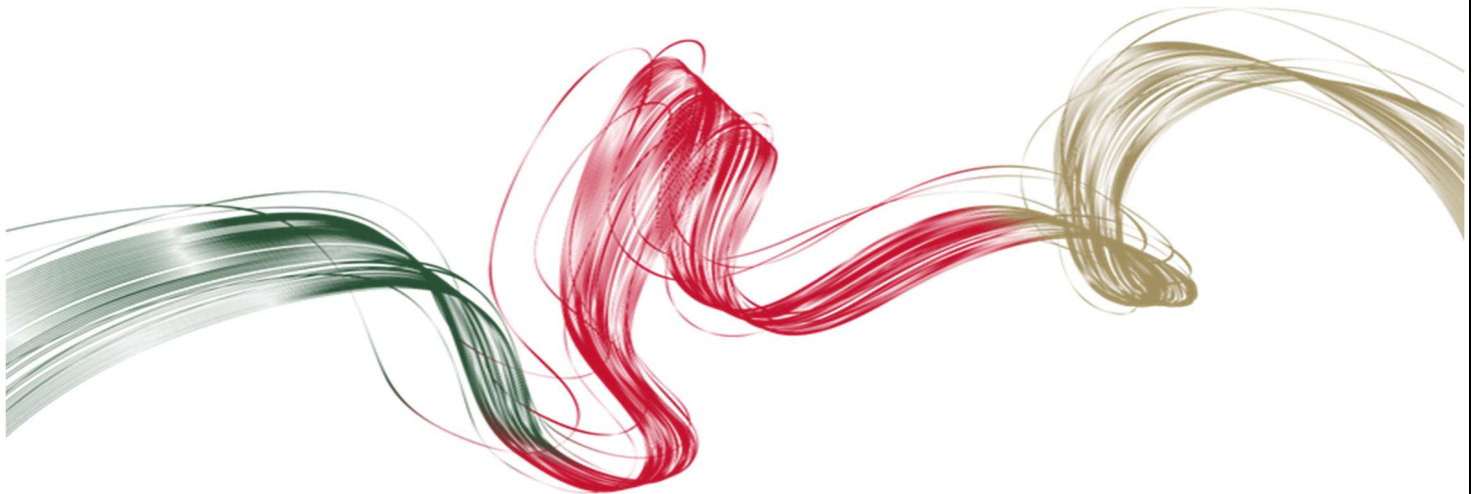




THE RIVERS
SECONDARY COLLEGE

The heart of secondary education for Lismore

Kadina High Campus



HSC 2025

STUDENT
ASSESSMENT PROCEDURES AND SCHEDULES

GLOSSARY OF TERMS

AMOW	HSC: All My Own Work <i>HSC: All My Own Work</i> is a program designed to help students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.
ATAR	Australian Tertiary Admission Rank A rank calculated by UAC as a way of determining entry to university courses
ACE	Assessment Certification Examination Assessment Certification Examination (ACE) website provides current information for principals, teachers, parents and students about the rules set by the NSW Education Standards Authority.
NESA	NSW Education and Standards Authority NESA organizes and conducts the Higher School Certificate Examinations in all NSW schools and are responsible for the awarding of the Higher School Certificate credential. NESA are responsible for providing examiners and presiding officers for written exams, practical submissions and performance exams. * NESA are a different government body to The NSW Department of Education.
RoSA	Record of School Achievement The certification that students receive from NESA if they leave school before successful completion of the HSC.
HSC	Higher School Certificate Highest level of certification in NSW high schools; usually completed in Year 12 of high school
Preliminary HSC Stage	First stage of the HSC; usually completed in Year 11 of high school A period of learning, typically of two years duration. Stage 5 refers to Years 9 & 10 and Stage 6 refers to Years 11 & 12
BDC	Board Developed Course Courses developed by NESA that can be used in the calculation of an ATAR
BEC	Board Endorsed Course Courses endorsed by NESA that count towards the HSC but cannot be used in the calculation of an ATAR
ATAR/ Optional ATAR Non ATAR	Classification of Board Developed and Endorsed Courses. <ul style="list-style-type: none"> • ATAR Courses - HSC Exam mandatory. • Optional ATAR Courses - HSC Exam is OPTIONAL. Students must sit the Exams if wanting an ATAR. • Non-ATAR Courses - Content Endorsed Course - no external HSC Exam
TAFE	Technical and Further Education
VET	Vocational Education and Training
TVET	TAFE delivered Vocational Education and Training
UAC	Universities Admission Centre
RTO	Registered Training Authority
Useful websites: Current NESA Website- https://educationstandards.nsw.edu.au/wps/portal/nesa/home New NESA website- https://www.NSW.gov.au/education-and-training/nesa Universities Admission Centre- www.uac.edu.au	

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Section 1- Understanding the HSC

1.1 Purpose and audience

The Rivers Secondary College HSC 2025 Assessment Procedures and Schedules, outlines for students and their families the procedures followed by the three campuses of The Rivers Secondary College related to assessment for the Higher School Certificate in 2025. The procedures in this document are informed by the *Assessment Certification Examination (ACE) Website* which provides current, easily accessible information to principals, teachers, parents and students about the rules and procedures set by the NSW Education Standards Authority (NESA) for secondary education in NSW.

ACE provides enhanced support to schools in their implementation of requirements under the *Education Standards Authority Act 2013*, and the *Education Act 1990 (NSW)* and NESA policies in relation to Years 7–12 assessment, certification and examination programs.

1.2 HSC Assessment Overview

School-based assessment tasks contribute 50% of the marks for the Higher School Certificate. The school assessment mark will be based on student performance in assessment tasks undertaken during each course. The other 50% of the marks will be based on student performance in the HSC examination for each subject.

The purpose of school-based assessment is to:

- Assist student learning
- Evaluate and improve teaching and learning programs
- Assess student achievement in a course
- Provide evidence of satisfactory completion of a course.

School-based assessment plays an important role in assessing overall student achievement in a HSC course by:

- Assessing student achievement of a wider range of syllabus outcomes than may be measured by the external examination
- Assessing outcomes that are more easily assessed in settings other than the HSC examination e.g. filedwork
- Providing multiple opportunities for students to demonstrate their achievements
- Providing different ways, other than approaches used in the HSC examination for students to demonstrate their achievements.

Assessment tasks may take the form of tests, written or oral assignments, practical activities, fieldwork and projects. Assessment requirements are determined by NESA and are set out in the syllabus for each HSC course. Students are required to undertake a number of assessment tasks for most courses. Schools submit a school-based mark and rank to NESA and ensure students are informed of their rank within their course cohort.

NESA undertakes a process of moderation to allow a fair comparison of marks in each course across different schools.

VET courses are competency based and standards referenced, where performance is judged against a pre-described standard contained in each unit of competency. Students must meet all performance criteria to demonstrate achievement of an element of competency and achieve all elements of competency to demonstrate achievement of a unit of competency.

1.3 HSC and ATAR Eligibility

To be eligible for the award of the HSC, students must:

- have completed Year 10
- have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- have completed [All My Own Work \(AMOW\)](#) or its equivalent, and
- have demonstrated the [minimum standard of literacy and numeracy](#), and
- have satisfactorily [completed courses](#) that comprise the [pattern of study](#) required by NESA for the [award of the HSC](#), and
- undertake and make a [serious attempt](#) at the requisite [HSC exams](#).

To be eligible for the award of the [HSC credential](#), students must satisfactorily complete:

- a Preliminary pattern of study comprising at least 12 units, and
- a HSC pattern of study comprising at least 10 units

To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:

- At least 6 units from Board Developed Courses
- Including 2 units of a Board Developed course in [English](#)
- at least 4 more units of Board Developed courses
- at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- at least 4 subjects.

Students may study a maximum of 6 units of Preliminary [Science](#) courses, and 7 units of HSC Science courses.

For students entered in Mathematics Extension 2, both Mathematics Extension 1 and Mathematics Extension 2 are counted as 2 Unit courses. Mathematics Extension 1 is a one unit course when studied with Mathematics Advanced.

Students must meet all other [course eligibility](#) requirements and HSC eligibility requirements to be granted the [HSC credential](#).

Students may [accumulate HSC courses](#) towards the award of the HSC credential within a consecutive five-year period.

Eligibility Exemptions

Students undertaking a pattern of study that comprises [Stage 6 Life Skills](#) courses only, are not required to complete [AMOW](#) and may be eligible for exemption from completing HSC minimum standards under the conditions that:

- students studying Year 12 English Life Skills are exempt from demonstrating the literacy standard, and
- students studying Year 12 Mathematics Life Skills are exempt from demonstrating the numeracy standard, and
- students studying 4 or more Life Skills courses and not a Stage 6 Mathematics course are exempt from demonstrating the numeracy standard.
- To be exempt, students must undertake Life Skills courses to the completion of Year 12.
- Students who are eligible for an exemption may choose to attempt the minimum standard tests.

Specific Rules

There are also specific eligibility rules for some Languages courses, such as Beginners and Continuers. The campus Principal or delegate must ensure that the course is at the appropriate level for the student's experience. Enrolling in a course that a student is not eligible for could put their HSC at risk, students are responsible for carefully checking their eligibility for all courses they are entered for.

Students may study a maximum of 6 units of Preliminary [Science](#) courses, and 7 units of HSC Science courses. Students may study one of, or any combination of, the following Stage 6 Science courses:

- Biology
- Chemistry
- Earth and Environmental Science
- Investigating Science
- Physics
- Science Extension (Year 12 only)

The above Stage 6 Science courses including the Investigating Science course may provide entry into the Science Extension (Year 12) course, which has been developed to engage high-achieving students and better prepare them for university and careers in STEM. Students must continue studying at least one of

[Biology](#), [Chemistry](#), [Earth and Environmental Science](#), [Investigating Science](#) or [Physics](#) in Year 11 and continue the study of at least one of these science courses throughout Year 12.

Students who take English Studies in the HSC and want to receive an Australian Tertiary Admission Rank (ATAR) will need to remember that at least two units of English must be included in the ATAR calculation. Therefore, English Studies students who want an ATAR will need to sit the optional HSC examination.

1.4 Types of HSC Courses

Board Developed Courses Board Developed Courses are the large number of courses set and examined by NESA that can contribute to the calculation of the ATAR.

These include:

- general education courses
- [VET Industry Curriculum Framework courses](#)
- [Life Skills courses](#) (not examined)

View a list of all [Board Developed Courses](#)

Board Endorsed Courses Board Endorsed Courses count towards the HSC but do not have a HSC exam and do not contribute towards the calculation of the ATAR.

These include:

- [Content Endorsed Courses](#)
- [VET Board Endorsed Courses](#)
- [School developed Board Endorsed Courses](#)
- [University developed Board Endorsed Courses](#)

Stage 6 Life Skills Life Skills courses provide course options for students with intellectual disability or imputed intellectual disability in Years 11–12 who cannot access related general education courses. A student studying a Stage 6 Life Skills course cannot return to studying general education courses once a decision to access Life Skills courses has been made. Students accessing Stage 6 Life Skills courses must continue studying Stage 6 Life Skills courses in the current stage of schooling. A student studying any Stage 6 Life Skills course(s) will usually have completed one or more [courses based on Life Skills outcomes and content in Years 7–10](#). Life Skills courses do not count towards the ATAR.

