrasing specific information.

When 30 or more words are quoted, quotation marks are NOT used. Instead, begin quoting the material on a new line and indent the text 5 spaces (use the Indent tool to keep all lines of the quote evenly indented) and include specific page number(s) in your in-text reference.

Paraphrase

This is where you use someone else's ideas, information, theories etc, but rewrite it in your own words. Note that no quotation marks are used here.

Example: Satellites can be out into orbit around the Earth, the orbital velocity depends on the altitude above the Earth's surface. In other words orbital velocity depends on the radius of orbit. (Warren 2008, p. 17)

Note

- When no author is available, cite the work by its title in both its in-text citation, e.g. (Smith 2009), and also in the reference list. In the reference list, ignore articles such as "A", "An", and "The" when alphabetising by title.
- When no publication date is available, use n.d. (no date) in the place of the year, e.g. Smith (n.d.) notes that ...
- If a DOI (Digital Object Identifier) is available for your source, place it at the end of the reference as shown in the journal article example below.

Creating a Reference List

Your references must appear at the end of your task in a new section entitled **Reference List**. The references listed are arranged alphabetically by author. Where a source has no author, it is cited by its title, and ordered in the list alphabetically by the first significant word of the title. Start a new line for each reference.

A **Reference List** only includes material from sources such as books, journals and electronic sources, including the internet, which are cited within the assessment task.

For some courses, such as Stage 6 Society and Culture, a **Bibliography** may be required. A Bibliography is a list of relevant sources of all materials you read while preparing and writing your task, even if they were not all referenced within the actual assessment task. Your teacher will inform you if a Bibliography is needed and the format to be used.

Books & Articles

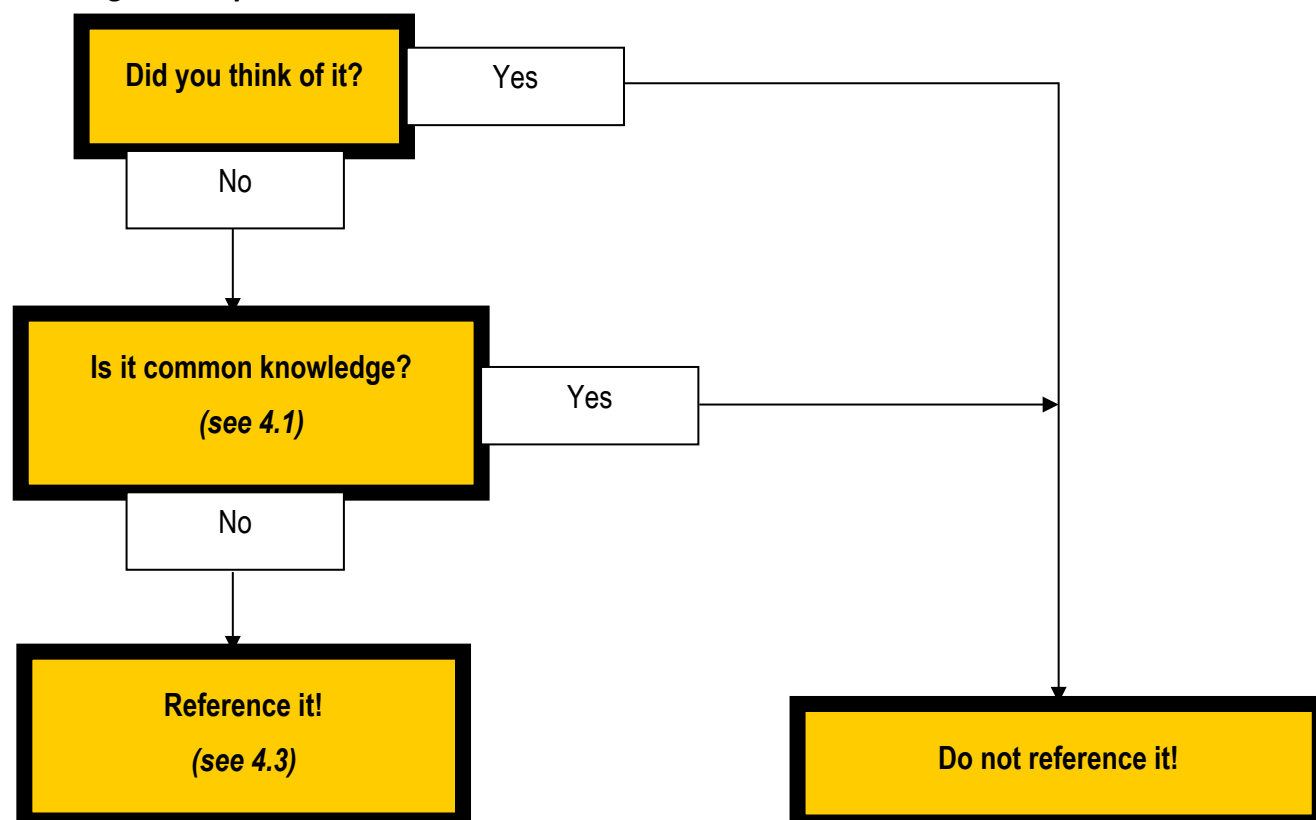
Type	In-Text Citation	Reference List
Book with one author	... notes its prominence (Weller 2011) OR Weller (2011) notes that ...	Weller, M 2011, <i>The digital scholar: how technology is transforming academic practice</i> , Bloomsbury Publishing, New York.
Magazine Article	(Rick & Erlandson 2009) (Rick & Erlandson 2009, p. 952)	Rick, TC & Erlandson, JM 2009, 'Coastal exploitation', <i>Science</i> , 21 August, pp. 952-953.
News Paper Article	(Browne 2010) (Browne 2010, p. 45)	Browne, R 2010, 'This brainless patient is no dummy', <i>Sydney Morning Herald</i> , 21 March, p. 45.

