

HSC Assessment Procedures

2025



DAPTO
High School

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Contents

Introduction	3
Studying for the NSW Higher School Certificate	3
Eligibility Requirements for the HSC	3
Curriculum requirements of the HSC.....	4
How the HSC works	4
Assessment and the Preliminary and HSC Courses	4
Why have assessment tasks?	5
How can students best manage assessment tasks?	5
School-Based Assessment: Board Developed Courses	5
School-Based Assessment: Board Endorsed Courses.....	6
School-Based Assessment: Vocational Education and Training	6
HSC examination is only available in some VET courses.	7
What are HSC performance bands?	7
A credential for school leavers	8
Life Skills Courses.....	8
School attendance.....	9
Course completion criteria.....	9
N Determination- warnings of non-completion of course requirements.	9
Assessment General Procedures	10
Submission of an Assessment Task:.....	11
Late or non-submission of an Assessment Task	11
Extensions.....	13
Rank and Rank Order	13
Appeals for Final Grade for English Studies, Mathematics Standard 1 and Numeracy	13
A summary of student rights and responsibilities in assessment	14
Honesty in the Stage 6 assessment: What constitutes malpractice?	14
Types of malpractice in HSC submitted works and practical components, HSC exams, and HSC minimum standard tests.....	15
Misrepresentation.....	15
Plagiarism	15
Collusion	16
Breach of assessment conditions.....	16
What happens if malpractice is suspected?	16
NESA register of malpractice	17
Appealing a Result in an Assessment Task	18
Appeal process for an Individual Assessment Task	18
Appealing against Ranking.....	19
What does NESA do with an appeal regarding assessment rankings?	19
Other Appeals Available to Students.....	19
N determination in one or more courses	19
Assessment Schedules	20
Ancient History	21
Biology	22
Business Studies.....	23

Chemistry	24
Community and Family Studies	25
Design and Technology	26
English - Advanced	27
English – Extension 1	28
English – Extension 2	29
English– Standard	30
English Studies	31
Exploring Early Childhood	32
Earth and Environmental Science	33
Food Technology	34
Geography	35
Investigating Science	36
Industrial Technology : Timber	37
Legal Studies	38
Marine Studies	39
Mathematics - Advanced	40
Mathematics – Extension 1	41
Mathematics – Extension 2	42
Mathematics – Standard 2	43
Mathematics - Numeracy	44
Modern History	45
Music	46
PDHPE (Personal Development Health and Physical Education)	47
Physics	48
Society and Culture	49
Sports, Lifestyle and Recreation	50
Visual Arts	51
Visual Design	52
Work Studies	53
HSC Assessment Advice for VET Courses	54
VET: Certificate II in Agriculture	54
VET: CPC20220 Certificate II in Construction Pathways & CPC20120 Statement of Attainment towards Certificate II in Construction	55
VET: SIT20311 Certificate II in Hospitality	56
VET: Live Production and Technical Services (Entertainment)	57
VET: Live Production and Technical Services (Entertainment): Specialisation Units	58
Appendix of Appeal Forms	59
Assessment Conditions	65
Dapto High School Examination Policy	66

Introduction

The material provided in this booklet is for Year 12 students and parents/carers of Dapto High School. The policies and procedures which support the successful completion of Year 12, including school-based and NSW Education Standards Authority (NESA) requirements, are outlined in this booklet and it is an important point of reference throughout Year 12.

This booklet outlines the school's expectations of students in Stage 6 and provides important information about the various ways in which assessment takes place. Each course has a schedule of assessment tasks which must be completed throughout the year for a grade to be awarded to a student. The specific timing of some assessment tasks detailed within the various course entries may need to be modified and appropriate advance notice of any variations in class. Stage 6 has a much greater level of formal assessment than in the junior years because students' achievements are being reported in terms of all students across the state and the same standards are to be applied in every NSW school. Students and parents should be aware that student achievement in assessment tasks during the year directly contributes to final assessment marks submitted to the NSW Education Standards Authority (NESA) for every student.

It is important that students, parents, and teachers read and understand this booklet, and follow the procedures within it. It ensures a consistent approach to practice and process at Dato High School.

Studying for the NSW Higher School Certificate

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. The HSC is an internationally recognised credential that provides a solid foundation for students wishing to pursue tertiary qualifications, vocational training, or employment.

Eligibility Requirements for the HSC

The HSC will involve satisfactorily completing course work plus completing school-based assessment tasks throughout the HSC year and sitting the HSC examinations with the rest of the state. The results of school-based assessments and HSC exams will contribute equally to the final HSC mark.

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

- have completed Year 10, and
- 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.

Curriculum requirements of the HSC

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

- a Preliminary HSC 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:

- 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.
- 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.

How the HSC works

Students are encouraged to visit <https://studentsonline.nesa.nsw.edu.au/> for a step- by-step guide on how the HSC works - from getting started, completing assessments, sitting exams and understanding HSC results. Here students will also find handy study tips and tools and answers to frequently asked questions about the HSC.

Assessment and the Preliminary and HSC Courses

Most subjects in Stage 6 are divided into two courses: the Preliminary Course which spans Terms 1, 2 and 3 in Year 11 and the Higher School Certificate Course which includes Term 4 of Year 11 and Terms 1, 2 and 3 of Year 12. School based assessment is a requirement of both courses.

Assessment for Stage 6 courses is based on each student's attainment of syllabus outcomes. Student outcomes are assessed through several assessment tasks set throughout each course.

The outcomes of each course will be assessed more than once during the course. An outcome can be the focus of more than one task. It is expected that students will know and understand the outcomes that are to be assessed in each task. To assist students in understanding how well they have achieved these outcomes teachers will provide feedback based on marking schemes which are linked to each outcome being assessed.

Why have assessment tasks?

Assessment tasks will:

- Help students to learn, expand knowledge and provide challenges
- Demonstrate how much students have learnt and where they need to improve
- Prove that students have satisfactorily completed a course
- Contribute to the final HSC mark

Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. School-based assessments also provide the chance to address any weak areas before sitting the external HSC exams.

How can students best manage assessment tasks?

- Be aware of due dates. Keep an up-to-date diary of all assessment tasks and other commitments
- Use a wall calendar or small whiteboard in an area such as the family room or kitchen to note due dates. This helps others in the household to assist in remembering deadlines
- Start tasks early so that help can be sought if required
- Break tasks into a series of smaller steps and set deadlines for completing each step
- Record the sources of information as they are found and used so that acknowledgements do not become a major task at the end
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting work late
- Keep all earlier drafts and copies of resources
- Keep a copy of any work submitted for marking

School-Based Assessment: Board Developed Courses

In Year 12 students will complete school-based assessments as part of their HSC, which contribute 50% of their final HSC mark for a course (except VET and Life Skills courses).

Assessment in Year 12 will be based on Mandatory Weightings and Components as set out in the syllabuses for each HSC course being studied. Each task is linked to syllabus outcomes and students are given the opportunity to demonstrate their level of achievement of the outcomes. Values and attitudes are NOT measured.

Assessment may include research projects, portfolios, performances, oral presentations, viva voce, essays and extended responses, tests and examinations, practical investigations, experiments and fieldwork to name a few. The nature of tasks varies from subject to subject.

Students must follow the principles set out in HSC: All My Own Work and make a genuine and serious attempt in all tasks. Formal Assessment Tasks **MUST** be completed and submitted by the published due dates. A **penalty will be applied** for ALL LATE Assessment Tasks (***Refer to Submission of Assessment Tasks***). Students will have access to an Illness/Misadventure

Appeal process to cover genuine illness and misadventure which results in late submission.

At the end of each course, and based only on Formal Assessment Tasks, the school will submit to NESA an overall school-based assessment mark for each student in each Board Developed Course (except VET and Life Skills Courses, English Studies and Mathematics Standard 1). This mark equates to a rank (a student's position in relation to other students) in a course. This is a mark out of 100 for 2 Unit courses and a mark out of 50 for 1 Unit (and Extension 1) courses. The mark is moderated by NESA based on a student's performance in the HSC examination for that course. Moderation takes account of how an assessment mark given by one school compares with marks given to students doing the same course/s in a different school.

For English Studies and Numeracy students will be awarded a grade based on their school assessment according to the Achievement Level Descriptions for each subject.