Vocational education and training (VET) VET courses contribute towards the HSC credential and Australian Qualifications Framework (AQF) VET qualification. They are recognised by industry and employers throughout Australia. Board Developed VET courses have an optional HSC exam, that means that should students choose to sit the exam, the results may also contribute to the calculation of their ATAR. VET courses can be studied either at school or through TAFE NSW and other training providers. Students will need to check with the school about which courses are available and the requirements of

the different courses. For example, most VET courses require a minimum number of hours in the workplace.

1.5 Understanding HSC Pathways

Pathway	Description
Accumulating	Students can take up to five consecutive years to finish their studies, starting from the first year they complete a HSC course. After five years, they must have met all requirements.
Repeating	Students can repeat one or more courses within the five years without penalty. The Record of School Achievement (RoSA) will report the results of all attempts. If eligible, the Universities Admissions Centre (UAC) will calculate the student's Australian Tertiary Admission Rank (ATAR) from their most recent HSC results.
Transferring credit recognition of learning (RPL)	<p>Students may be able to count courses studied at TAFE, or other non-educational institutions, towards the HSC as Credit Transfer.</p> <p>Or they may not need to complete some course components, if they can show they have met the necessary outcomes in another way via RPL, such as through interstate study.</p> <p>For general education this may apply to a Preliminary course, part of a Preliminary course or part of a HSC course. For more information, see Credit transfer and recognition of prior learning on the NESAAACE website.</p> <p>For VET this may apply to part of a course or the entire course. For more information, see Recognition of prior learning (RPL) and credit transfer within VET courses on the NESAAACE website.</p>
Acceleration	Students may be able to complete some HSC courses, sit for the HSC exam in Year 11, and accumulate these results before they are in Year 12. This acceleration would form part of an Individual Education Plan and be consulted between the school, the student and family.
Undertaking a school-based apprenticeship or traineeship	Students can start an apprenticeship or complete a traineeship while they are still in school. A school-based apprenticeship or traineeship combines paid work, training and school studies. Students will gain an industry recognised national qualification and credit towards their HSC.

1.6 HSC Minimum Standard

Students must meet the HSC minimum standard prior to completing Year 12, to be eligible for the award of the [HSC](#).

- To meet the HSC minimum standard, students must demonstrate Level 3 or above in the NESAAACE minimum standard online reading, writing and numeracy tests.

- Students may demonstrate the HSC minimum standard at any time while they are enrolled in a school in Years 10 to 12, but before their enrolment ceases.
- Students planning to leave school in Years 10 to 12 may choose to attempt the NESA minimum standard tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers. Students must attempt the tests whilst they are enrolled in a school.

Students undertaking Stage 6 Life Skills courses are eligible for an exemption from the HSC minimum standard under the following conditions:

- students studying Year 12 English Life Skills are exempt from demonstrating the literacy standard, and
- students studying Year 12 Mathematics Life Skills are exempt from demonstrating the numeracy standard, and
- students studying 4 or more Life Skills courses and not a Stage 6 Mathematics course are exempt from demonstrating the numeracy standard.

To be exempt, students need to undertake Life Skills courses to the completion of Year 12.

Students who are eligible for an exemption may choose to attempt the minimum standards test.

1.7 Determining HSC Results

A student's HSC results will generally show 3 marks for each course:

- an assessment mark
- an exam mark
- an HSC mark which is the average of the assessment and exam marks.

Students will also be assigned a performance band, which shows how well they have performed compared to the standard in the course.

All exam marks are aligned to NESA's standards-based reporting scale. When the cut-off marks have been decided, NESA use a mathematical technique to align raw exam marks to our reporting scale.

For a comprehensive description of how marks are awarded for the HSC, students should consult the [NESA website](#).

Aligning marks to performance bands

The cut-off mark for band:

- 6 is adjusted to 90
- 5 is adjusted to 80
- 4 is adjusted to 70

- 3 is adjusted to 60
- 2 is adjusted to 50.

A mark of 100 stays at 100 and a mark of 0 stays at 0.

For Extension courses, the cut-off mark for band:

- E4 is adjusted to 45
- E3 is adjusted to 35
- E2 is adjusted to 25.

1.8 Satisfactory HSC Course Completion

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESA; and
 - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - achieved some or all of the course outcomes.
- Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.
 - for courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the course criteria completion listed above.
 - A course will not be listed on the ROSA unless both of these conditions are met.
 - In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.
 - Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at the examination.
 - If it is determined that a student has not made a genuine attempt to complete the course requirements, the principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.
 - Students studying VET industry Curriculum Framework Courses must complete the mandatory work placement hours in order to be deemed satisfactory.

- Until a student presenting for a Higher School Certificate has satisfactorily completed courses totaling at least 12 units of Preliminary courses and 10 units of HSC courses that satisfy NESA's pattern of study requirements the student will not be eligible to receive the award of a HSC.
- In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks in courses where school-based assessment marks are submitted.

Section 2

2.1 The Australian Tertiary Entrance Rank (ATAR)¹

“The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student’s position relative to all the students in their age group (ie all 16 to 20 year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group).

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank (your ATAR + any applicable adjustments). Most universities also use other criteria when selecting students (eg a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).

ATARs are calculated in each state to reflect a student’s rank against other students in their state. In NSW, the ATAR is calculated and released by UAC.” (What is the ATAR, 2024)

2.2 ATAR eligibility

To be eligible for an ATAR in NSW, students must satisfactorily complete at least 10 units of HSC courses. These courses must include at least:

- 10 units of HSC Board Developed courses
- 2 units of English
- three HSC Board Developed courses of 2 units or greater
- four subject areas

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units

¹ [Universities Admissions Centre](#)

2.3 The difference between HSC Marks and ATAR

“The most important thing to know is that HSC marks and the ATAR have different purposes:

- A student’s HSC mark for **each course** tells you about their **performance** in their exam and assessments. There’s no quota as to the number of students who can achieve top marks.
- A student’s ATAR tells you about their **position**, or ranking, compared to other students in NSW and takes into account their achievement in **all their HSC courses**. Its only purpose is to help universities select applicants for their courses.

Think of it like a running race: the HSC is the student’s time (and is not compared to anyone else’s time), and the ATAR is their place (first, second, third, and so on).

HSC marks:

- are presented as marks out of 100
- tell a student how well they have performed in each of your courses, according to standards set by NESA
- can only be compared to the marks of students who completed the same HSC courses
- are provided by NESA.

The ATAR:

- is a rank, not a mark or a percentage that tells students where they are positioned overall in relation to other students
- tells students how they compare with other students who have completed different combinations of HSC courses and is provided by UAC.”²

Section 3: School Based Assessment

3.1 School Based Assessment

School-based assessment tasks contribute 50% of the marks for the Higher School Certificate. The school assessment mark will be based on student performance in assessment tasks undertaken during each course.

3.2 School and Student Responsibilities in School-Based Assessment

Schools must follow all NESA course-specific requirements when developing an HSC school-based assessment program for a course, and have appropriate and valid procedures in place for marking, recording and reporting students’ performance on all assessment tasks.

² [Universities Admission Centre Website](#). HSC marks and the ATAR: what’s the difference?27/09/2024

Students must follow the course developed or endorsed by NESAs, apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and achieve some or all of the course outcomes.

School Responsibilities	Student Responsibilities
Schools must, at the commencement of the HSC course provide students with written advice about the school policies and procedures for school-based assessments. TRSC HSC Assessment Procedures Document.	Students are required to sign a register to indicate receipt of these documents. They are familiar with syllabus requirements, course scope and sequence, TRSC Assessment policies, procedures and assessment schedules and to retain these documents for the duration of the course.
Students will be provided with a scope and sequence for each course.	
The assessment schedules for each course will include syllabus weighting, mark value of each task, scheduled week, and outcomes assessed.	
A meeting will be held for students to explain school policies and procedures, NESAs requirements and assessment schedules.	Students are required to attend the meeting and sign a register to indicate that they have received copies of the school's HSC Assessment Procedures (or shown to them) and have listened to an explanation of school policies and procedures, assessment schedules and NESAs requirements.
Schools must provide students with adequate written notification of the nature and timing of assessment tasks. Generally at least 14 calendar days of notice will be given. The notification must include the components and weighting of the assessment, per the assessment schedule, the syllabus outcomes to be assessed, type of assessment task, scheduled times for the assessment, date for submission of the task and marking criteria (where appropriate)	Students will sign a dated register to indicate that they have received written notification of each assessment task.
Teachers must assess student's actual performance against potential performance and provide students with feedback on their performance in each assessment task and indicate the student's mark in the task relative to outcomes.	Students are to use feedback from assessment tasks to guide further improvement.
The school will be bound by our stated policies and procedures in regard to illness, misadventures, malpractice, late submission and non-completion of and in assessment tasks.	Students will be bound by our stated policies and procedures in regard to illness, misadventures, malpractice, late submission and non-completion of and in assessment tasks
Schools must advise students in writing when they are not meeting NESAs requirements for each course. The notification will include what is necessary to enable students to meet the requirements satisfactorily.	In order to avoid an "N" Determination in an HSC course, students will address concerns in relation to meeting NESAs requirements within the specified time frame.
School must inform students of their entitlements to seek reviews and appeals to NESAs.	Students will utilise the appropriate appeal process where necessary.

3.3 Disability Provisions Adjustments

It is a requirement, under the Disability Standards for Education 2005, for schools to ensure that students with disability can access and participate in education on the same basis as other students. Some students with additional learning needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. Teachers must make reasonable adjustments to assessment activities if required, to enable access and equitable opportunity for students with disability to demonstrate what they know and can do in relation to syllabus outcomes and content. Schools are responsible for any decision at the school level to provide adjustments to coursework, assessment activities and tasks, including in-school tests. Providing an adjustment does not restrict a student's access to the full range of grades or marks.

These may include, but is not limited to:

- Adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or scribe or specific technology.
- Adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions.
- Alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.
- A substitute task assessing the same outcomes may be set if adjustments are not possible due to the student learning from home.

To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NESA.

3.4 School-based assessment and students undertaking Life Skills Courses

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student. Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Teachers must:

- assess students accessing Life Skills courses on their achievement of the outcomes selected through collaborative curriculum planning, and
- provide learning opportunities for students to demonstrate achievement in relation to the selected outcomes.

Students accessing Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome, either:

- without adjustments, or
- with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities.

Stage 6 Life Skills courses have no HSC exams and results cannot be used in the calculation of a student's ATAR. Students with disability may access VET courses by:

- undertaking the course under regular course arrangements, or
- selected units of competency within the course, identified through collaborative curriculum planning.

3.5 Assessment Notification, Submission and Feedback

Students and staff will acknowledge by signature the receipt of a notification, a submission of an assessment task and received feedback, on the class teacher's record sheet. In instances where an assessment task is communicated through a digital medium, students will need to confirm their receipt digitally, as requested by the teacher. When assessment tasks have had to be posted to a student, confirmation of receipt will be sought and recorded by the teacher.