Online Resources

Type	In-Text Citation	Reference List
Email	SENDER'S NAME (sender's email address), date. <i>Subject of message.</i> Email to RECIPIENT'S NAME (recipient's email address)	JONES, A (ajones@hotmail.com), 4 May 2008, <i>Writing essays</i> . Email to D. BROWN (d.brown@hotmail.com)

	Jones (2008) stated...	
eBook	... the most prestigious of the British universities (Bhopal & Danaher 2013) OR Bhopal and Danaher (2013) suggest ...	Bhopal, K & Danaher, PA 2013, <i>Identity and pedagogy in higher education: international comparisons</i> , e-book, Bloomsbury Academic, London, viewed 15 February 2018, https://ebookcentral.proquest.com
Web page with author/s listed <i>Follows the same author formatting as other resources</i>	... notes its prominence (Palmer 2008) OR Palmer (2008) notes that ...	Palmer, LF 2008, <i>Insufficient milk syndrome: a fallacy becomes a reality</i> , viewed 15 February 2018, http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/
Web page without author/s <i>Title becomes main entry, use full title in-text; subsequent in-text citation can be abbreviated</i>	... its demise (\$250m funding boost for malaria vaccine 2003) Subsequent entries: ... (\$250m funding boost 2003)	<i>\$250m funding boost for malaria vaccine 2003</i> , viewed 15 February 2018, http://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220/
Web page without a date <i>Use (n.d.) instead of a year</i>	...in assessment (Australian College of Midwives n.d.) OR The Australian College of Midwives (n.d.) state that ...	Australian College of Midwives n.d., <i>Midwifery practice review</i> , viewed 15 February 2018, https://www.midwives.org.au/what-mpr
On line Journal article with one author <i>Follow this format for articles from databases or in print</i>	(Clark 2003)	Clark, J 2003, 'Estimating the area of Virginia', <i>Journal of Online Mathematics and its Applications</i> , vol. 3, viewed 6 October 2009, http://mathdl.maa.org/mathDL/4/?pa=content&sa=viewDocument&nodeId=507
YouTube and other streaming video	... colour (Vsauce 2013) OR Vsauce (2013) posits that ...	Vsauce 2013, <i>Is your red the same as my red?</i> , online video, viewed 15 February 2018, https://www.youtube.com/watch?v=evQsOFQju08
DVD on YouTube	...ever-present question about art is how it impacts on us (Gough 2017).	Gough, P 2017, <i>What makes art good or bad?</i> , video recording, YouTube, viewed 17 July 2017, < https://www.youtube.com/watch?v=XNQVe4qgtx8 >.

University of Newcastle Library, August 2018. Based on the Style Manual for Authors, Editors and Printers, 6th edition, using the Monash Harvard style



What is Referencing?

Referencing is a method of acknowledging the sources of information and ideas that you have used while completing assessment tasks.

It has two key elements:

- an **in-text reference** that indicates you have used a phrase, idea or concept from someone else
- a complete **Reference List** at the end of the assessment task giving full details of all sources referred to in the task.



Why do you have to reference properly?

- to acknowledge your sources
- to give your readers information to identify and consult your sources
- to ensure your information is accurate.



What if you don't reference properly?

- you may be suspected of **plagiarism** (that is, not acknowledging someone else's ideas or writing)
- students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

What is a Bibliography?

A bibliography is an alphabetical list of the sources (books, magazines, newspapers, CD-ROMS, internet, interviews etc.) used to prepare an assignment.

Individual Courses & Assessments

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024**SUBJECT: Ancient History****2 Unit**

TASK	Type of Task and Description	Knowledge and understanding	Historical skills in the analysis and evaluation of sources and interpretation	Historical inquiry and research	Communication of historical understanding in appropriate forms	Overall Weighting	Outcomes	Due Date
1. Source Analysis	Students will analyse sources derived from the topic " <i>Cities of Vesuvius</i> " and write responses to questions based on the provided sources and their own knowledge.	5%	5%	5%	5%	20%	AH12-2 AH12-6 AH12-7 AH12-8 AH12-9 AH12-10	Term 4, Week 10
2. Research and Essay	Students will undertake independent research on the topic " <i>The Julio-Claudians</i> " and will write a response to an unseen essay question under test conditions.	5%	5%	10%	5%	25%	AH12-2 AH12-4 AH12-5 AH12-6 AH12-7 AH12-8 AH12-9	Term 1, Week 7
3. Historical Analysis	Students will collate a portfolio of sources on the topic " <i>Agrippina the Younger</i> " and complete a historical analysis task.	10%	5%	5%	5%	25%	AH12-3 AH12-4 AH12-5 AH12-6 AH12-7 AH12-8 AH12-9	Term 2, Week 4
4. Trial HSC Examination	Students will undertake a 3hr + 5 minute Trial Examination which will test all topics of the Year 12 Ancient History course. The examination will consist of short answer, source-based and essay responses.	20%	5%		5%	30%	AH12-1 AH12-2 AH12-3 AH12-4 AH12-5 AH12-6 AH12-7 AH12-9 AH12-10	Term 3, Weeks 2-4
		40%	20%	20%	20%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024**SUBJECT: Biology****2 Unit**

