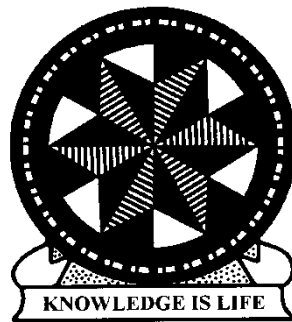


PICNIC POINT HIGH SCHOOL



Higher School Certificate Assessment Handbook

2021 - 2022

Student name: _____

YEAR 12 SCHOOL ASSESSMENT CALENDAR 2021 – 2022

Wk	TERM 4 - 2021	TERM 1- 2022	TERM 2 - 2022	TERM 3 - 2022	HSC Exams in Term 3																														
1		English Extension 30%	Maths Advanced 25% Music 1 25%	English Advanced 25% English Extension 40% PDHPE 25% Photography 30%																															
2		CAFS 25% Legal Studies 20% Maths Extension 1 20% Maths Standard 1 20% Maths Standard 2 20% Music 1 25%	PDHPE 20%	Assessment Task Free Period																															
3		PDHPE 25%	IT Timber 20%		Society & Culture (34)																														
4			History Extension 40% Photography 20% SLR 25%		Trial HSC Examinations	IT Timber (35)																													
5		SLR 20%	English Standard 20%	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Ancient History 30%</td> <td style="width: 50%;">Legal Studies 30%</td> </tr> <tr> <td>Biology 30%</td> <td>Maths Advanced 30%</td> </tr> <tr> <td>Business Studies 30%</td> <td>Maths Extension 1 30%</td> </tr> <tr> <td>CAFS 30%</td> <td>Maths Standard 1 30%</td> </tr> <tr> <td>Chemistry 30%</td> <td>Maths Standard 2 30%</td> </tr> <tr> <td>Economics 30%</td> <td>Modern History 30%</td> </tr> <tr> <td>English Advanced 30%</td> <td>Music 1 25%</td> </tr> <tr> <td>English Extension 30%</td> <td>Numeracy CEC 20%</td> </tr> <tr> <td>English Standard 30%</td> <td>PDHPE 30%</td> </tr> <tr> <td>English Studies 20%</td> <td>Physics 30%</td> </tr> <tr> <td>Food Technology 20%</td> <td>Society & Culture 30%</td> </tr> <tr> <td>Geography 30%</td> <td>SLR 30%</td> </tr> <tr> <td>History Extension 30%</td> <td>Visual Arts 30%</td> </tr> <tr> <td>IT Timber 30%</td> <td>VET Construction 70%</td> </tr> <tr> <td>Inv. Science 30%</td> <td>VET Entertainment 70%</td> </tr> </table>	Ancient History 30%	Legal Studies 30%	Biology 30%	Maths Advanced 30%	Business Studies 30%	Maths Extension 1 30%	CAFS 30%	Maths Standard 1 30%	Chemistry 30%	Maths Standard 2 30%	Economics 30%	Modern History 30%	English Advanced 30%	Music 1 25%	English Extension 30%	Numeracy CEC 20%	English Standard 30%	PDHPE 30%	English Studies 20%	Physics 30%	Food Technology 20%	Society & Culture 30%	Geography 30%	SLR 30%	History Extension 30%	Visual Arts 30%	IT Timber 30%	VET Construction 70%	Inv. Science 30%	VET Entertainment 70%	
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1. Purpose of Stage 6 Assessment

1.1 What is assessment?

- a. Assessment is the process of identifying, gathering and interpreting information about student achievement.
- b. In the context of the Higher School Certificate, a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in each course based on:
 - a wider range of syllabus outcomes than may be measured by the external examination alone.
 - multiple measures and observations made throughout the HSC course rather than a single assessment event.

1.2 Assessment Requirements for Board Developed Courses and Board Endorsed Courses

- a. Schools are required to provide the NSW Education Standards Authority (NESA) with an assessment mark for each student enrolled in each Board Developed Course (BDC) with the exception of Life Skills and Vocational Education and Training (VET) courses.
- b. The assessment marks submitted to NESA are devised from assessment tasks and, may include reference to performance across the year, set in accordance with the internal assessment program for each course. Marks must be calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. The assessment marks provide the rank order of students and the relative differences between students based on their performances in the assessment tasks.
- c. Schools are not required to submit to NESA descriptions of student performance with the assessment marks or to indicate a performance band for students.