- Students must hand in their assessment tasks to the class teacher on the due date and by the prescribed time. Assessment tasks that are in a digital medium and submitted online must follow the Information Communication Technology Guidelines in this document (3.6).
- Students must have at least 14 calendar days notice of changes to assessment schedules.
- Any changes to the assessment schedules must be notified in writing to students.
- Students must keep a current timetable of assessment tasks.
- Parents/caregivers must be notified by letter when an assessment task is missed or zero score is awarded.
- Marked assessment tasks will be returned to each student personally; where this is not possible, feedback may be communicated digitally.
- If a student has concerns about the timing of assessment tasks or the task itself, this must be discussed with the teacher well in advance of the due date for the task.
- There is a two week moratorium on all assessment tasks prior to any examination period observed across the college.

Feedback

The feedback to the student for each assessment task should include the mark achieved for that task relative to the outcomes assessed, specific feedback that the student can act on for improvement (where

appropriate), the level of achievement of outcomes assessed. Feedback on tasks may be written or oral. Schools must retain records of marks awarded for each assessment task as part of the assessment program of an HSC course for 24 months.

The achievement of syllabus outcomes together with information on assessment and exams will be reported on twice a year. Students will be provided with a graduating report that indicates a final course rank. Students will not receive notification of their final mark submitted to NESA but will receive their rank order placement.

Absences related to submission date

Absences before an Assessment Task

Students who take a day or timetabled periods off to prepare for assessment tasks are gaining an unfair advantage over other students, the college considers this malpractice. This will result in a zero mark unless an illness/misadventure claim is accepted.

Known Absences

If a student knows that they will be absent for a reason deemed acceptable by the campus on the day the assessment task is to be due, the student must negotiate, prior to the due date, an alternative time with the head teacher to complete or submit the task.

Unexpected Absences

The student should contact the campus on the day of the task, to explain the absence. Upon the student's return they must complete an Illness/Misadventure Appeal application form.

For any absence, it is the student's responsibility to contact the teacher responsible for administering the task, before or during the next lesson in the subject, where a task has not been completed.

3.6 Information Communication Technology

Assessment tasks may only be submitted on a digital medium (ie: USB, email etc.), in the following cases:

- The teacher of the course has given permission to the class in writing to submit in digital form, having negotiated an appropriate file format.
- The student negotiates and receives in writing, permission to submit in digital form in an agreed file format at least two weeks prior to the due date.

A student may only submit in digital form if all the following are satisfied:

- The teacher believes it to be an appropriate form of submission.
- The student takes responsibility for the file being in the agreed file format and medium.
- The student takes responsibility for replacing digital copies for any lost/crashed data within 24 hours of a written request from the teacher.

If a student submits a file that is not in the agreed file format and medium, the assignment will be deemed not to have been submitted. It is the student's responsibility to ensure this condition is satisfied. Breakdown of a student's computer hardware will only be accepted as a reason for extension if the student submits draft notes on the due date.

3.7 HSC Examinations- Accommodation

Campuses must provide suitable accommodation for the HSC examinations. Accommodation must be adequately lit and ventilated and as free as possible from external noise. Accommodation for students requiring disability provisions needs particular attention.

A student's home school provides the exam centre for all of their exams, including when the course is studied through an [external provider](#). Students may need to attend an exam centre in another school. The Rivers Secondary College is the examination centre for students from all three campuses.

3.8 Examination Procedures

Examinations are conducted under conditions that are fair and equal for all students. They are used so that students can demonstrate their knowledge and understanding in a subject. The following instructions are to be followed so that all students have the best chance to show the outcomes they have achieved.

Instructions to Students

- Only clear containers holding equipment are to be taken into the exam room.
- All students are to remain in the exam room for the entire length of the exam.
- If a student is absent from an exam they must follow the procedures for 'Illness and Misadventure'.

It is expected that you come prepared to the exam room with the required approved equipment in working order:

- black pens to write with (recommended) – make sure you bring spare pens to each exam
- ruler
- highlighters
- pencils (at least 2B)
- sharpener
- water in a clear, unlabelled bottle.
- You can wear a watch, but it should be taken off and placed in clear view on your desk once you sit down for your exam. Programmable watches (for example smart watches) are **not permitted** in the exam room.

All equipment you bring to your exam may be inspected. Make sure any equipment you are allowed to bring, such as a [calculator](#), is in good working order. Appeals under misadventure for equipment failure will not be upheld.

All equipment you bring is subject to inspection on entry. Make sure any equipment you are allowed to bring, such as a calculator, is in good working order because an appeal under misadventure provisions for equipment failure will not be upheld.

What you cannot bring into your exam room:

- A mobile phone - mobile phones are not permitted in an exam room under any circumstances.
- A programmable watch, eg a smart watch.
- Other electronic devices (except a calculator or wired headphones where permitted). This includes any other communication devices, organisers, tablets (eg. iPads), wireless earphones/headphones (eg AirPods), electronic dictionaries, and music players.
- Paper or any printed or written material. You can ask your presiding officer for working paper.
- Print dictionaries, except where permitted in language exams.
- Correction fluid.

You are not allowed to borrow equipment during exams.

3.9 Disability Provisions

If a student has a disability that may disadvantage them in an exam situation they should contact the school counsellor, learning support teacher, deputy principal or the year adviser to seek disability provisions. Disability provisions:

- address students' exam needs impacted by one or more of the following categories of disability:
 - learning, and/or
 - medical, and/or
 - vision, and/or
 - hearing.
- are determined on the basis of functional evidence of impact, and
- provide practical support for students with disability to access [HSC exams](#), not to achieve potential. The practical support does not include any adjustments to marks in an exam.

Disability provisions may take the form of:

- Separate supervision
- Reader and/or writer
- Additional time and/or rest breaks
- Access to computers

- Access to necessary medical equipment, e.g. blood glucose testing equipment, food, and drink for students with diabetes

These apply only where the disability needs a practical arrangement to reduce the student's disadvantage in an exam situation.

For further clarification on Disability Provisions for the HSC visit [The Disability Provisions Guide](#) on the NESA website.

3.10 Atypical Circumstances

The following will occur when there has been:

Students who change courses

Students, who have commenced a course after the assessment period has begun, will be credited with an estimate for the missed tasks. The estimate will be based on the student's achievement in completed tasks i.e. the student will receive a mark in the missed task equivalent to that of the rank they achieve in completed tasks.

Invalid, unreliable results

If the results of an assessment task are deemed to be invalid or unreliable by the teacher/head teacher, an alternative task may be set. This would only be done in extreme circumstances. Results of assessment tasks that have been completed by students will not be discarded and will be held in faculty assessment files. The task will be returned to the student.

Section 4: Administrative Requirements for Absence, Illness or Misadventure

Students may apply for late submission, extension of an assessment task date or special consideration in the following circumstances:

4.1 Illness

If a student is applying for an extension to an assessment task due to illness, and the teacher considers the student to have a valid reason, the Principal may decide that an extension of time may be granted or a mark may be awarded based on a substitute task. Students must apply for an extension on the day of their return after an illness.

If students are applying for an extension due to illness the following process must be followed:

- The teacher/head teacher is to be kept informed as soon as students are aware of events/illness that may affect their performance/completion of the task.
- Complete the Illness/Misadventure Appeal Application form and attach any independent supporting documentation (eg. Doctors certificate) (Forms are available from the subject head teacher).
- The head teacher must sight all work completed to that date, demonstrating the progress the student has made.

- Submit the form to the head teacher of the subject to complete. The head teacher will make a decision in consultation with the Principal if appropriate. If the application is approved the head teacher will either:
- provide an extension of time to complete the original assessment task, or
- provide the student with a substitute assessment task

In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes approved by the Principal and in line with the school's policies and procedures for school-based assessment.

Failure to apply for an extension on the day of return from an illness will lead to a zero mark for that task. If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

4.2 Misadventure or Unforeseen Circumstance

There must be a valid reason in order to apply for an extension to an assessment task. In such cases the following process must be followed:

- The teacher/head teacher is to be kept informed as soon as students are aware of events or circumstances that may affect their performance/completion of the task.
- The head teacher must sight all work completed to that date, demonstrating the progress the student has made.
- Student to discuss the reason with the head teacher of the subject and complete the Illness/Misadventure Appeal Application stating the reason why an extension or alternative date is sought and attach any supporting documentation. Forms are available from the subject head teacher.
- Submit the form to the head teacher of the subject to complete. The head teacher will make a decision in consultation with the principal if appropriate.
- If approved, the Principal will notify the head teacher of the subject who will either:
 - a. provide an extension of time to complete the original assessment task, or
 - b. provide the student with a substitute assessment task

In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes approved by the Principal and in line with the school's policies and procedures for school-based assessment.

Submitting an application for a late assessment does not necessarily mean that an extension will be granted. The student will be informed of the outcomes of the illness/misadventure appeal within two weeks of it being submitted. If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

4.3 Managing the Impact of School Endorsed Activities

This section pertains to work placement, TAFE mandatory tasks, sporting representation, debating, public speaking and other school endorsed activities.

If a student is involved in a school endorsed activity, it is their responsibility to complete, by the set date, any assessment tasks that may be due in their absence. They must see the teacher/s involved as soon as they are aware of these commitments and negotiate a solution if the task is an in-class activity or exam. Any hand-in assessment task will be due on the due date or before.

For work placement, the course teacher will supply a document that must be signed by all class teachers acknowledging the absence. This will give the student an opportunity to speak to all class teachers about work that may be missed and assessment task issues. It is the student's responsibility to catch up on any work missed.

Being involved in a school endorsed activity is not a reason for late assessment. Being able to manage these commitments successfully requires careful forward planning by the student and communication with the teachers involved. It is essential that teachers are aware of students' progress and work efforts and they must be informed of impending absence prior to any school endorsed activity.

In the case of a suspension the student must indicate to the Principal, upon being suspended, if they will miss any assessment tasks during the suspension period. If a student is on suspension at the time when an assessment item is due, it remains the student's responsibility to ensure that this task is submitted on the due date. On all such occasions, submission of the task is to be organised through the front office – the student is not to go directly to the course teacher as students are excluded from the school grounds when on suspension. If, however, the nature of the assessment item requires the student's attendance on the grounds for a set period of time (e.g. listening exercise, class test, presentation or speech), then the completion of this assessment item on the due date is at the discretion of the Principal, and in negotiation with the relevant head teacher. Where appropriate, a student may be asked to complete the task upon return from suspension. Under no circumstances does suspension from school entitle a student to submit an assessment item after the due date, nor entitle a student to additional time in which to complete an item.

4.4 Other Circumstances

Absences from school with no acceptable explanation

This will result in a zero mark being recorded. The assessment task, however, must still be attempted in order for course outcomes assessment to be completed.

An absence from school when task/calendar is handed out

All students are provided with access to an assessment schedule and these are posted on school websites and digital classrooms. Students are expected to consult the schedule of tasks regularly and to keep a current timetable of assessment tasks. Following an absence, a student must consult the subject teacher and the posted schedule of tasks to ensure the student's calendar remains accurate.

Non-completed tasks

If the progress of a task is interrupted (e.g. by a fire), then this task is to be abandoned and an alternative task may be scheduled.

Disputes/problems

Any dispute/problem arising out of late submission of any task or absence from a task, will be resolved by a committee consisting of the Principal (or nominee), Deputy Principal and a Head Teacher from outside the Key Learning Area concerned.

