MITCHELL HS

NSW GOVERNMENT

HIGHER SCHOOL CERTIFICATE

ASSESSMENT HANDBOOK 2024-2025

This Assessment Handbook is issued to students in Year 12 in addition to the NSW Education Standards Authority Handbook '2025 Higher School Certificate Rules and Procedures'.

STUDENTS ARE REQUIRED TO READ THE NESA HANDBO

A MESSAGE FROM THE PRINCIPAL

Dear Students and Parent/Carer(s),

As we commence the academic year, I am pleased to present you with the Year 11 Preliminary HSC Assessment Handbook, an essential resource that will guide you through the assessment process and support your educational journey. This handbook is designed to help you navigate the expectations and opportunities that lie ahead.

Education is a choice that holds immense significance in shaping your future. By choosing to attend school, you are taking a pivotal step towards unlocking your potential and embracing countless opportunities for growth, learning, and personal development. It is imperative that you approach this choice with a sense of responsibility and purpose, cherishing the privilege of education and making the most of it.

As members of our school community, you are expected to wholeheartedly embrace this opportunity and strive to meet the high standards set by both our school and the New South Wales Education Standards Authority (NESA). Meeting these expectations is not merely a requirement; it is a vital component of your academic success. I urge each of you to commit fully to your studies, engage actively with your learning, and exert genuine effort in all that you do.

The journey of education is not without its challenges, but it is through diligent effort and perseverance that you will cultivate the skills and knowledge necessary to thrive. Your engagement and participation in class discussions, as well as in assessments, are crucial not only for your academic achievement but also for your personal growth and development.

I encourage you to read this handbook carefully and use it as a reference throughout the year. Remember, your teachers and the entire school staff are here to support you every step of the way. Let us embark on this academic year with determination and a shared commitment to excellence. Together, we can foster an environment where every student can flourish and achieve their fullest potential.

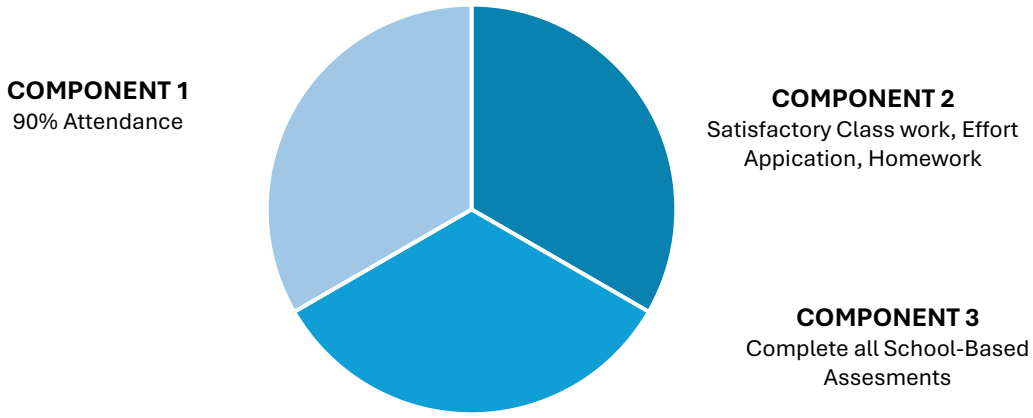
Let’s make this year a fantastic one filled with learning, growth, and achievement!

Kind regards

Elena Marinis

Elena Marinis
Principal
Mitchell High School

ACADEMIC REQUIRMENTS FOR ALL STUDENTS AT MITCHELL HIGH SCHOOL



Component 1: Attendance

1. Students are expected to attend a minimum of 90% of all classes. Strong attendance is essential to achieve course outcomes, cover the content of each course and enable accurate assessment of effort and participation in a course.
2. Students must explain every absence from school and must apply for leave or exemption (with evidence) for absences from school of more than 5 days.
3. Students must check with all teachers regarding work missed due to absence and what they need to do to catch up. The Year Adviser can assist students and parents.

Component 2: Diligence and sustained effort

Students must study each course in Years 7-12 for the required hours and at a satisfactory level. A student will be considered unsatisfactory in a course if they fail to work with diligence and sustained effort to complete the set tasks and experiences required by the school to achieve course outcomes.
Indicators of possible failure to demonstrate 'diligence and sustained effort' or possible failure to fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school or specific classes, particularly if these are unexplained
- a recurring pattern of lateness or absences
- poor achievement in class tests, assignments or other assessment tasks caused by lack of application
- poor classroom behaviour that disrupts your own, and others' learning
- failure to submit assessment items
- failure to complete class work and homework
- proven cases of malpractice or cheating.

Component 3: Formal Assessment

1. Students are expected to complete and submit ALL assessment tasks by the due dates.
2. Some assessment tasks will involve attendance at excursions, field studies etc. Attendance is compulsory.
3. All work submitted for assessment must be the student's own work. Students are required to acknowledge all sources and provide footnotes and references for all information cited.
4. It is the student's responsibility to be aware of assessment task dates for all courses and to organise their homework schedule accordingly.

THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate 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. To be eligible, students must have:

- completed Year 10,
- attended a school recognised by NESA,
- completed HSC: All My Own Work,
- demonstrated the minimum standard of literacy and numeracy,
- satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC,
- and must undertake and make a serious attempt in all their HSC examinations.

Requirements for the award of the HSC

Students must complete a pattern of study that includes:

- 4 units of Board Developed courses.
- at least 2 units of English.
- at least 3 courses of 2 unit value or greater (Board Developed or Board Endorsed).
- at least 4 subjects.

Satisfactory Course Completion

For satisfactory completion of HSC courses at Mitchell High School, students will be required to show evidence that they have:

- ***been enrolled at this school for the required period of time for each course*** – 4 terms for HSC courses. Where a student has not met this requirement, the Principal will decide whether the student has made sufficient progress towards achieving the outcomes of the course and completing course requirements, including assessment.
- **studied the required pattern of courses for the required time**. This involves studying subjects totalling at least 12 units of Preliminary courses and 10 units of HSC courses. In general, at this school, no student will be allowed to change their HSC pattern of study (including increasing unit values or changing levels within a course) after the end of the first term of study in an HSC course (i.e. end of Term 4). The Head Teacher Secondary Studies or Deputy Principal can only approve changes after these dates.
- ***met the course completion criteria for each HSC course studied which will be shown by:***
  - ***following the course developed or endorsed by NESA,***
  - ***applying themselves with diligence and sustained effort to the set tasks and experiences provided by the school and***
  - ***achieving some or all of the course outcomes. Students must make a genuine attempt to complete the course outcomes***. This includes completion of all course work, assigned work, assessment, practical work and required fieldwork. Each course assessment schedule (from page 25) provides a brief task description of formal assessment tasks required to be completed to be successful in that course. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.
- ***maintained a satisfactory level of class attendance***. At this school, that is set at 90%. Although attendance will not be used by itself as an indicator of student progress, a student whose attendance falls below that level is at risk of not completing required course work, whether that attendance is explained or unexplained. ***Where the student has been able to maintain or make up work that was missed during absences, class teachers will use their professional judgement in determining whether the student is still at risk***. In the case of extended leave or exemption (this is not recommended as it can result in the exclusion from the course) which has been approved by the Principal, the student is required to maintain a satisfactory level of course work and to negotiate with individual Faculty Head Teachers in regard to formal assessment. Extended leave WILL NOT be granted for examination weeks in the Preliminary and HSC years.

- ***made a genuine attempt (see below) at assessment tasks that contribute in excess of 50% of available marks*** in courses where school-based assessment marks are submitted. This is IN ADDITION to any other set tasks and experiences for each course.
- ***sat for and made a genuine attempt at the examination in those courses that include a compulsory examination***. Students who fail to do this will be notified by NESA and given the opportunity to respond to this determination. (See Appeals Processes (b) page 16)
- ***completed mandatory work placement*** in the case of those students studying VET Industry Curriculum Framework courses.
- ***In the case of competency-based courses,*** where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

Genuine attempt:
NESA does not have a definition of 'making a genuine attempt', instead refers to a 'serious attempt' and a 'non-serious attempt'. NESA tells us:

(10.3.3) For an HSC examination or HSC minimum standard attempt to be considered a serious attempt, students must:
a. rite serious and thoughtful responses to exam questions.
b. answer in English, unless specifically instructed otherwise.

(10.3.4) Non-serious attempts include but are not limited to:
a. answering only multiple-choice questions, and/or
b. responses containing objectionable material:
i. abuse directed at a member of school staff, Presiding Officer or NESA, and/or
ii. obscene symbols, drawings, or comments.
c. responses containing answers considered to be deliberately silly, misleading or incorrect.

ELIGIBILITY TO STUDY STAGE 6 LIFE SKILLS COURSES

1. Stage 6 Life Skills courses provide course options for students with intellectual disability or imputed intellectual disability in Years 11–12 who cannot access related general education courses.
2. Principals must make decisions about accessing Stage 6 Life Skills courses:
   a. *based on the needs of the individual student, for each course, and*
   b. *via collaborative curriculum planning, and*
   c. *involving the individual student (where appropriate), their parents/carers, and their teachers.*
3. Stage 6 Life Skills courses are not appropriate options for students:
   a. *who do not have an intellectual disability or an imputed intellectual disability*
   b. *experiencing significant unexpected and/or chronic health issues*
   c. *performing below their cohort*
   d. *who could access outcomes and content with appropriate adjustments and support*
   e. *with emotional and/or behavioural needs.*
4. A student studying a Stage 6 Life Skills course cannot return to studying general education courses once a decision to access Life Skills courses has been made. Students accessing Stage 6 Life Skills courses must continue studying Stage 6 Life Skills courses in the current stage of schooling.
5. A student studying any Stage 6 Life Skills course(s) will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10.
6. In exceptional circumstances a student who has not undertaken one or more courses based on Life Skills outcomes and content in Years 7–10 may wish to enter Stage 6 Life Skills courses. These exceptional circumstances might include situations where a student with intellectual or imputed intellectual disability:
   a. *has attempted outcomes and content in Years 7–10 but has experienced significant difficulty in achieving the outcomes [1], and/or*
   b. *transfers from interstate or overseas, and/or*
   c. *has a deteriorating condition.*

The same or equivalent tasks will be undertaken by all students in a course, regardless of which class they are in. Students must attend all timetabled lessons on the day before and the day that an assessment task is due to be handed in or on the day/time an assessment task takes place.

1. Information Provided to Students When Receiving an Assessment Task

a. At the commencement of the Higher School Certificate students will be provided with an assessment handbook and assessment schedule for each course studied. In this document students will find a list of all assessment tasks to be completed throughout the course, the value (weighting) of each task, including the weighting of each component, and the Term and Week in which the task is due for submission or completion. This document will also be placed on the Year 11 Google classroom and the schools website.
https://mitchell-h.schools.nsw.gov.au/learning-at-our-school/assessment-and-reporting/assessment-handbooks.html

b. Students will be given **written notification** (either through Google Classroom or in hard copy) and relevant information for each assessment task no less than 14 calendar days prior to the date the task will take place or is due to be handed in. Students will be provided with a **rubric** or **marking criteria** for every assessment task that outlines the components of an excellent response and provides criteria for each grade / mark level.

c. **Students who are absent on the day the class is notified of an assessment task are responsible for obtaining details from their teacher immediately on their return to school**. They will be expected to complete the assessment task by the set time unless they negotiate an extension of time with the teacher that is approved by the Head Teacher under the provisions as set out in this booklet.

d. **PLEASE CONSIDER:** When the class is issued with a written assessment notification students should consider whether they may need assistance with resources or completing the task. If so, students should make use of the school library and Librarian and / or the Learning Support Faculty and / or the homework centre and / or their study periods.