1.3 Assessment requirements for Vocational Education and Training (VET) courses

- a. Vocational Education and Training (VET) courses are competency based. The purpose of assessment in this context is to judge competence on the basis of performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made on the basis of evidence derived from a variety of tasks.
- b. NESA requires providers of VET industry curriculum framework courses to:
 - ensure that all courses are delivered under the auspices of a Registered Training Organisation (RTO);
 - use a competency-based approach to assessment;
 - maintain a record of all of the competencies achieved by each student;
 - progressively record the achievement and units of elements of a competency;
 - use only qualified assessors to carry out assessment;
 - report to NESA via Schools Online both the units of competency each student intends to study in a year and the units of competency actually achieved by each student in each course;
 - verify that students have completed the mandatory work placement hours that have been assigned to each course. (Every effort should be made to complete these by the end of Term 2) and
 - prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to present for the examination.
- c. Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the optional VET industry curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC

examination, such as a Trial HSC examination. It must be submitted at the same time as the school assessment marks for other HSC courses, but will be used only in the case of a successful illness/misadventure appeal.

1.4 School Assessment Programs

- a. It is a requirement of the HSC school assessment program that for each course there is a published program of assessment tasks. These tasks are conducted throughout the HSC course and each has a weighting determined by the school within guidelines provided by NESAs.

1.5 School Assessment Tasks

- a. School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.
- b. Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.
- c. The assessment program for the preliminary courses should conclude by the end of Term 3. Assessment for the HSC course must not commence until after the completion of the preliminary course. The assessment program for the HSC courses should commence on the first school day of Term 4 and for most courses conclude as practicably possible, at the end of the Trial HSC period in Term 3.

1.6 The HSC Assessment Marks

- a. At the end of the course the marks for each task are aggregated using the school's electronic Markbook. The Markbook will employ processes that ensure that the appropriate weightings previously published in the school's assessment policy are correctly used to arrive at a final assessment mark for each student. These assessment marks, which are then submitted to NESAs provide a rank order of students and show relative differences between students' performances. This is best achieved by designing assessment tasks that discriminate between students achievements and by using a sufficiently wide mark range.

1.7 Moderating Student Assessment Marks

- a. In the moderation process for the HSC, the assessment marks for a course submitted by each school are adjusted by a statistical process that takes into account the performance of the school group on the examination. This process ensures comparability between the assessment marks submitted by each school. The school group's initial examination marks, before they are aligned to the performance scale, are used to moderate the school group's assessment marks. Following the application of this procedure the assessment marks are then aligned to the course performance scale using the same adjustments as used for the examination marks.
- b. The rank order of students based on their raw assessment marks is unchanged by the moderation process.

2. Communicating assessment guidelines

- a. Students will be issued the following documentation to support them in preparing for and completing assessments for the Higher School Certificate. This documentation will include: -
 - *NSW Education Standards Authority 2022 Higher School Certificate Rules and Procedures* (a support booklet issued to students when commencing their HSC year).
 - The assessment schedule booklet (both Preliminary and HSC).
- b. In addition to this, the following information sessions support student understanding of requirements for the Higher School Certificate.
 - Year 11 Subject Selection Evening – whilst students are in Year 10.
 - Results Data Analysis Meetings.
 - Higher School Certificate Information Meeting – conducted in Term 4 at the start of Year 12.
- c. Year Meetings will also provide opportunities to explain specific details of the assessment policy to students. These will be conducted and reinforced throughout Year 12.

3. A Standards Referenced Approach to Assessment

3.1 Assessment Schedules

- a. Students will be provided with an assessment schedule for courses studied. This assessment schedule will:
 - inform each student of the assessment requirements for each course;
 - indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
 - outline the weightings for each syllabus component;
 - specify values for each of these tasks; and
 - provide a calendar with tasks listed showing the term and week that each task is due.
- b. Each student will be provided with a printed copy of an assessment schedule for each course.
- c. A schedule of assessment tasks held during Term 4, Term 1, Term 2 and Term 3 will be issued to students by mid Term 4.
- d. Each student will be required to sign an acknowledgment of the receipt of the assessment policy and schedules.

3.2 Assessment Notifications

- a. Students will be notified, where possible, at least 14 calendar days in advance of the due date of an assessment task, of the details of the assessment task, including due date and time on that day, specific nature of the task and the value of the assessment task.
- b. Students should make themselves aware of the assessment schedules and have an expectation of when an assessment notification would be issued. Where a student is absent on the day a notification is issued, it is the student's responsibility to seek the notification from his/her class teacher upon return to school.