Section 5: Assessment Appeals

5.1 School-based assessment appeals

Students who wish to challenge aspects of their assessment for a course (including their final rank order in a course or their final grade for English Studies, Mathematics Standard 1 or Numeracy, should immediately lodge their grievance with the appropriate subject head teacher, who will notify the School Assessment Appeals Panel.

For the purpose of reviewing assessment marking/ranking, a School Assessment Appeals Panel will be established, comprising:

- the Principal or nominee
- the Deputy Principal
- an independent Head Teacher

The School Review must ensure that

- assessment was in accordance with TRSC and NESAs policies/procedures
- there are no computational or clerical errors

Where a student appeals against their final rank order in a course, the school review panel will ensure that procedure for the determination of final rank order is based on the students rank order placement during the course and are focused on the procedures for determining the final school-based assessment mark for the course.

Where a student appeals against their final grade for English Studies, Mathematics Standard 1 or Numeracy, the school review panel will ensure that procedures for establishing the final grade are based on the students final grade at the end of the course, are focused on the procedures used by the school for determining the grade(s) and whether they align with NESAs advice and the school's procedures regarding the grading of student achievement and are resolved within the school where possible

A student seeking a review must make the request within two days of the task being returned. A student has five school days to lodge an appeal in relation to an assessment task review. The appeal will be conducted by the School Assessment Appeals Panel. Students may appeal to NESAs for further review of school assessment procedures for HSC assessments.

Schools must resolve individual student appeals over marks allocated for individual assessment tasks within two weeks.

5.2 VET Frameworks and TAFE Courses Appeals

Students have access to an appeal process if they are dissatisfied with the assessment process. Dissatisfaction over assessment process should be approached informally at first with a view to resolution through discussion between student and assessor(s). Both sides of the story can be shared and any misunderstandings clarified. If not resolved by discussion, between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the Principal clearly stating the grounds for the appeal. Appeals must be lodged within five days from the date of the assessment.

Appeal submissions are recorded by the school which then asks an appeals panel to review the assessment process to confirm whether or not there are justifiable grounds for appeal. The panel may call for the student and the assessor to present their views before reaching a decision.

If the student appeal is upheld, the Registered Training Organisation (RTO) arranges a re- assessment process with the student. The student should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

5.3 NESA Illness and Misadventure Process

For external examinations (HSC written, performance or oral examinations) and HSC practical submissions, there are specific rules which differ from those established for school-based assessment.

About NESA's Illness/Misadventure program

NESA administers the Illness/Misadventure program to support students who:

- a. experience illness or misadventure immediately before or during an HSC exam; and
- b. are prevented from attending or impacted during an HSC exam.

The Illness/Misadventure program is only open to those HSC students who have either an assessment mark or estimated assessment mark submitted for the course in question.

There are two types of illness/misadventure applications, individual and group.

NESA will award students with upheld illness/misadventure applications with the higher of:

- their earned HSC exam mark; or
- an exam mark calculated for them.

Illness/Misadventure program exclusions

The Illness/Misadventure program does not cover:

- a. attendance at a sporting or cultural event, or family holiday, or
- b. alleged inadequacies of teaching, or
- c. long-term matters relating to loss of preparation time, or loss of study time or facilities, or
- d. disabilities for which NESAs have already granted disability provisions, unless:
 - i. an unforeseen episode occurs during the exam; or
 - ii. further difficulties with the approved provision(s) occur during the exam; or
- e. long-term illness, unless the student has a 'flare-up' of the condition immediately before or during the HSC exam, or
- f. matters avoidable by the student.

NESA may consider some cases involving interruption to the completion of an HSC submitted work or loss of materials prepared by the student, such as the theft, vandalism or destruction of major works. Schools must raise any incidents with NESAs at the time of the incident.

Expectation to attend scheduled exams

NESA expects that students will attend their scheduled HSC examinations except when unsafe to do so, or against specific documented medical advice.

Students:

- a. must notify their principal immediately if unable to attend an HSC exam
- b. who are in doubt about their illness or injury may seek advice from their principal, and
- c. who do not attend all their HSC exams in a course and have their illness/misadventure application declined will not receive results for the affected course.

Accessing illness/misadventure applications

NESA provides principals with access to illness/misadventure applications in Schools Online Principals must:

- a. provide illness/misadventure forms to students on request
- b. explain the illness/misadventure application procedures to students, and
- c. not dissuade students from lodging illness/misadventure applications.

Section 6: Malpractice, Cheating and Plagiarism

All NSW schools are required to manage malpractice to maintain the integrity of the Higher School Certificate Credential. The honesty of students in completing assessment tasks, exams and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purposes of gaining an unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice. At The Rivers Secondary College we endeavor to ensure that students maintain academic integrity by the early development of skills related to acknowledging work appropriately and by making students aware of the need to comply with [NESA's ACE rules](#)

The Rivers Secondary College Academic Malpractice Policy and Procedures Document (Appendix 1) outlines for students the definitions of Academic Malpractice, types of malpractice (including appropriate use of Artificial Intelligence) the responsibilities of the school and students in being proactive in the management of instances of malpractice and how to appropriately acknowledge sources. The policy also outlines the consequences of academic malpractice and how students can appeal against a determination of academic malpractice.

6.1 How schools support students to avoid Academic malpractice

The Rivers Secondary College provides students with access to and opportunities to learn about appropriate and ethical behaviour in assessments and exams through complying with NESA's ACE Rules and policies regarding malpractice, including:

- a. [All My Own Work \(or its equivalent\), and](#)
- b. [HSC Rules and Procedures Guide, and](#)
- c. [HSC minimum standard: Malpractice and breaches of test rules, and](#)
- d. [HSC practical exams.](#)

6.2 Definition of malpractice

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including plagiarism, collusion, misrepresentation, unapproved or unacknowledged use of Artificial Intelligence (AI) and breach of assessment conditions is unacceptable. TRSC treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the Record of School Achievement or the HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

6.3 Types of malpractice

All work presented in school-based assessment tasks must be the students own work or be acknowledged appropriately, with reference to source or author. Malpractice is taken very seriously as it enables students to gain an advantage over other students, creating inequity.

Malpractice can include but is not limited to:

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisations, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or

- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

Breach of assessment conditions

All students undertaking an [HSC exam](#) or [HSC minimum standard test](#) must comply with the assessment conditions set by NESA.

When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their campus or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

- HSC exam rules and procedures, and
- HSC minimum standard test rules and procedures.

6.4 General Principles for acknowledgement³

In all written work submitted for assessment students must show the sources of their material. The principle is that whenever submitted material is not the student's own original work, must be acknowledged. To present material without acknowledgement is in effect to claim that it represents the student's own work and ideas.

Common Knowledge

Students sometimes have difficulty knowing where the need for acknowledgement of works starts and finishes. The principle of common knowledge is worth understanding.

Common Knowledge includes:

- Facts that are commonly accepted (for example, there are 12 months in a year)
- Facts that are so well known that they can be found in lots of different sources (for example, World War 2 began in 1939)
- Common sense observations (for example, getting a good nights sleep before a test helps you focus better)

What to acknowledge

Students may use information from a variety of sources:

- Their independent thoughts and experiences
- Common knowledge, the basic information people share

³ [All my Own Work](#) Topic : How do I acknowledge other people's work

- Other people's independent thoughts and experiences.

Of the three, only other people's independent thoughts and experiences need to be acknowledged. Teachers will explicitly instruct students about how they want the works of others acknowledged.

6.5 College Processes for addressing malpractice

If malpractice is suspected, the Course Teacher must inform the Head Teacher of the course. The Course Teacher, will provide to the Head Teacher evidence⁴ to support the malpractice (eg, the Internet page copied, other student work that is the same, etc). The Head Teacher with the Course Teacher will determine the extent of the malpractice.

In cases where malpractice is suspected or has been proven the following procedures will be applied:

1. The student, parent/caregiver will be informed (verbally or in writing) by the Course Teacher or Head Teacher, of the suspected or proven malpractice and be presented with the evidence, in a timely manner.
2. An N Warning letter will be generated by the Course Teacher or Head Teacher to officially inform the student/supervisor of the malpractice and what the student needs to do to redeem the N Warning letter.
3. The student will be given the opportunity to present any evidence or information to support their position (drafts of work, witness statements, etc) to the Course Teacher, Head Teacher and campus Deputy Principal
4. Notes/records of any discussions/interviews will be taken during meetings and maintained by the Deputy Principal.
5. Confidentiality will be maintained at all times by all parties.
6. Deputy Principal to inform Principal of malpractice for updating of NESA Malpractice Register
7. The student will be informed of their right of appeal and the appeal process. Appeals must be lodged to the Principal within 3 school days of verbal/written notification of an incidence of malpractice.

6.6 Consequences of malpractice

Proven malpractice will limit a student's marks, or result in a zero mark being given. It will impact their overall final assessment mark and rank. Proven malpractice must be registered with NESA in the Malpractice Register in Schools Online. This will be done by the campus Principal with information supplied by the Head Teacher and in consultation with the campus Deputy Principal.

One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task
- zero marks for part or all of the assessment task
- an N Warning letter sent to the student/supervisor

⁴ As at 22/10/2024, advice from the NSW Department of Education is that "There are currently no tools that can reliably detect AI generated content and their output should not be used as evidence of student use of generative AI."

Section 7: N Determinations

7.1 N Determination Warnings

The host campus will issue warning letters to students who are at risk of not meeting course completion requirements in any course, including VET courses, giving the student time for the problem to be corrected, and providing advice about possible consequences on Higher School Certificate eligibility of an 'N' determination in a course. It is the student's responsibility to ensure that the course outcomes are met. Students will be advised as to what is necessary to enable them to meet the requirements satisfactorily.

If a student is to be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course, the home campus Principal may apply for an 'N' determination for that course. The student will be notified and informed of the appeal process.

Where a student receives an 'N' determination in a course, that course will not appear on the student's RoSA. The student may not then have the pattern of study necessary to complete the HSC.

In a course in which a student is also studying a related Extension course, neither that course nor the related Extension course will contribute to the required pattern of study. However, an 'N' determination in an Extension course has no effect on the related two-unit course.

'N' warning letters may be issued by a teacher if they have concerns about a student applying themselves with diligence and sustained effort to the set tasks and experiences provided in a course. This could include but is not limited to:

- failure to complete an assessment task, and/or
- non-serious attempts in tasks
- poor performances in class, and/or
- lack of effort and/or interest, and/or
- incomplete or missed work due to frequent absence
- VET or Board Endorsed Course (BEC) studied either at school or TAFE

As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the [course completion criteria](#).

The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- mandatory work placement requirements (if applicable)
- the HSC content (focus areas) and associated mandatory and stream (if applicable) units of competency in [Industry Curriculum Frameworks](#)
- competency-based assessment requirements.

Courses studied at TAFE are either Board Developed or Board Endorsed Courses. Therefore, all courses fall under these same rules for 'N' determinations.

If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case, the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with a non-completion ('N') determination.

7.2 The N Determination Process-Principal's Determination of Non-completion of course requirements

This determination process will begin in Term 4 of Year 12. It will normally finish at the end of Term 3 Year 12.