2. Completion and Submission of Assessment Tasks

a. All online hand-in tasks must be submitted by 9am on the due date unless an extension of time has been pre-approved by the class teacher and Head Teacher.

b. All tasks prepared in hard copy must be submitted during the allocated lesson period on the date it is due unless an extension of time has been pre-approved by the Head Teacher.

c. Assessment tasks that are received after the deadline (except as per 2a or 2b) **will receive zero** unless supported by an illness/misadventure or special consideration application that has been approved. Work submitted late (without an approved request) does not have to be marked, although it will be recorded as an attempt if the class teacher believes it to be a genuine attempt.

d. Failure to submit an assessment task will automatically result in the task being recorded as a non-attempt and awarded zero. This will be shown as an "N" in course records and an **N-Determination warning** will be issued. If the student has reason to apply for illness / misadventure to explain non-submission, this should be done immediately. (See pages 9-11 for illness/misadventure details)

3. Return of Assessment Tasks

a. Marks and the task will be returned to students during a timetabled lesson. Students will not receive their mark via Google Classroom or other online means before the lesson allocated for returning the task.
b. Students will be provided with a mark on each task, relative to the outcomes listed for assessment.
c. Tasks will be marked and returned within **TWO weeks** of submission unless there are extenuating circumstances. Marking procedures will include consultation between teachers and double marking where appropriate to ensure consistency.
d. Teachers and Head Teachers will review the mark distribution on each task to ensure procedural fairness.
e. Teachers will provide feedback to each student on each assessment task as soon as possible. If a student has concerns about a mark or grade on a particular task, they are able to discuss these concerns with the teacher during that lesson and submit an appeal against marks awarded if necessary. *(See Appeals Processes (a) on page 16)*

4. Student Absence for a School-Based Assessment Task

a. Failure to attend a scheduled assessment task (which may be an in-class activity, test or exam) without an approved illness misadventure, will automatically result in the task being recorded as a non-attempt and awarded zero. This will be shown as an "N" in course records and a **N-Determination warning** will be issued.
b. Students who believe they have a claim for an illness / misadventure application should speak with the Head Teacher of the KLA, the Head Teacher Secondary Studies or the Year 11 Deputy Principal. Information about *illness / misadventure can be found on pages 9-11 of this booklet*.

5. Extension Of Time to Submit a Task

By careful organisation and planning students should be able to submit all tasks on time. At Mitchell High School there are very few acceptable reasons for an extension of time to be granted by the Head Teacher.
These are:
a. One of the possible outcomes for an upheld appeal from an illness / misadventure application.
b. In exceptional circumstances, a group extension brought about by an extended absence of a teacher may be applied for by the Head Teacher on behalf of a class. An extension of this nature will be confirmed by the Principal.

6. Reporting Student Results

a. Students will receive a mark and **assessment rank** at both reporting periods during the HSC course.
b. Teachers may make available to students their rank order on individual assessment tasks. Where this is done, students will be advised that the rank order may be subject to change in the event of an appeal or an illness / misadventure claim.
c. Student's final assessment ranks will be made available via their Student Online account once all HSC examinations are finished. Students have the right to appeal their final assessment rank. *(See Appeals Processes (f) page 16.)*
d. For students studying a course that has AN OPTIONAL HSC EXAMINATION (English Studies 1 and Mathematics Standard 1) the HSC mark reported on the NESA credential for those who sit for the exam is based on the HSC exam only. School-based assessment do**es not contribute 50% of this mark** as it does for HSC courses that have mandatory exams.

RESULTS OF ASSESMENT TASKS

The marks awarded to assessment tasks, in Board Developed Courses, are used to calculate the school-based assessment mark or grade for each course. These results are then forwarded to NESA at the end of Term 3 of the HSC year.

Procedures for Determining Student's Final School-Based Course Assessment Mark

Individual tasks will be marked out of the mark allocated to the task in the assessment schedule and detailed in the assessment notification information. At the end of the course, in Term 3 of 2025, teachers will aggregate (add-up) these individual results. The aggregated mark is the one sent into NESA.
The school-based assessment mark makes up 50% of the final HSC mark.

Procedures for Determining Final Grade in English Studies and Mathematics Standard 1

Students studying English Studies and / or Mathematics Standard 1 will have their school-based assessment reported on NESA documents as a grade (unless they sit for the optional examination). Grades are allocated based on the standards as set out in the Achievement Level Descriptions. The Achievement Level Descriptions describe the main features of a typical student's performance at the end of the course, at each grade (A, B, C, D or E) as measured against the syllabus objectives and course outcomes. Students can appeal the grade awarded. *(See Appeals Processes)*

BOARD DEVELOPED VET COURSES

- VET courses are competency based. No internal assessment mark is required. The student's performance is judged against a prescribed standard, not against the performance of other students. A student is judged as either competent or not yet competent.

- These courses have a Higher School Certificate external assessment consisting of an optional written HSC Examination. The written examination is independent of the competency-based assessment undertaken during the course and has no relevance to a student's eligibility to receive AQF (Australian Qualifications Framework) accreditation.

- The mark achieved by a student in the examination is shown on the Record of Achievement and is used as the sole basis for determining the contribution of the course to the student's ATAR.

PROCEDURES TO BE IMPLEMENTED IF AN ASSESSMENT TASK PRODUCES AN INVALID OR UNRELIABLE TASK RESULT

In exceptional circumstances, a completed task may be determined to be invalid or unreliable. This might occur when the task is found to be too easy or too hard for most students, or doesn't meet syllabus requirements, or the content or skills have not been taught previously or some extraordinary circumstance or situation results in some unforeseen disadvantage.

In the event that a task is considered to be invalid or unreliable the Head Teacher of the subject will undertake an investigation and bring their findings to the Principal. Upon receipt of this advice the Principal will convene the Assessment Review Panel comprising the Principal, Head Teacher of KLA, Head Teacher Secondary Studies, and an independent member (usually a Head Teacher of an alternate KLA).

The Assessment Review Panel may decide that the task will be:

- re-weighted and supplemented with an additional task
- redesigned and repeated
- compensated by some other means.

Where an additional task is given, both tasks will count towards the final assessment mark, but the weighting of the first task will be reduced. Students will be informed in writing if this occurs. The value of the overall task weighting, however, will not change.

Students can appeal the decision of the Assessment Review Panel in writing within 2 school days of receiving the advice. An appeal must be based on new information and will be decided by the principal. *(See Appeals Processes)*

DISABILITY PROVISONS
PREVIOUSLY KNOWN AS 'SPECIAL PROVISIONS'

These provisions, in the HSC, are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know under exam conditions. Disability provisions address students' exam needs impacted by one or more of the following categories of disability – learning, medical, vision and hearing. These provisions, for the HSC, need to be applied for, and are granted solely on the basis of how a student's exam performance is affected.

Students may need provisions for medically diagnosed conditions:

- a permanent condition – such as diabetes, autism, vision impairment or reading difficulty
- a temporary condition – such as a broken arm
- an intermittent condition – such as panic attacks.

NESA requires students to have supporting evidence for any application for disability provisions for the HSC. The following documents will be required to support a student's application for Disability Provisions:

- A Medical Provisions Form completed by an appropriate health professional
- Teacher Comments that outline the impact of the disability on the student's ability to complete timed examinations
- A Student Declaration Form completed by the student in support of their own application
- Writing Samples required ONLY when applying for:
  - extra time to write for any reason
  - a writer for impaired writing speed or legibility
  - a computer for impaired speed of legibility.

It is not embarrassing to apply for disability provisions – they help students to show the HSC markers what they know and can do. At Mitchell High School, these are managed by HT Teaching and Learning and Learning Support Teachers. Students applying for Disability Provisions will be supported by these staff members to submit their application before the due date at the end of Term 1.

Sometimes an application for disability provision is declined by NESA. If that is the case students have the right to appeal the decision but must include new evidence to support the appeal. (See Appeals Processes)

In class, teachers at Mitchell High School make adjustments for students with a disability in course work, school-based assessment tasks and in-school tests or examinations. Adjustments are actions taken that enable a student with a disability to access syllabus outcomes and content on the same basis as their peers. The type of adjustment and support will vary according to the particular needs of the student and the requirements of the activity. Adjustments may be:

- changes to the assessment process such as additional time, rest breaks, the use of a reader and or/scribe, specific technology or separate supervision.
- changes to the assessment activity such as rephrasing questions, using simplified language or alternative formats for questions.
- alternative formats for responses such as writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

Students need to understand that school-determined provisions or adjustments may not necessarily apply in the HSC examinations as what is assessed in school-based assessments may be different to HSC examinations.

PRACTICES FOR STUDENTS IN YEARS 10-12 IN RELATION TO ILLNESS AND MISADVENTURE DURING ASSESSMENT TASKS OR EXAMINATIONS

The school's misadventure and illness procedures for Years 10-12 are underpinned by the NESA guidelines for the HSC. Source: https://curriculum.nsw.edu.au/ace-rules/ace9/im-program

Individual students who are unwell or who experience an accident or disruption while they are completing a formal assessment task or when they are sitting for a test or examination that is part of the assessment process may be eligible to ask for special consideration through the school's illness / misadventure procedures.
Assessment marks are intended to be a measure of a student's ability and progress in a subject. Applications for illness or misadventure must relate to being sick or experiencing something beyond the student's control immediately before or during the assessment(s) that directly affected the student's assessment performance.

What does 'illness / misadventure' specifically relate to?

a) **illness or injury** – that is, illness or physical injury suffered by the student which directly impacted the student's performance in an examination or during the time the student was working on a formal assessment task. Some examples might be mental health, influenza, an asthma attack, a cut hand. Medical certification of the impact of the illness on the student's ability to undertake the examination must be provided.
b) **misadventure** – that is, an event beyond the student's control which allegedly affected the student's performance in the examination or during the time the student was working on a formal assessment task. Some examples might be; death of a friend or family member, involvement in a traffic accident, a house fire.

Information about 'illness/misadventure'

Students and their parents are advised to carefully read the NESA 2025 Higher School Certificate Rules and Procedures document that is issued to every Year 11 student at the start of their Higher School Certificate studies.

The information in this NESA document relates directly to the time when the HSC Examinations are in progress in October/November 2025. Students seeking consideration for an illness / misadventure event during the HSC will need to complete and submit specific NESA forms and follow very specific guidelines. Students will be supported by the Head Teacher Secondary Studies and the Principal.
Throughout the four terms of the HSC learning and studying period, students will be made aware of the specific NESA procedures.

Should a student's illness / misadventure application to NESA following an incident that occurred during the 2025 HSC be declined, the student has the right to appeal. (See Appeals Processes (j) page 17.)
In addition, this Stage 6 Assessment Handbook outlines the specific procedures and practices for managing individual illness / misadventure at Mitchell High School. These will be reinforced with students at year meetings held during Years 10, 11 and 12.

The right to submit an illness/misadventure application and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness or incapacitation. In such circumstances the Head Teacher Secondary Studies can apply on behalf of the student. There will be regular communications with students in relation to acceptable uses of the illness and misadventure procedures.