TASK	Type of Task and Description	Knowledge & Understanding	Skills in Working Scientifically	Overall Weighting	Outcomes	Due Date
1. Skills Task	This task assesses the Working Scientifically Skills outcomes. Students may be required to carry out an experiment, solve problems, and process and analyse qualitative and quantitative data and information.	0%	20%	20%	BIO11/12(1-7)	Term 4 Weeks 9-10
2. Depth Study	The Depth Study will allow for students to further explore one or more concepts covered in the course in further depth and detail. It covers Working Scientifically Skills in questioning and predicting and communicating, and two other areas.	0%	25%	25%	BIO11/12(1, 7) Two of BIO11/12 (2-6) BIO12-13	Term 1 Week 8
3. Topic Test	Students will complete a test that assesses their Knowledge and Understanding of the content covered in Module 5. Questions will incorporate some Working Scientifically Skills outcomes.	20%	5%	25%	BIO11/12(4-7) BIO12-14	Term 2 Week 8
4. Trial HSC Examination	The trial examination is a formal, 3 hour written examination comprising of 20 multiple choice questions and 80 marks of short and long response questions, assessing all Knowledge and Understanding content covered prior to its completion. Questions relating to Working Scientifically Skills will also be incorporated throughout the examination.	20%	10%	30%	BIO11/12(1-7) BIO12(12-15)	Term 3 Weeks 2-4
		40%	60%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024**SUBJECT: Business Studies****2 Unit**

TASK	Type of Task and Description	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms	Overall Weighting	Outcomes	Due Date
1. Operations Report	Students will be required to complete an operations report through research and application. The report will be on a business which is provided to the students and will cover a variety of concepts and strategies.	10%		5%	5%	20%	H1, H2, H4, H5, H6, H7, H8, H9	Term 4 Week 10
2. In Class Topic Test	Students will be required to complete an in class topic test on the Finance topic reflecting HSC style questions	10%	5%	5%	5%	25%	H5, H6, H7, H8, H9 and H10	Term 1 Week 10
3. Marketing Essay	Students will complete an in-class response on the topic of Marketing. In the response students will be required to support their theory understanding with case study application	10%	10%		5%	25%	H1, H2, H4, H5, H6, H7, H8, H9	Term 2 Week 9
4. Trial HSC Examination	Students will be tested on all four topics of the HSC course- Finance, Operations, Marketing and Human Resources. The examination will be in the same format at the HSC examination- twenty multiple choice, four short answer responses, one report and one extended response.	10%	5%	10%	5%	30%	H1, H2, H3, H4, H5, H6, H9 and H10	Term 3 Weeks 2-4
		40%	20%	20%	20%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024**SUBJECT: Chemistry****2 Unit**

TASK	Type of Task and Description	Knowledge & Understanding	Skills in Working Scientifically	Overall Weighting	Outcomes	Due Date
1. Topic Test	Students will complete a topic test that assesses their Knowledge and Understanding of the content covered in Module 5. Questions will incorporate some Working Scientifically Skills outcomes.	15%	5%	20%	CH11/12(4-7) CH12-14	Term 4 Week 9- 10
2. Depth Study	The Depth Study will allow for students to further explore one or more concepts covered in the course in further depth and detail. It covers Working Scientifically Skills in questioning and predicting and communicating, and two other areas.	5%	20%	25%	CH11/12(1, 7) Two of CH11/12 (2-6) CH12 -12	Term 1 Week 9
3. Skills Task	This task assesses the Working Scientifically Skills outcomes. Students may be required to carry out an experiment, solve problems, and process and analyse qualitative and quantitative data and information.	0%	25%	25%	CH11/12(1-7)	Term 2 Week 7
4. Trial HSC Examination	The trial examination is a formal, 3 hour written examination comprising of 20 multiple choice questions and 80 marks of short and long response questions, assessing all Knowledge and Understanding content covered prior to its completion. Questions relating to Working Scientifically Skills will also be incorporated throughout the examination.	20%	10%	30%	CH11/12(1-7) CH12(12-15)	Term 3 Weeks 2-4
		40%	60%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024				SUBJECT: Drama		2 Unit	
Task	Type and Description of Task	Critical Studying	Making	Performing	Overall Weighting	Outcomes	Due Date
1. Australian Drama and Theatre: Dramatic Traditions in Australia	Written Task Students will be asked to write an essay responding to an unseen question based on their study of Jack Davis' <i>No Sugar</i> and Alex Buzo's <i>Norm and Ahmed</i> . In their response they are to support their argument with both textual and experiential evidence.	20%			20%	H3.1, H3.2, H3.3	Term 4 Week 10
2. Individual Project	Viva Voce Students will present their project as a work in progress and answer questions from the panel on their work.		25%		25%	H1.3, H1.5, H1.7	Term 1 Week 5
3. Studies in Drama and Theatre: Verbatim Theatre	Performance Task Students will deliver a performance essay on either Campion Decent's <i>Embers</i> or Alana Valentine's <i>Parramatta Girls</i> in which they demonstrate their understanding of the conventions of Verbatim Theatre.			15%	15%	H2.2, H2.3, H3.1	Term 1 Week 10
4. Trial HSC Examination	Written Examination Students will be asked to complete an examination which will require them to write an essay on each of Australian Drama and Theatre and Verbatim Theatre. Individual Project Students will submit their project for feedback and marking. Group Performance Students will present their Group Performance for the marker(s).	10%	15%	15%	40%	H3.1, H3.2, H3.3 H1.3, H1.5 H2.1, H2.2, H1.1, H1.2, H1.4	Week 3-4, Term 3
		30%	40%	30%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024**SUBJECT: Economics****2 Unit**

TASK	Type of Task and Description	Knowledge & understanding of course content	Stimulus based skills	Inquiry and Research	Communication of economic information, ideas and issues in appropriate forms	Overall Weighting	Outcomes	Due Date
1. Global Economy	<i>Research, Short Answers and Essays:</i> Students research on Global economy as well as a free trade agreement and international organisation and answer a series of questions based on this research.	3%		20%	2%	25%	H1, H2, H3, H4, H5, H6, H8, H10, H11, H12	Term 4 Week 8
2. Australia's place in the global economy	<i>Stimulus and Skills based test:</i> Students will undertake a topic test that assesses students understanding of Australia's place in the Global Economy. Students respond to a series of short answer and multiple-choice questions	2%	20%		3%	25%	H1, H2, H3, H7, H8, H9, H10, H11,	Term 1 Week 8
3. Economic Issues	<i>Research and Essay:</i> Students do research and answer extended response question/s addressing Economic Issues.	15%			5%	20%	H1, H2, H3, H4, H6, H7, H8, H9, H10	Term 2 Week 8
4. Trial HSC Examination	All topics: Students will undertake a 3hr and 5-minute examination which will test all aspects of the Year 12 course. This examination consists of multiple choice, short answer, and extended response questions.	20%			10%	30%	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	Term 3 Weeks 2-4
		40%	20%	20%	20%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024**SUBJECT: Engineering Studies****2 Unit**

