



WOLLUMBIN HIGH SCHOOL

HIGHER SCHOOL CERTIFICATE

STUDENT ASSESSMENT HANDBOOK

YEAR 12 – 2021- 2022

Updated 15/9/2021

GLOSSARY OF KEY WORDS

Stage 6 Courses

Account	Account for: state reasons for, report on. Give an account of narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications.
Apply	Use, utilise or employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or argument
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

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WOLLUMBIN HIGH SCHOOL HSC COURSE LINES 2021- 2022

You should use this list and the Course Assessment Schedules (pages 20 - 31) to complete the Assessment Timetable for the courses you are studying, found on page 6.

You may find the codes useful.

Line	Code	Course
1	DAT MUS PDH	Design & Technology Music Personal Development Health and Physical Education
2	ENA ENS STU	English Advances English Standard English Studies
3	BUS CHEM GEO	Business Studies Chemistry Geography
4	ENT MAD MST	Entertainment Mathematics Mathematics Standard
5	BIO CAFS DRA HOS	Biology Community & Family Studies Drama Hospitality
6	ART LEG SLR	Visual Art Legal Studies Sport, Life & Recreation
EXT or OFFLINE	MXT EXT EXT 2 TAFE	Maths Extension 1 English Ext 1 English Ext 2 TAFE

Note: TAFE and Distance Education provide their own advice to students on assessment. You should also include this information in the Assessment Timetable.

HSC COURSE ASSESSMENT

TIMETABLE 2021 – 2022

Week	Term 4 2021	Week	Term 1 2022	Week	Term 2 2022	Week	Term 3 2022
1		1		1		1	
2		2		2		2	CAFS PDHPE
3		3	English Ext 2	3		3	Assessment Free Week
4		4		4		4	Trial HSC
5	SLR	5	English Ext Hospitality	5	CAFS Drama	5	Trial HSC Hospitality
6	PDHPE	6	Business Studies SLR	6	Mathematics Ad	6	English Ext 2 Drama
7	Visual Art	7	Biology Chemistry PDHPE Entertainment CAFS	7	SLR	7	
8	Biology Mathematics Standard	8	English Advanced English Standard English Studies Music Chemistry	8	Mathematics Ext Entertainment Biology	8	Entertainment
9	Business Studies Chemistry Mathematics Ad	9	Mathematics Ad Mathematics St Mathematics Ext	9	Business Studies Chemistry English Advanced English Ext 2 English Standard English Studies Music	9	
10	English Advanced English Standard English Studies Mathematics Ext Music	10		10	English Extension Mathematics St Visual Art	10	
11		11		11		11	

Individual Student Assessment Task Planner							
Week	Term Four 2021	Week	Term One 2022	Week	Term Two 2022	Week	Term Three 2022
1A		1B	FRIDAY START DAY	1A		1A	
2B		2A		2B		2B	
3A		3B		3A		3A	Assessment Free Week
4B		4A		4B		4B	TRIAL HSC
5A		5B		5A		5A	TRIAL HSC
6B		6A		6B		6B	
7A		7B		7A		7A	
8B		8A		8B		8B	
9A		9B		9A		9A	
10B		10A		10B		10B	
11A		11 B					

Students are advised that:

- *The assessment times specified in this booklet are a guide only.*
- *Wollumbin High School reserves the right to amend the assessment schedule where necessary.*
- *Loss of this booklet is no excuse for non-completion of assessment tasks.*

Wollumbin High School HSC Assessment Guidelines 2021 -2022

When you receive and sign for your copy of this Higher School Certificate Course Assessment Policy, ensure that you understand what is required of you to successfully complete the course. Read the information carefully and if you are unsure about any aspect of the program, contact your class teacher, appropriate Head Teacher, Year Adviser or the Careers Adviser. **It is essential that you are aware of your rights and responsibilities.**

MEETING HSC ELIGIBILITY REQUIREMENTS

To be eligible for a HSC you must have satisfactorily completed Year 9 & 10. Additionally, you must have completed and submitted HSC:All my Own Work, and meet HSC minimum standards in literacy and numeracy.

1.1 Pattern of Study.

If you wish to successfully complete the Higher School Certificate Course requirements your studies must include:

- a minimum of 12 units of Year 11 courses
- a minimum of 10 units of HSC courses
- at least 6 units of Board Developed Courses
- at least 2 units of a Board Developed Course in English
- at least three courses of 2 units value or greater
- at least 4 subjects
- completed practical, oral or project works that are required for specific courses and the assessment requirements for each course
- sitting for, and making a serious attempt at, the Higher School Certificate examinations.

1.2 RoSA.

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential and contains a student's record of academic achievement up until the date they leave school. This could be at the end of Year 10 or up until and including the end of Year 12.

The RoSA records completed Year 10 and Year 11 courses and grades, and Year 12 results. It also records participation in any uncompleted Year 11 or Year 12 courses, minimum standard literacy and numeracy test results, and the date of leaving school.

Students who have undertaken a VET course as part of their RoSA will be issued with vocational documentation that recognises their achievement towards a nationally recognised Australian Qualifications Framework (AQF) VET qualification.

Students who successfully complete all requirements of an AQF VET qualification will receive a certificate and an accompanying Transcript of Competencies Achieved.

Students who achieve partial completion of an AQF VET qualification will receive a Statement of Attainment which lists all units of competency achieved towards the qualification.

NESA distributes AQF VET qualifications on behalf of school system Registered Training Organisations (RTO).

For every successfully completed Life Skills course, an accompanying Profile of Student Achievement is included with the RoSA.

The Profile of Student Achievement lists all the Life Skills syllabus outcomes achieved by the student in each Life Skills course completed. NESA prints and issues the profile to school leavers along with their RoSA.

Where students satisfactorily complete a Life Skills course, the course is listed on the RoSA with the annotation Refer to Profile of Student Achievement.

1.3 Optional Literacy and Numeracy tests.

Optional tests in literacy and numeracy are available for students who intend to leave high school before completing the HSC. These tests are the same as the online minimum standard literacy and numeracy tests.

Taking these tests allows students to prove to employers or places of further learning that they have the basic reading, writing and numeracy skills essential for success in everyday life. Test results are reported separately from the RoSA and are not a requirement for its award.

1.4 Australian Tertiary Admission Rank (ATAR)

To be eligible for an Australian Tertiary Admissions Rank (ATAR), a student must complete at least ten units of Board Developed Courses including at least two units of English in year 12. The Board Developed Courses must include at least two units of English in year 12. The NESA Developed Courses must include at least three courses of two units or greater, and at least four subjects.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses comprising:

- the best two units of English
- the best eight units from the remaining units (with no more than two units of Category B courses to be included).