School-Based Assessment: Board Endorsed Courses

All requirements for the assessment of Board Developed courses apply to the assessment of Board Endorsed courses.

Schools are required to submit internal assessment marks, in accordance with the Performance Description for Reporting Achievement in Stage 6 Board Endorsed courses, for students undertaking these courses. These marks are reported on the Record of Achievement but are not moderated by NESA.

School-Based Assessment: Vocational Education and Training

Assessment in VET courses is competency based. This means that the student needs to demonstrate that they have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

The student may be deemed 'Competent' if performance in all required assessment activities is to industry standard or Not Yet Competent, if they are still developing skills and/or their performance is not to industry standard. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when students have developed the necessary skills, and underpinning knowledge to demonstrate competency.

The teacher (trainer) will keep a record of units of competency achieved. Students may request to see this record at any time to determine their progress. Students are entitled to seek advice about options for further training and assessment for competencies assessed as not yet competent. Students will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the Australian Qualifications Framework qualification (AQF). A transcript will be made available by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment, prior to the commencement of the course.

Credit Transfer may be given for units of competency previously achieved with another RTO. Work placement is a mandatory HSC component in some courses and must be completed during the course.

- Students will not be permitted to participate in a work placement if they are not deemed work ready by their trainer.
- An N determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards their HSC pattern of study. However, students will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.

HSC examination is only available in some VET courses.

The examination is optional for students completing the 240-hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only.

The HSC examination is independent of the competency-based assessment requirements for the AQF VET qualification. The satisfactory completion of the course will still appear on the HSC if the optional exam is not undertaken.

If a student intends to use their VET course towards the calculation of the ATAR, the school must submit an estimated mark of their likely performance in the HSC examination. This will only be used in the case of an Illness/Misadventure Appeal. Students who are planning on sitting the HSC examinations for ATAR eligibility, must sit the Trial HSC examination.

Students need to be aware that all NESA requirements for satisfactory completion of courses, AMOW, applications for Illness/Misadventure Appeals, examination disability provision applications apply to VET courses.

What are HSC performance bands?

For each course, performance bands indicate levels of achievement demonstrated by students. The performance band description gives meaning to a HSC mark by summarising the knowledge and skills typically demonstrated by students whose mark placed them in that performance band. There is no statement corresponding to Band 1, which is considered to be below the minimum standard expected.

HSC marks for non-Extension courses are divided into 6 bands:

Band 6 = 90 - 100 marks

Band 5 = 80 - 89 marks

Band 4 = 70 - 79 marks

Band 3 = 60 - 69 marks

Band 2 = 50 - 59 marks

Band 1 = 0 - 49 marks

For a 2 Unit course, Band 6 indicates the highest level of performance. The minimum standard expected for a course is 50. Band 1 indicates that a student has not met enough of the course outcomes for a description to be made, as performance is considered to be below the minimum standard expected. There is no predetermined distribution of students to particular bands.

A credential for school leavers

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through Students Online.
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

Life Skills Courses

Life Skills courses have been developed by NESA for the small percentage of students with special education needs, particularly those with an intellectual disability for whom the regular outcomes and content of Board Developed and/or Board Endorsed Courses are not appropriate.

Students undertaking a Stage 6 Life Skills course will be assessed on their achievement of the Life Skills outcomes identified in the planning process for the individual student. Students can demonstrate achievement of outcomes in several ways, and across a range of environments, including the school, community and workplace.

Evidence of achievement of outcomes can be gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes. The Profile of Student Achievement lists all the Life Skills outcomes achieved by the student in each Life Skills course

completed. Students need to be aware that NESA requirements for satisfactory completion of courses apply to Life Skills Courses.

Students entered for Life Skills courses may achieve the designated outcomes either independently or with support. Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of an ATAR.

School attendance

Whilst NESA does not mandate attendance requirements, the Principal may determine that, as a result of absence, the course completion requirements may not have been met. Clearly, absences will be considered seriously. Students must have a pattern of attendance which reflects a genuine effort in all courses.

In forming an opinion, the following will be considered by the Principal;

- The nature and duration of the absence.
- The standing of the student within the course at the time of the absence.
- The student's prior pattern of attendance, application, and achievement.
- The ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted (by the Principal) to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

Course completion criteria

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
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- Achieved some or all the course outcomes.

N Determination- warnings of non-completion of course requirements.

Non-completion determinations will be made by the Principal, after correct process has been adhered to and sufficient evidence collated. The N determination process involves documentation reflecting a lack of academic progress. The process involves the following documentation and steps;

- Warning letter identifying a student at risk of non-completion of course requirements, advising parents of the problem(s) as soon as possible

- The warning letter must be issued with time for the issue to be corrected, specific detail of action required by the student and an alert of the possible consequences on HSC eligibility in the course
- A warning letter advising parents of non-completion of assessment tasks needs a written acknowledgement of the warning to be returned to school
- A follow-up warning letter to be administered if the issue has not been corrected
- Dapto High School will retain copies of warning notice(s) and relevant documentation
- Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course
- The Principal will issue a non-completion determination and advise NESA
- A student is to be given a non-completion N Determination if they fail to complete tasks which contribute in excess of 50% of the final assessment marks in that course
- Dapto High School must advise of the student's right to a school review and subsequent appeal to the NSW Education Standards Authority by supplying a form supplied by NESA.

Assessment General Procedures

Students studying an HSC course must make a genuine attempt at assessment tasks, which contribute in excess of 50% of the available marks. If this is not the case, the Principal will indicate that the course has not been satisfactorily completed. In addition, students studying an HSC course must make a genuine attempt at the requisite examination where applicable.

Note that in the case of extension courses, students who fail to meet the assessment requirements of the common part of the course will not receive a result in the course at all. HSC courses which are not satisfactorily completed, will not appear on the student's Record of School Achievement or Result Notice.

Before the assessment

- all students will have access to a published document outlining all assessments, due dates and outcomes assessed in the year
- students will be notified at least 2 weeks prior to the assessment or examination due date and are to sign the Assessment Register in the HSC monitoring package stating they have received the task
- any change in date to an assessment task requires the Head Teacher to notify the course teacher and students in writing 2 weeks prior to the new due date of assessment.

In exceptionally rare circumstances, assessment tasks may be deemed invalid. In these cases, students will be informed in writing by the Head Teacher and where appropriate, one of the following will occur;

- part of the task will be marked
- task weighting may be adjusted
- a new task and due date will be issued.

Submission of an Assessment Task:

Students who do not attend or submit a task on the date specified will see a percentage reduction in marks, as seen below, culminating in a zero mark after the task is more than 4 days late. If the student has grounds to appeal, they may collect an Illness/Misadventure Appeal form from the EAU office.

A penalty of 20% of the available total mark will be calculated for each day a task is overdue, i.e. Day 1 - 20%, Day 2 - 40%, Day 3 - 60%, Day 4 - 80%, Day 5 - 100% (Please note: Each day of the weekend **will** be included in the calculation of 'days late for submission').

E.g.: If I receive 18/20 for a task that I handed in 1 day late I will only to be eligible to receive 14/20 (loss of 4 marks – 20%)

2 days late – 10/20 (loss of 8 marks – 40%)
 3 days late – 6/20 (loss of 12 marks – 60%)
 4 days late – 2/20 (loss of 16 marks – 80%)
 5 days late – 0/20 (loss of all marks – 100%)

- Submission times are to be adhered to as per notification expectations.
- Students must submit the task themselves and remain in class for the entire lesson unless they have applied for and been granted special arrangements through the Deputy Principal.
- In the event a student is sick or unable to attend timetabled lessons on the due date a submission of the task can be made electronically or through other means, the task should be submitted before the commencement of the school day (8.30am). Failure to submit by 8.30am will be viewed as late submission, as the student may gain an unfair advantage by working on the task from home whilst other students are in timetabled lessons. This would then require an Illness/Misadventure Appeal to explain reasons for the late submission.
- When an assessment task is being completed during class time, students must attend all their timetabled lessons from the start of the school day on the day of the assessment task.
- All internal assessment tasks must be completed on the day in the designated period.

Late or non-submission of an Assessment Task

- If a student is late for school on the day an assessment task is due, they must report to the office with a note, signed by their parent/carer, explaining the reason for lateness. The student will be issued with a late note and should proceed directly to class. No extra time will be provided for students that arrive late for any assessment task.
- In relation to any problem that may arise regarding the assessment task, the validity of the reason for lateness will be determined by the Deputy Principal.