Task	Type and Description of Task	Knowledge and Understanding of course content	Knowledge and skills in research problem solving and communication	Overall Weighting	Outcomes	Due Date
1. Civil Engineering Solutions and Report	Students will work collaboratively to design, construct and test to failure a model bridge. They will develop a thorough understanding of the engineering structural design principles through research and class work, with a focus on the analysis of tensile and compressive forces acting on the bridge structural members. Students will evaluate the performance of their design by submitting an engineering report.	15%	10%	25%	H1.1, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H6.1	Term 4, Week 8 to Week 9
2. Topic Test Personal and Public Transport	Students will sit for a Topic Test focused on Personal and Public Transport unit of work. This test will examine the historical and societal influences that guided the development of personal and public transport systems, engineering mechanics, communication techniques and engineering material as they apply to bicycles and other transport media such as motorbikes, automobiles, trains and aircraft. Students will require a clear understanding of the needs that have driven human transport developments, engineering communication techniques, and materials and processes that have been used to satisfy those needs as well as the environmental impacts of personal and public transport systems.	10%	15%	25%	H2.1, H2.2, H3.1, H3.3, H4.3, H6.1	Term 1, Week 8
3. Aeronautical Engineering Research Task	This task requires students to demonstrate a comprehensive grasp of the nature and range of work performed by Aeronautical Engineers. The research will cover the role of engineers as managers, innovators in materials and structural design of aircraft, and ethical decision- makers who are legally and morally responsible for the impact of their decisions. The task will embed student's practical understanding of engineered flight by requiring them to create and present a flight simulation instructional tutorial.	15%	10%	25%	H1.1, H1.2, H2.2, H3.2, H4.3, H5.1, H5.2, H6.1	Term 2, Week 8
4. Trial HSC Examination	Students will sit for the Trial HSC Examination. This is a HSC style examination covering all topics studied in this course. This includes: Civil Structures, Personal and Public Transport, Aeronautical Engineering and Telecommunications Engineering.	20%	5%	25%	H1.1, H2.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2	Term 3, Weeks 2-4
		60%	40%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024	SUBJECT: English (Advanced)	2 Unit
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TASK	Type of Task and Description	Skills	Content	Overall Weighting	Outcomes	Due Date
1. Common Module	Paper 1 - Test You will complete a two-part test on the Common Module. Section 1 – Short answer responses to unfamiliar texts. Section 2 – Extended response on the prescribed text, <i>The Crucible</i> and a related text of your choice.	15	10	25%	EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	Term 4 Week 9
2. Module C	Multimodal Text You will create and submit a multimodal text in response to a question and or stimulus. This could be in the style of a discursive, persuasive or imaginative text. You could be given choices for the style and form you will create, or the style and form could be specified in the instructions for the task. You could be required to submit an explanation/reflection on your choices as a composer.	10	10	20%	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	Term 1 Week 9
3. Module A	You will write an extended response to a question based on <i>The Tempest</i> and Hag-seed. The question could include a stimulus. This will be completed in class.	10	15	25%	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	Term 2 Week 10
4. Trial HSC Examination	<u>Paper 1</u> Reading Task (5%) Extended Response (5%) <u>Paper 2</u> Module A (5%) Module B (10%) Module C (5%)	15	15	30%	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	Term 3 Weeks 2-4
		50%	50%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024	SUBJECT: English Extension 1	1 Unit
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TASK	Type of Task and Description	Skills	Content	Overall Weighting	Outcomes	Due Date
1.Common Module	<i>Literary Worlds</i> <i>Creative and or Critical Response(s)</i> This is a test in which students could be required to compose medium length and/or extended creative composition in response to quotes, questions and/or stimuli. A short critical/reflective response may be required as part of the task.	20%	15%	35%	1, 2, 3, 5	Term 4 Week 10
2. Elective	<i>Worlds of Upheaval</i> <i>Critical Response</i> This test requires students to respond to a question in essay form and make detailed reference to a related text of their own choosing.	15%	20%	35%	1, 2, 3, 4	Term 2 Week 10
3. Trial HSC Examination	<i>Literary Worlds</i> Students will be provided with stimulus material or a question/quote and be required to respond with either an imaginative creative or a critical composition or a combination of these forms. <i>Worlds of Upheaval</i> Students will be required to write a critical essay in response to a question using two prescribed texts and at least one text of their own choosing. Students will be expected to answer in the form of an essay.	15%	15%	30%	1, 2, 3, 4	Term 3 Weeks 2-4
		50%	50%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024**SUBJECT: English Extension 2****1 Unit**

TASK	Type of Task and Description	Skills	Content	Overall Weighting	Outcomes	Due Date
1.Viva Voce	Presentation and explanation of the written proposal. The Viva Voce gives students an opportunity to present information on the major concept(s), scope, emphases and form of their proposed Major Work. The Major Work Journal must be submitted for monitoring with this assessment task.	15%	15%	30%	1, 2, 4	Term 4, Week 5
2.Literature Review	Research, reflection and evaluation of related literature. This is a research and reflection task in which students will examine how their Major Work supports or extends the field of texts in their chosen form. The Major Work Journal also must be submitted for monitoring for this assessment task.	20%	20%	40%	1, 2, 3, 4	Term 1, Week 9
3.Critique of the Creative Process	An evaluation of and reflection on the features of the Major Work and the ways their processes of revision and editing of the composition have contributed to the student's development as a composer and the quality of their Major Work. The Major Work Journal also must be submitted for monitoring for this assessment task.	15%	15%	30%	1, 2, 3, 4, 5	Term 2, Week 7
		50%	50%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024**SUBJECT: Geography****2 Unit**