This process, outlined in the table below, is designed to provide a student with clear information about the steps taken towards an 'N' determination for a HSC course. Each subsequent action represents a student's failure to respond to the advice and concerns expressed by their teacher(s) in the previous letter and/or further concerns that the teacher(s) has. The purpose of this process is to give a student early warning, to provide them with the time and opportunity to take action to rectify the area(s) causing concern, and to provide the support that a student may need to successfully complete their HSC course.

7.3 TRSC N Warning Procedures

TRSC 'N' Warning Procedures

The 'N' warning procedures are designed to ensure all students are given every opportunity to meet course requirements in partnership with parents/caregivers. Our aim is to minimise final 'N' determinations at TRSC.

Student fails to submit assessment task without a valid (Illness/Misadventure process)

OR

A student is not considered to be satisfactorily completing a course with sufficient evidence (three or more class tasks over 2 weeks) if the student has not:

- A. followed the course developed or endorsed by NESAC;
- B. applied themselves with diligence and sustained effort to all set tasks and experiences provided in the course at school; and
- C. achieved some or all of the course outcomes.

1st 'N' Warning Letter sent to parent/caregiver communicating marks awarded out of % weighted task and action required to complete task, including a copy of the task.

OR

'N' warning letter sent communicating three or more class tasks linked to course outcomes, and action required to complete tasks.



Class teacher and head teacher work with the student and parent/caregiver to satisfy the requirements of the task/s.

If teacher deems student satisfactorily completes task/level objective, 'N' warning is resolved.



Student does not satisfactorily complete course requirements outlined in Official Warning.

If a task is not completed after the first warning letter with the support of the school, then a student, parent, teacher conference and improvement program is to be undertaken. The first task completed can be included into a 2nd Warning Letter as an accumulation of tasks meeting other assessment or class tasks as defined by Course Completion Criteria A, B & C.



Class teacher and head teacher work with the student and parent/caregiver to satisfy the requirements of the task/s.

If teacher deems student satisfactorily completes task/level objective, 'N' warning is resolved, teacher adjusts on Set Objectives to reflect this and advises head teacher, student, parent/caregiver.



Student does not satisfactorily complete course requirements outlined in making a genuine attempt at assessment tasks and contribute in excess of 50 percent of the available marks.

Principal meets with student and parent/caregiver to discuss the student with a final opportunity to meet course requirements. Principal makes decision on whether to 'N' determine student based on intervention and documentation.

The Principal will explain the Review and Appeals process to the student, which may be used if the student believes that the determination is incorrect, or if believes that they have been treated unfairly.

7.4 Non-Completion of HSC School-based assessment: Review of non completion determinations

The procedures for a school review of an 'N' determination will follow those laid down for other school reviews of assessments as follows:

- A student seeking a review of an 'N' determination must apply to the Principal by the date listed in the Higher School Certificate (HSC key dates and exam timetables).
- If the school upholds the appeal, the school advises the NSW Education Standards Authority (NESA) by the date stipulated in the Higher School Certificate Events Timetable.
- If the appeal is declined, the student may appeal to NESA. NESA's review will focus on whether the school review properly and correctly considered the matters before it.

Appeals must reach NESA by the date stipulated in the Higher School Certificate *HSC key dates and exam timetables*. NESA will advise students and Principals of the outcome of any appeal as soon as possible after the Higher School Certificate examinations.

Section 8: Who to contact

Further advice or clarification can be obtained from: The Head Teacher of subjects

- Careers Advisor/NESA contact
- Rivers Campus Coordinators
- Head Teacher College – Ms Elise Dessmann. The Rivers Desk situated at Kadina High Campus. Ph 66243133
- Deputy Principal
- NESA Liaison Officer (North Coast) – Heidi O'Brien. heidi.obrien@nesa.nsw.edu.au.

Section 9: Appendices

- **Appendix 1-** The Rivers Secondary College Academic Malpractice Policy and Procedures
- **Appendix 2-** Assessment Task Notification example
- **Appendix 3-** Record of Assessment Task Notification, Submission and Feedback
- **Appendix 4-** Illness and Misadventure Appeal- Application Form
- **Appendix 6-** Assessment Task Cover Sheet



The heart of secondary education for Lismore

THE RIVERS SECONDARY COLLEGE

Academic Malpractice Policy and Procedures¹

Vision

At The Rivers Secondary College (TRSC), we work together to ensure every student is safe, supported and successful with a bright future.

Context

The Rivers Secondary College is a collaboration of three unique secondary campuses, Kadina High Campus, Lismore High Campus and Richmond River High Campus. The College is the heart of secondary education in Lismore and within its comprehensive context provides opportunities for equity, excellence and engagement to our secondary students.

Rationale

All NSW schools are required to manage malpractice to maintain the integrity of the Higher School Certificate Credential. The honesty of students in completing assessment tasks, exams and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purposes of gaining an unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice. At The Rivers Secondary College we endeavor to ensure that students maintain academic integrity by the early development of skills related to acknowledging work appropriately and by making students aware of the need to comply with [NESA's ACE rules](#)

Policy Statement

Students are responsible for knowing and complying with NESA's ACE Rules and policies regarding malpractice, including:

- a. [All My Own Work](#) (or its equivalent), and
- b. [HSC Rules and Procedures Guide](#), and
- c. [HSC minimum standard: Malpractice and breaches of test rules](#), and
- d. [HSC practical exams](#).

Schools must provide students with written advice about their school's policies and procedures for Stage 6 school-based assessment including the school's malpractice policy.

Schools must:

- ensure students have been provided with an explanation of malpractice in school-based assessment
- provide students with the school's malpractice policy at the commencement of their Preliminary HSC studies.

¹ V22/10/2024

- comply with the school's malpractice policy for all Stage 6 school-based assessment.

Definition²

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including plagiarism, collusion, misrepresentation, unapproved or unacknowledged use of Artificial Intelligence (AI) and breach of assessment conditions is unacceptable. TRSC treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the Record of School Achievement or the HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

General Principles

The expectation of the staff of The Rivers Secondary College is that students engage with learning around the principles and practices of good scholarship and act with integrity to avoid instances of academic misconduct. It is the expectation that submitted assessment tasks will be the independent work of that student, and that they have written their response in their own words. Good scholarship-principles and practices form the basis of student acknowledgement of the work of others, including the use of Artificial Intelligence within their work.

Proficient teachers know their students and how they learn and know their content and how to teach it.³ As a result, teachers are adept at identifying instances where they suspect that a student's work is not their own and will follow established guidelines to determine the validity of a student's work.

Responsibilities and Expectations

a. The role of the School

- Provide students written advice about the policies and procedures of stage 6 school-based assessment including the college's academic malpractice policy.
- Ensure students are provided with an explanation of malpractice in school-based assessment
- Comply with the school's malpractice policy for all school-based assessment.
- Advise students of possible penalties for malpractice
- Advise students on appeal processes including the decision makers.
- Provide opportunities for students to complete education in the principles and practices of good scholarship through the completion of All My Own Work and ensure students are aware of, have access to and understand the NESAs HSC Rules and Procedures Guide, HSC minimum standard: Malpractice and breaches of test rules and HSC practical exams documents.
- Follow developing advice and policies around the use of Artificial Intelligence in schools.
- Resolving student appeals concerning malpractice in school-based assessment tasks at the school level.
- Recording malpractice offences in all HSC school-based assessment tasks in the Malpractice Register in Schools Online.
- Principals must approve and finalise their campus's Malpractice Register at the time of entering grades and/or marks by the due date outlined in the NESAs [Timetable of Actions for Secondary Schools](#).

²<https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice>

³ Australian Professional Standards for Teachers. <https://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/proficient-teacher/standard-descriptors>

b. The role of teachers

- Comply with the college's malpractice policy for all school based assessment
- Assist students to meet the principles and practices of good scholarship by including explicit instruction of this within assessment practices.
- Be aware of and comply with Department and NESAs policies and procedures around the use of Artificial Intelligence in schools
- Support students in the ethical use of Artificial Intelligence
- Assist the Head Teacher of the of the course in question to manage any instances of malpractice through the college processes.

c. The role of Head Teachers

- Comply with the college's malpractice policy for all school based assessment
- Assist teachers to promote the principles and practices of good scholarship to students by including explicit instruction of this within assessment practices.
- Support Teachers to be aware of and comply with Department and NESAs policies and procedures around the use of Artificial Intelligence in schools
- Assist the Principal/Deputy Principal of the of the campus to manage any instances of malpractice through the college processes.

d. The role of Students

- Know and comply with the college malpractice policy for all school-based assessment
- Complete the NESAs All My Own Work Modules at the start of their Preliminary HSC
- Act with integrity in all school-based assessment tasks.
- Use Artificial Intelligence ethically and only in situations as advised by the teacher.

e. The role of Parent/Carers

- Work with the campus to support student to know and comply with the college malpractice policy for all school-based assessment
- Monitor student school-based assessment requirements and encourage student to seek assistance when required

Managing academic malpractice- Overview

Types of malpractice

All work presented in school-based assessment tasks must be the students own work or be acknowledged appropriately, with reference to source or author. Malpractice is taken very seriously as it enables students to gain an advantage over other students, creating inequity.

Malpractice can include but is not limited to:

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or

- contriving false explanations to explain work not handed in by the due date.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisations, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

Breach of assessment conditions

All students undertaking an [HSC exam](#) or [HSC minimum standard test](#) must comply with the assessment conditions set by NESAs.

When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their campus or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

- HSC exam rules and procedures, and
- HSC minimum standard test rules and procedures.

Artificial Intelligence, and digital sources

New technologies and practices are a part of our everyday lives- including our education system.

Artificial Intelligence (AI) refers to computer systems that can simulate human intelligence to learn, reason and problem solve.

Generative AI is a category of artificial intelligence. Generative AI generates new content such as text, images, video that resembles content humans produce.

The field of AI is continuing to grow and develop and the NSW Department of Education supports the [mandatory ethical principles for the use of AI](#)

The use of AI by students in formal assessments must abide by existing NESA rules governing academic integrity.

The unapproved use of AI in the completion of assessment tasks is a breach of academic integrity. All work presented in assessment tasks and external examinations (including submitted works and practical examinations must be a student's own or must be acknowledged appropriately.

Information that students find online should be referenced like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way as others, print based information.

General Principles for Acknowledgement

In all written work submitted for assessment students must show the sources of their material. The principle is that whenever submitted material is not the student's own original work, must be acknowledged. To present material without acknowledgement is in effect to claim that it represents the student's own work and ideas.

Common Knowledge

Students sometimes have difficulty knowing where the need for acknowledgement of works starts and finishes. The principle of common knowledge is worth understanding.

Common Knowledge includes:

- Facts that are commonly accepted (for example, there are 12 months in a year)
- Facts that are so well known that they can be found in lots of different sources (for example, World War 2 began in 1939)
- Common sense observations (for example, getting a good nights sleep before a test helps you focus better)

What to acknowledge

Students may use information from a variety of sources:

- Their independent thoughts and experiences
- Common knowledge, the basic information people share
- Other people's independent thoughts and experiences.

Of the three, only other people's independent thoughts and experiences need to be acknowledged. Teachers will explicitly instruct students about how they want the works of others acknowledged.