If a student cannot attend school on the day of an assessment task because of a valid reason they must do the following:

- Call the school and give the reason they are unable to be at school
- Complete an Illness/Misadventure Appeal form available in this booklet or from the EAU
- Appropriate documentation (medical certificate) explaining the absence must be supplied. In case of illness the best form of documentation is a medical certificate issued on the day of the task
- Submit the completed Illness/Misadventure Appeal form and medical certificate/other documentation to the Educational Administrative Unit (EAU) on the first day of return.

Acceptable reasons for the late submission or absence from an assessment task include illness or misadventure suffered immediately before or during the task(s) that has affected the student's performance. Appeals may be in respect to:

- Illness – that is illness or physical injuries suffered by the student which affects the student's performance in the task(s) (eg. Influenza, an asthma attack, personal injury) which can be supported by a Doctor's Certificate.
- Misadventure – that is, any other event beyond the student's control which affects the student's performance in the task(s) eg death of a friend or family member, accident just prior to the submission or completion date of the task.

Note: Submitting a task late due to illness or misadventure which occurs immediately before or on the due date, where ample time has been allocated for a student to work on the task, will result in an appeal being declined.

The student must obtain appropriate documentation such as a medical certificate, a subpoena from court or a death certificate. This must be submitted to the EAU. The Assessment Review Panel will determine an appropriate time to re-sit or re-submit the assessment task.

- If a student misses an in-class task and has a valid reason they will sit a **substitute** task which assesses the same outcomes. Students must sit the substitute task on the time allocated by the Assessment Review Panel

The Assessment Review Panel will consider Illness/Misadventure Appeals and recommend one of the following:

- the task is to be submitted and accepted with no penalty.
- an alternative task is to be administered by the course teacher on a specified date; this may be an extension of time with no penalty be granted on a specified date.
- an estimated mark based on an alternate task be authorised by the Principal at the end of the course.
- a zero mark be recorded for this task.
- in exceptional circumstances, if a student is unable to sit for an in-class task due to long term illness or other circumstances and the Illness/Misadventure Appeal is upheld, the Principal may approve an estimate based on completed comparable assessment tasks which contain comparable outcomes as the missed task.

- If a student does not complete a task by the due date or attend a scheduled assessment task, and has their Illness/Misadventure Appeal application declined, a zero mark will be recorded for the assessment task.
- Computer or printer breakdown is considered an unsatisfactory reason for failure to submit a task on time. Students have at least two weeks' notice of a task and therefore must plan and avoid the possibility of computer breakdowns or malfunction on the due date of the task.
- Even though the student fails to submit a task by the due date, the task must still be submitted. Failure to complete the task may be used as evidence that a student has not applied themselves with diligence and sustained effort and may receive an N Determination for the course.
- When a student fails to submit an assessment task by the due date, the student and their parents will be advised in writing. An official warning letter will be sent home informing the student and parents of the missing task and the required actions to correct this outcome. Parents need to return the Warning acknowledgement letter as soon as possible.

In all cases the school requires independent evidence that clearly identifies the disadvantage experienced during the time the student was attempting the task or should have been attempting the task.

Extensions

Students applying for an extension for submitted tasks must do so three days prior to the assessment submission date. To apply for an extension students must complete and submit an Illness/Misadventure Appeal form, with documented evidence to support their application. Extensions will only be granted where illness or misadventure have impacted throughout most of the allotted time to work on the assessment task.

Rank and Rank Order

Throughout each course teachers will provide students with their marks and rank order for each task. Students will also be provided with a cumulative rank order based on all tasks submitted thus far.

Appeals for Final Grade for English Studies, Mathematics Standard 1 and Numeracy

In NSW student achievement is reported against a set of achievement standards. These standards are based on what students are expected to learn at each stage (in the [NSW syllabus](#)) and measured against how well they meet those expectations.

Students who are concerned with an end of course grade that they have achieved in the courses English Studies, Mathematics Standard 1 and Numeracy have the right to appeal. An appeal must be lodged as soon as the student has received the result using the appropriate appeal form and must be submitted to the Deputy Principal for review.

Students may be asked to provide a copy of their assessment task and so therefore, must keep a copy of all completed assessment tasks. Grades will be made available to students only after they have been finalized and submitted to NESA.

A summary of student rights and responsibilities in assessment

Students have the following rights:

- To be informed of the assessment policies of the school and the NSW Education Standards Authority
- To receive clear guidelines relating to the requirements of each assessment task
- To be told in advance of the due date for each assessment task
- To receive feedback that assists students to review their work
- To appeal the mark for an individual task at the time it is returned
- To request a review of the calculation of the final assessment mark if the student believes the final assessment rank is incorrect

Students have the following responsibilities:

- To become familiar with and follow the assessment requirements set by the school and the regulations in the Rules and Procedures for Higher School Certificate Candidates booklet
- To complete all set tasks on time or complete applicable appeal form/s
- Not to engage in behaviour which could be considered malpractice
- To ensure that all assessment work is their own or acknowledge the contribution of others
- To follow up any concerns with tasks at the time they are marked and returned

Honesty in the Stage 6 assessment: What constitutes malpractice?

Malpractice is dishonest behaviour by a student that gives them an unfair advantage in the assessment process. This practice does not align to our school values of "Respect", "Integrity" or "Excellence". Academic malpractice is when a student has copied written work or takes ownership (submit) of a piece of work that someone else originated - in full or part of the other's work.

All work submitted in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own work or must be acknowledged/referenced appropriately. Malpractice, including plagiarism and the use of Artificial Intelligence (AI), could lead to zero marks for the parts of the tasks where malpractice has occurred. This action can jeopardise requirements in completing the HSC.

Types of malpractice in HSC submitted works and practical components, HSC exams, and HSC minimum standard tests

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of 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.

Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption.

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, organisation, 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.

Please be aware that if a student submits work generated by artificial intelligence (Chat GPT and similar) as their own work, this is considered malpractice and may result in a mark of zero being awarded for the task in question. To appeal this decision, the onus is on the student to prove that they have composed/created the assessment task. The student will be required to present this evidence to a panel of staff.

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 examination 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 school 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.

What happens if malpractice is suspected?

If malpractice is suspected:

- Course teacher must inform the Head Teacher of the course as soon as identified by entering a data record under suspected malpractice on Sentral and refer it to the Assessment Review Panel. The course teacher will attach relevant evidence to support the suspected malpractice, which will be the suspected task being reviewed to this Sentral record.
- The Head Teacher will call the student's parents/carers to inform them of the suspected malpractice. Contact with the student and the family are to be recorded on Sentral.
- The Head Teacher will notify the student about the suspected malpractice as soon as it is identified. This involves speaking to the student and presenting them with a letter of suspected malpractice generated from Sentral. The Head Teacher will emphasise to

the student they have 3 working days to present evidence or information to against the suspected malpractice.

If malpractice is not proven:

- The Head Teacher will inform the student and their parents/carers that malpractice has not been proven. This is to be recorded on Sentral and entry completed

If malpractice is proven:

- An N warning letter will be generated by the course teacher to officially inform the student that they have engaged in malpractice and what the student needs to do to redeem the N warning. This may include doing all or specific sections of the assessment again, in order for the course teacher to give accurate feedback on the student's performance.

The Assessment Review Panel will decide on the consequences of malpractice. This may include one of the following:

- Reduced marks for all OR part of the assessment task.
- Zero marks for all OR part of the assessment task.
- Withdrawal from the course.
- The Deputy Principal of the Year group will inform the student and their parents/carers of the consequences.
- The Assessment Review Panel will place the student on the NESA malpractice register.

The student may wish to appeal the Assessment Review Panel outcomes/decision, and the following actions will need to take place:

- Student to obtain the appeal form from EAU.
- Completed form must provide details and evidence to support their appeal.
- Appeal form will be submitted to the Principal for review.
- The Principal will make the final determination and communicate the decision to the student and parents/carers.

NESA register of malpractice

Students who are involved in malpractice must be entered into the NESA register of malpractice in HSC Assessment Tasks.

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

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive **drafts** to show the development of their ideas. Version history on google docs or Microsoft teams

- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Appealing a Result in an Assessment Task

Academic departments use common marking criteria and guidelines, corporate marking or marking panels to ensure that tasks are marked consistently and fairly.