Task	Type and Description of Task	Knowledge and understanding of course content	Geographical tools and skills	Geographical inquiry and research, including fieldwork	Communication of geographical ideas, information, and issues in appropriate forms	Overall Weighting	Outcomes	Due Date
1. Research Task and Presentation.	Research Task. Students will undertake a research unit on the topic 'Ecosystems at Risk' to complete speech or audio/visual presentation.	10%	5%		5%	20%	H1, H2, H5, H6, H7, H8, H9, H10, H11, H13	Term 4, Week 6
2. Research Task, essay and skills.	Essay and skills. Students will undertake independent research on the topic "Urban Places" and will do skills questions as well as write a response to unseen question.	5%	5%	10%	5%	25%	H1, H3, H5, H6, H7, H8, H9, H10, H11, H12, H13	Term 1, Week 7
3. Research Task, essay and skills.	Skills and extended written response. Students will undertake independent research on the topic "People and Economic Activity" and will do skills questions as well as write a response to unseen question.	5%	5%	10%	5%	25%	H1, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13	Term 2, Week 8
4. Trial HSC Examination.	Examination. Students will undertake a 3hr + 5 minute Trial Examination which will test all aspects of the Year 12 Geography Course. The examination will consist of multiple choice, short answer and extended response questions.	20%	5%		5%	30%	H1, H2, H3, H5, H6, H7, H8, H9, H10, H11, H12, H13	Term 3, Weeks 2-4
		40%	20%	20%	20%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024	SUBJECT: History Extension	1 Unit
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TASK	Type of Task and Description	Knowledge and understanding about significant historiographical ideas and processes	Skills in designing, undertaking and communicating historical inquiry and analysis	Overall Weighting	Outcomes	Due Date
1. History Project - Historical Process	Students complete the proposal, process log and annotated sources for the History Project.	15%	15%	30%	HE12-1, HE12-2, HE 12-3, HE 12-4	Term 2, Week 1
2. History Project - Essay	Students complete a 2500 word essay for the History Project, including a bibliography of all sources used.	10%	30%	40%	HE12-1, HE12-2, HE 12-3, HE 12-4	Term 2, Week 7
3. Trial HSC Examination	Students complete a 2 hour written examination with 10 minutes reading time.	15%	15%	30%	HE12-1, HE 12-3, HE 12-4	Term 3, Weeks 2-3
		40%	60%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023-2024**SUBJECT: Japanese Continuers****2 Unit**

Task	Type and Description of Task	Listening	Reading	Speaking	Writing	Overall Weighting	Outcomes	Due Date
1. Response in English to spoken texts	<p><u>Listening:</u> Respond to audio texts and answer questions. Write answers in English.</p> <p><u>Reading:</u> Read a text written in Japanese on the topic learnt in class. Write answers in English.</p>	20%	10%			30%	3.1 - 3.6, 4.2 - 4.3	Term 4, Week 10
2. Reading and responding and Writing in Japanese	<p><u>Speaking:</u> Interview a classmate and video record. Speak for approx. 7-10 minutes altogether.</p> <p><u>Reading and Responding:</u> Read a text written in Japanese. Write approx. 400 <i>ji</i> in Japanese to respond to the text.</p> <p><u>Writing:</u> Create a written document in Japanese related to the topic learnt in class. Write approx. 400 <i>ji</i> all together.</p>		10%	10%	10%	30%	2.1 - 2.3, 3.1 - 3.6, 4.1 - 4.3	Term 1, Week 10
3. Conversation	<p><u>Speaking:</u> Make a conversation with a teacher for 10 minutes. No preparation time.</p>			10%		10%	1.1, - 1.4, 4.1	Term 2, Week 9
4. Trial HSCC Examination	<p><u>Written:</u> Students will complete a written examination which will assess all aspects of the course (Listening, Reading and Writing).</p>	10%	10%		10%	30%	2.1 - 2.3 3.1 - 3.6 4.1 - 4.3	Term 3, Weeks 2-4
		30%	30%	20%	20%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024			SUBJECT: Japanese Extension			1 Unit	
Task	Type and Description of Task	Text analysis (Part A, Part B)	Writing (on Issues)	Speaking (on Issues)	Overall Weighting	Outcomes	Due Date
1. Prescribed Text and Prescribed Issues	<p><u>Anime magazine article:</u> Write an analysis of aspects of the film/extracts <i>KIMI NO NA WA</i>.</p> <p><u>Scripts:</u> Create a script based on an extract from <i>KIMI NO NA WA</i>. Write approx. 400 <i>ji</i>.</p> <p><u>Writing:</u> Create a script on an issue based on provided texts. 300 <i>ji</i></p>	30%	10%		40%	1.1, 1.2, 2.1, 2.2, 2.3	Term 4, Week 10
2. Prescribed Issues	<p><u>Writing:</u> Choose one of 3 writing questions in relation to the prescribed issues and write an essay-style response. 400 <i>ji</i> in Japanese.</p> <p><u>Speaking:</u> Prepare a speech on a given issue in Japanese. The speech topic is given before the task. Speak for 3 mins. You will have 10 minutes to write notes on the day.</p>		20%	10%	30%	1.1, 1.2	Term 1 Week 10
3. Trial HSC Examination	<p>Part A: Analyse an extract from the Anime <i>KIMI NO NA WA</i> by responding in English to comprehension questions.</p> <p>Part B: Respond to a provided extract, writing from a particular perspective in a specified context in Japanese.</p> <p>Writing: Choose one of 2 writing questions. Write app.600 <i>ji</i> essay in Japanese.</p> <p>Speaking: Choose one of 2 speaking topics. Speak for approx. 3 minutes with 7 minutes to prepare.</p>	10%	10%	10%	30%	1.1, 1.2, 2.1, 2.2, 2.3	Term 3 Weeks 2-4
	NB: While tasks are similar, the content assessed varies.	40%	40%	20%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024**SUBJECT: Legal Studies****2 Unit**