College Processes for addressing malpractice

If malpractice is suspected, the Course Teacher must inform the Head Teacher of the course. The Course Teacher, will provide to the Head Teacher evidence to support the malpractice (eg, the Internet page copied, other student work that is the same, etc). The Head Teacher with the Course Teacher will determine the extent of the malpractice.

In cases where malpractice is suspected or has been proven the following procedures will be applied:

1. The student, parent/caregiver will be informed (verbally or in writing) by the Course Teacher or Head Teacher, of the suspected or proven malpractice and be presented with the evidence, in a timely manner.
2. An N Warning letter will be generated by the Course Teacher or Head Teacher to officially inform the student/supervisor of the malpractice and what the student needs to do to redeem the N Warning letter.
3. The student will be given the opportunity to present any evidence or information to support their position (drafts of work, witness statements, etc) to the Course Teacher, Head Teacher and campus Deputy Principal
4. Notes/records of any discussions/interviews will be taken during meetings and maintained by the Deputy Principal.
5. Confidentiality will be maintained at all times by all parties.
6. Deputy Principal to inform Principal of malpractice for updating of NESMA Malpractice register
7. The student will be informed of their right of appeal and the appeal process. Appeals must be lodged to the Principal within 3 school days of verbal/written notification of an incidence of malpractice.

Consequences of malpractice

Proven malpractice will limit a student's marks, or result in a zero mark being given. It will impact their overall final assessment mark and rank. Proven malpractice must be registered with NESMA in the Malpractice Register in Schools Online. This will be done by the campus Principal with information supplied by the Head Teacher and in consultation with the campus Deputy Principal.

One or more of the following consequences may be applied to proven malpractice:

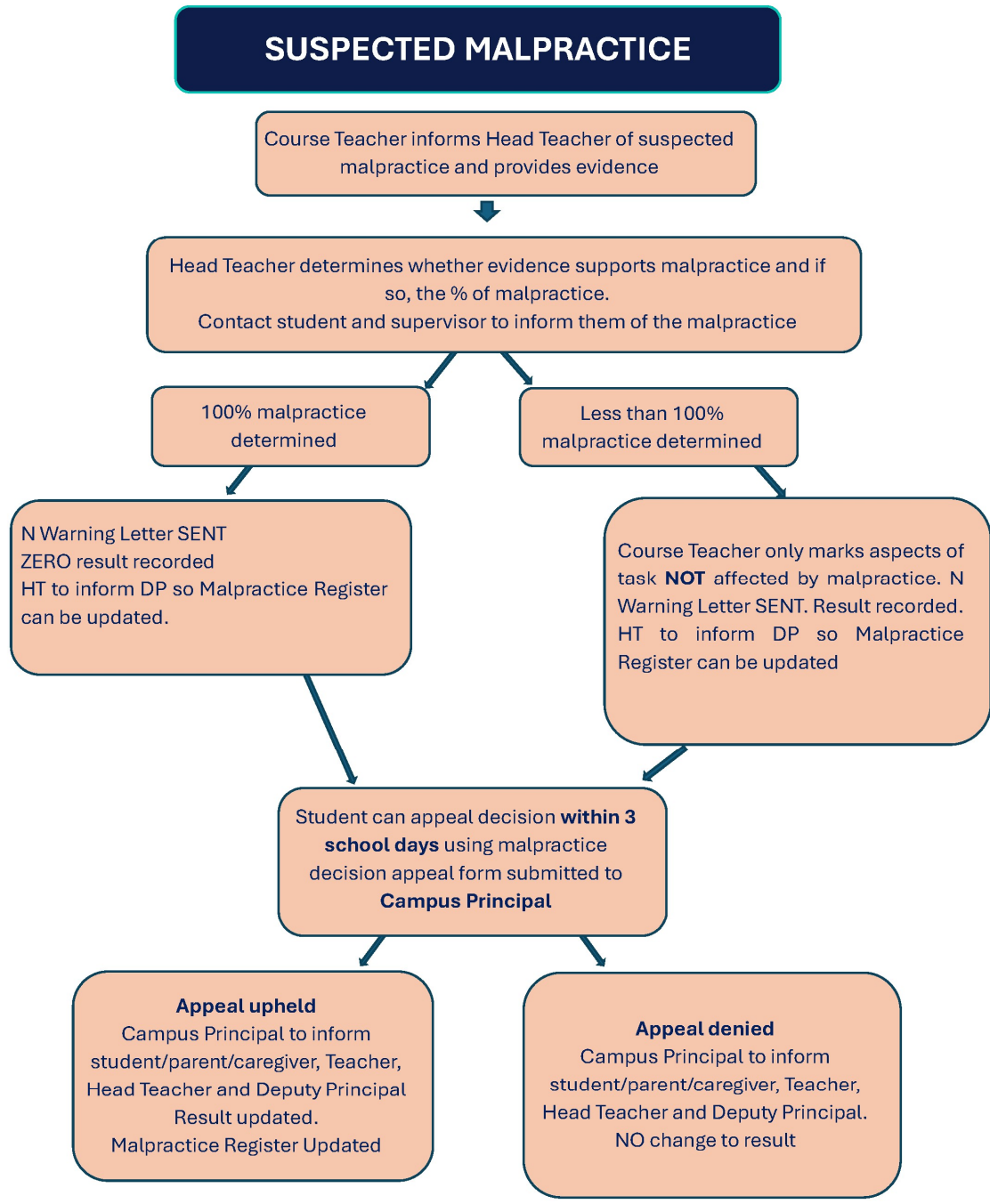
- reduced marks for all or part of the assessment task
- zero marks for part or all of the assessment task
- an N Warning letter sent to the student/supervisor

Student Appeals: malpractice

After being informed of the consequence of proven Malpractice, students have **3 school days to appeal** a decision made by the course Teacher, Head Teacher of the course and the campus Deputy Principal to the campus Principal.

The Principal will review the evidence and inform the student and supervisor of their decision verbally or in writing. Notes of any discussion/interview will be made and retained.

The campus Principal may consult with the Executive Principal in making the appeal decision. The decision of the campus Principal is final.





THE RIVERS
SECONDARY COLLEGE

The heart of secondary education for Lismore

Assessment Task Notification

Place campus name here

Task Number		Task Name	
Course		Faculty	
Teacher		Head Teacher	
Issue date		Due date	
Focus (Topic)		Task Weighting	

Outcomes

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Task description

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Marking Guidelines

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Illness/Misadventure Appeal - Application Form

Students may lodge an illness/misadventure appeal application if they believe that circumstances occurring immediately before or during an assessment task and which were beyond their control, diminished their performance, lead to their non-attendance or a late submission of an assessment task. Applications may be in respect of:

- illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in an assessment task (e.g. influenza, an asthma attack, a cut hand)
- misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in an assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood). **NB: the NESA Illness/Misadventure process is to be used for HSC examinations**

Please complete this form and return to the Head Teacher of the subject.

Student name: _____	Year group: _____	
Subject: _____	Class teacher: _____	
Type of task: _____	Head teacher: _____	
Date of task: _____		
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> Appeal applications for a Shared Curriculum subject must be returned to the Head teacher at the campus where the subject is delivered. </div>		
Nature of application (<i>please circle</i>):		
Extension-late assessment	Absence from assessment task	Special consideration
Basis of appeal (<i>please circle</i>):	Illness	Misadventure
Reasons for this application including the date, time and duration of illness or misadventure. (<i>continue on separate sheet as required, including all supporting documentation</i>)		
<hr/> <hr/>		
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> In the event of making an appeal application for multiple assessment tasks, please include details of all tasks in the same time period. Return this form and all documentation and/or medical certificate to your home campus Deputy Principal who will liaise with any host campus where applicable </div>		
_____	Date: _____	Date: _____
Student Signature	Parent Signature	

Head teacher comment and recommendation: _____		
<hr/>	<hr/> Head teacher signature	<hr/> Date:
Principal's determination: _____		
<hr/>	<hr/> Principal signature	<hr/> Date:
Appeal Upheld	Appeal Declined	
Outcome discussed with student	Signed: _____	Date: _____
Outcome recorded in Sentral	Signed: _____	Date: _____



THE RIVERS SECONDARY COLLEGE

Assessment Task Cover Sheet

This cover sheet is to be completed by the student and securely attached to the front of all submitted assessment tasks (or components of assessment tasks), completed outside class time. It is the student's responsibility to **complete the details; to sign the declaration; to ensure that a staff member signs the receipt on the bottom of this page, and to detach and retain the receipt** until completion of the marking process.

Student name: _____	Home campus: _____
Subject: _____	Teacher's name: _____
Task title: _____	
Number of pages: _____	Date submitted: _____

In signing this declaration you are acknowledging that this submitted work is your own, and that any contribution from other sources such as text books, other published works, literary articles, sources on the internet, past or fellow students' work etc, has been properly acknowledged. Students are referred to advice overleaf, and that contained in the Assessment Guidelines documentation distributed at the commencement of the course.

Declaration	
<i>Except where appropriately acknowledged, I verify that this assessment task is my own work, and that it has been written and/or expressed in my own words. I also verify that this work has not been previously submitted by me or any other student in this or any other subject, either this year, or in years past.</i>	
_____ Student's signature	_____ Date

✂

Assignment Receipt: Retain this receipt as proof of the submission of your task.

Student name:	Subject:
Description of task:	
Accepting teacher signature:	Date:

Year 12 – Aboriginal Studies **RRHC**

Outcomes, A student:

- H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
- H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples’ culture, heritage and identity
- H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples’ cultural, political, social and economic life
- H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
- H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
- H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples’ perspectives
- H4.2 undertakes community consultation and fieldwork and applies ethical research practices
- H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Aboriginality and Land Presentation	Major Project	Social Justice Report	Trial Examination	
Timing of Task	Term 4, Week 10	Term 1, Week 10	Term 2, Week 6	Term 3, Week 4/5	
Outcomes assessed	H1.3, H2.1, H2.2, H3.3, H4.1	H4.1, H4.2	H3.1, H3.2, H3.3, H4.3	H1.1, H1.2, H2.2, H3.2, H3.3	
Component					
Knowledge and understanding of course content	5	10	5	20	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	15		5	25
Research and inquiry methods, including aspects of the Major Project	5	10	5		20
Communication of information, ideas and issues in appropriate forms	5	5		5	15
Total %	20	40	10	30	100

Year 12 Ancient History

Outcomes

KNOWLEDGE AND UNDERSTANDING

A student:

AH12-1 accounts for the nature of continuity and change in the ancient world

AH12-2 proposes arguments about the varying causes and effects of events and developments

AH12-3 evaluates the role of historical features, individuals and groups in shaping the past

AH12-4 analyses the different perspectives of individuals and groups in their historical context

AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world

SKILLS

A student:

AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7 discusses and evaluates differing interpretations and representations of the past

AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Sparta In-class Task	Greek World Research Essay	Cities of Vesuvius Source Analysis Project	Trial HSC Examination	
Timing of Task	Term 4, Week 8	Term 1, Week 7	Term 2, Week 9	Term 3, Week 4	
Outcomes assessed	AH12-1,AH12-2, AH12-3, AH12-4, AH12-5, AH12-9	AH12-2,AH12-3, AH12-4,AH12-5, AH12-6,AH12-8, AH12-9	AH12-4, AH12-6, AH12-7, AH12-8, AH12-9	AH12-1,AH12-2, AH12-3,AH12-4, AH12-5,AH12-6, AH12-9, AH12-10	
Component					
Knowledge and understanding of course content	10	5		25	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10		20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Year 12 Biology