Students may appeal the result awarded only at the time when the task is returned to them. The appeal must be based on the student's performance against the marking criteria. The procedure is as follows:

- the student immediately informs the teacher,
- the teacher consults with the marker or marking team
- the teacher consults with the Faculty Head Teacher, who makes an adjustment, if necessary, based on the specific marking criteria associated with the assessment task
- Students who are not satisfied with the adjustment made by the head teacher can lodge an appeal to the Assessment Review panel where they will review the task and determine if the result of the task needs further adjustment.

The Principal will make a final ruling if the student is not satisfied with the appeal of the Assessment Review panel. The student will be notified of the result.

Appeal process for an Individual Assessment Task

Before beginning the formal appeal process students seek advice from the faculty Head Teacher.

To begin the formal appeal process, students complete the Illness/Misadventure Appeal form from EAU and hand it in to the relevant Deputy Principal or EAU (a copy is included in the Assessment handbook).

If an Illness/Misadventure Appeal is rejected by the Assessment Review Panel, students can appeal the decision by completing Illness/Misadventure Appeal form and submit to the Principal.

If a student is not satisfied with the outcome of a review (communicated in writing to the student by the Assessment Review Appeal Panel), the student may appeal to NSW Education Standards Authority.

If a student has an upheld Illness/Misadventure Appeal, the school must provide the student a substitute assessment. In exceptional circumstances where a student cannot complete a substitute task, schools may provide an estimate based on comparable assessment tasks.

In dealing with appeals, NESA will consider only whether the process was adequate for determining these matters, and whether the conduct of the review was proper in all respects.

Appealing against Ranking

Students can request a review of their assessment ranking if they consider that the school's order-of-merit for a particular course is not consistent with their expectations on the basis of their performance on assessment tasks.

What does NESA do with an appeal regarding assessment rankings?

Since the appeal is directed to the assessment process, the authority will not itself revise assessment marks or the order of merit.

If the appeal is upheld, NESA will refer the matter back to the school for a further review. The result of that review may affect the student's assessment and/or those of other students at the school and will be reflected in the moderated assessment marks for all candidates so affected.

NESA will not consider further appeals from other candidates whose assessments or ranking may be affected by reviews or appeals.

The reason is that although initiated by individual candidates, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.

Other Appeals Available to Students

N determination in one or more courses

Students can appeal against N determinations in particular courses. In the first instance, students make their appeal directly to the Assessment Review Panel prior to the Principal. If the appeal is not upheld at the school level the student can appeal to the New South Wales Education Standards Authority whose decision is final.

Assessment Schedules

Higher School Certificate Course 2025

Ancient History.....	21
Biology.....	22
Business Studies.....	23
Chemistry.....	24
Community and Family Studies.....	25
Design and Technology.....	26
English - Advanced.....	27
English – Extension 1.....	28
English – Extension 2.....	29
English– Standard.....	30
English Studies.....	31
Exploring Early Childhood.....	32
Earth and Environmental Science.....	33
Food Technology.....	34
Geography.....	35
Investigating Science.....	36
Industrial Technology : Timber.....	37
Legal Studies.....	38
Marine Studies.....	39
Mathematics - Advanced.....	40
Mathematics – Extension 1.....	41
Mathematics – Extension 2.....	42
Mathematics – Standard 2.....	43
Mathematics - Numeracy.....	44
Modern History.....	45
Music.....	46
PDHPE (Personal Development Health and Physical Education).....	47
Physics.....	48
Society and Culture.....	49
Sports, Lifestyle and Recreation.....	50
Visual Arts.....	51
Visual Design.....	52
Work Studies.....	53
HSC Assessment Advice for VET Courses.....	54
VET: Certificate II in Agriculture.....	54
VET: CPC20220 Certificate II in Construction Pathways & CPC20120 Statement of Attainment towards Certificate II in Construction.....	55
VET: SIT20311 Certificate II in Hospitality.....	56
VET: Live Production and Technical Services (Entertainment).....	57
VET: Live Production and Technical Services (Entertainment): Specialisation Units.....	58

Ancient History

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Source Analysis Task Ancient Societies: Spartan Society to the Battle of Leuctra 371BC	Research Task Core: Cities of Vesuvius: Pompeii and Herculaneum	Essay Historical Period: Greek world from 50-440BC	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5/6	
	Outcomes assessed AH12-2, AH12-4, AH12-9	Outcomes assessed AH12-1, AH12-3, AH12-8	Outcomes assessed AH12-5, AH12-7, AH12-9	Outcomes assessed AH12-3, AH12-6, AH12-7	
Knowledge and Understanding of course content	5	5	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5		10	20
Historical inquiry and research	5	10	5		20
Communication of historical understanding in appropriate forms	5	5	10		20
Total %	20	25	25	30	100%

Biology

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Data Analysis and Scientific Processing	Module Quiz	Depth Study Presentation	Trial Examination	
	Heredity	Genetic Change	Infectious & Non-infectious Disease	All Modules	
	Term 4, Week 7-8	Term 1, Week 7-8	Term 2, Weeks 7-8	Term 3, Trials Week	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	BIO12-5 BIO12-12, BIO12-6, BIO12-7	BIO12-6, BIO12-5, BIO12-13	BIO12-1, BIO12-3 BIO12-4, BIO12-5 BIO12-7, BIO12- 14	BIO12-1, BIO12-2 BIO12-4, BIO12-5 BIO12-6, BIO12-7 BIO12- 12,13,14,15	
Skills in Working Scientifically	20	5	15	10	50
Knowledge and Understanding	5	10	15	20	50
Total %	25	15	30	30	100%

Business Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Extended Response Operations	Financial Source Analysis Finance	Marketing Plan and Presentation Marketing	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5-6	
	Outcomes assessed H1, H4, H9	Outcomes assessed H2, H8, H10	Outcomes assessed H7, H8, H9	Outcomes assessed H3, H5, H6	
Knowledge and Understanding of course content	5	10	10	15	40
Stimulus-based skills		10		10	20
Inquiry and research	10		10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100%

Chemistry

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Module Quiz Module 5 Equilibrium and Acid Reactions	Practical task Module 6 Acid Base Reactions	Depth Study (15 hours) Module 7 Organic Chemistry	Trial Examination	
	Term 4, Week 8 /9	Term 1, Week 7/8	Term 2, Week 9/10	Term 3, Week 5/6	
	Outcomes assessed CH12-1 to CH12-7 and CH12-12 and CH12-13	Outcomes assessed CH12- 3, CH12- 5 CH12 – 6, CH12 -13	Outcomes assessed CH12 – 2, CH12 – 4 CH12 – 7, CH12 – 14	Outcomes assessed CH12-1 to CH12-7 and CH1212toCH1215	
Skills in Working Scientifically	10	20	20	10	60
Knowledge and Understanding	5	5	10	20	40
Total %	15	25	30	30	100%

Community and Family Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Case Study Analysis Task Parenting and Caring	Research Methodology IRP Research Methodology	Research Task Groups in Context	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 8	Term 3, Week 5/6	
	Outcomes assessed H1.1, H2.1, H2.3, H3.2, H3.4, H4.1, H4.2, H5.2, H6.1, 7.1, 7.2, 7.4.	Outcomes assessed H4.1, H4.2, 7.1, 7.3	Outcomes assessed H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.1, 7.1, 7.2, 7.3, 7.4	Outcomes assessed H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1.	
Skills in critical thinking, research methodology, analysing and communicating	20	15	10	15	60
Knowledge and Understanding of course content	5	5	15	15	40
Total %	25	20	25	30	100%

Design and Technology

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Project Proposal Presentation	Innovation and Emerging Technology Case Study*	Project Development and Management Report	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 6	Term 2, Week 4	Term 3, Week 5/6	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Knowledge and Understanding of course content		20		20	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	60
Total %	20	20	30	30	100%

English - Advanced

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multimodal presentation with related material	Critical response	Imaginative text with written reflection	Trial HSC Examination	
	Common module: Texts and Human Experiences	Module A: Textual Conversations	Module C: Craft of Writing	<ul style="list-style-type: none"> • Common module • Module A • Module B • Module C 	
	Term 4, Week 8	Term 1, Week 9	Term 3, Week 2	Term 3, Week 5/6	
	EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	EA12-3, EA12-5, EA12-7, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12- 5, EA12-6, EA12-8	
Knowledge and Understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	50
Total %	25	25	25	25	100%