You should check your eligibility for a HSC (and ATAR if appropriate). Contact the Careers Adviser for assistance.

Wollumbin High School strongly recommends that students maintain 12 units of study

1.5 Year 11 Courses.

Year 11 courses must be satisfactorily completed before proceeding to Higher School Certificate courses. Year 11 course work is assumed knowledge for entry to the Higher School Certificate although it is not directly examined at the Higher School Certificate.

1.6 Course Completion Criteria (Satisfactory Completion).

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

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

This means you must have:

- a satisfactory record of attendance
- completed the requirements of the course as specified by the syllabus and subject manuals
- made a serious attempt at assessment tasks which contribute more than 50% of available marks
- made a serious attempt at all examinations set as part of the assessment program
- participated in a genuine way in the whole range of learning experiences provided by the school.

1.7 A Satisfactory Record of Attendance.

To achieve a satisfactory record of attendance you must have a pattern of attendance, which shows that you are making a genuine effort. You cannot regularly take time off and seriously expect to satisfactorily complete the Higher School Certificate Courses.

A student who has missed in excess of 15% of the available school days is not likely to have achieved the course outcomes and therefore would not be considered to have satisfactorily completed the Higher School Certificate Course outcomes.

When a student has been absent from school, students are required to check with their teachers to find out if an assessment task or information related to an assessment task has been handed out. Students have the responsibility for ensuring that they are always up to date with their subjects. It is not an excuse to plead ignorance of assessment responsibility because of class absence.

Leave during term time should be avoided. Any application for student leave during school terms must be made well in advance to the Principal. Leave will only be granted provided the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

Students with significant long-term illnesses/injuries. If a student has a significant illness or injury which affects their attendance and/or participation on a long term basis they need to seriously consider the impact of their health on their studies and vice versa. Options available may include part time enrolment (accumulating their HSC over a number of years) or study by distance education. Students should discuss the matter with the Year Adviser, Careers Adviser or the Principal.

1.8 Where to Obtain Advice.

The Year Adviser, Careers Adviser, Head Teacher or Teacher of the course concerned can all provide assistance if required.

1.9 Post-Compulsory Age Students

Wollumbin High School expects students to be serious about their senior studies. Should a post compulsory student demonstrate unsatisfactory participation in learning e.g. documented pattern of non-satisfactory completion, (which can include poor attendance) non serious attempts to meet course objectives and/or non-compliance with NESAs requirements then, in accordance with Department of Education and Training guidelines, procedures will be followed which could lead to expulsion from Wollumbin High School.

2. HSC COURSE ASSESSMENT

2.1 Assessment Criteria.

Your HSC Course assessment will be based on your performance in a range of assessment tasks. Schools are required by NESAs to set tasks which will be used to measure your performance in all components of a course, not just those which can be measured by examination. This means that you may be assessed on field work, laboratory work, research skills, extended essays, oral work, assignments and examinations.

The individual components of a course have weightings specified by NESAs. These weightings form the basis of the assessment programs adopted by Wollumbin High School.

2.2 Assessment Program.

Assessment in HSC Courses begins in, Term 4, and will continue until the end of Term 3, Year 12. Specific details for individual course assessment are provided in the **Course Assessment** section of this handbook (pages 19-29).

When absent from school, **students are required to check** with their teachers to find out if an assessment task or information related to an assessment task has been handed out. It is not an excuse to plead ignorance of assessment responsibility because of absence from class.

The assessment times specified in this manual are a guide only. Wollumbin High School reserves the right to amend the assessment schedule where necessary. Students will be given adequate notice of any changes. Planning and adjustment of assessment dates are done to ensure that no advantage or disadvantage to a student will occur.

Students should know the exact date and nature of an assessment task at least **two weeks** before the task is due. Students will be provided with all the information necessary to prepare for and complete the task with reasonable confidence.

Teachers of each course will inform students of the exact dates for each task. Students are strongly advised to record the assessment tasks in their planner as soon as they are given out. When an unforeseen event, such as a regional sporting event, or other representative role conflicts with an assessment date it is the student's responsibility to negotiate an alternative assessment date with their teacher. This is to occur before the event.

2.3 Assessment Cover Sheets

All assessment tasks are to be submitted with an Assessment Cover Sheet. The cover sheet for each assessment task will be given to you by your teacher. The assessment cover sheet contains information on the task, marking scales and expected levels of achievement. You are required to sign and date the cover sheet when you submit the task certifying that it is your own work.

2.4 VET Course Assessment

Assessment in VET courses is competency based. Competency is assessed in a work like setting or in the workplace by a qualified assessor (usually your teacher). Different students will be ready for assessment at different times so it is not possible to set assessment schedules as is done in other courses. Your teacher will give you as much notice and detail as possible of upcoming assessment processes and times.

Note that because VET Curriculum Framework courses have an optional HSC exam, for which teachers have to provide an estimated mark to NESAs, you will be undertaking a half-yearly exam and a Trial HSC exam in any school-delivered VET Curriculum Framework course.

VET Curriculum Framework courses have a mandatory work placement component. Failure to complete all the necessary work placement hours will mean an automatic failure in the course.

2.5 Take Home Assessment Tasks

1. **All tasks are to be submitted by 11:59pm on the due date.** This is **the students** responsibility. If for some reason the student is unable to attend school on the day a task is due, they must make arrangements to have the task arrive at the school on the due date
2. If using a computer, all work must be backed up. Lost work or a failure of technology is not an acceptable excuse for not handing in tasks.
3. An **extension of time** will not be automatically granted to a student. Extension will only be granted if written application is made to the Careers Adviser well prior to the due date, giving a valid reason for the request which can be substantiated and verified. Use the appropriate form available from the Careers Adviser, a copy of which is on page 17. In the case of exceptional circumstances or unexpected illness, application may be made after the due date but **must include evidence such as a medical certificate.** Page 17 should be completed.
4. **Late Submission of Take Home Assessment Tasks.** Where a take home assessment task is not presented on the due date and no extension has been granted, the task will be awarded a zero (0). If you are absent from school on the due date you will be required to present documented evidence (for cases of illness a medical certificate stating the illness is required) to your teacher. If the absence is not substantiated then a zero (0) will be awarded.
Students are required, even if the task is one or more days late, to submit a genuine attempt so that they may meet NESAs requirements for "Satisfactory Completion"
5. The work submitted must be that of **THE STUDENT.** For this reason, students may be asked to discuss the task on a regular basis with the teacher or to submit stages or drafts before handing in the final copy. Malpractice will score zero (0) marks for the task.
6. Sharing tasks using technology such as Bluetooth will be deemed as cheating. Cheating will score a zero (0).
7. Material used or quoted to support your assignment must be referenced and acknowledge in a bibliography (see page 18 for an example).
8. If a task is submitted on time but still scores zero (0), the attempt may be deemed by the teacher to be a non-serious attempt. If this happens, it could well affect the "Satisfactorily Completion" requirement. The student will be required to resubmit the task to a satisfactory standard.
9. Plagiarism is the direct use of material from a published document or text without acknowledging the source. This includes passages from books, magazines, and the internet and essays/assessment tasks of other students. Plagiarism will lead to a zero (0) being awarded.
10. A failure of technology is not an acceptable excuse for not handing in a task.