Outcomes:

Component 1: Skills in Working Scientifically

A student:

BIO12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO12-5 analyses and evaluates primary and secondary data and information

BIO12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Component 2: Knowledge and Understanding of Course Content

A student:

BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Protein Synthesis	Depth Study – Biotechnology	Infectious Disease	Trial HSC Exam	
Timing of Task	Term 4, Week 10	Term 2, Week 4	Term 3, Week 1	Term 3, Week 4-5	
Outcomes assessed	BIO12-3 BIO12-6 BIO12-12	BIO12-1 BIO12-4 BIO12-6 BIO12-7 BIO12-13	BIO12-4 BIO12-7 BIO12-14	BIO12-6 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Component					
Component 1	10	25	10	15	60
Component 2	10	5	10	15	40
Total %	20	30	20	30	100

Year 12 Business Studies

Outcomes

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Operations Essay or Report	Marketing Topic Report	Financial Analysis Report	HSC Trial Exam	
Timing of Task	Term 4, Week 8	Term 1, Week 11	Term 2, Week 8	Term 3, Exam week	
Outcomes assessed	H4, H5, H6, H7, H9	H2, H3, H4, H9	H2, H4, H5, H6, H9, H10	H1, H4, H6, H8, H9, H10	
Component					
Knowledge and Understanding	5	10	10	15	40
Inquiry and Research	10	5	5		20
Stimulus-based skills			10	10	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	20	30	30	100

Year 12 – Ceramics **RRHC**

Outcomes, A student:

M1 generates a characteristic style that is increasingly self-reflective in their ceramic practice

M2 explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works

M3 investigates different points of view in the making of ceramic works

M4 explores ways of generating ideas as representations in the making of ceramic works

M5 engages in the development of different techniques suited to artistic intentions in the making of ceramic works

M6 takes into account issues of Work Health and Safety in their practice

CH1 generates in their critical and historical investigations ways to interpret and explain ceramic works and practices.

CH2 investigates the roles and relationships of the concepts of work, world,

CH3 artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations distinguishes between different points of view in their critical and historical studies

CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics

CH5 recognises how ceramic works are used in various fields of cultural production

Task Number	Task 1	Task 2	Task 3	
Type of Task	Making sculpture & Artist case study	Making contemporary ceramics & Reflection	Individual project & in class test	Weighting %
Timing of Task	Term 1 Week 3	Term 2 Week 6	Term 3 Week 7	
Outcomes assessed	M1, M2, M5, CH1, CH2	M1, M3, M4, CH4, CH3, CH5	M1, M2, M3, M4, M5, M6, CH1, CH3, CH4	
Component				
Making	20	20	30	70
Critical and History Study	10	10	10	30
Total %	30	30	40	100

Year 12 - Chemistry

Outcomes	
Skills:	
CH 12-1	develops and evaluates questions and hypotheses for scientific investigation
CH 12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH 12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH 12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH 12-5	analyses and evaluates primary and secondary data and information
CH 12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH 12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Knowledge and Understanding:	
CH 12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH 12-13	describes, explains and quantitatively analyses acids and bases using contemporary models
CH 12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CH 12-15	describes and evaluates chemical systems used to design and analyse chemical processes

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	In class test – Module 5	Depth Study	Practical Assessment	Trial HSC Examination	
Timing of Task	Term 4, Week 9	Term 1, Week 9	Term 2, Week 5	Term 3, Week 4/5	
Outcomes assessed	Skills: 12-5; 12-6 Knowledge: 12-12	Skills: 12-1; 12-4; 12-5; 12-7 Knowledge: 12-13	Skills: 12-2; 12-3; 12-5 Knowledge: 12-14	Skills: 12-6 Knowledge: 12-12; 12-13; 12-14; 12-15	
Component					
Skills in Working Scientifically	10	25	15	10	60
Knowledge and Understanding of Course Content	10	5	5	20	40
Total %	20	30	20	30	100

Year 12 English Advanced

Outcomes

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 investigates and evaluates the relationships between texts

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Common Module (20%) and Module C (5%) Multi Modal Task with Related Material	Module A:(15%) and Module C (5%) In-class response	Module B(20%) and Module C (5%) Discursive Essay	Common Module(10%) Module C(10%) Module A (5%) Module B (5%) Trial Examination	
Timing of Task	Term 4, Week 9	Term 1, Week 8	Term 2, Week 6	Term 3, Week 4/5	
Outcomes assessed	EA12-1, EA12-2, EA12-7	EA12-5,EA12-6, EA12-8	EA12-3,EA12-7, EA12-8	EA12-3, EA12-4, EA12-5,EA12-9	
Component					
C1 Knowledge and understanding of course content	15	10	10	15	50
C2 Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	25	20	25	30	100

Year 12 – English Extension 1

Outcomes – A Student:

EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

EE12-3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Imaginative Response and Reflection Literary Worlds: Common Module	Critical Response with Related Text Worlds of Upheaval	Trial HSC Examination	
Timing of Task	Term 1, Week 4	Term 2, Week 10	Term 3, Week 4/5	
Outcomes assessed	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Component				
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100

Year 12 – English Extension 2

Outcomes, A Student:

EEX12-1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea

EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Viva Voce (including written proposal)	Literature Review	Critique of the Creative Process	
Timing of Task	Term 4, Week 8	Term 2, Week 1	Term 2, Week 7	
Outcomes assessed	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Component				
Skills in intensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Total %	30	40	30	100

Year 12 English Standard

Outcomes

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner.

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Common Module (20%) Module C (5%) Multi Modal Task with Related Material	Module A (15%) Module C (5%) In-class response	Module B (20%) Module C (5%) Discursive Essay	Common Module (10%) Module C (10%) Module A (5%) Module B (5%) Trial Examination	
Timing of Task	Term 4, Week 9	Term1, Week 8	Term 2, Week 6	Term 3, Week 4/5	
Outcomes assessed	ES12-1, ES12-2 ES12-3, ES12-4, ES12-6	ES12-2, ES2-3, ES12-5, ES12-8	ES12-3, ES12-4, ES12-6, EN12-7	ES12-1, ES12-2, ES12-3, ES12-4, ES12-6, ES12-9	
Component					
C1 Knowledge and understanding of course content	15	10	10	15	50
C2 Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	25	20	25	30	100

Year 12 English Studies

Outcomes

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES12-10-monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Opinion piece with related material. Mandatory Module: Texts and Human Experiences	Multi modal presentation Elective: We Are Australian	Proposal for class excursion Elective: On the Road	Portfolio-Collection of Classwork for all Modules Elective: The Way We Were	
Timing of Task	Term 4, Week 9	Term 1, Week 7	Term 2, Week 7	Term 3, Week 2	
Outcomes assessed	ES12.1, ES12.2, ES12.7, ES12.8	ES 12.5, ES12.6, ES12.7, ES12.9	ES 12.5, ES12.6, ES12.7	ES 12.2, ES12.3, ES12.4, ES12.5, ES12.10	
Component					
C1- Knowledge and understanding of course content	15	10	10	15	50
C2- Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	25	20	25	30	100

Year 12 Exploring Early Childhood

Outcomes

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood: infant, toddler, preschool, and the early school years
- 1.4 examines the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 6.1 demonstrates an understanding of the decision-making process
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	In class task	Hand in task	In class task	In class task	
Timing of Task	Term 4, Week 7	Term 1, Week 7	Term 2, Week 7	Term 3, Week 6	
Outcomes assessed	1.4, 2.2, 2.4	1.3, 2.4, 6.1	1.1, 1.5, 2.3, 6.2	1.3, 1.4, 6.1,6.2	
Component					
Knowledge and understanding	15	10	10	15	50
Skills outcomes	10	15	15	10	50
Total %	25	25	25	25	100

Year 12 – History Extension **RRHC**

Outcomes, A student:

- HE12-1** analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
- HE12-2** plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- HE12-3** communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- HE12-4** constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Historical Process (proposal, process log, annotated sources) History Project	Essay History Project	Trial HSC Examination	
Timing of Task	Term 1, Week 9	Term 3, Week 1	Term 3, Week 4/5	
Outcomes assessed	HE12-2	HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	
Component				
Knowledge and understanding about significant historiographical ideas and processes	10	10	20	40
Skills in designing, understanding and communicating historical inquiry and analysis	20	30	10	60
Total %	30	40	30	100

Year 12 Food Technology

Outcomes

H1.1 explains manufacturing processes and technologies used in the production of food products

H1.2 examines the nature and extent of the Australian food industry

H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations

H1.4 evaluates the impact of the operation of an organisation within the Australian food industry on the individual, society and environment

H2.1 evaluates the relationship between food, its production, consumption, promotion and health

H3.1 investigates operations of one organisation within the Australian food industry.

H3.2 independently investigates contemporary nutrition issues

H4.1 develops, prepares and presents food using product development processes.

H4.2 applies principles of food preservation to extend the life of food and maintain safety.

H5.1 develops, realises and evaluates solutions for a range of food situations.

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	The Australian Food Industry Assessment – Practical & Theory	Food Manufacture Assessment – Practical & Theory	Food product Development Assessment – Practical & Theory	Trial Exam	
Timing of Task	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 4/5	
Outcomes assessed	H1.2, H1.4, H3.1	H1.1, H4.1	H1.3 H4.1	H2.1, H3.2, H5.1 H4.2	
Component					
Knowledge and understanding of course content	10	10	10	15	45
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	10	40
Skills in experimenting with and preparing food by applying theoretical concepts	5	5	5	0	15
Total %	25	25	25	25	100

Year 12 Mathematics Advanced

Outcomes

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Differential Calculus Question bank C2, C3	Integration & Functions Reference Material Test F2, C4	Investigation-Modelling Financial Situations M1	Trial Examination F2, T3, C2, C3, C4, M1, S2, S3	
Timing of Task	Term 4, Week 9	Term 1, Week 10	Term 2, Week 7	Term 3, Week 4/5	
Outcomes assessed	MA12-3, MA12-6	MA12-1, MA12-5, MA12-6	MA12-2, MA12-4, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10	
Component					
Understanding, fluency and communication	10	10	10	15	45
Problem solving, reasoning and justification	15	15	10	15	55
Total %	25	25	20	30	100

Year 12 Mathematics Standard 2

Outcomes

MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data

MS2-12-8 solves problems using networks to model decision-making in practical problems

MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	In Class Test (Summary and Annotated Formula Sheet Allowed) F4, M7	In Class test Question Bank Distributed 2 weeks prior A4, F4, F5	Assignment Measurement (Non-right trig/scale) and Networks M6, M7, N2, N3	Trial Examination A4, M6, M7, F4, F5, S4, S5, N2, N3	
Timing of Task	Term 4, Week 9	Term 1, Week 10	Term 2, Week 10	Term 3, Week 4/5	
Outcomes assessed	MS2-12-: 1, 3, 5,10	MS2-12-: 1, 5, 6,	MS2-12-: 3, 4, 8, 9	MS2-12-: 1 to 10 (All)	
Component					
Understanding, fluency and communication	10	10	15	15	50
Problem solving, reasoning and justification	10	10	15	15	50
Total %	20	20	30	30	100