English – Extension 1

Component	Task 1	Task 2	Task 3	Weighting %
	Imaginative response and reflection – Multimodal Class submission	Critical response with related text - Reading & Writing Class submission	Trial HSC Exam Examination conditions	
	Term 4, Week 9	Term 2, Week 6	Term 3, Weeks 5/6	
	Outcomes assessed: EE12-1, EE12-3, EE12-5	Outcomes assessed: EE12-1, EE12-2, EE12-3, EE12-4	Outcomes assessed: EE12-2, EE12-4, EE12-5	
Knowledge and Understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100%

English – Extension 2

Component	Task 1	Task 2	Task 3	Weighting %
	Viva Voce Presented in class to a panel of markers	Literature review Submission	Critique of creative process Submission	
	Term 4, Week 9	Term 1, Week 9	Term 3, Week 2	
	Outcomes assessed: EEX12-1, EEX12-4, EEX12-5	Outcomes assessed: EEX12-1, EEX12-2 EEX12-4	Outcomes assessed: EEX12-2, EEX12-3	
Knowledge and Understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100%

English– Standard

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multimodal presentation with related material	Critical response	Imaginative text with written reflection	Trial HSC Examination	
	Texts and Human Experiences	Language, Culture and Identity: Alli Cobby Eckermann	Craft of Writing	<ul style="list-style-type: none"> • Common module • Module A • Module B • Module C 	
	Term 4, Week 8	Term 1, Week 8	Term 3, Week 2	Term 3, Week 5/6	
	Outcomes assessed: EN12-1, EN12-2 EN12-3, EN12-5, EN12-6, EN12-7	Outcomes assessed: EN12-3, EN12-5, EN12-7, EN12-8	Outcomes assessed: EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-9	Outcomes assessed: EN12-3, EN12-4, EN12- 5, EN12-6, EN12-8	
Knowledge and Understanding of course content	10	15	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Total %	25	25	25	25	100%

English Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multimodal presentation with related material Mandatory Module: Texts and Human Experience	Research task Elective module We are Australian- English in citizenship, community and cultural identity	Portfolio of classwork. Elective Module Playing the Game – English in Sport	Writing. Elective Module Part of a Family – English and Family life. Examination conditions (Trials)	
	Term 4, Week 8	Term 1, Week 7	Term 3 Week 2	Term 3, Week 5	
	Outcomes assessed: ES12-1, ES12-2, ES12-3 ES12-6, ES12-7	Outcomes assessed: ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	Outcomes assessed: ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	Outcomes assessed: ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	
Knowledge and Understanding of course content	15	15	15	5	50
Skills in: • comprehending texts • communicating ideas using language accurately, appropriately and effectively	10	10	15	15	50
Total %	25	25	25	25	100%

Exploring Early Childhood

Component	Task 1	Task 2	Task 3	Weighting %
	Pregnancy and Childbirth Core A Research and design a pamphlet on a contemporary issue. Practical project: baby cube and Bib Set.	Pregnancy and Childbirth Core B In-class test Practical project: Electronic baby Program	Pregnancy and Childbirth Core C Research and report of factors that affect child behaviour. Practical project: Reward Chart	
	Term 4, Week 8	Term 2, Week 6	Term 3, Week 7	
	Outcomes assessed 2.1, 5.1, 6.1	Outcomes assessed 1.1, 1.3, 4.2	Outcomes assessed 2.3, 3.1, 4.2	
Knowledge and Understanding Of Content	5	5	20	30
Knowledge and Skills in Designing, Researching, Analysing and Evaluating	15	15	10	30
Skills in communication and interaction	10	10	10	40
TOTAL %	30	30	40	100%

Earth and Environmental Science

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Practical task	Knowledge and understanding Task	Depth Study	Trial Examination	
	Term 4, Week 9	Term 1, Week 7	Term 2, Week 7	Term 3, Week 5	
	Outcomes assessed: EES12-3 EES12-4 EES12-5 EES12-12	Outcomes Assessed: EES12-5 EES12-6 EES12-13	Outcomes assessed: EES12-1 EES12-5 EES12-6 EES12-7 EES12-14	Outcomes assessed: EES12-1 to EES12-7 and EES12-12 to EES12-15	
Skills in Working Scientifically	20	10	20	10	60
Knowledge and Understanding	5	5	10	20	40
Total %	25	15	30	30	100

Food Technology

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	The Australian Food Industry Research task	Food Manufacture Research and practical task	Food Product Development Research and practical task	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 5/6	
	Outcomes assessed H1.2, H1.4, H3.1	Outcomes assessed H1.1, H4.2	Outcomes assessed H1.3, H4.1	Outcomes assessed H2.1, H3.2, H5.1	
Knowledge and Understanding Of Course Content		5	25	10	40
Knowledge and Skills in Designing, Researching, Analysing and Evaluating	10	10		10	30
Skills in Experimenting with and Preparing Food by Applying Theoretical Concepts	10	10		10	30
TOTAL %	20	25	25	30	100%

Geography

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test Global Sustainability	Research Report Ecosystems and Global Biodiversity	Fieldwork and Extended response Rural and Urban Places	Trial HSC Exam	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5/6	
	Outcomes assessed: GE-12-05, GE-12-08, GE-12-09	Outcomes assessed: GE-12-03, GE-12-04, GE-12-09	Outcomes assessed: GE-12-01, GE-12-02, GE-12-07	Outcomes assessed: GE-12-03, GE-12-04, GE-12-07, GE-12-09	
Knowledge and Understanding of course content	10		15	15	40
Geographical tools and skills	5	5		10	20
Geographical inquiry and research, including fieldwork		20			20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	30	30	30	100%

Investigating Science

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	MODULE 8 Science and Society Research Task	MODULE 7 Fact and Fallacy Depth Study	MODULE 5&6 Topic Test	Trial HSC Examination	
	Term 4, Week 6	Term 1, Week 9	Term 2, Week 9	Term 3, Week 5/6	
	Outcomes assessed 12.5,12.6,12.7,12.15	Outcomes assessed 12.4,12.5,12.6,12.7,12.14	Outcomes assessed 12.1,12.2,12.3,12.12,12.13	Outcomes assessed 12.12,12.15,12.13,12.14	
Knowledge and Understanding	10	25	10	15	60
Skills in Working Scientifically	15	5	5	15	40
Total %	25	30	15	30	100%

Industrial Technology : Timber

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Designing and Planning Presentation	Product Analysis	Project Development and Management Report	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 5/6	
	H3.1, H3.2, H3.3, H5.1	H3.2, H4.3, H5.2, H6.1	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
Knowledge and Understanding of course content	5	5	10	20	40
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	60
Total %	20	20	30	30	100

Legal Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Report Crime	Extended Response Consumer Law	In-class test Family Law	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 10	Term 2, Week 9	Term 3, Week 5-6	
	Outcomes assessed H5, H6, H8	Outcomes assessed H1, H4, H7, H9	Outcomes assessed H1, H5, H7, H9	Outcomes assessed H2, H3, H10	
Knowledge and Understanding of course content	10	5	10	15	40
Analysis and evaluation	5	5	5	5	20
Inquiry and Reseach	10	5	5		20
Communication of legal inforrmation, issues and ideas in appropriate forms		5	5	10	20
Total %	25	20	25	30	100%

Marine Studies

Component	Task 1	Task 2	Task 3	Weighting %
	Optional module 24 Personal Interest Project	Core Module 3 Life in the sea	Optional module 14 Anatomy and Physiology of Marine Organisms	
	Term 1, Week 8	Term 2, Week 5	Term 3, Week 4	
	Outcomes assessed: 1.1 2.2 2.3 5.1 5.3	Outcomes assessed: 1.1 2.1 2.2 3.2 3.3 5.4	Outcomes assessed: 1.1 1.2 2.1 2.3 3.3 5.3	
Practical component	15	30	5	50
Knowledge and Understanding	15	10	25	50
Total, %	30	40	30	100