3.3 Marking Guidelines

- a. Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

3.4 Providing Meaningful Feedback

- a. Teachers provide feedback to students to assist their learning.
- b. Feedback to students could incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards.
- c. In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A student is judged either competent or not competent.

3.5 Recording and Reporting Student Marks

- a. Teachers and Head Teachers will keep records of each student's performance in each task in the electronic Markbook available on the school network and should provide students after each task with information concerning their performance on individual tasks.
- b. Head Teachers will inform students at the completion of the course of their final assessment rank.
- c. Students should be provided with a cumulative ranking of their assessment twice during the course. The cumulative ranking may also appear on student reports following the Half-Yearly and Trial HSC examinations.
- d. Students can collect their NESA Assessment rank order online using the Students Online service.

4. General procedures

4.1 Student is absent from an assessment task due to illness

- a. Students must attend school on the date of a task or date the task is due.
- b. If a student is ill and cannot attend on the day of the task or date a task is due, an illness/misadventure form should be completed with the appropriate section completed by a Medical Practitioner (or Medical evidence attached) and presented to their Deputy Principal on the first day of return to school.
- c. If a student fails to complete a task specified in the assessment program due to illness and the Deputy Principal considers the student has a valid reason with supporting medical evidence, an extension of time may be granted, a mark may be awarded based on a substitute task or a rank equivalency may be used. The student should complete an illness/misadventure form, including appropriate evidence and forward this to the Deputy Principal.
- d. Students with prolonged absences should follow the same procedure. Notification of the absence during an assessment period should be made to the Deputy Principal.
- e. Where there is no valid reason for not completing an assessment task, a zero mark must be recorded for that task.
- f. If a student appeals more than 40% of their total result in a subject area due to illness or misadventure, teacher professional judgement may be used to best determine the appropriate result.

4.2 Student is absent due to a misadventure

- a. Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date a task was due. (e.g. a car accident).
- b. Following failure to complete an assessment task on time, the student must see the Deputy Principal on the first day of return to school to negotiate alternative arrangements. A misadventure appeal must be submitted with supporting evidence. This may include a statutory declaration from parents or an appropriate adult detailing the specifics of the misadventure. Notwithstanding the previous paragraph, the student should complete an illness/misadventure form with the appropriate section completed and forwarded to their Deputy Principal.

4.3 Students who complete the assessment task and suffer illness misadventure

- a. Students may lodge an illness/misadventure appeal if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, significantly diminished their assessment performance.
- b. In such cases, students need to provide documentary evidence via the illness/misadventure form clearly detailing and supporting, through signed statements by Medical Practitioners or appropriate persons, the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.
- c. Students should submit this appeal to their Deputy Principal. This should be done as soon as possible after the student is back at school (either for lessons or other examinations) within 7 days of the assessment task date.
- d. The varied nature of appeals and assessment marks prevents a set time frame established for the finalisation of these appeals.

4.4 Hand-In tasks

- a. Hand-in tasks should be submitted to the teacher/faculty as specified on the notification of the assessment task. Deadlines for submission of tasks will be specified on the notification of assessment.
- b. A student can seek from the Head Teacher an extension of time to submit the task. An illness/misadventure appeal must be submitted to the Head Teacher with appropriate supporting documentation before the extension can be considered.
- c. If an assessment task is submitted late, and there is no successful illness/misadventure appeal, students will receive a zero for that task. Students should still submit the task to gain necessary feedback. In this instance, the student and their parents will be advised by the Head Teacher in writing. Should a student feel that this decision is inappropriate, an appeal can be lodged with the school's Assessment Committee.
- d. Students must submit all tasks regardless of how late they are submitted. Feedback provided to students based on their work in the task is a valuable part of the learning process.

4.5 Technology and assessment tasks

- a. Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.
- b. In the case of the submission of assessment tasks, students may lodge an illness/misadventure appeal if technology has failed. In such cases, students must provide adequate physical evidence of that task such as a draft or hard copy of the materials.
- c. To assist students in the utilisation of technology, the following guidelines should be considered:
 - always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure
 - back-up files regularly
 - print out copies of drafts and keep them while the assignment is in progress
 - bring a copy of the file to school by either email or USB

5. Disability Provisions

5.1 Disability Provisions Policy <https://ace.nesa.nsw.edu.au/ace-10001>

- a. The *Disability Discrimination Act 1992* and the *Disability Standards for Education (2005)* require NESA to ensure that students with a disability are able to access and respond to an examination.
- b. NESA may approve Disability Provisions for the Higher School Certificate if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:
 - reading the examination questions and/or
 - communicating his/her responses.
- c. Principals have the authority to decide on, and to implement, Disability Provisions for school-based assessments including examinations.