2.6 In School Assessment Tasks (including Exams).

1. These may take the form of a written test, class essay, practical work, field work, oral presentation, skills test, topic test, examination, etc.
2. Oral Tasks – only information presented during the specified time frame will be marked. A bell indicates when the time has expired. Any additional information presented will not count.
3. If a student unable to sit for an assessment task they must make prior written application for leave, giving a valid reason for the request which can be substantiated and verified, to the Careers Adviser. **Leave will not be automatically granted simply because an application has been made.**

In case of unexpected illness or exceptional circumstances, application for leave may be made to the Careers Adviser, giving evidence of a valid reason which can be substantiated and verified, (for cases of illness a medical certificate is required) refer page 17. If approved it is **the student's responsibility** to arrange with your class teacher to do the assessment task as soon as possible after your return to school.

If leave is granted, you will be given either a substitute task, or, if the missed task is difficult to duplicate, the Principal (in consultation with the Senior Board of Review) will authorise the use of an estimate based on other appropriate evidence. It is the student's actual performance, not potential which is assessed.

If the absence is not substantiated a score of zero (0) will be awarded.

Students are required, even if as a result of this non-completion a mark of zero (0) is awarded, to undertake the task (or a substitute task) making a genuine attempt so that they may meet NESAs requirements for "Satisfactory Completion".

2.7 Attendance on the day of an Assessment Task

So that no student may gain an unfair advantage all students are required to be in attendance on the school day of an assessment task (including exams). Unauthorised or unsubstantiated absence will lead to a zero (0) being awarded.

2.8 Non-Discriminating Tasks.

If an assessment task does not sufficiently discriminate between students, a supplementary task may be set. Should this occur, a suitable date will be negotiated.

2.9 Receipt and Submission of Tasks.

1. Students will be required to sign for the task when they receive it. All task advice will be given to students in writing. When students submit the task for marking they will also need to sign it in. The teacher will have the necessary paperwork.
2. If someone else is to collect a copy of the student's task because of exceptional circumstances, they must carry written authorisation from the student, and will be required to sign in the student's place. It is the student's responsibility to ensure that they obtain the task from the authorised person.
3. If someone else delivers the student's task, they will be required to sign it in on the due date. Their failure to submit the task on time will result in a non-submission of task outlined in the section 2.5 "Take Home Tasks".

2.10 Students on Suspension

Students placed on suspension during assessment periods are still required to satisfy assessment procedures. Students on suspension will be permitted to enter the school for an "In School Assessment Task" (in school uniform) ten minutes prior to the commencement of the assessment task. On completion of the assessment task the student will be required to leave the school no more than ten minutes after the scheduled time of completion. In the case of take home assessment tasks the same conditions outlined in Section 2.5 "Take Home Tasks" applies.

2.11 Reporting

Students will receive regular feedback on their progress through the teacher's evaluation of the assessment task. Advice on ranking will be provided after each task and on the yearly report.

2.12 Loss of Booklet

You have signed to acknowledge that you have received this booklet. The loss of it, or not reading the information, is no excuse for non-completion of assessment tasks. This information is available on the school website.

3. STUDENT WARNINGS

3.1 Malpractice

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

Types of malpractice in Year 11 & HSC assessment tasks may include, but are not limited to:

- Being in possession of unauthorised notes or electronic devices during a test or examination
- Using the words, ideas, designs or workmanship of others without acknowledgement
- Copying from another student
- Paying someone to write or prepare an assessment task
- Late submission of assessment tasks may be malpractice where it is proven to be a deliberate mechanism to gain advantage over other students.

3.2 Student “N” Warning Letters

Your class teacher will closely monitor student progress and attendance in each course:

- Students who do not attend regularly, or who miss classes, cannot be making a serious effort. Such a student will be warned, in person and in writing.
- If you miss any assessment task, or make a non-serious attempt, a written warning will be issued.
- If you are not making a serious attempt at non-assessment tasks or general school work you are placing yourself in a situation where you will not be deemed to have satisfactorily completed the course and a written warning will be issued.

3.3 Course Completion

Students must make a genuine attempt at assessment tasks which contribute **in excess of 50 percent (50%) of available marks**. Students must also **participate in a genuine way in the whole range of learning experiences provided by the school**.

Warning letters are issued to provide the student with the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion) determination being made for a course.

3.4 “N” – Determination (Non-Completion)

If at any time it appears that a student is at risk of being given an 'N' (non-completion) Determination in any course, the Principal must:

- advise the student, in writing, in time for the problem to be corrected and alert the student to the possible consequences of 'N' Determination
- advise the parent or guardian in writing if the student is under 18 years of age
- request from the student/parent a written acknowledgment of the warning
- issue at least one follow-up warning (if the student is still at risk of not meeting requirements)
- retain a copy of the warning notice and the relevant documentation.

3.5 Credentialing

Where a student receives an 'N' Determination in a course, that course will not appear on the student's Record of Achievement. Until a student presenting for a HSC has satisfactorily completed courses totalling at least 12 units of Year 11 courses and 10 units of HSC courses that satisfy NESAs pattern of study requirements, the student will not be eligible to receive the award of the HSC.

3.6 Review

A student issued with an 'N' Determination may seek a review of that determination. Procedures and a time frame will be issued when the formal notification is issued to the student.

4. APPEALS AND REVIEWS

4.1 Appeal Procedure.

1. Students can only question the mark or rank procedure for an individual assessment task no more than 2 days after the return of that task. This concern must be discussed first with the class teacher and if still dissatisfied the student may then approach the Head Teacher for a final decision. Where students can demonstrate that there is a clerical error in allocation of marks they have the right to have their mark and rank amended accordingly.
2. Students who want make an appeal against their final Course determination should seek advice from the Careers Adviser who will organise support for the student to present a written appeal. An appeal can only be made regarding procedure (e.g. Notice not given in writing) or computation or clerical error. An appeal may not be made regarding the teacher's professional judgment of the individual's work or performance in the assessment task.