Mathematics - Advanced

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Task 1	Task 2	Task 3	Task 4	
	Term 4 week 7	Term 1 week 7	Term 2 week 8	Term 3 weeks 5&6	
	In class Test Sequences & Series Trigonometric Functions	Assignment task Further Differentiation Geometrical Applications of Differentiation	In class Test Integration Correlation & Regression Financial Applications of Sequences	Trial HSC Examination All Topics to be assessed.	
	Outcomes assessed MA12-2, MA12-4, MA12-9, MA12-10	Outcomes assessed MA12-1, MA12-3, MA12-6, MA12-9, MA12-10	Outcomes assessed MA12-2, MA12 – 3, MA 12-4, MA12- 7, MA12-9, MA12-10	Outcomes assessed MA12-1 through to MA12-10	
Understanding, Fluency and Communicating	10	10	15	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
Total %	20	20	30	30	100%

Mathematics – Extension 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4 week 9	Term 1 week 6	Term 2 week 6	Term 3 week 5/6	
	Assignment Vectors Application of Vectors	In class Test Trigonometric functions Further Differentiation	In class Test Further integration Binomial distribution Mathematical induction	Trial HSC Examination All Topics to be assessed.	
	Outcomes assessed ME12-2, ME12-6, ME12-7	Outcomes assessed ME12-3, ME12-6, ME12-7	Outcomes assessed ME12-1, ME12-4, ME12-6, ME12-7	Outcomes assessed ME12-1 through to ME12-7	
Understanding, Fluency and Communicating	5	15	15	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	15	25	30	30	100%

Mathematics – Extension 2

Components	Task 1	Task 1	Task 3	Task 4	Weighting %
	Term 4 week 7	Term 1 week 6	Term 2 week 6	Term 3 week 5/6	
	In class Test Complex Numbers Topic 1 Complex numbers	In class Test 3D - Vectors Topic 3 3D - Vectors	Assignment Integration Topic 6 Integration	Trial HSC Examination All Topics to be assessed.	
	Outcomes assessed ME12-1, 4, 7, 8	Outcomes assessed ME12-3, 7, 8	Outcomes assessed ME12-1, 5, 7, 8	Outcomes assessed All	
Understanding, Fluency and Communicating	15	10	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	25	25	20	30	100

Mathematics – Standard 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4 week 9	Term 1 week 9	Term 2 week 7	Term 3 weeks 5-6	
	In class Test Investment & Loans Non-Right Angled Trigonometry Working with Time, Probability S2: Relative Frequency and Probability M2: Working with time F4.1: Investments F4.2: Depreciation and loans M6: Non-right-angled Trigonometry	In class Test Bivariate Data Analysis Ratio and Rates Normal Distribution S4: Bivariate Data Analysis M7: Ratio and Rates S5: The Normal Distribution	Assignment Task Networks N2: Network concepts N3: Critical Path Analysis	Trial HSC Examination Algebra Measurement Financial Mathematics Statistical Analysis Networks	
	Outcomes assessed MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10, MS11-3, MS11-8	Outcomes assessed MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-7, MS2-12-9, MS2-12-10	Outcomes assessed MS2-12-1, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10, MS2-128	Outcomes assessed MS2-12-1 through to MS2-12-10	
Understanding, Fluency and Communicating	15	15	5	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	25	30	15	30	100%

Mathematics - Numeracy

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4 week 8	Term 1 week 8	Term 2 week 8	Term 3 weeks 4&5	
	Assignment Task Financial Mathematics	Assignment Task Health & Energy	Assignment Task Travel Gambling & Probability	Trial Exam Numeracy skills	
	Outcomes assessed N6-1.1, N6-1.2, N6-1.3, N6-2.4, N6-3.1, N6-3.2	Outcomes assessed N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.6, N6-3.1, N6-3.2	Outcomes assessed N6-2.3, N6-2.4, N6-2.5, N6-2.6, N6-3.2	Outcomes assessed All	
Understanding, Fluency and Communicating	15	15	15	5	50
Problem Solving, Reasoning and Justification	15	15	15	5	50
Total %	30	30	30	10	100%

Modern History

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Power and Authority in the Modern World 1919-1946 Source Analysis	National Study: USA Historical Analysis	Peace and Conflict In-Class Extended Response	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 9	Term 2, Week 7	Term 3, Week	
	Outcomes assessed MH12- 1, MH12-4, MH12-7	Outcomes assessed MH12-3, MH12-4, MH12-9	Outcomes assessed MH12-2, MH12-5, MH12-8	Outcomes assessed MH12-3, MH12-5, MH12-6, MH12-9	
Knowledge and Understanding of course content	5	5	15	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10			10	20
Historical inquiry and research	5	15			20
Communication of historical understanding in appropriate forms		10	5	5	20
Total %	20	30	20	30	100%

Music

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Composition Portfolio PLUS Aural analysis Performance of composition or arrangement PLUS Aural analysis of composition	Performance PLUS Musicology Viva Voce Solo or ensemble Performance PLUS In-class Viva Voce based on performance repertoire	Elective 1 option for Topic 1 PLUS Elective 2 option for Topic 2 Elective options include: Performance and/or Composition portfolio and/or Viva Voce with summary sheet to accompany	TRIAL HSC EXAM Aural Skills Exam PLUS Elective 3 option for Topic 3 Aural Skills examination – all aural concepts to be examined PLUS Elective option for Topic 3 <i>(see Elective options in Task 3)</i>	
	Term 4, Week 9	Term 1, Week 6	Term 2, Week 6	Term 3, Week 4 & 6	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	H2, H3, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6, H9	H1-8* , H10, H11	H1-8* , H10, H11	
Core Performance		10			10
Core Composition	10				10
Core Musicology		10			10
Core Aural	10			15	25
Elective			30	15	45
Total %	20	20	30	30	100%

PDHPE (Personal Development Health and Physical Education)

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	RESEARCH and ANALYSIS TASK Core 1 – Health Priorities in Australia	PODCAST & REPORT Core 2 – Factors Affecting Performance	ICT TASK Option: Improving Performance	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 9	Term 2, Week 8	Term 3, Week 5/6	
	Outcomes Assessed: H1, H4, H5, H14, H15, H16	Outcomes Assessed: H7, H8, H10, H16, H17	Outcomes Assessed: H14, H15, H16	Outcomes Assessed: H1, H2, H3, H4, H5, H6 (HoYP), H7, H9, H10, H11, H13 (SM), H14, H15, H16	
Skills in critical thinking, research, analysis and communicating	15	15	15	15	60
Knowledge and Understanding of course content	10	10	5	15	40
Total %	25	25	20	30	100%

Physics

Component	Task 1	Task 2		Task 4	Weighting %
	Depth Study	Modules Quiz	Research & Quiz	Trial HSC Examination	
	Module 5 Advanced Mechanics	Module 5 & 6 Advanced Mechanics and Electromagnetism	Module 7 Nature of Light		
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Week 5/6	
	Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12	Outcomes assessed PH11/12-1 PH11/12-5 PH11/12-7 PH12-13	Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-14	Outcomes assessed PH11/12-2, PH11/12-4 PH11/12-5, PH11/12-6 PH12-12, PH12-13 PH12-14, PH12-15	
Knowledge and Understanding	5	10	10	15	40
Skills in Working Scientifically	20	15	15	10	60
Total %	25	25	25	25	100%

Society and Culture

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Report	In-class response	Research Task	Trial HSC Examination	
	Social and Cultural Continuity and Change	Popular Culture	Social Conformity and non-conformity		
	Term 4, Week 10	Term 1, Week 11	Term 2, Week 9	Term 3, Week 5/6	
	Outcomes assessed:	Outcomes assessed:	Outcomes assessed:	Outcomes assessed:	
	H5, H7	H1, H3, H9	H3, H10	H4, H6, H9	
Knowledge and Understanding of course content	10	10	10	20	50
Application and evaluation of social and cultural research methods	5		15	10	30
Communication of information, ideas and issues in appropriate forms		15	5		20
Total %	15	25	30	30	100%

Sports, Lifestyle and Recreation

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multi-Media Presentation Resistance Training	Skills/Drills Coaching Presentation Coaching	Program Design Fitness	Formative Practical Assessment Games and Sports Applications	
	Term 4, Week 8	Term 1, Week 5-10	Term 2, Week 10	Term 1-3, Ongoing	
	Outcomes assessed 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	Outcomes assessed 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	Outcomes assessed 1.1, 1.3, 2.2, 3.2, 3.3, 4.1	Outcomes assessed 1.1, 1.3, 2.1, 2.3, 3.1, 4.1, 4.2, 4.4, 4.5	
Skills	5	20	5	20	50
Knowledge and Understanding	15	10	15	10	50
Total %	20	30	20	30	100%