TASK	Type of Task and Description	Inquiry & Research	Communication	Analysis and Evaluation	Knowledge & understanding	Overall Weighting	Outcomes	Due Date
1. Research, multiple choice and extended response	Students will undertake independent research on the topic "Crime" and will do multiple choice questions as well as write a response to unseen question under test conditions.	5%	5%	5%	5%	20%	H1, H3, H4, H7, H9	Term 4, Week 8
2. Client Advice (Role play/ speech)	Students will undertake independent research on either "Workplace" or "Family" and will role play a lawyer in an unseen scenario.	10%	5%	5%	5%	25%	H1, H6, H7, H8, H9, H10	Term 1, Week 10
3. Research and Essay	Students will undertake independent research on either "Workplace" or "Family" and will write an essay to unseen questions under test conditions.	5%	5%	5%	10%	25%	H1, H4, H7, H8, H9	Term 2, Week 8
4. Trial HSC Examination	Students will undertake a 3hr + 5 minute Trial Examination which will test all aspects of the Year 12 Legal Studies Course. The examination will consist of multiple choice, short answer, extended response and essay questions.		5%	5%	20%	30%	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Term 3, Weeks 2-4
		20%	20%	20%	40%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024**SUBJECT: Mathematics Advanced****2 Unit**

TASK	Type of Task and Description	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	Overall Weighting	Outcomes	Due Date
1.In Class Test	Test: 90 Minute test during the Assessment period on Probability, Probability Distributions, Sequences and Series. This will cover the syllabus components S1.1, S1.2, M1.2 and M1.3.	12.5%	12.5%	25%	MA 11-7, MA 12-4, MA 12-8, MA 12-10	Term 4 Week 10
2.Two - part investigation	Two - part investigation on Maxima/Minima Problems. Part A: (2 Weeks) Take home investigation on Maxima/Minima Problems. Part B: (50 minutes) Use the results of the investigation in Part A to solve problems in class. This will cover the syllabus components C3.1 and C3.2.	10%	10%	20%	MA 12-1, MA 12-3, MA 12-6, MA 12-9, MA 12-10	Term1 Week 10
3.In Class Test	In - Class Test: 90 Minute Test covering the topics of Graphs and Equations, Curve Sketching, Integration, Exponential and Logarithmic Functions, Trigonometric Functions. This will cover the syllabus components of E1.3, E1.4, C2.1, C2.2, C3.1, C3.2, C4.1, C4.2 and F2.	12.5%	12.5%	25%	MA 12-1, MA12-3, MA 12-5, MA 12-6, MA 12-7, MA 12-10	Term2 Week 6&7
4.Trial HSC Examination	Trial Examination: 3 hour Examination covering all components of the Y12 Advanced Mathematics Course.	15%	15%	30%	All outcomes to be assessed. MA 12-1 to MA 12-10	Term 3 Weeks 2-4
		50%	50%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024**SUBJECT: Mathematics Extension 1****1Unit**

TASK	Type of Task and Description	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	Overall Weighting	Outcomes	Due Date
1. In Class Test	Test: 90 Minute test during the Assessment period on Further Trigonometry, Mathematical Induction, Harder 2unit. This will cover the syllabus components ME P1, ME T2, ME T3.	12.5%	12.5%	25%	ME 12-3, ME 12-7	Term 4 Week 10
2. In Class Test	In - Class Test: 90 Minute Test covering the topics of Vectors, Harder 2unit This will cover the syllabus components of V1.1, V1.2.	12.5%	12.5%	25%	ME 12-2, ME 12-7	Term1 Week 9
3. Two – part Investigation	Two - part investigation on Projectile Motion Part A: (2 Weeks) Take home investigation on the basics and applications of Projectile Motion. Part B: (50 minutes) Use the results of the investigation in Part A to solve problems in class. This will cover the syllabus components V1.3	10%	10%	20%	ME 12-1, ME 12-2, ME 12-6, ME 12-7	Term2 Week 10
4. Trial HSC Examination	Trial Examination: 2 hour Examination covering all components of the Y12 Mathematics Extension 1 Course.	15%	15%	30%	All outcomes to be assessed. ME 12-1 to ME 12-7	Term 3 Weeks 2-4
		50%	50%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024	SUBJECT: Mathematics Extension 2	1 Unit
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TASK	Type of Task and Description	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	Overall Weighting	Outcomes	Due Date
1. In Class Test	Test: 90 Minute test during the Assessment period on Complex Numbers This will cover the syllabus components N1.1, N1.2, N1.3, N2.1, N2.2	12.5%	12.5%	25%	MEX12 – 1 MEX12 – 4 MEX12 - 7 MEX12 - 8	Term 4 Week 10
2. Two - part investigation	Two - part investigation on Proof Part A: (2 Weeks) Take home investigation on the basics and applications of Proof. Part B: (50 minutes) Use the results of the investigation in Part A to solve problems in class. This will cover the syllabus components MEX - P1, MEX - P2	10%	10%	20%	MEX12 – 1 MEX12 – 2 MEX12 - 7 MEX12 – 8	Term1 Week 10
3. In Class Test	In - Class Test: 90 Minute Test covering the topics of Vectors and Integration. This will cover the syllabus components of V1.1, V1.2, V1.3, MEX – C1	12.5%	12.5%	25%	MEX12 – 1 MEX12 – 3 MEX12 – 5 MEX12 - 7 MEX12 - 8	Term2 Week 7
4. Trial HSC Examination	Trial Examination: 3 hour Examination covering all components of the Y12 Mathematics Extension 2 Course.	15%	15%	30%	All outcomes to be assessed. MEX12 – 1 to MEX12 – 8	Term 3 Weeks 2-4
		50%	50%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024			SUBJECT: Modern History			2 Unit		
TASK	Type of Task and Description	Knowledge and understanding	Historical skills in the analysis and evaluation of sources and interpretation	Historical inquiry and research	Communication of historical understanding in appropriate forms	Overall Weighting	Outcomes	Due Date
1. Research and short answer questions	Students will undertake independent research on the topic “ <i>Apartheid in South Africa</i> ” and will write a response to unseen HSC-style questions under test conditions	5%		10%	5%	20%	MH12-1 MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	Term 4, Week 10
2. Source Analysis	Students will analyse sources derived from the topic “ <i>Power and Authority in the Modern World</i> ” and write responses to questions based on the provided sources and their own knowledge.	10%	10%		5%	25%	MH12-1 MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-9	Term 1, Week 8
3. Historical Analysis	Students will collate a selection of sources and information based on the topic “ <i>Russia and the Soviet Union</i> ”. Students will then create a podcast-style recording where they incorporate the sources and information they have gathered.	5%	5%	10%	5%	25%	MH12-2 MH12-3 MH12-4 MH12-5 MH12-7 MH12-8 MH12-9	Term 2, Week 8
4. Trial HSC Examination	Students will undertake a 3hr + 5 minute Trial Examination which will test all aspects of the Year 12 Modern History course. The examination will consist of short answer, source-based and essay responses.	20%	5%		5%	30%	MH12-1 MH12-2 MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-9	Term 3, Weeks 2-4
		40%	20%	20%	20%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024**SUBJECT: Music 1****2 Unit**