5.2 Disability Provisions: areas outside NESA guidelines

- a. NESA will not compensate students for difficulties in undertaking courses and preparing for the Higher School Certificate examinations.
- b. Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.
- c. NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.
- d. Where a student has a condition that might manifest itself during an examination session (eg epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.
- e. Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.

5.2 Applying for Disability Provisions

- a. Disability provisions application form and information guides are available in Term 4 each year for students in Year 12 who intend to sit for the Higher School Certificate examinations in the following year. A student may access Disability Provisions from the beginning of the assessment program by ensuring that application is made at this time.
- b. Students who wish to apply for special examination provisions should make an appointment with the Head Teacher Learning and Support.
- c. The student will need to supply evidence of the student's special examination need.

6. Malpractice in assessment tasks

6.1 Defining Malpractice

- a. Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:
- copying someone else's work in part or in whole, and presenting it as one's own
 - using material directly from books, journals, CDs or the Internet without reference to the source
 - building on someone else's ideas without giving their source
 - buying, stealing or borrowing someone else's work and presenting it as one's own
 - submitting work that someone else, like a parent, tutor or subject expert, substantially contributed to
 - using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
 - paying someone to write or prepare material
 - breaching school exam rules
 - cheating in an HSC exam
 - using non-approved aids in an assessment task
 - giving false reasons for not handing in work by the due date
 - helping another student to engage in malpractice.
- b. **Students MUST make a genuine attempt at assessment tasks accumulating a worth of MORE THAN 50% of the available marks for that course.** Further, students must demonstrate diligence and sustained effort in their course. Students and their parents (where appropriate) can expect notification, in writing from the Head Teacher responsible for a course, of the potential of an 'N Determination' in the course.

6.2 Managing Issues of Malpractice

- a. Issues of malpractice need to be investigated by the Head Teacher of the respective course.
- b. If the malpractice is proven, the assessment committee will consider a zero mark for that task. In some circumstances, the school Principal may decide to invoke a penalty appropriate to the seriousness of the offence.
- c. Students are made aware that sharing/showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.
- d. All acts of malpractice are required to be recorded on the NESAs Register of Malpractice in HSC Assessment Tasks.
- e. All students have completed the 'HSC All My Own Work Modules' before commencement of the Preliminary course

7. Formal Examinations – Rules and Procedures

7.1 General Examination Procedures

- a. HSC assessments should involve a formal calendared Trial Higher School Certificate examinations period for all courses.
- b. With the exception of practical based courses, all courses will include assessments from the issued assessment schedule in the calendared formal examination periods.
- c. The starting date for these examination periods will be indicated on the school assessment calendar and reflected within individual course assessment schedules.
- d. Time allocated to these formal examination periods is indicative only and should be organised so as to ensure minimal disruption to teaching and learning.
- e. For formal examinations, the students are to assemble at least 15 minutes prior to the designated start time. Students who arrive late for an examination will not be given extra time to complete the task or examination.
- f. Students may not leave the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- g. Students are not to take any writing materials, pencil cases, books or other non-approved materials into the examination. Answer paper will be provided for all assessment tasks. Approved equipment taken into the examination room must be carried in as separate items or carried in a clear plastic sleeve or case and checked by supervising staff.
- h. Mobile phones are to be switched off before entering the examination room and handed to the supervisor. These remain at the front of the examination hall for the duration of the examination. Failure to comply with this may result in the cancellation of the student's paper.
- i. Students are not to talk to or interfere with other students or their equipment once they enter the examination room.
- j. Students will receive a copy of the Examination procedures prior to the commencement of the examination period.

7.2 Misconduct in formal examinations and other assessment tasks

- a. Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.
- b. All class tasks including formal examinations must be attempted seriously. Non-serious attempts will be awarded a zero mark with an 'N' Warning Letter issued.

7.3 Appeals Surrounding the Assessment Procedure

- a. When a student feels that a decision applied to his/her work is not consistent with the school's assessment policy and procedures he/she may appeal. The first appeal **MUST** be to the Head Teacher.
- b. Where a student feels that the appeal to the Head Teacher has not been heard appropriately, he/she may appeal through their Deputy Principal to the Appeals Committee.
- c. The Committee will determine if;
 - the weightings specified by the school in its assessment program were followed and conform with requirements as detailed in the syllabus by NESAs;
 - the procedures used to determine the final assessment marks conform with the issued assessment program and;
 - there are no administrative or other clerical errors in the determination of the assessment mark.
- d. If the Assessment Committee finds there may be errors in the process, it may ask the Head Teacher to review the process and make adjustments accordingly.
- e. The Assessment Committee will give a written reply to students who submit an appeal.
- f. If not satisfied with the Assessment Committee's decision, a student may make a subsequent appeal to NESAs. NESAs will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks.
- g. Appeals surrounding the assessment procedures are the only times when students can appeal to NESAs.