Visual Arts

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Written/ Oral/ Visual Research Task Interview assessing: BOW = conceptual development, media exploration and documentation in VAPD + Linked Independent case study - Art Practice.	Extended Written Response Essay Development of Body of Work Submission of artwork(s) in progress +VAPD with experiments, descriptions and annotated evaluations of material and conceptual practice	Resolved Body of Work Exhibition of resolved BOW at Showcase	Trial HSC: Art Criticism and Art History Written Examination	
	Term 1, Week 4	Term 2 , Week 6	Term 3, Week 2	Term 3, Weeks 5/6	
	Outcomes assessed: H1,2,3,4,7	Outcomes assessed: H1,2,3,4,7,8,9	Outcomes assessed: H 1-6	Outcomes assessed: H 7,8,9,10	
Critical & Historical	15	15		20	50
Art Making	15	15	20		50
Total %	30	30	20	20	100%

Visual Design

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Murals Collaboratively plan and produce a mural.	Illustration Individually produce a series of drawn illustrations	Graphic Design Individually produce promotional material	Final Exam Complete a formal examination; Elements and Principles Illustration and Graphic Design	
Due	T4, Week 9	T2, Week 2	T3, Week 2	T3, Week 5/6	
Outcomes	DM2, DM4, CH2	DM1, DM5, CH1, CH4	DM3, DM6, CH3	DM4 CH1	
Critical & Historical	5	10	5	10	30
Art Making	20	20	25	5	70
Total %	25	30	30	15	Total % 100

Work Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Career Planning	Job Seeking Skills	Final Portfolio	End of Course Exam	
	Term 1, Week 8	Term 2, Week 10	Term 3, Week 5	Term 3, Trial	
	Outcomes assessed: H1 -7	Outcomes assessed: H1 -7	Outcomes assessed: H1 -7	Outcomes assessed: H1-9	
Skills	20	20	40		80
Knowledge				20	20
Total %	20	20	30	30	100%

HSC Assessment Advice for VET Courses

VET: Certificate II in Agriculture

Cluster 5	AHCLSK206	Identify and mark livestock	X	X	
Cluster 5	AHCLSK204	Carry out regular livestock observations	X	X	

Cluster 7 Tractors and machinery

Assessment Plan		Evidence Collection			
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral interviews related to knowledge e.g. quizzes
Cluster 7	AHCKOM202	Operate tractors	X	X	X
Cluster 7	AHCKOM304	Operate machinery and equipment	X	X	X

Cluster 8 Feed and Water Livestock

Cluster 8	AHCLSK211	Provide feed for livestock	X	X	X
Cluster 8	AHCLSK209	Monitor water supplies	X	X	X

Cluster 9 Fencing

Cluster 9	AHCLNF202	Install, maintain, and repair farm fencing	X	X	X
Cluster 9	AHCLNF201	Carry out basic electric fencing operations	X	X	X

Cluster 12

Cluster 12	AHCLIO201	Inspect and clean machinery for plant, animal and soil material	X	X	X
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You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the AHC20116 Certificate II in Agriculture. The Statement of Attainment towards AHC20116 Certificate II in Agriculture will only be the possible AQF outcome if at least one UoC has been achieved.

Assessment Plan		Evidence Collection			
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral interviews related to knowledge e.g. quizzes
Cluster 1	AHCKWH501	Participate in WHS processes	X	X	X
Cluster 2	AHCKWR204	Work effectively in the industry	X	X	X
Cluster 2	AHCKWR209	Participate in environmentally sustainable work practices	X	X	X
Cluster 2	AHCKWR205	Participate in workplace communications	X	X	X
Cluster 3	AHCKWR201	Observe and report on weather	X	X	X
Cluster 4	AHCPMC201	Treat weeds	X	X	X
Cluster 4	AHCKWH201	Apply chemicals under supervision	X	X	X

Cluster 5 (includes Livestock stream)

Assessment Plan		Evidence Collection			
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral interviews related to knowledge e.g. quizzes
Cluster 5	AHCLSK202	Care for health and welfare of livestock	X	X	X
Cluster 5	AHCLSK205	Handle livestock using basic techniques	X	X	X

Cluster 5 (includes Livestock stream)

• Trainers must deliver and assess Cluster 1, 2, 3, 4, Cluster 5 (Livestock stream), 7, 8 and 9. Select Cluster 11 or 12, to a total of 18 units

• Any TAS changes must be notified and approved by the RTO before the delivery of the qualification. Schools cannot credential beyond the packaging rules of 18 units of competency.

• Clusters DO NOT NEED TO BE ASSESSED IN ORDER. Preliminary units MUST be clearly stated in TAS scope and sequence and on the NESA entry page.

• Note: When more than 1 unit is in a 'Cluster', trainers must not assess individual units. Units in a Cluster must be assessed and recorded together in their respective cluster unless clearly assessed as separate units in the assessment package.

• Cluster 11 [AHCLSK316](#) Prepare livestock for competition will not be automatically opened on Schools Online. RTO contact required when selecting this unit of competency. Trainers must hold this unit.

• Trainers must hold all the units of competency to deliver and assess this Livestock Option.

VET: CPC20220 Certificate II in Construction Pathways & CPC20120 Statement of Attainment towards Certificate II in Construction



NSW
GOVERNMENT

Education

RTO - Department of Education - 90333, 90222, 90072, 90162
Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3)
Cohort 2023 - 2024 26211 2 Units x 2 Years
Training Package CPC Construction, Plumbing and Services Training Package (version 8.0)

School Name: DAPTO HIGH SCHOOL Assessment Schedule Yr: 12 - 2024

Assessment Events (Remove Task 5 Options not being delivered – refer to TAS)		Task 5	Task 6	Task 7	½ yearly Exam**	Trial Exam**
Code	Unit of Competency	Week: TBA Term: 4 Date: TBA	Week: TBA Term: 2 Date: TBA	Week: TBA Term: 3 Date: TBA	Week: NA Term: NA Date: NA	Week: 5/6 Term: 3 Date:
CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	X				
CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	X				
CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials		X			
CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably 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 & Statement of Attainment towards CPC20120 Certificate in Construction

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

* Selected units only to be confirmed by your teacher.

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

VET: SIT20311 Certificate II in Hospitality



Education

Hospitality
Qualification: SIT20322 Certificate II in Hospitality
Cohort 2023 - 2024
Training Package SIT Tourism, Travel and Hospitality (version2.1)

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

School Name: DAPTO HIGH SCHOOL

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.						
Code	Unit of Competency	Task 2	Task 3	Task 4	½ yearly Exam**	Trial Exam**
SITHIND006	Source and use information on the hospitality industry	X			Week: NA Term: Date:	Week: 5 & 6 Term: 3 Date: TBA
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 **SIT20322 Certificate II in Hospitality**
The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESAs reporting requirements.
*** Selected units only to be confirmed by your teacher.**

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

VET: Live Production and Technical Services (Entertainment)


Education

Entertainment Industry
 Qualification: CUA30420 Certificate III in Live Production and Technical Services
 Cohort 2023 - 2024
 Training Package CUA Creative Arts and Culture (version 6.0)

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

School Name: DAPTO HIGH SCHOOL

Assessment Schedule Year 12 - 2024

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 4	Task 5	Task 6	Task 6a	Trial HSC Exam
		Working in the Industry Week: TBA Term: TBA	To Project and Serve Week: TBA Term: TBA	Showtime Week: TBA Term: TBA	Plan a Career Week: TBA Term: TBA	
Assessment Due	Unit of Competency					Week: 5 & 6 Term: 3
CUAIND311	Work effectively in the Creative Arts Industry	X				HSC Examinable Units of Competency
SITXCCS014	Provide service to customers		X			
CUASOU306	Operate sound reinforcement systems		X			
CUAVSS312	Operate vision systems		X			
CUASTA311	Assist with production operations for live performances			X		
CUASMT311	Work effectively backstage during performances			X		
CUAIND314	Plan a career in the creative arts industry				X	

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 Services.**

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

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

VET: Live Production and Technical Services (Entertainment): Specialisation Units

School Name: DAPTO HIGH SCHOOL

Assessment Schedule Year 12 2024

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services (Release 1)		Task 8
		Specialisation Study
		Week: TBA Term: TBA
Code	Unit of Competency	
CUAPPR314	Participate in collaborative creative projects	X
BSBPEF301	Organise personal work priorities	X
CUALGT314	Install and operate follow spots	X

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

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".