PROCEDURES FOR ILLNESS/MISADVENTURE IN RELATION TO SCHOOL-BASED ASSESSMENT

a) For Students:

a) The student must contact the classroom teacher / Head Teacher to advise that an illness/misadventure event has occurred on the day of the event if possible.
b) In the case of illness, the student must submit a 'medical statement' or a medical certificate which will be part of the evidence attached to the application. If a student is unwell the day before and/or the day of an assessment task or examination, they must seek independent medical advice. NESA Rule (9.12)
c) The completed application must be submitted within 2 school days of the date due of the assessment task or examination.
d) Where possible, the student must complete and / or submit the task within 7 school days as evidence of a serious attempt.
e) A student who has missed an exam will be required to undertake the task on the first day of their return to school.

b) For Teachers:

a) As soon as the incidence of student illness/misadventure is known, the teacher notes this in teacher / faculty records.
b) Following advice on the outcome of the application from the Head Teacher Secondary Studies, the teacher should speak with the student and arrange for the student to complete or submit the task within 7 school days.
c) In exceptional circumstances when the task cannot be completed, an estimate based on the class average, or marks derived from a comparable task that assessed comparable outcomes may be used. This is done at the end of the course.

c) For Head Teacher (the decision maker)

a) Confirms the need for an illness / misadventure application to be completed and submitted.
b) Issues the link to the application to the student.
c) Ensures the 'medical statement', medical certificate or other evidence is submitted.
d) Ensures all other required documentation is submitted.
e) Considers the student's application and makes the final decision – upheld or declined.
f) Advises the student, the teacher, other key personnel and parents (where appropriate) of the outcome of the application.
g) Where an application is declined the student will be informed of the reason for this decision. At this time the student will be advised of their right of appeal to the Assessment Review Panel. Such an appeal will require NEW EVIDENCE to be presented. (See Appeals Processes)
h) Refers any complex requests or requests for 'multiple' applications (over the period of assessment) to the Principal for determination.

Possible Outcomes from an Illness or Misadventure Application

a) **ACCEPTED** - The student is given a substitute task to complete within a set period of time indicated in the response letter. The substitute task will be comparable, assessing comparable syllabus outcomes and making comparable demands on student time, skill and knowledge.
b) **ACCEPTED** - An extension of time is granted for the student to complete the original task.
c) **ACCEPTED** – Where it is clear that student performance on the task has been clearly impacted by the illness or misadventure, marks may be adjusted following consideration of student performance on comparable task/s with comparable knowledge and skill outcomes. This is done at the end of the course and the student is informed of their mark at this time.
d) **ACCEPTED** - In exceptional circumstances, where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes. This should be done at the end of the course and with the approval of the Principal.
e) **DECLINED** - Zero mark is given.
f) **DECLINED** - N-Determination warning is issued.
g) **DECLINED** - Other appropriate action taken and noted.

What are UNACCEPTABLE grounds for an Illness or Misadventure Appeal?

The following are not considered to be illness / misadventure events:

- attendance at VET work placement, a sporting or cultural event, or family holiday (see page 3 maintained a satisfactory level of class attendance);
- misreading the due date of an assessment task;
- misreading an examination timetable;
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities;
- disabilities for which the school and NESA have already granted disability provisions, unless an unforeseen episode occurs during the examination (such as a hypoglycemics event suffered by a diabetic student or a student who has been isolated but is still ill, panic attack) or further difficulties occur.
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a ‘flare-up’ of the condition immediately before or during the examination(s);
- matters avoidable by the student such as misinterpretation of examination questions or instructions etc.

N-DETERMINATION PROCESSES FOR STUDENTS IN YEARS 10-12

If it appears that a student is at risk of not meeting the school-based assessment requirements in a course, a warning will be given. When a student's work fails to meet the standard required of successful students as outlined throughout this assessment handbook and in the academic requirements for all students the following N-Determination processes will be used:

Warning 1	The teacher will interview the student, explain the reasons for the warning and advise the parent and guardian by telephone or text that an N-Determination warning will be emailed or posted home and request **the acknowledgement slip be returned**. At this time the student is informed of what needs to be completed to have the warning rescinded. **All required work must be completed within TWO weeks** and the class teacher must sign off that required work has been completed.
Warning 2	Following a further interview with the teacher, the Head Teacher will advise the parent or guardian by telephone or text that a second N-Determination warning will be emailed or posted home and request **the acknowledgement slip be returned to the Head Teacher**. At this time the student is informed of what needs to be completed to have the warning rescinded. **All required work must be completed within TWO weeks**. The class teacher or Head Teacher must sign off that the required work is complete.
Warning 3	**This is the final warning.** The Head Teacher Secondary Studies and Deputy Principal will interview the student with their parent/guardian. The Deputy Principal will issue the N-Determination warning and will explain what must be done to meet course requirements and avoid an N-Determination. An **acknowledgement slip must be signed at the interview** and all required work must be completed within TWO weeks. The class teacher must sign off that the required work has been completed.
N-Determination	The Deputy Principal and Principal will interview the student and parent /guardian and issue the N-Determination. **The student and accompanying adult will be advised of the appeals process and of any ways in which outstanding course work and assignments can be completed.** *(See Appeals Processes (e) page 16.)* NESA will be advised. The deadlines for 'N' Determinations to be finalised are published each year by NESA. Students will be advised on this timeframe. **A student who receives an N-Determination may not meet requirements for the award of the Record of School Achievement for Years 10-11, HSC (Preliminary) for Year 11 or HSC for Year 12. The course will not appear on the Record of Achievement and students will not be able to attend the graduation**.

The way to avoid an N-Determination is to maintain 90% attendance, complete all class work, be an active participant in all of the learning activities prepared for the class, complete and submit all assessment tasks and make a genuine attempt at any test or examination.

Overall RoSA WARNINGS for students under the age of 17

Where a student's overall attendance, behaviour, completion of work falls below the level required, the student will be issued with the 'DP Formal Warning – Unsatisfactory Participation towards the NSW Record of School Achievement'. Students will receive TWO WARNINGS and then the RoSA will be withheld.

ACADEMIC INTEGRITY IN SCHOOL-BASED ASSESSMENT

HONESTY IN HSC ASSESSMENT – THE STANDARD OF SCHOLARSHIP (ACE Rule 2.2 [19-21])

Students, as well as their teachers and others who guide them, must comply with NESA's requirements for upholding the integrity of HSC assessment and exams.
The honesty of students in completing assessment tasks, exams and tests, underpins the integrity of the Higher School Certificate.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice, or cheating.

Schools must record all malpractice offences in the HSC school-based assessment tasks in the Malpractice Register in Schools Online.

PRACTICES IN RELATION TO MALPRACTICE

Malpractice in any form, including plagiarism, misrepresentation, collusion and breach of assessment conditions is unacceptable. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their ROSA. 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.

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

Should malpractice be suspected, students will be required to demonstrate that the submitted work is entirely their own.

Plagiarism

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

- copying in an exam from another student or using information secretly brought into an examination room
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, the internet or any other offline/online resources, without appropriate acknowledgement of the authors and / or source
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- using information derived from Generative AI software that is not allowed or not acknowledged through appropriate referencing.

Unauthorised Use of Generative AI is Plagiarism

The use of Generative AI will be clearly stated for each assessment task on the assessment notification. This statement **will either approve the use of AI or make clear that AI should not be used** by students in any form throughout the assessment task. AI is not to be used in conjunction with examinations or tests of any kind.
In those cases where students may be allowed to use Generative AI it will be in a limited capacity and the ways in which students can use AI will be outlined on the assessment notification. AI must be referenced appropriately in these situations.

Students will also be asked to provide a record of their original work, the prompts given to the AI and the response or modifications to the student work based on the responses of the AI. Use of AI for reasons not stated will be counted as plagiarism even if appropriate referencing has been provided.

Similarly, if the use of AI has been restricted for an assessment task and its use is detected, this will also be counted as plagiarism even if appropriate referencing has been provided.

Misrepresentation is when:

A student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. It can include:

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

Collusion is when:

A student inappropriately collaborates with another student, groups of students, person, organisation, or entity to produce work that was meant for individual assessment. It can include:

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

Students have a responsibility to make sure that they understand the difference between what is honest and what is dishonest in relation to all their work.

A breach of assessment conditions is when:

A student fails to follow the instructions of the examination supervisor or deliberately ignores examination rules and procedures or disrupts other students in the examination.

School procedures in a suspected case of malpractice

1. If a student is suspected of **plagiarism**, their class teacher will request information about all unacknowledged work to check that the work is entirely that of the student. The student may need to:
   - prove and explain their work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how their ideas developed.
   - answer questions about the assessment task, exam or submitted work being investigated to show their knowledge, understanding and skills.
2. If a student is suspected of **misrepresentation**, their class teacher will request the student to supply verification from an external authority or the production of documents that affirm the authenticity of the information presented.
3. If a student is suspected of collusion the class teacher may conduct an investigation involving interviewing other students, comparing the submitted work against that of other students, interrogating the student's knowledge and arguments put forward in the response submitted for marking.
4. If a student **breaches assessment conditions** they will be reported to the Head Teacher of the KLA and may receive zero for the task.
5. If the teacher believes a case for malpractice exists, they will take all information, including all documents gathered in the process to date, to the Head Teacher of the KLA.
6. If the Head Teacher of the KLA believes a case for malpractice exists, the Head Teacher Secondary Studies and the Deputy Principal will review all documentation and if necessary, conduct further investigations, seeking additional information from the class teacher, Head Teacher and students. The Deputy Principal prepares a recommendation for the Principal.

Consequence of a proven case of malpractice

Where there is evidence that a student's work contains content that has been plagiarised from an unacknowledged source a penalty will be applied. Using software available to the school to calculate the percentage of the task that has been plagiarised the teacher will apply these school-agreed procedures:

If 25% or less of the total content of the task has been found to be plagiarised, the student's mark will be reduced by that amount. If more than 25% of the task has been found to be plagiarised, the student will receive a zero mark.

Where there is evidence of malpractice involving misrepresentation or collusion, the student will face a consequence such as:

- loss of marks proportionate to the percentage of the assessment task that was found to have been misrepresented or created through collusion
- receiving zero marks
- completing a separate, additional task under strict supervision with a reduced maximum mark.

The final decision will be made by the Principal.

Where malpractice has been established, the Head Teacher Secondary Studies will issue a 'Letter of Concern for malpractice / plagiarism'.

Student appeals concerning malpractice

Once the decision is communicated to the student in writing, they will have the right to appeal. The appeal must be in writing within 2 school days of receipt of the malpractice letter. This will be considered by a meeting of the Assessment Review Panel, which will be extended to include a member of the Parents and Citizens Association (or Principal Representatives). The decision made by this group will be final. (See Appeals Processes)

The Principal will add the student's name to the NESA Malpractice Register.

At Mitchell High School students are supported to prevent malpractice in many ways such as:

- assisting Year 10 students while they complete the HSC: All My Own Work program.
- explicitly learning about the behaviours that relate to honesty and integrity.
- being given clear requirements and expectations with each assessment task in writing; teachers go over these in class.
- allocating class time for planning and drafting various stages of the task.
- using 'check-in' lessons where students share progress to date on a task and receive feedback.
- submitting notes or drafts with their final task if required.

learning how to acknowledge sources used in a task and the preparation of a bibliography (see pages 20-22 of this handbook).

APPEALS PROCESSES

Schools and students may appeal against decisions concerning certain aspects of the assessment process. Mitchell High School has an Assessment Review Panel comprising the Principal, Head Teacher of KLA, Head Teacher Secondary Studies, and an independent member (usually a Head Teacher of an alternate KLA). At times membership will be extended to ensure transparency.