4.2 Review Procedure.

1. The Wollumbin High School Senior Board of Review will consist of the Principal (or nominated replacement), Careers Adviser, and a neutral member of staff acceptable to both parties (student and Key Learning Area). The Senior Board of Review must be convened within five school days of receipt of the written appeal application.
2. The Senior Board of Review will interview both parties separately. As well the panel has the right to call for further information and to interview any relevant person. The Senior Board of Review will reach a decision, make directions and complete the "Outcome of Appeal" section of the student's appeal application.
3. In all matters relating to the satisfactory completion of assessed and non-assessed tasks, **the decision of the Principal is final.**

5. RESPONSIBILITIES OF STUDENTS

1. **Complete all Tasks.** It is expected that you will complete all tasks, making a genuine effort with no sign of malpractice.
2. **Submit Tasks When Due.** It is your responsibility to be present for, or hand in, an Assessment Task on the day it is due.
3. **Attend the Day Before, Lesson Before Assessment.** It is your responsibility to be present at school the school day before and all lessons on the day, up until the task is due. A school excursion or activity is considered to be attendance. See Section 2.6
4. **Assessment Task Clashes.** It is your responsibility to let your teacher know if there is a clash, such as two tasks due on the same day or a compulsory excursion on the same day as an Assessment Task. If you feel that the situation is unfair you should see the Careers Adviser immediately.
5. **Absence from Tasks.** It is your responsibility to arrange for the handing in of a task or providing the necessary documentation (Doctors Certificate). Failure to do so will incur the appropriate penalty.
6. **NESA Requirements.** Familiarise yourself with NESA requirements for the satisfactory completion of the course and for satisfactory attendance.
7. **Assessment Schedule.** Ensure that you have a copy of the Assessment Schedule for EACH course that you are studying and that you are aware of the course requirements.
8. **Wollumbin High School Assessment Policy.** Be aware of the assessment policy and procedures of Wollumbin High School as detailed in this booklet, and abide by them.
9. **Advice.** It is your responsibility to seek advice from the Careers Adviser if there is a problem which has not been resolved satisfactorily within a class or Key Learning Area.
10. **HSC Students in Practical Courses seeking to be out of class following exams.** Students needing to finalise practical projects for HSC Visual Art, Design and Technology, Music and Drama in normal class time following the Trial examinations are to follow this procedure:

The maximum a student can be withdrawn after the Trials, from any course, is one class per cycle prior to the practical deadline.

A note will need to be given to the student from the supervising teacher to seek approval for the student to miss class and the course teacher must agree that the student can be absent from class for that period. This needs to be negotiated in advance and not at the time of the proposed period.

No student is to be out of class without this signed note. Students are not to be out of class for a full day ie seeking withdrawal from all their classes for that day.

The supervising teacher will need to log the student absence as an incursion on Sentral.

6. EXAMINATION RULES

Students must:

1. Attend the examination in full uniform or have a current note/pass signed by the Deputy Principal
2. Follow all directions of teachers in the examination room and within the proximity of the examination room before, during and after the examination.
3. You must be at the examination room 15 minutes prior to the commencement of exams.
4. Sign the WHS Examination Rules acknowledgment sheet.
5. Provide all the equipment required for exams.

Students must not:

1. Enter the examination room prior to the commencement of the examination unless otherwise instructed by the teacher in charge of the examination.
2. Take into the examination:
 - * food of any description
 - a water bottle, other than a *clear* bottle that only contains water
 - any books, notes or equipment other than that specified for a particular examination
 - pencil case of any description
 - paper
 - bags, hats, mobile phones, laptops or electronic devices of any kind, including electronic watches.
3. Cheat or in any way behave dishonestly during the examination.
4. Behave in a manner likely to disturb the work of other candidates or upset the conduct of the examination.
5. Attend the examination under the influence of alcohol or illegal drugs.
6. Speak to any person other than a teacher or supervisor in the examination room.
7. Leave the examination prior to the expiry of the time set for the examination.

Failure to comply may result in:

1. Being refused entry into the examination room, or
2. Being asked to leave the examination room and
 - a. having the paper cancelled i.e. zero (0) awarded or
 - b. a reduction in marks.

Late Arrival

- Student's arriving after an exam has commenced, may be refused entry to that examination and a zero may be awarded. The impact on other students is to be taken into consideration prior to approving late entry to the room. No additional time will be provided to complete the exam.
- For exceptional circumstances only which have been substantiated, an in school exam may be rescheduled. HSC examinations cannot be rescheduled.

7. SPECIAL CIRCUMSTANCE APPEALS & REQUESTS FOR AN EXTENSION

All applications are to be applied to the Careers Adviser or Deputy Principal

Special Circumstances Appeal can be:

- When you have missed an assessment task
- When you have missed an exam
- You were absent the day before an assessment task

<u>Some Examples for a Special Circumstances Appeal</u>	<u>Evidence</u>
Illness	Medical Certificate only
A family member has passed away	Letter from Parent/Carer (or parent/carer phonecall to Teacher/Head Teacher/Deputy Principal/Principal/Careers Adviser), Funeral Notice, Funeral Program (All 3 are needed)
A family member is ill and has been to the doctors or in hospital	Doctors/Hospital/Medical Certificate
Car has broken down or in an accident	NRMA/RACQ/Police Report Number
Flooded in	Phone call to school from a Parent/Carer

A Request for an Extension can be:

- When you have missed the handout of an assessment task as you have been absent due to extensive illness
- When you have missed the handout of an assessment task as you have been absent due to personal reasons (to be determined in consultation with the Principal)
- Absent due to a school representative activity must be negotiate prior to the Task due date

<u>Some Examples for a Request for an Extension</u>	<u>Evidence</u>
Prolonged Illness	Medical Certificate only
A family member has passed away and you need to travel for the funeral	Letter from Parent/Carer (or parent/carer phonecall to Teacher/Head Teacher/Deputy Principal/Principal/Careers Adviser), Funeral Notice, Funeral Program (All 3 are needed)
Personal Reasons (to be determined in consultation with the Principal)	Doctors/Hospital/Medical Certificate/Letter from Parent/Carer or any other Documented evidence
Anxiety and/or Stress	Evidence from Head Teacher/Counsellor/Doctor
Acceptance to a School Representative Activity	Letter of Activity with dates on the letter

Special Circumstances Application

1. Students use the application form on page 17.
2. The Careers Adviser, Head Teacher consider the application in consultation with the classroom teacher. The Principal will be consulted if further consideration is required.
3. The student will be notified within 2 school days.