Task	Type and Description of Task	Performance Core	Composition Core	Musicology Core	Aural Core	Elective	Overall Weighting	Outcomes	Due Date
1. Musicology HSC Program Analysis & Summary	Analysis and summary of HSC Repertoire Selection & Analysis			10%	10%		20%	H2, H4, H6 , H8, H10	Term 4, Week 9
2. HSC Arrangement/Composition	Arrangement of HSC work for small ensembles OR Original Composition		10%				10%	H2, H3, H5, H7, H10, H11	Term 1, Week 10
3. Presentation of HSC electives (performance)	Performance/demonstration of 2 x elective choices	10%				20%	30%	H1-H8	Term 2, Week 2
4. Trial HSC Examination	Aural/listening examination Performance of full HSC program and/or electives				15%	25%	40%	H1-H8	Term 3 Weeks 2-4
		10%	10%	10%	25%	45%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024**SUBJECT: Music 2****2 Unit**

Task	Type and Description of Task	Performance Core	Composition Core	Musicology Core	Aural Core	Elective	Overall Weighting	Outcomes	Due Date
1. Musicology/ Aural Task	Score & aural analysis of selected Australian music works			20%			20%	H4, H5, H6, H7, H8, H9 H10	Term 4, Week 9
2. HSC Composition	Draft composition and diary to be presented		20%				20%	H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	Term 1, Week 10
3. Presentation of HSC electives (performance)	Core Performance	20%					20%	H1-H8, H10, H11, H12	Term 2, Week 5
4. Trial HSC Examinations	Aural/listening examination Performance of full HSC program and/or electives				20%	20%	40%	H1-H8, H10, H11, H12	Term 3 Weeks 3-4
		20%	20%	20%	20%	20%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024**SUBJECT: Music Extension****1 Unit**

Task	Type and Description of Task	Overall Weighting	Outcomes	Due Date
1. Elective Progress Report #1	Performance presentation of repertoire and portfolio including background research of repertoire OR Composition portfolio including draft compositions and analysis of works and styles OR Musicology portfolio with research and critical analysis of works.	30%	H1-6	Term 1, Week 10
2. Elective Progress Report #2	Performance presentation of repertoire and portfolio including critical comparison with professional recordings OR Composition portfolio with viva voce and including development of ideas, musical concepts and techniques OR Musicology viva voce and portfolio including development of topic, sources, and ideas.	30%	H1-6	Term 2, Week 2
3. Trial HSC Examination	Performance presentation of repertoire and critical appraisal of concert practice OR Composition submission of portfolio with preliminary recording and viva voce including resolution of ideas OR Musicology portfolio with written draft, viva voce including development and resolution of topic, sources, and ideas.	40%	H1-6	Term 3 Weeks 2-4

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024**SUBJECT: PDHPE****2 Unit**

TASK	Type of Task and Description	Skills	Content	Overall Weighting	Outcomes	Due Date
1: Health Priorities in Australia (Core 1)	Research task and health report (word limit included) on the content and concepts studied throughout the unit.	15	10	25%	H1-5, H14-16	Term 4 Week 8
2: Factors Affecting Performance (Core 2)	In class topic test on the content and concepts studied throughout the unit.	15	10	25%	H7-11, H16, H17	Term 2 Week 1
3: Sports Medicine (HSC Option 3)	Research task (word limit included) combined with an in-class written response on the content and concepts studied throughout the unit	10	10	20%	H8, H13, H16, H17	Term 2 Week 7
4: HSC Trial Examination	Formal examination on all content and concepts studied throughout the year up until this point.	20	10	30%	H1-5, H7-11, H14-17	Term 3 Weeks 2-4
		60%	40%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024**SUBJECT: Physics****2 Unit**