Appendix of Appeal Forms

Assessment Task Appeal Form	Page 60
Malpractice Appeal Form	Page 62
Task/Result Appeal Form	Page 63
Assessment Conditions.....	Page 65
Dapto High Examination Policy.....	Page 66

COURSE ASSESSMENT

ASSESSMENT TASK APPEAL form

Reason for Appeal (please tick)

- ☐ absent from task
- ☐ late submission
- ☐ illness or misadventure on the day of the task
- ☐ application for extension of time / exceptional circumstance

Name: Year:
(Family Name) (Given Name)

Course Name: Class: Course (circle one): HSC / PRELIM / ROSA

Teacher's Name:

Assessment Task:

Due Date of Task: Date of Return (if absent):

Reason(s) supporting application:

.....
.....

I have attached a Medical Certificate from Dr:

I have attached supporting letter/documentation from my parent/caregiver/other: Yes / No (Please circle) Student

Signature: Date:

Parent Signature: Date:

Assessment Review Panel Determination:

- ☐ Zero mark to be awarded
- ☐ Task to be accepted without penalty
- ☐ Alternative task to be completed on(Date)
- ☐ Estimate to be given.
- ☐ Extension of time granted. Due on(Date)

Panel Member Name: Signed:

Date:

Parents Name: Signed:

Right of Appeal to Principal

A student has the right to appeal the decision made. The student must present in writing **explicit reasons/any new evidence** for appealing the Assessment Review Panel decision and submit this written appeal to the **Principal** (within 2 school days of the HT decision).

Principal Decision ☐ Appeal Supported ☐ Appeal Not Supported

Additional comments/reasons:
.....
.....
.....
.....
.....

- ☐ Student/Teacher informed
- ☐ Head Teacher informed
- ☐ Assessment Review Panel Informed

Signed: Date:
(Principal)

DAPTO High School

Malpractice Appeal form

Please submit this appeal form (within 2 school days of HT decision) to the Assessment Review Panel (EAU)

Appeal to Principal

Student Name: Course:

Task Name: Date:

Teacher:

Reason/s for Appeal: (Evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

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.....
.....

Assessment Review Panel Decision

- No change to HT decision: Reason/s:

.....
.....

- Change to decision: Reason/s and decisions outcome: Malpractice Register updated

.....
.....
.....
.....

☐ HT Informed

☐ Student Informed

☐ Assessment Review Panel Informed

Signed: Date:

(Principal)

Parents Name:

Signed:

Date:

TASK/RESULT APPEAL form

Please submit within 2 school days of task being returned to you to Assessment Appeal Panel (EAU)

Student Name: _____ Course: _____

Date: _____ Teacher: _____

Task Name: _____

Step One – Course Teacher contacted: YES/NO **Date of Contact:** _____

Step Two – Appeal to Assessment Review Panel

Reasons for appeal of mark (clear reference to task administration breakdown/marketing guidelines/course outcomes/feedback to be made here):

☐ No change to mark. Reasons: _____

☐ Change to mark. Reasons: _____

☐ New Mark: _____ ☐ Updated result recorded

☐ Student/Supervisor informed ☐ Teacher informed

Review Panel Signature: _____ Date: _____

TASK/RESULT APPEAL form

Step Three - Appeal Principal: Attach any new or additional information.

☐ No change to mark. Reasons: _____

☐ Change to mark. Reasons: _____

☐ New Mark: _____ ☐ Updated result recorded

☐ Student/Supervisor informed ☐ Head Teacher informed ☐ Deputy Principal informed

Principal Signature: _____ Date: _____

Assessment Conditions

- All assessments are to be held in class at the indicated time.
- Students are to arrive at school on time and have their name marked during roll call.
- Students are to assemble outside the room where the assessment will take place and wait for further instructions by the teacher.
- Any student that is late will not be given extra time to complete the assessment task, for missed time, once the assessment task has commenced. Their finish time will be the same as for all other students.
- If a student is away, they must follow the procedure outlined in this policy booklet.
- Students must remain in the examination room for the duration of their task and until the teacher dismiss them.
- Any urgent reasons (medical conditions etc) that may require a student to leave the room must be notified to the teacher before the assessment task commences.
- Students must follow the normal school rules while sitting the assessment task and must not:
 - Eat in the room except as approved by the teacher (e.g. cough lollies)
 - Speak to any person other than a teacher during the assessment task and whilst in the room.
 - Behave in anyway likely to disturb the work of any other student or upset the conduct of the assessment task.
 - Borrow equipment from other students.
 - Take into the examination room any books, notes, paper or any equipment other than the equipment specified for the examination.
- Students are expected to provide basic equipment: (black is recommended), pencils and erasers, a ruler marked in millimeters and centimeters for ALL TASKS.
- Only the basic equipment and any additional equipment indicated by the teacher for a specific task may be taken into the room.
- Any equipment brought into the room must be in a clear plastic pencil case and will be subject to INSPECTION before the assessment task commences.



Dapto High School Examination Policy

RULES AND PROCEDURES FOR SENIOR EXAMINATIONS

- All examinations are to be held in the assembly Hall or Fitness Centre, unless otherwise specified.
- Full school uniform must be worn for all examinations.
- Students are to report to the indicated venue 15 minutes before the start of each examination where supervisors will direct them to enter the examination room and seat them.
- All students must sign and date the attendance slip.
- Students must remain in the examination room for the duration of their paper and until supervisors dismiss them.
- Any urgent reasons (medical conditions etc) that may require a student to leave the examination room must be notified to the supervisor before the examination commences. Any such leave must be supervised by examination staff.
- Students must follow the normal school rules while sitting the examinations and in particular must not:
 - Eat in the examination room except as approved by the supervisors(e.g. cough lollies)
 - Speak to any person other than a supervisor during the examination.
 - Behave in anyway likely to disturb the work of any other student or upset the conduct of the examination.
 - Take into the examination room any books, notes, paper or any equipment other than the equipment specified for the examination.

Special notes – Examination equipment

- MOBILE PHONES, OTHER ELECTRONIC COMMUNICATION DEVICES, CD PLAYERS, MP3's, IPODS ETC, MUST NOT BE TAKEN INTO THE EXAMINATION ROOM.
- Students are expected to provide basic equipment: (black is recommended), pencils and erasers, a ruler marked in millimeters and centimeters for ALL EXAMINATIONS.
- Only the basic equipment and any additional equipment indicated by teachers for a specific examination maybe taken into the examination room.
- Any equipment bought into the examination will be subject to INSPECTION before the examination commences.
- If a student does not follow these rules or cheats in the examination in anyway, he/she maybe removed from the examination room and reported to the board of Studies. The penalty maybe cancellation of papers for the course concerned, and as a consequence the student maybe ineligible for the relevant course certificate.

SICKNESS DURING THE EXAMINATION PERIOD

- In the event of a student being unexpected and unavoidably absent on the day of an Examination, he/she should arrange for the school to be contacted and notified of the reason for the absence. On return to school the student must complete a assessment task appeal form and attach any supporting evidence, eg. Medical certificate, detailing the reasons for being absent. Where the reason for an absence is substantial then negotiated arrangements will be made for the student complete an alternative task/examination at the earliest opportunity. At the Principal's discretion an estimate may be used.
- If the student has not sighted the examination then he/she will be required to complete it at the earliest possible convenient time.
- If the student has sighted, but not commenced, the examination a decision will be made by the teacher and Head Teacher whether the student is given an alternative comparable task or, at the discretion of the Principal, is given an estimate
- If the student has completed all or part of the task then:
 - The student's work will be marked using the same scale as for other students
 - The result will be compared with past results.
 - The teacher and Head Teacher will decide whether:
 - i) to leave the mark as it is ii) to estimate the mark at the discretion of the principal,
 - iii) to require the student to complete another comparable assessment task.
- The student will be advised of the decision and given 24 hours to consider it.
- For further explanation refer to Dapto High School Preliminary and HSC Assessment Document.