YEAR HSC SPECIAL CIRCUMSTANCES APPLICATION



A separate application is required for each course / task

- Application due to illness, accident or misadventure
- Request for extension of time until / /
- Appeal in relation to the final assessment and/or course rank

Name:

Course..... Teacher:

Assessment Task Title: Date Due ... / / Date of Task Issue / /

Reasons for Application (state details to support your case or attach statement):

I have attached a **Medical Certificate:** Yes No

I have attached a **Supporting Statement/Additional Information:** Yes No

Signature of Student Date: ... / ... /

The Careers Adviser was notified of this appeal on / / Signature:

This appeal has been Approved / Denied.

Recommended Action:

- Complete a substitute task
- Estimate to be given
- No marks to be awarded
- Sit or submit the task without penalty
- Task to be submitted with penalty
- Extension of time denied
- Extension of time granted.

Reason for decision:

New due date :... / /

Signature of Head Teacher Date: ... / ... / ...




Signature of Careers Adviser Date: ... / ... / ...

Signature of Principal Date: ... / ... / ...

Administration: copy to student, teacher and student file.

How to Write a Bibliography

Whenever you write a research paper, always let the reader know where you found your information. This is called a *bibliography*. Follow the guidelines below and write a bibliography for your report.

<p>Internet - When you get information from the internet, use the format in this example.</p> <p>Young, M.C. "Mrs. Young's Research Room." Online. 08 March 1999. Available http://www.geocities.com/EnchantedForest/Tower/6766/.</p>	
<p>Book – Here is an example to use with a book.</p> <p>Hillyer, V.M. <u>A Child's History of the World</u>. New York: The Century Co., 1924</p>	
<p>Encyclopaedia - The encyclopaedia format looks like this example</p> <p>"A.A. Milne." <u>The World Book Encyclopaedia</u>. 1997, 555.</p>	 <p>Reference</p>
<p>Magazine - When using information from a magazine use this format.</p> <p>McCraken, Harry. "Bandwidth on Demand"</p>	
<p>Newspaper - If you use a newspaper, use this format.</p> <p>Ussery, Peggy. "Salaries Will Be Reviewed" <u>The Columbia Country News Times</u> [Columbia County, GA] June 1998: 1.</p>	

Education Act 1990 No 8 Current version for 1 March 2020**Part 8 Division 2**
Higher School Certificate

- (1) Higher School Certificates are to be granted by the Authority to students—
 - (a) who have been granted a Record of School Achievement or who have attained such other qualifications as the Authority considers satisfactory, and
 - (b) who—
 - (i) have attended a government school, or
 - (ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or
 - (iii) have attended a school outside New South Wales recognised by the Authority or a TAFE establishment, and
 - (c) who have participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
 - (d) who have been accepted by the Authority as having satisfactorily completed those courses of study, and
 - (e) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment, and
 - (f) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority.
- (2) The requisite examination or other assessment must include a public examination conducted on a State-wide basis.
- (3) The Authority may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of the Authority, be justified.

95A Award of Record of School Achievement or Higher School Certificate to students following special course of study

- (1) The Authority may dispense with the requirement in section 94 that a candidate for the Record of School Achievement undertake an examination or other assessment referred to in section 94 if the Authority is satisfied that—
 - (a) the candidate has special educational needs, and
 - (b) the candidate has completed a course of study—
 - (i) developed by the Authority and approved by the Minister for candidates with special educational needs, and
 - (ii) adapted by the school that the candidate attends to cater for the special educational needs of the candidate, and
 - (c) the principal of the school has submitted a written report to the Authority that the candidate has achieved the outcomes required by the Authority of candidates undertaking the course of study.
- (2) The Authority may dispense with the requirement in section 95 that a candidate for the Higher School Certificate undertake a public examination referred to in section 95 (2) if the Authority is satisfied that—
 - (a) the candidate has special educational needs, and
 - (b) the candidate has completed a course of study—
 - (i) developed by the Authority and approved by the Minister for candidates with special educational needs, and
 - (ii) adapted by the school that the candidate attends to cater for the special educational needs of the candidate, and
 - (c) the principal of the school has submitted a written report to the Authority that the candidate has achieved the outcomes required by the Authority of candidates undertaking the course of study.

Part 3 Division 2**Curriculum for Higher School Certificate candidates**

- (1) The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements—
 - (a) courses of study of a general description determined by the Minister on the recommendation of the Authority are to be provided for each student in each Year,
 - (b) those courses of study are to include a course of study in English,
 - (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Authority,
 - (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.
- (2) In making a recommendation to the Minister under this section with respect to a course of study to be provided for students, the Authority is, in accordance with criteria specified by the Minister—
 - (a) to establish the need for the course, and
 - (b) to provide an assurance of its quality, and
 - (c) to identify assessment procedures for the course, and
 - (d) to identify other implications for educational institutions on the implementation of the course.

- (3) A pattern of study determined under this section may include (but is not limited to) the number of courses to be studied, the sequence in which particular courses are to be taught and the number of units of study that a course is to contain.
- (4) The Minister is to ensure that the courses of study required to be undertaken by students who are candidates for the Higher School Certificate cover a broad range of study and in doing so is to obtain and have regard to the advice of the Authority.
- (5) This section does not limit any requirement imposed under section 95 (Higher School Certificate).

More information available at: <https://www.legislation.nsw.gov.au/#/view/act/1990/8/whole>