TASK	Type of Task and Description	Knowledge & Understanding	Skills in Working Scientifically	Overall Weighting	Outcomes	Due Date
1. Topic Test	Students will complete a test that assesses their Knowledge and Understanding of the content covered in Module 6. Questions will incorporate some Working Scientifically Skills outcomes.	15%	5%	20%	PH11/12(1-7) PH12-12	Term 4 Week 9- 10
2. Depth Study	The Depth Study will allow for students to further explore one or more concepts covered in the course in further depth and detail. It covers Working Scientifically Skills in questioning and predicting and communicating, and two other areas.	5%	20%	25%	PH11/12 (1, 7) Two of PH11/12 (2-6) PH12-13	Term 1 Week 7
3. Skills Task	This task assesses the Working Scientifically Skills outcomes. Students may be required to carry out an experiment, solve problems, and process and analyse qualitative and quantitative data and information.	0%	25%	25%	PH11/12(1-7)	Term 2 Week 6
4. Trial HSC Examination	The trial examination is a formal, 3 hour written examination comprising of 20 multiple choice questions and 80 marks of short and long response questions, assessing all Knowledge and Understanding content covered prior to its completion. Questions relating to Working Scientifically Skills will also be incorporated throughout the examination.	20%	10%	30%	PH11/12(1-7) PH12(12-15)	Term 3 Weeks 2-4
		40%	60%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024			SUBJECT: Software, Design & Development			2 Unit
TASK	Type of Task and Description	Knowledge And Understanding	Knowledge and skills	Overall Weighting	Outcomes	Due Date
1. Group Project – Research Task	This is a Project Based Learning task where students are to work in groups of two/three to research the rights and responsibilities of developers from a number of perspectives. Students are to illustrate the effects both past and current problems arising from the use of software have on society. They are to investigate the following topics: The impact of software, Rights and responsibilities of software developers, Use of networks, The software market, Software piracy and copyright, Legal implications.	10%	10%	20%	H1.1, H2.2, H3.1, H5.1, H5.2	Term 4, Week 5
2. Topic Test – Interrelationship of Software and Hardware	Students will sit for a Topic Test focused on the Option 2 topic theory. This test will examine the interrelationship of Software and Hardware. Students need to demonstrate an in depth understanding of how software uses hardware to achieve the desired outcomes, including how instructions are processed by the CPU. This test will address how data is stored in binary format, basic arithmetic processes and storage of data, the design process of circuitry and data streams and their use in communication between the CPU and hardware devices.	10%	10%	20%	H1.1, H1.3, H2.2, H4.1	Term 1, Week 9
3. Major Project	This is a Project Base Learning task where students will be given ample time to develop a software solution to an identified need or problem. Students will use their knowledge and skills to develop a portfolio, using the Structured Development approach, outlining the software development process they undertook to develop their software solution. Students will also use a programming language to write the necessary code to realise the solution.	10%	20%	30%	H3.2, H4.2, H4.3, H5.1, H5.2, H5.3, H6.3, H6.4	Term 2, Week 7
4. Trial HSC Examination	Students will sit for the Trial HSC Examination. This is a HSC style examination covering all topics studied in this course. This includes: Development and Impact of Software Solutions, Software Development Cycle, Developing a Solution Package and Option Topic 2 – The Interrelationship Between Software and Hardware.	20%	10%	30%	H1.1, H1.2, H1.3, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.1, H6.4,	Term 3, Weeks 2-4
		50%	50%	100%		

YEAR 12 ASSESSMENT SCHEDULE: 2023 - 2024**SUBJECT: Visual Arts****2 Unit**

Task	Type and Description of Task	Practical	Art History Criticism	Overall Weighting	Outcomes	Due Date
1. Art Making	Practical Assessment Visual Arts Process Diary Progress Mark. Interview about concepts, ideas, influencing artists and material practical.	20%		20%	H1, H2, H3, H4	Term 4, Week 8
2. Art History Criticism	Essay Skills Written task on Artist Practice, Conceptual Framework and Frames		20%	20%	H7, H8, H9, H10	Term 1, Week 9
3. Trial HSC Examination	Essay Skills Formal examination on all content and concepts studied throughout the year up until this point.		30%	30%	H7, H8, H9, H10	Term 3 Weeks 2-4
4. Art Making Practical Trial	Final progress mark for Body of Work Progress/Visual Arts Process Diary content.	30%		30%	H1, H2, H3, H4, H5, H6.	Term 3, Week 5
		50%	50%	100%		



Note that the dates listed in this summary are APPROXIMATE.

Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.

Term 4 2022

WEEK	
1A	
2B	
3A	
4B	
5A	Eng Ext 2, SDD
6B	Geo
7A	
8B	PDHPE, VA, Eco, Legal S, Engineering,
9A	Biology, Chem, Eng (St), Eng (Adv), Music 1, Engineering, Music 2, Phy
10B	Anc His, Biology, Bus S, Chem, Drama, Eng Ext 1, Jap C, Jap Ext, Maths 2U, Maths Ext 1, Maths Ext 2, Mod His, Music Ext, Phy,

Term 1 2023

WEEK	
1B	
2A	Music Ext
3B	
4A	
5B	Drama
6A	
7B	Anc His, Geo, Phy,
8A	Biology, Eco, Mod His, Engineering
9B	Chem, Eng (Adv), Eng Ext 2, Maths Ext 1, SDD, VA
10A	Bus S, Drama, Maths 2U, Maths Ext 2, Jap C, Jap Ext, Legal S, Music 1, Music 2

Term 2 2023

WEEK	
1A	Hist Ext, PDHPE
2B	Music 1
3A	
4B	Anc His
5A	Music 2
6B	Maths 2U,
7A	Chem, Eng Ext 2, Maths 2U, Maths Ext 2, Hist Ext, PDHPE, Phy, SDD,
8B	Biology, Engineering, Eco, Geo, Legal S, Mod His
9A	Jap C, Bus S
10B	Eng (Adv), Eng (St), Eng Ext 1, Maths Ext 1,

Term 3 2023

WEEK	
1A	
2B	Trial HSC Examinations (All Subjects)
3A	Trial HSC Examinations (All Subjects)
4B	Trial HSC Examinations (All Subjects)
5A	Visual Arts
6B	
7A	
8B	
9A	
10B	

Sit Down test, Hand in Assignment, Both test and assignment components