The appeals processes are outlined below under the various NESA categories.

a) Student appealing marks allocated to an individual assessment task (ACE Rule 2.1. [37 & 38])

- Students have the right to appeal about marks allocated for an individual assessment task.
- Students wishing to lodge a dispute should take their written appeal to the Faculty Head Teacher or the Head Teacher Secondary Studies within 2 school days after the task is returned.
- The appeal must be based only on what was submitted for marking and must relate to the marking criteria.
- The school Assessment Review Panel will consider the appeal and make a decision within 14 calendar days from the task being returned.
- This decision is final.

b) Student appeals against NESA decision to withhold a course result because of a non-serious attempt

- Once notified, the student has an opportunity to formally respond to the determination.
- Student must submit a response within the timeframe provided in the NESA correspondence.
- In their response student should justify why they should receive a result in the course. Supporting documentation may be submitted for consideration in the review.
- Students who fail to respond or who provide insufficient reasons are subject to review by the NESA Examination Rules Committee (ERC). The ERC may impose penalties such as a zero or reduced marks for the exam and/or course cancellation. The student may end up being ineligible for the HSC.

c) Student appeals concerning malpractice

- In the event of a student receiving a decision from the Assessment Review Panel indicating that they have been involved in a proven case of malpractice they will have the right to appeal.
- The appeal must be in writing and handed to the Principal within 2 school days of receipt of the malpractice letter.
- The appeal will be considered by a meeting of the Assessment Review Panel, with extended membership to include 2 School Captains (or Principal Representatives).
- The decision made by this group will be final.

d) Student appeals against an invalid or unreliable task determination

- In the event of a task being deemed as invalid or unreliable a student or group of students may appeal this decision in writing to the Academic Review Panel within 2 school days.
- The decision of the panel is final.

e) Student appeals against `N' determinations for non-completion of particular courses

- In the case of an 'N' determination, the student can appeal directly to the Principal and if unsuccessful, may further appeal to NESA.
- The student and parent / carer will be informed of this process at the meeting when the 'N' determination is applied; a relevant appeal form will be provided at this time.

f) Student appeals against assessment rankings in HSC courses

In the case of HSC final assessment rankings students can appeal to the Assessment Review Panel for a review based on a student's rank order placement during the course. The appeal may only focus on procedures for determining the final school-based assessment mark for the course. Such a review can only consider whether:

- the weightings of assessment tasks followed NESA requirements,
- the school complied with its own published assessment program when deciding the student mark or there was a clerical or calculation error in finalising the assessment mark.
- If the appeal to the Assessment Review Panel is unsuccessful, the student can appeal to NESA using the NESA appeals form supplied by the Head Teacher Secondary Studies.

g) Student appeals against final Stage 6 grades

- In the case of HSC final grades students can appeal to the Assessment Review Panel for a review of the grade awarded at the end of the course drawing on evidence that the grade awarded in the course was inconsistent with the progressive reporting from the school. Such a review can only consider whether:
- the weightings of assessment tasks followed NESA requirements,
- the school complied with its own published assessment program when deciding the student mark or
- there was a clerical or calculation error in finalising the assessment mark.
- If the appeal to the Assessment Review Panel is unsuccessful, the student can appeal to NESA using the NESA appeals form supplied by the Head Teacher Secondary Studies.

h) Student appeals against the withholding of Higher School Certificate or RoSA credentials by NESA

- In the case of the withholding of the HSC or RoSA, students can write directly to NESA.

i) Student appeals against school decision in relation to illness / misadventure application

- If a student has further evidence to support a declined decision (such as a medical certificate or extra independent information), they can appeal the decision to the Assessment Review Panel within 2 school days of receiving written confirmation of the decision.
- Students need to provide a statement of what they are appealing with new evidence and detail to support the statement and attach all new documentation.
- This decision is final.

j) Student appeals against NESA decisions in relation to illness / misadventure application

- If a student has further evidence to support a declined decision (such as a medical certificate or extra independent information), they can appeal the decision by emailing studentsupport@nesa.nsw.edu.au and request a review of the original decision.
- Students need to provide a statement of what they are appealing with new evidence and detail to support the statement and attach all new documentation.

k) School appeals against NESA decision in relation to disability provisions applications

- In the case of a school appeal (on behalf of an individual student) to NESA in relation to a decision about a disability provision application, the Principal (or delegate) should prepare the appeal within 14 days of receipt of the NESA decision.
- The appeal must include the reason why the decision is considered unacceptable referring to evidence supplied in the original application and NEW supporting evidence.

l) Group appeals for specific incidences of illness or misadventure that impact the performance of a significant number of students

- Where it is apparent that a group appeal needs to be submitted to NESA resulting from an unexpected event or occurrence, this will be coordinated and managed by the Head Teacher Secondary Studies.
- Special consideration (for example, impact of COVID) group applications will be coordinated by the Principal.

YEAR 11 EXAMINATION RULES AND PROCEDURES

These are the key procedures that will be applied for any exam situation at Mitchell High School.

A. It is expected that all students will:

- follow the direction and supervision of the examination supervisors when 'assembling for, undertaking, and leaving an exam or test session'.
- attend examinations in full school uniform.
- be punctual to all examinations. All students are expected to arrive 30 minutes before the starting time of the exam.
- read their exam timetable carefully. Misreading the timetable is not grounds for misadventure.
- bring the correct equipment to each examination. Students should write in black pen; it is advised that students bring spare black pens to each examination. Students may bring a ruler, highlighters, pencils and a sharpener into the examination room as well as a bottle of water in a clear bottle (no label). Pencil cases must be clear plastic. Borrowing equipment is not allowed during the examination. Students are permitted to wear a non-electronic watch into the examination room but once they take their seat it must be taken off and placed on their desk in clear view.
- ensure that the calculator they bring into the examination room is approved by NESA. Checking with your Mathematics teacher will be a good idea.
- attend and make a genuine attempt at every examination. Where a teacher believes a non-serious attempt has been made, the student may not satisfy course requirements and receive an "N" Determination.
- follow the examination instructions in relation to READING TIME. Students are not to commence the examination during this time.
- contact the school immediately if they are ill on the day of an examination or unable to get to school on time for an examination. If such a situation arises students must ensure they have relevant documentation (medical certificate, police report) to support a claim of illness or misadventure.

B. Students must not:

- bring paper or any printed material (including the examination timetable) or correction fluid (white-out) into the examination room.
- bring food or drink (other than water in a clear bottle) into the examination room without prior arrangement and related medical reasons.
- have a mobile phone, headphones, smart / electronic watch or any other electronic device on their person.
- If found with one, it will be confiscated. This may place the exam in jeopardy.
- These devices must be switched off and placed in a bag which is left at the back of the examination room.
- If an electronic device in a bag makes a noise or vibrates, the owner will be putting their examination in jeopardy.

There are serious consequences for:

- cheating in an exam
- disobeying school and NESA rules for exam conduct
- not making a genuine or serious attempt across a range of questions in each exam.

Each of these offences places the student at risk of reduced marks, course cancellation or not gaining an HSC. The decision will be made by the Principal.

RIGHTS AND RESPONSIBILITIES

School Responsibilities	Student Responsibilities
• Students will be provided with the current Mitchell High School Year 11 HSC Assessment Handbook containing the assessment schedule. • Ensuring the assessment schedule for each course includes the full list of assessments, brief task description, the weighting of the task and the term/week the task is due. • Provide students with copy of CONFIRMATION OF ENTRY for confirmation and signature or correction. • Students will be provided with a copy of the scope and sequence for each course. • Assessment task notifications will be provided in writing to each student and will include the following information: – the components of the task and their respective weightings; – the weight value of the task in relation to the total weighted mark for the course; – the outcomes being assessed; – precise details of when the task is due or will take place; – detailed information about the task and its requirements, including means of submission. • Assessment task notifications and associated relevant documents (such as marking rubrics or scaffolds) will be provided no later than 14 calendar days prior to the due date or when the task will take place. Class teachers retain a signed copy or register of Google Classroom acknowledgement of the task. The Trial Examination Timetable will act as notification for those courses using the exam as an assessment task. • Wherever possible, time may be set aside for students to complete tasks in class. • Assessment tasks will be marked and returned to students within 2 weeks after submission unless there are extenuating circumstances. • Provide meaningful written and / or verbal feedback which is constructive, focusing on what the student did well, where the student needs to improve and what is needed for this improvement to occur.	• Students are required to sign a register to indicate receipt of the 2025 Higher School Certificate RULES AND PROCEDURES and the Mitchell High School Year 11 HSC Assessment Handbook. • Students are responsible for knowing and complying with NESA's ACE Rules and policies regarding malpractice that are found in All My Own Work, HSC Rules and Procedures Guide (2025), and other places. • Students are required to attend the meeting where NESA and school documents are issued and signing the register of receipt to acknowledge that they have listened to an explanation of NESA requirements, school policies and procedures and assessment schedules. • To review and sign as accurate the CONFIRMATION OF ENTRY listing every course they are studying in the HSC. Should the entry be inaccurate, report this immediately to the Head Teacher Secondary Studies. • Students are required to acknowledge receipt of assessment notification information either by signing a hard copy or by opening the electronic copy posted in the relevant Google Classroom. • Students absent when assessment task notification and associated documents are distributed should follow-up with their class teacher to ensure clear understanding of the task. • Students are required to submit tasks, as per the instructions outlined on the assessment task notification sheet, no later than 9.00am. • When submitting a task for marking students are required to sign the assessment task notification indicating *'This is my own work. I have not copied the work of others, nor misrepresented the work of others as my own, or colluded with others on this task. I have acknowledged all sources of information.'* • Students should use teacher feedback on assessment tasks to guide further improvement. • If required students are to initiate and follow the school procedures around illness, misadventure and special consideration in relation to submitting a task.

• The school will be bound by its stated policies and procedures regarding illness, misadventure, malpractice, late submission and non-completion of assessment tasks. • Students will be advised in writing when they are not meeting NESA course requirements. The notification will include details of what needs to be done to rectify the situation. • Students will be informed of their rights in relation to appeals.	• In the event of the issuing of an 'N' Determination warning for a course based on incomplete course work or failure to submit course work or assessment tasks, students will be required to complete the task/s listed and submit to the teacher within the designated time. • To seek assistance when needed. This may be in relation to: – resources needed to complete the task (speak to the class teacher) – understanding what is being taught (speak to the class teacher) – completing an assessment task (seek assistance from the Learning Support Faculty) – lodging an appeal (go to the Head Teacher).

REFERECING

What is referencing?

It is a way to acknowledge the work/writing/ideas of others that you use within your writing. Using references shows how widely you have researched and tells the reader the evidence you have found which supports what you are writing. By acknowledging other people's research, you are also avoiding plagiarism, which is the theft of ideas.

How do you reference?

There are two main types of referencing systems that you are likely to use at Mitchell High School:

- **Author, Date system**, otherwise known as the Harvard system.
- **Footnoting**, otherwise known as the Oxford system.

Each system will achieve the same result to show who's work you have used in constructing your own piece of work. Both systems generally require two elements which are:

- an annotation in your body text (either the author's name and date or a number) to acknowledge exactly where you used someone else's idea.
- a full reference presented as detailed information about the source you are referring to such as dates, names of books or websites, URLs or publisher names.

Why should I reference?

You must reference the work of others, so you do not get accused of cheating. It is always expected that you would borrow other people's ideas or even words (in a quote) as long as you acknowledge them through a reference.

You do not need to reference ideas that are common knowledge. For example, you do not need to reference the idea that the sky is blue. You would need to reference where you found the information about Raleigh scattering, the process which causes the sky to be blue through scattering light. You need to reference this as it is specialised knowledge that was researched and not commonly known.

Examples of how to reference

Following are brief summaries on how to use each system and links to websites that have further examples for different types of information sources. You may want to double check with your teacher for each subject exactly what their expectations are likely to be. They may require more information than what is presented here.

Some further information can be found on the school's Library Website, and you can always ask the help of the Librarian as well.

AUTHOR – DATE (Harvard) How to do an in-text reference (citation)

You need to show in the body of your text exactly where you used the ideas of other people. This is easy to show with a quote, but when you paraphrase or talk about an idea, you need to acknowledge the source by using a citation. This is usually in the form of the author's last name and the date. This is enough information for the reader of your work to find the full reference in the list at the end of your writing.