**PATTERN OF STUDY REQUIREMENTS CHECKLIST
FOR THE 2022 HIGHER SCHOOL CERTIFICATE**

✓	Students who will complete the Higher School Certificate in 2022 MUST meet the following pattern of study requirements
	At least 12 units of Year 11 courses and 10 units of HSC courses [Ref: Assessment Certification Examination (ACE) 8005]
	At least 2 units of a Board Developed Course in English (or 2 units of the Content Endorsed Course <i>English Studies</i>) at both Year 11 and HSC level
	At least 4 subjects – at both Year 11 and HSC level
	At least 6 units of Board Developed Courses – at both Year 11 and HSC level
	At least 3 courses of 2 unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Year 11 and HSC level
	A maximum of 6 Year 11 units and 6 HSC units from courses in Science [Ref: ACE 8006]
	In the Year 11 study pattern, Senior Science has not been studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. In the HSC study pattern, Senior Science can be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. Students undertaking Senior Science in the HSC study pattern must have satisfactorily completed the Year 11 course in at least one Science course [Ref: ACE 8006 , 8011]
	Met eligibility requirements for the English (ESL) course [Ref: ACE 8007]
	Met eligibility requirements for Continuers courses in languages where there are Heritage and Background Speakers courses; for Beginners courses in languages and for Heritage courses in languages. Relevant documentation has been completed and retained at the school. [Ref: ACE 8002]
	All students undertaking Year 11 or HSC courses in 2020 are required to complete the <i>HSC: All My Own Work</i> program (or equivalent) prior to the school's submission of students' 2014 Year 11 and HSC course entries. This includes students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses. Exception: Completion of the <i>HSC: All My Own Work</i> program (or equivalent) is optional for students undertaking only Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the <i>HSC: All My Own Work</i> program for students with special education needs as necessary.
	Board Endorsed Courses have current endorsement
	Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE delivered VET HSC Course or Board Endorsed Course combinations which are subject to NESA exclusions [For exclusions please see ACE 7001 , 8010 , 8011 , 8012 8018 PLUS also check your school BEC decision letters or check for BEC decisions via Schools Online .] VET course exclusions are available on the NESA website under Vocational Education .
REMINDERS	
	Students seeking an Australian Tertiary Admission Rank (ATAR) in 2016 must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by NESA, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses. Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects. The list of Category A courses is published on the UAC website. NB: Board Endorsed Courses and Content Endorsed Courses, including Vocational Content Endorsed Courses, the Content Endorsed Course, <i>English Studies</i>, and the new non-examinable Mathematics General 1 course do not satisfy requirements for the ATAR.
	Schools should note that additional departmental curriculum requirements (e.g. sport, religious education, 25 hours of PD/H/PE etc) or conditions of enrolment at individual schools are not requirements for BOSTES HSC Certificate credentialing.
	Schools will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the ACE website: Satisfactory completion, Pathways and Credit transfer and Recognition of Prior Learning for details].
	Students with disability can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Year 11 and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student's transition from school to adult life [please refer to the ACE website: Studying HSC Life Skills courses].
	Consideration must be given to the need for reasonable adjustments for students with disability to enable equitable participation in the full range of education activities. Actively identifying and responding to the learning and support needs of students is an ongoing school process and should not be reliant on parents or students requesting support. Information about HSC Disability provisions including the application process is available on the NESA website.
	Schools are responsible for monitoring the delivery of VET courses by external providers.

8. COURSE ASSESSMENT COMPONENTS

Course Name: Biology					
Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 4 Week 8 Title: Depth Study	Task 2 Date: Term 1 Week 7 Title: Case Study	Task 3 Date: Term 2 Week 8 Title: Modelling	Task 4 Date: Term 3 Week 4/5 Title: Trial examination
Working scientifically	60%	25%	10%	15%	10%
Knowledge and understanding	40%	5%	10%	5%	20%
Total	100%	30%	20%	20%	30%
Outcomes Assessed		BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12.5, BIO11/12-7, BIO 12-14	BIO11/12-1, BIO11/12-3, BIO11/12-4, BIO11/12-7, BIO12-15	BIO11/12-3, BIO11/12-4 BIO11/12-6, BIO12-7 BIO12-12	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15

Course Name: Business Studies (aligned with Rural Learning Exchange Program)

Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 4 Week 9 Title: Marketing Topic Test	Task 2 Date: Term 1 Week 6 Title: Case Study	Task 3 Date: Term 2 Week 9 Title: Marketing Report	Task 4 Date: Term 3 Week 4/5 Title: Trial HSC Exam
Knowledge and understanding of course content.	40%	25%		5%	10%
Stimulus-based skills	20%			15%	5%
Inquiry and Research	20%		20%		
Communicates Business ideas and concepts	20%		5	5%	15%
Marks	100%	25%	20%	25%	30%
Outcomes Assessed		H1,H2, H3, H4, H5	H2,H5, H6, H7, H8, H9	H2, H4,, H5, H6,H8,H9, H10	H1,H2,H3,H4,H5,H6,H8, H9,H10

Course Name: Chemistry

Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 4 Week 9 Title: Depth Study	Task 2 Date: Term 1 Week 7 Title: Depth Study	Task 3 Date: Term 2 Week 9 Title: Research Task	Task 4 Date: Term 3 Week 4/5 Title: Trial HSC Exam
Skills in Working Scientifically	60%	15%	20%	15%	10%
Knowledge & Understanding	40%	10%	5%	10%	15%
Marks	100%	25%	25%	25%	25%
Outcomes Assessed		CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-7, CH12-15	CH11/12-3, CH11/12-5, CH11/12-7, CH12-13	CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH12-15	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14

Course Name: Community and Family Studies

Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 1 Week 7 Title: Individual Research Project	Task 2 Date: Term 2 Week 5 Title: Parenting and Caring	Task 3 Date: Term 3 Week 2 Title: Social Impact of Technology	Task 4 Date: Term 3 Week 4/5 Title: Trial HSC Examination
Knowledge and understanding of course content	40%	5%	10%	15%	15%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	20%	5%	10%
Marks	100%	20%	30%	20%	30%
Outcomes Assessed		H4.1, H4.2	H1.1, H2.1, H3.2, H5.2, H6.1	H2.3, H3.4, H6.2	All

Course Name: Design and Technology

Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 4 Week 9 Title: Case Study "Innovations"	Task 2 Date: Term 1 Week 5 Title: Research	Task 3 Date: Term 3 Weeks 4/5 Title: Trial Examination	Task 4 Date: Term 3 Week 6 Title: Evaluations
Knowledge and understanding of course content.	40%	20%		20%	
Knowledge and skills in designing, managing, producing and evaluating a major design project.	60%		25%	10%	25%
Marks	100%	20%	25%	30%	25%
Outcomes Assessed		H2.1, H3.1, H6.2	H1.1, H3.1, H4.1, H4.2, H5.1	H2.2, H6.1	H1.2, H3.2, H5.2

Course Name: Drama

Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 2, Week 5 Making Drama Portfolio	Task 2 Date: Term 3, Week 4/5 HSC Written Trial Examination	Task 3 Date: Term 3 Week 6 Performance showcase (GP + IP)
Making	40%	40%		
Performing	30%			30%
Critically Studying	30%		30%	
Marks	100%	40%	30%	30%
Outcomes Assessed		1.2, 3.1, 3.2, 3.3	1.3, 1.4, 1.6, 1.7, 2.2	1.5, 2.1, 2.2, 2.3

Course Name: English Advanced

Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 4 Week 10 Title: Multimodal Presentation related Texts Pitch	Task 2 Date: Term 1 Week 8 Title: Comparative Essay: Textual Conversations	Task 3 Date: Term 2 Week 9 Title: Portfolio: The Craft of Writing	Task 4 Date: Term 3 Week 4/5 Title: Trial HSC Examination Performance & written Essay
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	15%	15%
Marks	100%	25%	20%	25%	30%
Outcomes Assessed		EA12-1, EA12-2 EA12- 3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8