Year 12 – CEC Numeracy

Outcomes

N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design

N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Task Number	Task 1	Task 2	Task 3	Task 4	
Type of Task	Financial Mathematics Research Task	Open Book In class Test	Data Assignment	Yearly Examination	
Timing of Task	Term 4, Week 9	Term 1, Week 10	Term 2, Week 10	Term 3, Week 4/5	
Outcomes assessed	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.4, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6- 2.2, N6-2.5, N6-3.2	N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-3.2	N6-1.1N6-1.2 N6-1.3N6-2.1 N6-2.2N6-2.4 N6-2.5 N6-3.1 N6-3.2	Weighting %
Componen					
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	15	10	15	10	50
Total %	25	25	25	25	100

Year 12 Modern History

Outcomes

KNOWLEDGE AND UNDERSTANDING

A student:

MH12-1 accounts for the nature of continuity and change in the modern world

MH12-2 proposes arguments about the varying causes and effects of events and developments

MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4 analyses the different perspectives of individuals and groups in their historical context

MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

SKILLS

A student:

MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 discusses and evaluates differing interpretations and representations of the past

MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Nazi Germany Stimulus based Topic Test	Soviet Union Historical Analysis	Peace & Conflict Essay Response to researched question	Whole Course Trial HSC Exam	
Timing of Task	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 4 & 5	
Outcomes assessed	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
Component					
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10			10	20
Historical inquiry and research		15	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	30	20	30	100

Year 12 Music 1

Outcomes

H1: performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

H2: reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied

H3: improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied

H4: articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

H5: critically evaluates and discusses performances and compositions

H6: critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

H7: understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied

H8: identifies, recognises, experiments with, and discusses the use and effects of technology in music

H9: performs as a means of self-expression and communication

H10: demonstrates a willingness to participate in performance, composition, musicology and aural activities

H11: demonstrates a willingness to accept and use constructive criticism

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Viva Voce and Elective	Composition, Elective and Aural	Performance and Elective	Performance, Elective and Aural Trial HSC	
Timing of Task	Term 4, Week 9/10	Term 1, Week 9	Term 2, Week 9	Term 3, Week 4/5	
Outcomes assessed	H1, H4, H5	H2, H3, H7, H8	H1, H9	H6, H10, H11	
Component					
Performance			5	5	10
Composition		10			10
Musicology	10				10
Aural		15		10	25
Electives	10	10	10	15	45
Total %	20	35	15	30	100

Year 12 – Personal Development, Health and Physical Education (PDHPE)

Outcomes, A student:

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Option 3: Sports Medicine Analysis	Core 2: Factors Affecting Performance Report	Core 1: Health Priorities in Australia- Research Analysis task	Trial HSC Written Examination	
Timing of Task	Term 4, Week 7	Term 1, Week 7	Term 2, Week 7	Term 3, Week 4/5	
Outcomes assessed	H8, H13, H16, H17	H7, H8, H9, H10, H11, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H1-H11, H13, H17	
Component					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	10	15	15	20	60
Total %	20	25	25	30	100

Year 12 Photography, Video and Digital Imaging

Outcomes

M1: generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

M2: explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3: investigates different points of view in the making of photographs and/or videos and/or digital images

M4: generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

M5: develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6: takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

CH1: generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

CH2: investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3: distinguishes between different points of view and offers interpretive accounts in critical and historical studies

CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

CH5: recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Hand in	Hand in	Hand in	Hand in	
Timing of Task	Term 4, Week 10	Term 1, Week 10	Term 2, Week 10	Term 3, Week 7	
Outcomes assessed	M5, M6, CH3	M1, CH1, CH2	M3, M4, CH4,	M2, CH5	
Component	<i>Abstract Surrounds Portfolio</i>	<i>The figure in the landscape Portfolio</i>	<i>Graphic Design Portfolio</i>	<i>Become the Photographer of your dreams Portfolio</i>	
Artmaking	Photographic Portfolio 20%	Photographic Portfolio 15%	Photographic Portfolio 20%	Photographic Portfolio 15%	70%
Art Criticism and Art History	Case Study 10%	Case Study 10%	Case Study 5%	Case Study 5%	30%
Total %	30	25	25	20	100

Year 12 Physics LHC

Outcomes

SKILLS

A student:

PH12-1 develops and evaluates questions and hypotheses for scientific investigation

PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH 12-5 analyses and evaluates primary and secondary data and information

PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

KNOWLEDGE AND UNDERSTANDING

A student:

PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Analysis Questions – Projectile Motion	Depth Study – Electromagnetism	Research Task – Nature of Light	Trial HSC exam	
Timing	Term 4, Week 6	Term 1, Week 8	Term 2, Week 8	Term 3, Week 4-5	
Outcomes Assessed	PH12-4, PH12-6, PH12-12	PH12-1, PH12-2, PH12-3, PH12-5, PH12-6, PH12-7, PH12-13	PH12-1, PH12-2, PH12-3, PH12-4, PH12-6, PH 12-7, PH12-14	PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH 12-6, PH12-12, PH12-13, PH12-14, PH12-15	Weighting %
Component					
Skills in working scientifically	10	20	20	10	60
Knowledge and understanding of course content	5	10	5	20	40
Total %	15	30	25	30	100

Year 12 Sport, Lifestyle and Recreation

Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.4 demonstrates competence and confidence in movement contexts

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Fitness Hand in Assignment Fitness Program	First Aid and Sports Injuries In class Exam Resuscitation/First Aid Scenario	Athletics Hand in Task	Games & Sports Applications 2 Practical skills performance and peer assessment	
Timing of Task	Term 4, Week 7	Term 1, Week 5	Term 2, Week 8	Term 3, Week 3	
Outcomes assessed	1.2 1.3 2.2 2.5 3.2 3.3	3.6	3.7	1.1 1.3 2.3 3.1 3.3 3.4 4.1 4.2 4.4	
Component					
Knowledge & Understanding	10	15	15	10	50
Skills	10	10	10	20	50
Total %	20	25	25	30	100

Year 12 Visual Arts

Outcomes:

- H1: initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2: applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3: demonstrates an understanding of the frames when working independently in the making of art
- H4: selects and develops subject matter and forms in particular ways as representations in artmaking
- H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7: applies their understanding of practice in art criticism and art history
- H8: applies their understanding of the relationships among the artist, artwork, world and audience
- H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10: constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Hand in Task	In class essay	Hand in task	Examination	
Timing of Task	Term 1, Week 3	Term 1, Week 10	Term 3, Week 7	Term 3, Week 4-5	
Outcomes assessed	H2, H3, H4, H9	H8	H1, H5, H6	H7, H10	
Component					
Art Criticism and Art History	PART 1: HSC Body of Work Proposal Artists' practice research 10%	Case Study 4: Art Now Research and extended written response 20%		Trial HSC Visual Arts Examination 20%	50
Artmaking	PART 2: HSC Body of Work Proposal Development of ideas and artmaking practice for HSC Body of Work in Visual Arts Process Diary 20%		HSC Body of Work Resolution Body of Work and Visual Arts Process Diary 30%		50
Total %	30	20	30	20	100

School Name: _____

Assessment Schedule Year 12 – 2025

Assessment Tasks for BSB30120 Certificate III in Business Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 4 Wellbeing	Task 5 Mastering document design	Task 6 Sharing is caring	Task 7 Thinking critically	HSC TRIAL EXAM
		Week	Week	Week	Week	Week
		Term	Term	Term	Term	Term
Code	Unit of Competency	Date	Date	Date	Date	Date
BSBPEF201	Support personal wellbeing in the workplace	x				
BSBPEF301	Organise personal work priorities		x			
BSBTEC301	Design and produce business documents		x			
BSBSUS211	Participate in sustainable work practices			x		
BSBTWK301	Use inclusive work practices			x		
BSBTEC300	Create electronic presentations			x		
BSBCRT311	Apply critical thinking skills in a team environment				x	
BSBOPS301	Maintain business resources				x	

Depending on the achievement of units of competency, the possible qualification outcome is a BSB30120 Certificate III in Business.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

School Name: _____

Assessment Schedule Year 12 - 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Code	Unit of Competency	HSC Examinable Unit	Week Term Date	Week Term Date	Week Term Date	Week Term Date
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials		X			
CPCCBL2002	Use bricklaying and blocklaying tools and equipment		X			
CPCCWF2002	Use wall and floor tiling tools and		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	√		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainability in the construction industry	√			X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

School Name: _____

Assessment Schedule Year 12 -2025

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2	Task 5	Task 6	Task 7	HSC Trial Exam
		Plan a career	Work in the industry	To project and serve	Showtime	
		Week	Week	Week	Week	Week
Code	Unit of Competency	Term	Term	Term	Term	Term
		Date	Date	Date	Date	Date
CUAIND311	Work effectively in the creative arts industry		X			HSC Examinable units of competency
SITXCCS006	Provide service to customers			X		
CUASOU306	Operate sound reinforcement systems			X		
CUAVSS312	Operate vision systems			X		
CUASTA311	Assist with production operations for live				X	
CUASMT311	Work effectively backstage during performances				X	
CUAIND314	Plan a career in the creative arts industry	Post WPL				

* Task 2 -Plan a career is not to assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination.

* Examinable units to be confirmed by teacher.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

School Name:

Assessment Schedule Year 12 -2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3	Task 4	HSC TRIAL EXAM
		The hospitality industry	Beverage making 101	
		Week	Week	Week
Code	Unit of Competency	Term	Term	Term
		Date	Date	Date
SITHIND006	Source and use information on the hospitality industry	X		
SITHFAB024	Prepare and serve non-alcoholic beverages		X	
SITHFAB025	Prepare and serve espresso coffee		X	
SITHFAB027	Serve food and beverages		X	
BSBTWK201	Work effectively with others		X	
SITHIND007	Use hospitality skills effectively		X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination.

* **Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”

TERM 4 2024										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	Week 11
			English Ext 1		Physics	EEC PDHPE SLR	Ancient History Business Studies Modern History English Ext 2	Chemistry English Adv English Standard English Studies History Ext Food Tech Maths Adv Maths Standard Numeracy Music	Aboriginal Studies Biology Photography	
TERM 1 2025										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	Week 11
		Ceramics Visual Art	Biology	SLR		Ancient History English Studies EEC PDHPE	English Adv English Standard Modern History Physics	Chemistry Food Tech Music	Aboriginal Studies Maths Adv Maths Standard Numeracy Photography	Business Studies

TERM 2 2025									
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
History Ext English Ext 2			Biology	Chemistry	Aboriginal Studies Ceramics English Adv English Standard	English Studies EEC Maths Adv PDHPE	Business Studies Modern History Physics SLR	Ancient History Food Tech Music	Maths Standard Numeracy Photography Visual Art English Ext 1
TERM 3 2025									
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Biology	Assessment Free Period	Assessment Free Period	Trial HSC Exams	Trial HSC Exams		Ceramics Visual Art			