In text citation example (from a body paragraph):

It is best practice for school staff to be anonymously surveyed about the school's approach to curriculum and assessment (Turner 2016).

OR

Turner (2016) argues that curriculum and assessment policies of a school are best analysed through anonymous staff surveys.

How to complete a reference list

Your reference list contains as much information that you can find on the source you have used, so that the reader could find it themselves.

You should list your references in alphabetical order by the author's last name.

Please remember that if you have been allowed to use Generative AI you must include a reference and other supporting material including original script, prompts and the modifications used. This may form part of your reference or as an additional appendix.

For a website you should include:

Organisation (day month year) Title of web page, Website/Organisation, accessed date.
Example:
Al Jazeera English, (7 March 2019), Mass grave discovered in Iraq's northern Kirkuk province, YouTube, accessed 15 May 2019. https://www.youtube.com/watch?v=SsZ6jtiWFEk

For a book you should include:

Author (year) Title of book: subtitle of book, edition, volume, (Editor/Reviser/Translator/Compiler), Publisher, Place of publication
example:
Friedman M (2005), Trying is not good enough, FPSI Publishing, San Bernadino.

For Generative AI you should include:

Owner, year Name of Generative AI tool (version), [Large language model], Retrieval Month, Day, Year, from Generative AI tool website.

Example:
OpenAI, 2024, ChatGPT (Version 4.0), [Large language model], Retrieved June 16, 2024, from https://openai.com/chatgpt/.

Further information:
https://www.deakin.edu.au/students/studying/study-support/referencing#tab__harvard-harvard-explained

FOOTNOTING (Oxford)

Footnoting operates in a similar way by acknowledging the use of other author's ideas in your text. This is done through a numbered system where superscript (small) numbers are used within the text instead of breaking the flow of your writing with the authors name and date, like the Harvard system.

There will be a list of these references at the bottom of the page, along with a full reference list at the end of your writing to fully acknowledge and give information about the sources.

In text citation example (from a body paragraph):

It is best practice for school staff to be anonymously surveyed about the school's approach to curriculum and assessment1. It is also the school's responsibility to ensure that teachers understand and enact existing policies2. All schools will survey staff differently and this is not a new idea3.
(footnotes at the bottom of the page will look like this for a book)
1 M. Friedman, Trying is not good enough, (San Bernadino: FPSI Publishing, 2005).

(footnotes at the bottom of the page will look like this for a website)

2 Queensland Curriculum and Assessment Authority, '8.4 Developing a school assessment policy', Queensland Curriculum and Assessment Authority (12 Dec 2021), https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications, accessed 18 Oct 2022.

(footnotes at the bottom of the page will look like this for AI)
3 OpenAI, ChatGPT (Version 4.0), (2024), https://openai.com/chatgpt/, retrieved 16 June 2024

How to complete a reference list

Your reference list contains as much information that you can find on the source you have used, so that the reader could find it themselves.

You should list your references in alphabetical order by the author's last name.

Please remember that if you have been allowed to use Generative AI you must include a reference and other supporting material including original script, prompts and the modifications used. This may form part of your reference or as an additional appendix.

For a website you should include:

Author, 'Title of Web Page', Title of Website (Day Month year), URL, accessed date.
Example:
Al Jazeera English, Mass grave discovered in Iraq's northern Kirkuk province, YouTube (7 March 2019), https://www.youtube.com/watch?v=SsZ6jtiWFEk, accessed 15 May 2019.
For a book you should include:
Author, A., Title of Book (Place: Publisher, year), page.

Example:
Friedman, F., Trying is not good enough, (San Bernadino: FPSI Publishing, 2005).
For Generative AI you should include:
Owner, Name of Generative AI tool (version), date, [Large language model], URL, Retrieved Day Month Year

Example:
OpenAI, ChatGPT (version 4.0), 2024, [Large language model], https://openai.com/chatgpt/, retrieved 16 June 2024.

Further information:
https://www.deakin.edu.au/students/studying/study-support/referencing#tab__oxford-oxford-explained

Ancient History
Course Outcomes HSC

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

Ancient History
HSC Internal Assessment Program

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Source Analysis**	**Essay**	**Historical Analysis**	**Trial Examination**	
Timing	Term 4 2024 Week 9	Term 1 2025 Week 9	Term 3 2025 Week 1	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	AH12.3, AH12.6 AH12.10	AH12.1, AH12.3 AH12.7, AH12.9	AH12.4, AH12.7 AH12.8, AH12.9	AH12.1, AH12.2 AH12.3, AH12.4 AH12.5, AH12.6 AH12.7, AH12.9	
Components					**Weighting %**
Knowledge and understanding of course content	5	15	10	10	**40**
Historical skills in the analysis and evaluation of sources and interpretations	10	0	5	5	**20**
Historical inquiry and research	10	5	5	0	**20**
Communication of historical understanding in appropriate forms	0	5	5	10	**20**
TOTAL %	**25%**	**25%**	**25%**	**25%**	**100%**

Biology

Course Outcomes HSC	
A student:	
BIO12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO12-5	analyses and evaluates primary and secondary data and information
BIO12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Biology HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Modelling Cell Processes Depth Study**	**Genetic Technologies Research**	**Topic(s) Test**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 8	Term 1 2025 Week 8	Term 2 2025 Week 7	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	BIO12-1 BIO12-2 BIO12-3 BIO12-6 BIO12-7 BO12-12	BIO12-4 BIO12-6 BIO12-7 BIO12-13	BIO12-5 BIO12-6 BIO12-12 BIO12-13	BIO12-2 BIO12-4 BIO12-6 BIO12-12 BIO12-13 BIO12-14	
Components					**Weighting %**
Skills in working scientifically	20	20	10	10	**60**
Knowledge and understanding course content	5	5	10	20	**40**
TOTAL %	**25**	**25**	**20**	**30**	**100**

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

Business Studies HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**In-Class Operations Essay**	**Finance Topic Test**	**In-Class Marketing Report**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 9	Term 1 2025 Week 8	Term 2 2025 Week 9	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	H3, H6, H8, H9	H4, H5, H6, H8 H10	H1, H2, H3, H4 H7, H8, H9	H1, H2, H3, H4 H5, H6, H7, H8 H9, H10	
Components					**Weighting %**
Knowledge and understanding of course content	10	10	10	10	**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	10	**20**
TOTAL %	**25%**	**20%**	**25%**	**30%**	**100%**

Chemistry Course Outcomes HSC	
A student:	
CH12-1	develops and evaluates questions and hypotheses for scientific investigation
CH12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH12-5	analyses and evaluates primary and secondary data and information
CH12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes

Chemistry HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Research Task** Module 5	**Practical Task** Module 6	**Depth Study** Module 7	**Trial HSC Examination** Modules 5, 6, 7, 8	
Timing	Term 4 2024 Week 9	Term 1 2025 Week 8	Term 2 2025 Weeks 7 & 8	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	CH12-3, CH12-5 CH12-7, CH12-12	CH12-2, CH12-3 CH12-4, CH12-5 CH12-13	CH12-1, CH12-2 CH12-3, CH12-4 CH12-5, CH12-6 CH12-7, CH12-14	CH12-4, CH12-5 CH12-6, CH12-12 CH12-13, CH12-14 CH2-15	
Components					**Weighting %**
Skills in working scientifically	20	20	10	10	60
Knowledge and understanding of course content	5	5	10	20	40
TOTAL %	**25%**	**25%**	**20%**	**30%**	**100%**

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

Community and Family Studies HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Investigation Groups in Context**	**Independent Research Project Research Methodology**	**Topic Test Scenarios Parenting and Caring**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 9	Term 1 2025 Week 10	Term 2 2025 Week 8	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	H1.1, H2.2, H4.1 H5.1, H6.2	H4.1, H4.2	H1.1, H2.1, H2.2 H2.3, H3.2, H3.4 H5.1, H5.2, H6.1	H1.1 to H6.2	
Components					**Weighting %**
Knowledge and understanding of course content	15	5	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	10	15	60
TOTAL %	**30%**	**20%**	**20%**	**30%**	**100%**

Drama Course Outcomes HSC	
A student:	
H1.1	uses acting skills to adopt and sustain a variety of characters and roles
H1.2	uses performance skills to interpret and perform scripted and other material
H1.3	uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works
H1.4	collaborates effectively to produce a group-devised performance
H1.5	demonstrates directorial skills
H1.6	records refined group performance work in appropriate form
H1.7	demonstrates skills in using the elements of production
H2.1	demonstrates highly developed performance skills
H2.2	uses dramatic and theatrical elements effectively to engage an audience
H2.3	demonstrates directorial skills for theatre and other media
H3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H3.2	analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H3.3	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

Drama HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Performance Essay** Australian Drama and Theatre: Dramatic Traditions in Australia *In-class extended response essay based on workshops related to current topic*	**Extended Response** Studies in Drama and Theatre: Black Comedy *In-class extended response essay based on workshops related to current topic*	**Group Performance and IP Progress Check** *Presentation of GP and IP under development, including preliminary script, development, and submission of logbooks with research, planning and reflection*	**Trial HSC Examination** 1. Written (all texts) 2. GP and IP *Written examinations, completed Group Performance, interview and logbook, completed IP (submission or performance)*	
Timing	Term 4 2024 Week 10	Term 1 2025 Week 9	Term 2 2025 Week 10	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	H1.2, H1.3, H1.5 H2.2, H3.2, H3.3	H1.3, H3.1, 3.2	H1.1, H1.2, H1.3 H1.4, H1.5, H1.6 H1.7, H2.2, H2.3	H1.1, H1.2 H1.3, H1.4 H2.1, H2.2 H2.3, H3.1 H3.2, H3.3	
Components					**Weighting %**
Making	10	5	15	10	40
Performing	5		15	10	30
Critically studying	5	15		10	30
TOTAL %	**20%**	**20%**	**30%**	**30%**	**100%**

Earth and Environmental Science Course Outcomes HSC	
A student:	
EES11/12-1	develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	analyses and evaluates primary and secondary data and information
EES11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES12-12	describes and evaluates the models that show the structure and development of the Earth over its history
EES12-13	describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
EES12-14	analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
EES12-15	describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

Drama HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Skills Task** Module 5	**Research Report** Module 6	**Depth Study** Module 8	**Trial HSC Examination**	
Timing	Term 4 2024 Week 9	Term 1 2025 Week 9	Term 2 2025 Week 10	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	11/12-1, 11/12-5 11/12-6, 12-12	11/12-3, 11/12-4 11/12-7, 12-13	11/12-1, 11/12-3 11/12-4, 11/12-15	11/12-5, 11/12-6	
Components					**Weighting %**
Skills in working scientifically	20	20	10	10	60
Knowledge and understanding	5	5	10	20	40
TOTAL %	**25%**	**25%**	**20%**	**30%**	**100%**

Economics Course Outcomes HSC	
A student:	
H1	demonstrates understanding of economics terms, concepts and relationships
H2	analyses the economic role of individuals, firms, institutions and governments
H3	explains the role of markets within the global economy
H4	analyses the impact of global markets on the Australian and global economies
H5	discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
H6	analyses the impact of economic policies in theoretical and contemporary Australian contexts
H7	evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
H8	applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
H9	selects and organises information from a variety of sources for relevance and reliability
H10	communicates economic information, ideas and issues in appropriate forms
H11	applies mathematical concepts in economic contexts
H12	works independently and in groups to achieve appropriate goals in set timelines