Course Name: English Extension 1

Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 1 Week 5 Title: Imaginative Response and Reflection	Task 2 Date: Term 2 Week 10 Title: Student led Tutorial (Multimodal)	Task 3 Date: Term 3, Week 4/5 Title: Examination	
Knowledge and understanding of course content	50%	15%	20%	15%	
Skills in complex analysis, composition and investigation	50%	15%	20%	15%	
Marks	100%	30%	40%	30%	
Outcomes Assessed		EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3 EE12-4, EE12-5	EE12-2, EE12-3 EE12-4, EE12-5	

Course Name: English Extension 2

Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 1 Week3 Title: Proposal & VivaVoce	Task 2 Date: Term 2 Week 9 Title: Literature Review	Task 3 Date: Term 3 Week 6 Critique of theCreative Process	
Knowledge and understanding of course content	50%	15%	20%	15%	
Skills in complex analysis, composition and investigation	50%	15%	20%	15%	
Marks	100%	30%	40%	30%	
Outcomes Assessed		EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3 EEX12-4	EEX12-2, EEX12-3, EEX12-5	

Course Name: English Standard					
Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 4, Week 10 Title: Common Multimodal Presentation	Task 2 Date: Term 1, Week 8 Title: Analytical Response Module A: Analytical Response	Task 3 Date: Term 2, Week 9 Title: Portfolio Module C & Module B Portfolio	Task 4 Date: Term 3 Week 4/5 Title: Craft of Writing + Examination
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas and appropriate to audience, purpose and context across all modes.	50%	10%	10%	15%	15%
Marks (weighting)	100%	20%	20%	30%	30%
Outcomes Assessed		EN12-1, EN12-2, EN12-3, EN 12-4, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN 12-5, EN12-9	EN12-1, EN12-3, EN 12-4, EN12-5, EN12-6, EN12-7

Course Name: English Studies

Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 4, Week 10 Title: Multimodal Presentation	Task 2 Date: Term 1, Week 8 Title: Reflection Project	Task 3 Date: Term 2, Week 9 Title: Portfolio	Task 4 Date: Term 3, Week 4/5 Title: Examination
Knowledge and Understanding of Course Content	50%	10%	10%	20%	10%
Skills in: Comprehending Texts Communicating Ideas Using language accurately, appropriately and effectively	50%	15%	15%	10%	10%
Marks	100%	25%	25%	30%	20%
Outcomes Assessed		ES12-2, ES12-6, ES12-7, ES12-8, ES12-9,	ES12-1, ES12-5, ES12-7, ES12-9	ES12-3, ES12-4, ES12-5, ES12-10	ES12-1, ES12-2, ES12-5, ES12-8

Course Name: Geography					
Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 4, Week 8 Title Fieldwork	Task 2 Date: Term 1, Week 8 Title: Urban Places	Task 3 Date: Term 2, Week 8 Title: People and Economic Activity	Task 4 Date: Term 3, Week 4/5 Title: Trial Examination
Knowledge and Understanding	40%	10%	10%	10%	10%
Geographical Tools and Skills	20%			10%	10%
Geographical Inquiry and research, including fieldwork	20%	10%	10%		
Communication of Geographical ideas	20%		10%		10%
Marks	100%	20%	30%	20%	30%
Outcomes Assessed		H1,H2,H5,H8,H10	H1,H3,H9, H10	H1,H4,H7, H13	H4, H6,H11,H12

Course Name: Mathematics Advanced

Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 4 Week 9 Title: Topic Test Financial Maths and Functions	Task 2 Date: Term 1 Week 9 Title: Topic Test Calculus	Task 3 Date: Term 2 Week 6 Title: Assignment– Trigonometric Functions & Graphs	Task 4 Date: Term 3 Week 4/5 Title: Trial HSC Examination
Concepts, Skills and Techniques	50%	10%	13%	12%	15%
Reasoning and Communication	50%	10%	12%	13%	15%
Marks	100%	20%	25%	25%	30%
Outcomes Assessed		MA11-4, MA11-5, MA12-4	MA12-3, MA12-6, MA12-7, MA12-10	MA12-1, MA12-5, MA12-9, MA12-10	MA12-1 to MA12-10 inclusive

Course Name: Mathematics Standard 2

Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 4 Week 8 Title: Topics Test – Rates and Ratios, Investments and loans.	Task 2 Date: Term 1 Week 9 Title: Assignment Assessment Networks	Task 3 Date: Term 2 Week 10 Title: Assignment – Non Linear Relationships and Normal Distribution	Task 4 Date: Term 3 Week 4/5 Title: Trial HSC Examination
Concepts, Skills and Techniques	50%	10%	15%	10%	15%
Reasoning and Communication	50%	10%	15%	10%	15%
Marks	100%	20%	30%	20%	30%
Outcomes Assessed		MS2-12-1, MS2-12-3, MS2-12-5, MS2-12-10,	MS2-12-1, MS2-12-8, MS2-12-9, MS2-12-10,	MS2-12-2, MS2-12-4, MS2-12-6, MS2-12-7, MS2-12-10,	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10

Course Name: Mathematics Extension 1

Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 4 Week 10 Title: Topic Test – Rates of Change and Proof by Mathematical Induction	Task 2 Date: Term 1 Week 9 Title: Topic Test – Further Calculus Skills and Vectors	Task 3 Date: Term 2 Week 8 Title: Investigation Style Task – Projectile Motion	Task 4 Date: Term 3 Week 4/5 Title: Trial HSC Examination
Concepts, Skills and Techniques	50%	15%	15%	5%	15%
Reasoning and Communication	50%	5%	5%	25%	15%
Marks	100%	20%	20%	30%	30%
Outcomes Assessed		ME11-1, ME11-4, ME11-6, ME11-7, ME12-1, ME12-6, ME11-7	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7,	ME12-2, ME12-6, ME12-7,	ME12-1 to ME12-7 inclusive

Course Name: Music

Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 4 Week 10 Title: Composition Portfolio and Aural Analysis	Task 2 Date: Term 1 Week 8 Title: Presentation Performance and Viva Voce	Task 3 Date: Term 2 Week 9 Title: Presentation OR Submission: Elective option for topics 1&2	Task 4 Date: Term 3 Week 4/5 Title: Trial Examination
Performance	10%		10%		
Composition	10%	10%			
Musicology	10%		10%		
Aural	25%	10%		15%	
Electives	45%			30%	15%
Marks	100%	20%	30%	15%	35%
Outcomes Assessed		H2, H4, H5, H6, H7, H8,	H1, H2, H4, H5, H6 Outcomes vary depending on Elective chosen	H1, H2, H3, H4, H5, H6, H7, H8	H1, H2, H3, H4, H5, H6, H7, H8