Economics HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Research and In Class Essay**	**Topic Test**	**Research and In Class Essay**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 9	Term 1 2025 Week 10	Term 2 2025 Week 8	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	H1, H4, H6, H9 H10	H1, H2, H8, H9 H10, H11	H1, H7, H8, H10 H12	H1, H2, H3, H4 H5, H6, H7, H8 H10, H11	
Components					**Weighting %**
Knowledge and understanding of course content	5	10	10	15	40
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
Inquiry and research	10		10		20
Stimulus based skills		5	5	10	20
TOTAL %	**20%**	**20%**	**30%**	**30%**	**100%**

Engineering Studies Course Outcomes HSC	
A student:	
H1.1	describes the scope of engineering and critically analyses current innovations
H1.2	differentiates between properties and structure of materials and justifies the selection of materials in engineering applications
H2.1	determines suitable properties, uses and applications of materials, components and processes in engineering
H2.2	analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
H3.1	demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
H3.2	uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
H3.3	develops and uses specialised techniques in the application of graphics as a communication tool
H4.1	investigates the extent of technological change in engineering
H4.2	applies knowledge of history and technological change to engineering – based problems
H4.3	applies understanding of social, environmental and cultural implications of technological change in engineering and applies them to the analysis of specific problems
H5.1	works individually and in teams to solve specific engineering problems and in the preparation of engineering reports
H5.2	selects and uses appropriate management and planning skills related to engineering
H6.1	demonstrates skills in research and problem solving related to engineering
H6.2	demonstrates skills in analysis, synthesis and experimentation related to engineering

Engineering Studies HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Civil Engineering Report**	**Transport Engineering Report**	**Aeronautical Engineering Report**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 8	Term 1 2025 Week 8	Term 2 2025 Week 8	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	H1.2, H3.1 H3.3, H5.5	H1.1, H3.2 H4.1, H4.3 H6.1	H2.1, H4.2 H5.2, H6.2	H1.1, H1.2 H3.1, H4.2 H4.3	
Components					**Weighting %**
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in the design, management, communication and engineering practice	15	10	10	5	40
TOTAL %	**25%**	**25%**	**25%**	**25%**	**100%**

English Advanced Course Outcomes HSC	
A student:	
EA12-1	independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA12-3	analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
EA12-4	adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EA12-5	thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
EA12-6	investigates and explains the relationships between texts
EA12-7	explains and evaluates the diverse ways texts can represent personal and public worlds
EA12-8	explains and assesses cultural assumptions in texts and their effects on meaning
EA12-9	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

English Advanced HSC Internal Assessment Program						
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Task 5**	
Nature of Task	**Analytical Writing** Texts and Hunman Experiences (15%)	**Imaginative Writing Module C:** The Craft of Writing (15%)	**Analytical Writing Module A:** Textual Conversations (20%)	**Analytical Writing Module B:** Critical Study of Literature (20%)	**Trial HSC Examination** All Modules (30%)	
Timing	Term 4 2024 Week 10	Term 1 2025 Week 4	Term 2 2025 Week 2	Term 3 2025 Week 1	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	EA12-1, EA12-3 EA12-5, EA12-6 EA12-7	EA12-1, EA12-5 EA12-9	EA12-1, EA12-2 EA12-3, EA12-5 EA12-8	EA12-1, EA12-4 EA12-5, EA12-8	EA12-1, EA12-2 EA12-3, EA12-4 EA12-5, EA12-6 EA12-7, EA12-8 EA12- 9	
Components						**Weighting %**
Knowledge and understanding of course content	10	5	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	10	10	10	15	50
TOTAL %	**15%**	**15%**	**20%**	**20%**	**30%**	**100**

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

English Standard
HSC Internal Assessment Program

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Task 5**	
Nature of Task	**Analytical Writing** Common **Module:** Texts and Human Experiences In-class Essay (15%)	**Imaginative writing Module C:** Craft of Writing (15%)	**Analytical Writing Module A:** Language, Identity and Culture (20%)	**Analytical Writing Module B:** Close Study of Literature (20%)	**Trial HSC Examination** All Modules (30%)	
Timing	Term 1 2025 Week 2	Term 1 2025 Week 5	Term 2 2025 Week 2	Term 3 2025 Week 1	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	EN12-1 EN12-2 EN12-3 EN12-5 EN12-6	EN12-1 EN12-2 EN12-4 EN12-5	EN12-1 EN12-2 EN12-3 EN12-5 EN12-8	EN12-1 EN12-4 EN12-5 EN12-8	EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8 EN12-9	
Components						**Weighting %**
Knowledge and understanding of course content	5	10	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	5	10	10	15	50
TOTAL %	**15%**	**15%**	**20%**	**20%**	**30%**	**100%**

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

English Studies HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Multimodal Presentation** Texts and Human Experiences	**Research Task** Module: On the Road	**Collection of Classwork** **Module:** Texts and Human Experiences Module: Playing the Game **Module:** On the Road Module: The Big Screen	**Trial HSC Examination** All modules	
Timing	Term 4 2024 Week 10	Term 2 2025 Week 8	Term 3 2025 Week 1	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	ES12-2, ES12-3 ES12-6, ES12-10	ES12-1, ES12-3 ES12-4, ES12-9	ES12-1, ES12-2 ES12-4, ES12-6 ES12-7, ES12-8	ES12-1, ES12-5 ES12-6, ES12-7 ES12-8, ES12- 9	
Components					**Weighting %**
Knowledge and nderstanding of cours content	15	10	15	10	50
Skills in responding to texts and ommunication of idea appropriate to udience, purpose and context across all modes	10	15	15	10	50
TOTAL %	**25%**	**25%**	**30%**	**20%**	**100%**

Enterprise Computing Course Outcomes HSC	
A student:	
EC-12-01	explains how systems meet the needs of a range of enterprises
EC-12-02	explains the function of data and information within enterprise computing systems
EC-12-03	explains and evaluates how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
EC-12-04	explains how data is used in enterprise computing systems
EC-12-05	applies tools and resources to analyse complex datasets
EC-12-06	analyses how innovative technologies have influenced enterprise computing systems
EC-12-07	explains the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
EC-12-08	justifies the selection and use of tools and resources to design and develop an enterprise computing system
EC-12-09	selects and applies methods to record the management and evaluate the development of an enterprise computing system
EC-12-10	evaluates the effectiveness of an enterprise computing system
EC-12-11	communicates an enterprise computing solution to a specific audience

Enterprise Computing HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Data Science Task**	**Data Visualisation Task**	**Individual Enterprise Project**	**HSC Trial Examination**	
Timing	Term 4 20245 Week 9	Term 1 2025 Week 10	Term 2 2025 Week 10	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	EC-12-02 EC-12-04 EC-12-05	EC-12-01 EC-12-05 EC-12-06 EC-12-11	EC-12-06 EC-12-07 EC-12-08 EC-12-09 EC-12-10 EC-12-11	EC-12-01 EC-12-02 EC-12-03 EC-12-04 EC-12-05 EC-12-06 EC-12-07 EC-12-08 EC-12-09 EC-12-10 EC-12-11	
Components					**Weighting %**
Knowledge and understanding of course content	10	10	15	15	50
Knowledge and skills in the practical application of the content	10	10	15	15	50
TOTAL %	**20%**	**20%**	**30%**	**30%**	**100%**

Exploring Childhood Course Outcomes HSC	
A student:	
1.1	analyses prenatal issues that have an impact on development
1.2	examines major physical, social-emotional, behavioral, cognitive and language development of young children
1.3	examines the nature of different periods in childhood – infant, toddler, preschool and the early school years
1.4	analyses the ways in which family, community and culture influence the growth and development of young children
1.5	examines the implications for growth and development when a child has special needs
2.1	analyses issues relating to the appropriateness of a range of services for different families
2.2	critically examines factors that influence the social world of young children
2.3	explains the importance of diversity as a positive issue for children and their families
2.4	analyses the role of a range of environmental factors that have an impact on the lives of young children
2.5	examines strategies that promote safe environments
3.1	evaluates strategies that encourage positive behavior in young children
4.1	demonstrates appropriate communication skills with children and/or adults
4.2	interacts appropriately with children and adults from a wide range of cultural backgrounds
4.3	demonstrates appropriate strategies to resolve group conflict
5.1	analyses and compares information from a variety of sources to develop an understanding of child growth and development
6.1	demonstrates an understanding of decision making processes
6.2	critically examines all issues including beliefs and values that may influence interactions with others
V1.1	displays a willingness to respond to the individual needs of young children and families
V1.2	interacts with children and adults in appositive non-judgmental and accepting manner
V2.1	appreciates the importance of facilitating responsible and supportive interactions with young children

Exploring Childhood HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Child Health and Safety Investigation**	**Children with Special Needs Research Task**	**Children's Literature**	**Topic Test**	
Timing	Term 4 2024 Week 6	Term 1 2025 Week 7	Term 2 2025 Week 5	Term 3 2025 Week 6	
Outcomes Assessed	2.4, 2.5, 6.1	1.5, 2.1, 2.2	1.2, 1.3, 2.2, 4.1	1.3, 1.4, 2.1 2.4, 4.1, 6.1 6.2	
Components					**Weighting %**
Knowledge and understanding	10	15	15	10	50
Skills	15	10	15	10	50
TOTAL %	**25%**	**25%**	**30%**	**20%**	**100%**

Extension Science Course Outcomes HSC	
A student:	
SE-1	refines and applies the Working Scientifically processes in relation to scientific research
SE-2	analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
SE-3	interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
SE-4	uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
SE-5	analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
SE-6	analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
SE-7	communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

Extension Science HSC Internal Assessment Program				
Task Number	**Task 1**	**Task 2**	**Task 3**	
Nature of Task	**Poster and Research Proposal**	**Statistical Case Study**	**Scientific Research Report and Portfolio**	
Timing	Term 1 2025 Week 2	Term 2 2025 Week 4	Term 3 2025 Week 6	
Outcomes Assessed	SE-1, SE-3, SE-6 SE-7	SE-4, SE-5, SE-7	SE-1, SE-2, SE-3 SE-4, SE-5, SE-6 SE-7	
Components				**Weighting %**
Knowledge and understanding	10	10	10	30
Skills	20	20	30	70
TOTAL %	**30%**	**30%**	**40%**	**100%**

Geography
Course Outcomes HSC

A student:	
H1	explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
H2	explains the factors which place ecosystems at risk and the reasons for their protection
H3	analyses contemporary urban dynamics and applies them in specific contexts
H4	analyses the changing spatial and ecological dimensions of an economic activity
H5	evaluates environmental management strategies in terms of ecological sustainability
H6	evaluates the impacts of, and responses of people to, environmental change
H7	justifies geographical methods applicable and useful in the workplace and relevant to a changing world
H8	plans geographical inquiries to analyse and synthesise information from a variety of sources
H9	evaluates geographical information and sources for usefulness, validity and reliability
H10	applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
H11	applies mathematical ideas and techniques to analyse geographical data
H12	explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
H13	communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

Geography
HSC Internal Assessment Program

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Research Task**	**Topic Test**	**Fieldwork Report**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 7	Term 1 2025 Week 8	Term 2 2025 Week 5	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	H1, H3, H8, H9 H12 H13	H1, H3, H10, H11	H2, H5, H6, H7 H8, H9, H10, 12 H13	H1, H2, H3, H4 H6, H7, H10 H11, H12, H13	
Components					**Weighting %**
Knowledge and understanding of course content	10	10	5	15	40
Geographical tools and skills		10		10	20
Geographical inquiry and research, including fieldwork	10		10		20
Communication of geographical information, ideas and issues in appropriate forms	5		10	5	20
TOTAL %	**25%**	**20%**	**25%**	**30%**	**100%**

Industrial Technology Timber Products and Furniture Technologies/ Multimedia Technologies Course Outcomes HSC	
A student:	
H1.1	investigates industry through the study of business in one focus area
H1.2	identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
H1.3	identifies important historical developments in the focus area industry
H2.1	demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
H3.1	demonstrates skills in sketching, producing and interpreting drawings
H3.2	selects and applies appropriate research and problem-solving skills
H3.3	applies and justifies design principals through the production of a Major Project
H4.1	demonstrates competency in a range of practical skills appropriate to the Major Project
H4.2	explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H4.3	critically applies knowledge and skills related to properties and characteristics of materials/components
H5.1	selects and uses communication and information processing skills
H5.2	examines and applies appropriate documentation techniques to project management
H6.1	evaluates the characteristics of quality manufactured products
H6.2	applies the principles of quality and quality control
H7.1	explains the impact of the focus area industry on the social and physical environment
H7.2	analyses the impact of existing, new and emerging techniques of the focus industry on society and the environment

Industrial Technology – Timber Products and Furniture Technologies/ Multimedia Technologies HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Design and Planning Presentation**	**Industry Study**	**Product Development and Management Report**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 4	Term 1 2025 Week 9	Term 3 2025 Week 1	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	H3.1, H3.2, H3.3 H5.1	H1.1, H1.2, H1.3 H7.1, H7.2	H2.1, H4.1, H4.2 H5.2, H4.3, H6.1 H6.2	H1.1 to H7.2	
Components					**Weighting %**
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	20	20	10	10	60
TOTAL %	**25%**	**25%**	**20%**	**30%**	**100%**

Investigating Science Course Outcomes HSC	
A student:	
INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS12-12	develops and evaluates the process of undertaking scientific investigations
INS12-13	describes and explains how science drives the development of technologies
INS12-14	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12-15	evaluates the implications of ethical, social, economic and political influences on science

Investigating Science HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Science in the Media Report**	**Research Task**	**Depth Study**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 9	Term 1 2025 Week 10	Term 2 2025 Week 7	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	12-5, 12-7, 12-15	12-1, 12-2, 12-4 12-7, 12-12	12-1, 12-2, 12-4 12-5, 12-7 12-12, 12-13	12-2, 12-4, 12-6 12-12, 12-13 12-14, 12-15	
Components					**Weighting %**
Skills in working scientifically	20	20	10	10	60
Knowledge and understanding of course content	5	5	10	20	40
TOTAL %	**25%**	**25%**	**20%**	**30%**	**100%**

Legal Studies Course Outcomes HSC	
A student:	
H1	identifies and applies legal concepts and terminology
H2	describes and explains key features of and the relationship between Australian and international law
H3	analyses the operation of domestic and international legal systems
H4	evaluates the effectiveness of the legal system in addressing issues
H5	explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
H6	assesses the nature of the interrelationship between the legal system and society
H7	evaluates the effectiveness of the law in achieving justice
H8	locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
H9	communicates legal information using well-structured and logical arguments
H10	analyses differing perspectives and interpretations of legal information and issues

Legal Studies HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Research Task**	**Essay Task**	**Research and In-Class Essay**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 9	Term 1 2025 Week 8	Term 2 2025 Week 8	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	H4, H7, H8, H9	H1, H4, H7, H8 H9	H3, H4, H7, H8 H9	H1, H2, H3, H4 H5, H6, H7, H8 H9, H10	
Components					**Weighting %**
Knowledge and understanding	5	10	5	20	40
Inquiry and research	5	5	10		20
Communication	5	5	5	5	20
Analysis and evaluation	5	5	5	5	20
TOTAL %	**20%**	**25%**	**25%**	**30%**	**100%**

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

Mathematics Advanced HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Assignment**	**Open Test**	**Topic Test**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 8	Term 1 2025 Week 9	Term 2 2025 Week 9	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	MA12-1, MA12-5 MA12-9, MA12-10	MA12-3, MA12-6 MA12-7, MA12-9	MA12-2, MA12-4 MA12-7, MA12-8 MA12-9	MA12-1, MA12-2 MA12-3, MA12-4 MA12-5, MA12-6 MA12-7, MA12-8 MA12-9	
Components					**Weighting %**
Understanding, fluency and communication	12.5	12.5	10	15	50
Problem-solving, reasoning and justification	12.5	12.5	10	15	50
TOTAL %	**25%**	**25%**	**20%**	**30%**	**100%**

Topics	**Subtopics**
Functions	MA-F2 Graphing Techniques
Trigonometry Functions	MA-T3 Trigonometry Functions and Graphs
Calculus	MA-C2 Differential Calculus
Financial Mathematics	MA-C3 Applications of Differentiation
	MA-C4 Integral Calculus
Statistical Analysis	MA-M1 Modelling Financial Situations
	M4-S2 Descriptive Statistics and Bivariate Data Analysis

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

Mathematics Extension 1 HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Assignment**	**Open Test**	**Topic Test**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 9	Term 1 2025 Week 9	Term 2 2025 Week 9	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	ME12-1, ME12-2 ME12-6, ME12-7	ME12-3, ME12-4 ME12-7	ME12-2, ME12-4 ME12-7	ME12-1, ME12-2 ME12-3, ME12-4 ME12-5, ME12-6 ME12-7	
Components					**Weighting %**
Understanding, fluency and communication	12.5	12.5	10	15	50
Problem-solving, reasoning and justification	12.5	12.5	10	15	50
TOTAL %	**25%**	**25%**	**20%**	**30%**	**100%**

Topics

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

Mathematics Extension 2
Course Outcomes HSC

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

Mathematics Extension 2
HSC Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Open Test**	**Topic Test**	**Assignment**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 9	Term 1 2025 Week 10	Term 2 2025 Week 10	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	ME12-1, ME12-2 ME12-4, ME12-7 ME12-8	ME12-1, ME12-2 ME12-3, ME12-4 ME12-7, ME12-8	ME12-1, ME12-5 ME12-6, ME12-7 ME12-8	ME12-1, ME12-2 ME12-3, ME12-4 ME12-5, ME12-6 ME12-7, ME12-8	
Components					**Weighting %**
Understanding, fluency and communication	12.5	12.5	10	15	50
Problem-solving, reasoning and justification	12.5	12.5	10	15	50
TOTAL %	**25%**	**25%**	**20%**	**30%**	**100%**

Topics	Subtopics
Proof	MEX-P1 The Nature of Proof MEX-P2 Further Proof by Mathematical Induction
Vectors	MEX-V1 Further Work with Vectors
Complex Numbers	MEX-N1 Introduction to Complex Numbers MEX-N2 Using Complex Numbers
Calculus	MEX-C1 Further Integration
Mechanics	MEX-M1 Applications of Calculus to Mechanics

Numeracy CEC Course Outcomes HSC	
A student:	
N6-1.1	recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contents
N6-1.2	applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
N6-1.3	determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
N6-2.1	chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
N6-2.2	chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
N6-2.3	chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
N6-2.4	chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
N6-2.5	chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
N6-2.6	chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
N6-3.1	chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
N6-3.2	chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Numeracy CEC HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Assignment**	**Assignment**	**Assignment**	**Assignment**	
Timing	Term 4 2024 Weeks 8 & 9	Term 1 2025 Weeks 8 & 9	Term 2 2025 Weeks 5 & 6	Term 3 2025 Weeks 2 & 3	
Outcomes Assessed	N6-2.3, N6-2.4 N6-2.5, N6-3.1	N6-1.3, N6-2.2 N6-2.5, N6-3.2	N6-1.1, N6-2.3 N6-2.5, N6-3.1	N6-1.1, N6-2.6 N6-3.1, N6-3.2	
Components					**Weighting %**
Understanding fluency and communication	12.5	12.5	10	15	50
Problem-solving, reasoning and justification	12.5	12.5	10	15	50
TOTAL %	**25%**	**25%**	**20%**	**30%**	**100%**

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

Mathematics Standard 1 HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Project**	**Open Test**	**Topic Test**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 8	Term 1 2025 Week 8	Term 2 2025 Week 9	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	MS1–12–3 MS1–12–4 MS1–12–9 MS1–12–10	MS1-12-3 MS1-12-4 MS1–12–2 MS1–12–7 MS1–12–8 MS1–12–9 MS1–12–10	MS1–12–1 MS1–12–6 MS1–12–9 MS1–12–10	MS1–12–1, MS1–12–2 MS1–12–3, MS1–12–4 MS1–12–5 MS1–12–6 MS1–12–7 MS1–12–8 MS1–12–9 MS1–12–10	
Components					**Weighting %**
Understanding fluency and communication	12.5	12.5	10	15	50
Problem-solving, reasoning and justification	12.5	12.5	10	15	50
TOTAL %	**25%**	**25%**	**20%**	**30%**	**100%**

Topics	**Subtopics**
Algebra	MS-A4 Types of Relationships
	Ms-M6 Non-Right-Angled Trigonometry
Measurement	MS-M7 Rates and Ratios
	Ms-F4 Investments and Loans
Financial Mathematics	MS-F5 Annuities
	Ms-S4 Bivariate Data Analysis
Statistical Analysis	MS-S5 The Normal Distribution
	Ms-N2 Network Concepts
Networks	MS-N3 Critical Path Analysis

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

Mathematics Standard 2 HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Project**	**Open Test**	**Topic Test**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 8	Term 1 2025 Week 8	Term 2 2025 Week 9	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	MS2–12–3 MS2–12–4 MS2–12–9 MS2–12–10	MS2-12-3 MS2-12-4 MS2–12–2 MS2–12–7	MS2–12–1 MS2–12–6 MS2–12–9 MS2-12-8 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	
Components					**Weighting %**
Understanding fluency and communication	12.5	12.5	10	15	50
Problem-solving, reasoning and justification	12.5	12.5	10	15	50
TOTAL %	**25%**	**25%**	**20%**	**30%**	**100%**

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

Modern History HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Source Task** Core Study: Power and Authority in the Modern World 1919-1946	**Half Yearly Examination**	**Research Essay** Peace and Conflict Historical Analysis	**Trial HSC Examination** All Modules	
Timing	Term 4 2024 Week 9	Term 1 2025 Week 9	Term 2 2025 Week 7	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	MH12-1, MH12-3 MH12-4, MH12-5 MH12-6, MH12-7 MH12-8, MH12-9	MH12-1, MH12-3 MH12-4, MH12-5 MH12-6, MH12-7 MH12-8, MH12-9	MH12-1, MH12-3 MH12-4, MH12-5 MH12-6, MH12-7 MH12-8, MH12-9	MH12-1, MH12-3 MH12-4, MH12-5 MH12-6, MH12-7 MH12-8, MH12-9	
Components					**Weighting %**
Historical skills in the analysis and evaluation of sources and interpretations	10	5		5	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Knowledge and understanding of course content	5	10	5	20	40
TOTAL %	**20%**	**30%**	**20%**	**30%**	**100%**

Music 1 Course Outcomes HSC	
A student:	
H1	performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble.
H2	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied.
H3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.
H4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.
H5	critically evaluates and discusses performances and compositions.
H6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.
H7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
H8	identifies, recognises, experiments with, and discusses the use and effects of technology in music.
H9	performs as a means of self-expression and communication.
H10	demonstrates a willingness to participate in performance, composition, musicology and aural activities.
H11	demonstrates a willingness to accept and use constructive criticism