Course Name: PDHPE

Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 4 Week 6 Title: Health Priorities	Task 2 Date: Term 1 Week 7 Title: Factors Affecting Performance	Task 3 Date: Term 3 Week 2 Title: Sports Medicine	Task 4 Date: Term 3 Week 4/5 Title: Trial HSC Examination
Health Priorities	30%	20%			10%
Factors Affecting Performance	30%		20%		10%
Sports Medicine	20%			20%	
Improving Performance	20%				20%
Marks	100%	20%	20%	20%	40%
Outcomes Assessed		H1-H3	H1-H5, H14-H16	H13, H17	H1-5, H7-11, H14-17

Course Name: Sport, Lifestyle and Recreation

Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 4 Week 5 Title: Theory Task	Task 2 Date: Term 1 Week 6 Title: Coaching Session	Task 3 Date: Term 2 Week 7 Title: Accreditation	Task 4 Date: Ongoing Title: Practical Skills
Knowledge and Understanding	50%	20%	10%	20%	
Skills	50%		15%		35%
Marks	100%	20%	25%	20%	35%
Outcomes Assessed		H2.2, H2.3, H2.5, H3.2	H1.1, H1.3, H2.1, H3.1, H3.2, H4.2, H4.4	H1.3, H2.1, H3.1, H3.2, H4.1	H1.1, H1.3, H3.1, H4.4

Course Name: Visual Arts

Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 4 Week 7 Title: Writing Task	Task 2 Date: Ongoing Title: Body of Work	Task 3 Date: Term 2 Week 10 Title: Writing Task	Task 4 Date: Term 3 Week 4/5 Title: Trial HSC
Art Making	50%		50%		
Art Criticism and Art History	50%	15%		15%	20%
Marks	100%	15%	50%	15%	20%
Outcomes Assessed		H7, H10	H1-H6	H7-H10	H7-H10

Course Name: Work Studies

Components (syllabus)	Weightings (syllabus)	Task 1 Date: Term 1 Week 1 Title: My Working life Investigation or Report	Task 2 Date: Term 2 Week 2 Title: Job Portfolio & Job Interview	Task 3 Date: Term 3 Week 2 Title: Workplace Communication & Teamwork Test	
Knowledge & Understanding	30%	9%	12%	9%	
Skills	70%	21%%	28%	21%	
Marks	100%	30%	40%	30%	
Outcomes Assessed		1,2,3,4,5&8	1,2,3,4,5,6,7,8&9	1,2,3,5,6,7,8&9	

VOCATIONAL EDUCATION

VET Curriculum Framework Courses

The courses within the VET Curriculum Framework are competency-based courses. You may also count one VET Curriculum Framework courses towards your UAI (provided it is your only Category B course) if you attempt the optional HSC Exam.

All school-delivered VET Curriculum Framework Courses will have a trial HSC exam that all students must attempt. This will allow teachers to submit an estimated mark to NESAs for use in the case of a successful *Illness or Misadventure* appeal.

Hospitality and Entertainment are the only HSC school-delivered VET Curriculum Framework Courses at Wollumbin High School in 2022.

Students may be undertaking a VET Curriculum Framework Course through TAFE or Distance Education. Separate advice on assessment will be provided to those students by the organisation delivering the course.

Competency Based Assessment

NESA and the Vocational Education and Training Accreditation Board (VETAB) require that a competency based approach to assessment be used and that a record be held by the Registered Training organization (RTO) of the competencies achieved.

In a competency-based course, assessment of competencies is criterion referenced. This means that a participant's performance is judged against a prescribed standard – not against the performance of other participants. Competency based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

To achieve an AQF Certificate or Statement of Attainment, a student or worker must be **assessed as competent** according to the requirements set out in the national training package. The assessment must be conducted by a **qualified assessor**, through the auspices of the RTO that is to issue the qualification.

Work Placement

Work Placement is a mandatory HSC requirement of each course within this framework and 35 indicative hours have been assigned to the work placement requirement for each course. **If a student does not complete their 35hour work placement they will be “N” determined for that course, which means course requirements have not been successfully met for the HSC.**

Non-Framework VET Courses (TVET)

Students undertaking a course at TAFE will receive separate advice on assessment from TAFE.

Delivery Strategy A			Event 4 Espresso Yourself	Event 5 Lite Bites	Event 6 B Working in Industry (Work placement B)	½ yearly Exam*	Trial Exam*
<p>The assessment components in Hospitality Operations are competency based apply the specific knowledge and skills for each unit of competence. In addition classroom or during work placement.</p> <p>Competency assessment is graded as 'not yet competent', 'developing', 'competent'</p>			Term 1 2022	Term 3 2022	Term	Term	Term 3
			Week 5	Week 5	Week	Week	Week 4
			Date:	Date:	Date:	Date:	Date:
<p>Assessment Events for SIT20316 Certificate II in Hospitality (Must be edited to suit school delivery – refer to TAS)</p>							
Cluster	Code	Unit of Competency					
Event 4 Espresso Yourself	SITHFAB005	Prepare and serve espresso coffee	✓				
	BSBWOR203	Work effectively with others	✓				
	SITXCCS003	Interact with customers	✓				
Event 5 Light Bites	SITHCCC006	Prepare appetisers and salads		✓			
	SITHCCC002	Prepare and present simple dishes		✓			
	SITHCCC001	Use food preparation equipment		✓			
Event 6 B Working in Industry (Work placement - B)	SITHIND003	Use hospitality skills effectively			✓		
	SITXCOM002	Show social and cultural sensitivity			✓		

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

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

RTO 90162 Public Schools NSW, Tamworth have engaged NESAs to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentsonline.nesa.nsw.edu.au/go/login/> Students have access to Students Online up until June of the following year. After which, students can contact NESAs for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>

			Event 3 Backstage to the future	Event 4 To project and serve	Event 5 Bump it up	Event Work Placement 2*	Event Trial Exam**
Assessment Events for Statement of attainment towards CUA30415 – Certificate III in Live production and Services HSC Course, 2022			Term 1 2022	Term 2	Term 3	Term TBA	Term 3
			Week 7	Week 8	Week 8	Week TBA	Week 4/5
			Date:TBA	Date: TBA	Date: TBA	Date: TBA	Date: TBA
Cluster	Code	Unit of Competency					
Cluster 3 Backstage to the future	CUASTA301	Assist with production operations for live performance	x				
	CUASMT301	Work effectively backstage during performances					
Cluster 4 To project and serve	SITXCCS303	Provide customer service					
	CUASOU306	Operate sound reinforcement systems		x			
	CUAVSS302	Operate vision systems					
Cluster 5 Bump it up	CUASTA202	Assist with bump in and bump out of shows					
	BSBWOR301	Organise personal work priorities and development			x		

Depending on the achievement of units of competency, the possible qualification outcome is a CUA30415 – Certificate III in Live production and Services or a Statement of Attainment towards a CUA30415 – Certificate III in Live production and Services

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.