Music 1 HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Submitted Written Tasks and/or Performance**	**Submitted Written Tasks and/or Performance**	**Submitted Written Tasks and/or Performance**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 10	Term 1 2025 Weeks 9 & 10	Term 2 2025 Week 10	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	H2, H5, H6, H8, H10, H11: H1, H9 or H3, H7 or H2, H4, H5, H6 H8	H4, H5, H6, H8, H10, H11: H1, H9 or H3, H7 or H2, H4, H5, H6 H8	H3, H5, H7, H10, H11: H1, H9 or H3, H7 or H2, H4, H5, H6 H8	H4, H5, H6, H8: H1, H7, H9: H10, H11	
Components					**Weighting %**
Musicology (Core)	10				10
Aural (Core)		10		15	25
Composition (Core)			10		10
Performance (Core)				10	10
Electives (1, 2 & 3)	15	15	15		45
TOTAL %	**25%**	**25%**	**25%**	**25%**	**100%**

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

Personal Development, Health and Physical Education (PDHPE) HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Health Priorities in Australia**	**Factors Affecting Performance**	**Options Assessment**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 9	Term 1 2025 Week 9	Term 2 2025 Week 10	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	H2, H3, H5 H14, H15	H7, H11, H17	H8, H13, H16 H17	H1, H2, H3, H4 H7, H8, H10 H11, H14, H15 H16, H17	
Components					**Weighting %**
Research written task	15	10	10		35
Knowledge and understanding	10	15	10		35
Exam				30	30
TOTAL %	**25%**	**25%**	**20%**	**30%**	**100%**

Physics Course Outcomes HSC	
A student:	
PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Physics HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Mechanic Skills Test**	**Depth Study**	**Photoelectric Research Task Quiz**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 7	Term 1 2025 Week 6	Term 2 2025 Week 5	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	PH11/12-4 PH11/12-6 PH12-12	PH11/12-1 PH11/12-2 PH11/12-5 PH11/12-7 PH11/12-13	PH11/12-3 PH11/12-5 PH11/12-7 PH11/12-14	PH11/12-6 PH11/12-12 PH11/12-13 PH11/12-14 PH11/12-15	
Components					**Weighting %**
Skills in working scientifically	20	20	10	10	60
Knowledge and understanding of course content	5	5	10	20	40
TOTAL %	**25%**	**25%**	**20%**	**30%**	**100%**

Society and Culture Course Outcomes HSC	
A student:	
H1	evaluates and effectively applies social and cultural concepts
H2	explains the development of personal, social and cultural identity
H3	analyses relationships and interactions within and between social and cultural groups
H4	assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
H5	analyses continuity and change and their influence on personal and social futures
H6	evaluates social and cultural research methods for appropriateness to specific research tasks
H7	selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
H8	uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
H9	applies complex course language and concepts appropriate for a range of audiences and contexts
H10	communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Society and Culture HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Research Task Social Continuity and Change**	**Presentation Conformity and Non-Conformity**	**Analytical Depth Study:** Popular Culture	**Trial HSC Examination** All Modules	
Timing	Term 1 2025 Week 4	Term 2 2025 Week 2	Term 3 2025 Week 8	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	H1, H3, H4, H5 H6, H7, H9, H10	H1, H2, H3, H5 H7, H9, H10	H2, H3, H4, H5 H7, H8, H10	H1, H2, H3, H4 H5, H6 H7, H8 H9, H10	
Components					**Weighting %**
Knowledge and understanding of course content	10	10	10	20	50
Application and evaluation of social and cultural research methods	5	5	5	5	20
Communication of information, ideas and issues in appropriate forms	10	10	5	5	30
TOTAL %	**25%**	**25%**	**20%**	**30%**	**100%**

Software Engineering Course Outcomes HSC	
A student:	
SE-12-01	justifies methods used to plan, develop and engineer software solutions
SE-12-02	applies structural elements to develop programming code
SE-12-03	analyses how current hardware, software and emerging technologies influence the development of software engineering solutions
SE-12-04	evaluates practices to safely and securely collect, use and store data
SE-12-05	explains the social, ethical and legal implications of software engineering on the individual, society and the environment
SE-12-06	justifies the selection and use of tools and resources to design, develop, manage and evaluate software
SE-12-07	designs, develops and implements safe and secure programming solutions
SE-12-08	tests and evaluates language structures to refine code

Software Engineering
HSC Internal Assessment Program

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Programming for the Web**	**Secure Software Architecture**	**Software Engineering Project**	**HSC Trial Examination**	
Timing	Term 4 2024 Week 9	Term 1 2025 Week 8	Term 2 2025 Week 10	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	SE-12-02 SE-12-03 SE-12-06 SE-12-07 SE-12-08	SE-12-01 SE-12-02 SE-12-03 SE-12-04 SE-12-05 SE-12-06 SE-12-07 SE-12-08 SE-12-09	SE-12-01 SE-12-02 SE-12-03 SE-12-04 SE-12-05 SE-12-06 SE-12-07 SE-12-08 SE-12-09	SE-12-01 SE-12-02 SE-12-03 SE-12-04 SE-12-05 SE-12-06 SE-12-07 SE-12-08	
Components					**Weighting %**
Knowledge and understanding of course content	10	10	15	15	50
Knowledge and skills in the practical application of the content	10	10	15	15	50
TOTAL %	**20%**	**20%**	**30%**	**30%**	**100%**

Sports, Lifestyle and Recreation Studies (SLR) Course Outcomes HSC	
A student:	
H1.1	applies the rules and conventions that relate to participation in a range of physical activities
H1.2	explain the relationship between physical activity, fitness and healthy lifestyle
H1.3	demonstrates ways to enhance safety in physical activity
H1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia
H1.5	critically analyses the factors affecting lifestyle balance and their impact on health status
H1.6	describes administrative procedures that support successful performance outcomes
H2.1	explains the principles of skill development and training
H2.2	analyses the fitness requirements of specific activities
H2.3	selects and participates in physical activities that meet individual needs, interests and abilities
H2.4	describes how societal influences impact on the nature of sport in Australia
H2.5	describes the relationship between anatomy, physiology and performance
H3.1	selects appropriate strategies and tactics for success in a range of movement contexts
H3.2	designs programs that respond to performance needs
H3.3	measures and evaluates physical performance capacity
H3.4	composes, performs and appraises movement
H3.5	analyses personal health practices
H3.6	assesses and responds appropriately to emergency care situations
H3.7	analyses the impact of professionalism in sport
H4.1	plans strategies to achieve performance goal
H4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context
H4.3	makes strategic plans to overcome the barriers to personal and community health
H4.4	demonstrates competence and confidence in movement contexts
H4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity
H5.1	accepts responsibility for personal and community health
H5.2	willingly participates in regular physical activity
H5.3	values the importance of an active lifestyle
H5.4	values the features of a quality performance
H5.5	strives to achieve quality in personal performance

Sports, Lifestyle and Recreation Studies (SLR) HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Aquatics**	**Resistance Training**	**Outdoor Recreation**	**Practical**	
Timing	Term 4 2024 Week 8	Term 1 2025 Week 8	Term 2 2025 Week 9	Term 3 2025 Week 2	
Outcomes Assessed	1.3, 3.6, 4.5	2.1, 2.2, 2.3 3.2, 4.9	1.3, 3.6, 4.1	1.2, 2.1, 2.2 3.3	
Components					**Weighting %**
Assessment		25	25		50
Practical Performance	25			25	50
TOTAL %	**25%**	**25**	**25**	**25**	**100**

Studies of Religion II Course Outcomes HSC	
A student:	
H1	explains aspects of religion and belief systems
H2	describes and analyses the influence of religion and belief systems on individuals and society
H3	examines the influence and expression of religion and belief systems in Australia
H4	describes and analyses how aspects of religious traditions are expressed by their adherents
H5	evaluates the influence of religious traditions in the life of adherents
H6	organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7	conducts effective research about religion and evaluates the findings from the research
H8	applies appropriate terminology and concepts related to religion and belief systems
H9	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Studies of Religion II HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**In-Class Topic Test**	**Depth Study Research Task and In-Class Essay**	**Research Assignment**	**Trial HSC Examination**	
Timing	Term 4 2024 Week 9	Term 1 2025 Week 6	Term 2 2025 Week 8	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	H1, H2, H3, H4 H5 H6, H8, H9	H3, H6, H8, H9	H1, H2, H4, H5	H6, H8, H9	
Components					**Weighting %**
Knowledge and understanding of course content	10	10	5	15	40
Sourced-based Skills	5	5		10	20
Investigation and research		10	10		20
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
TOTAL %	**20%**	**30%**	**20%**	**30%**	**100%**

Hospitality **RTO - Department of Education - 90333, 90222, 90072, 90162** **Qualification: SIT20322 Certificate II in Hospitality** **Cohort 2024 - 2025** **Training Package SIT Tourism, Travel and Hospitality**	NSW GOVERNMENT Education Public Schools RTO – NSW Department of Education RTO 90333 **Assessment Schedule Year 12 2024- 2025** School: Mitchell High School

Assessment Tasks for SIT20322 Certificate ll in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		**Task 1** Service Please	**Task 2** The Hospitality Industry	**Task 4** Working in the Hospitality Industry	**HSC Trial Examination**
		Week 10 Term 4 2024	Week 9 Term 1 2025	Week 6 Term 3 2025	Weeks 4 & 5 Term 3 2025
Code	**Unit of competency**				
SITXCCS011	Interact with customers	X			HSC Examinable Units of Competency
SITXCOM007	Show social and cultural sensitivity	X			
SITHIND006	Source and use information on the hospitality industry		X		
SITHFAB024	Prepare and serve non-alcoholic beverages			X	
SITHFAB025	Prepare and serve espresso coffee			X	
SITHFAB027	Serve food and beverages			X	
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

Depending on the achievement of competency, the possible qualification at completion of year 11 is a statement of attainment towards SIT20322Certificate II in hospitality.

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

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".

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

Visual Arts HSC Internal Assessment Program					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	Development of the Body of Work Submission of works in progress, VAPD with annotated research and critical evaluation of material and conceptual intention through the structural frame	Essay Extended written research response. Explanation of the roles and relationships between the agencies in the conceptual framework through artists and artworks	Development of the Body of Work Submission of artworks under development, VAPD including a written account of artmaking practice through the artwork/audience relationship	Trial HSC Examination Art Criticism and Art History written Examination	
Timing	Term 4 2024 Week 5	Term 1 2025 Week 8	Term 3 2025 Week 3	Term 3 2025 Weeks 4 & 5	
Outcomes Assessed	H1, H3, H4	H7, H9, H10	H1, H2, H3, H4 H6	H7, H8, H9, H10	
Components					**Weighting %**
Artmaking	25		25		50
Art criticism and art history		25		25	50
TOTAL %	**25%**	**25&**	**25%**	**25%**	**100%**

Work Studies Course Outcomes HSC	
A student:	
1	investigates a range of work environments
2	examines different types of work and skills for employment
3	analyses employment options and strategies for career management
4	assesses pathways for further education, training and life planning
5	communicates and uses technology effectively
6	applies self-management and teamwork skills
7	utilises strategies to plan, organise and solve problems
8	assesses influences on people's working lives
9	evaluates personal and social influences on individuals and groups

Work Studies HSC Internal Assessment Program				
Task Number	**Task 1**	**Task 2**	**Task 3**	
Nature of Task	**Teamwork and Enterprise Skills Manual**	**Work and Life Balance Research Report**	**Yearly Examination**	
Timing	Term 1 2025 Week 8	Term 2 2025 Week 7	Term 3 2025 Week 6	
Outcomes Assessed	WS2, WS5, WS6	WS3, WS5, WS7 WS8, WS9	WS1, WS2, WS3 WS4	
Components				**Weighting %**
Knowledge and understanding	10	10	10	30
Skills	20	20	30	70
TOTAL %	**30**	**30**	**40**	**100**

MITCHELL HIGH SCHOOL

MITCHELL HS

We Inspire
We Motivate
We Care
We Teach

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