7.4 Grounds for an appeal

- a. The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.
- b. While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

8. Students in danger of NOT meeting course requirements

8.1 Satisfactory completion of the course

- a. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:
 - followed the course developed or endorsed by NESAs;
 - applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and,
 - achieved some or all of the course outcomes.

8.2 Student Attendance

- a. It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal.
- b. The Deputy Principal will advise those students with frequent or ongoing absence in writing of the seriousness of these absences with respect to meeting course requirements.

8.3 Failure to complete or submit assessment tasks

- a. If a student has a valid reason for failing to complete or submit an assessment task, then he/she is to submit an illness/misadventure appeal to the Head Teacher. (See the section on appeals).
- b. If there is no valid reason, or the appeal has not been upheld for not completing or submitting an assessment task, a zero mark may be recorded for that task. The student and his/her parents will be advised, in writing, of this through an 'N' Warning Letter.

8.4 Non-serious attempts

- a. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.
- b. Students studying the HSC course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

8.5 Communicating course requirement concerns (also see NESAs N-Award Letter procedures page 16)

- a. Students should receive meaningful feedback in all aspects of their course work. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though should not be reported or graded against these bands. The feedback given for tasks that do not contribute to the final HSC Assessment mark should assist students as preparation for tasks that are part of the HSC Assessment program.
- b. Students must make a genuine attempt at assessment tasks that contribute more than 50% of the total assessment mark.
- c. If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written 'N' Warning Letter must be given to the student and their parents.
- d. The letter will:
 - advise the student of the issue giving adequate time for the problem to be corrected;
 - specifying details of action including a timeframe required by the student;
 - alert the student to the possible consequences of an 'N' Determination; and
 - request from the student and his/her parent a written acknowledgement of the warning.
- e. If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued for the same task.



PICNIC POINT HIGH SCHOOL

Illness / Misadventure Assessment Task Appeal

Student Name: _____

Year: _____

Course: _____

Teacher: _____

Task No: _____ Task: _____

Due Date: ___ / ___ / ___

Type of Appeal:

- Appeal due to illness, accident or misadventure. Evidence needs to be provided within 7 days of the due date.
- Appeal in relation to the final assessment mark and/or rank.
- NESAs rules as per the school's assessment booklet have not been followed.
- The published marking criteria for a task has not been followed in the marking process.

Reason for Appeal: (please provide details to support your case)

Supporting evidence attached: Yes No

Medical Certificate

Parent letter

Travel documents

Other: _____

Student Signature: _____

Date: ___ / ___ / ___

Parent/Carer Signature: _____

Date: ___ / ___ / ___

Complete and present this form to the appropriate Deputy Principal.

(This should be done prior to the due date where applicable or on the first day of your return to school.)

Deputy Principal Recommendation:

Reason for decision:

Marks to be awarded

No marks to be awarded

An estimate mark to be awarded

Complete a substitute task on ___ / ___ / ___

Deputy Principal Signature: _____

Date: ___ / ___ / ___

Head Teacher endorsement Signature: _____

Date: ___ / ___ / ___

Student informed of decision Signature: _____

Date: ___ / ___ / ___

Original to: Deputy Principal

Copies to: Head Teacher / Teacher / Student file



PICNIC POINT HIGH SCHOOL

HSC ASSESSMENT TASK NO. _____ NOTIFICATION

SUBJECT	TEACHER	DATE ISSUED	DATE DUE

TYPE OF TASK <i>e.g. research assignment, practical exercise, speech, class test etc.</i>	
TOPIC <i>e.g. name of the unit of work</i>	
TASK WEIGHT <i>As per grid</i>	
COMPONENT WEIGHTS <i>As per grid</i>	
OUTCOMES <i>As per grid including code & description</i>	
TASK DESCRIPTION <i>Explaining precisely what students are required to do. (This will be as specific as possible including details such as the expected word length, speech/presentation, length, and requirement to add a bibliography or to include all calculations or rough drafts – as applicable.)</i>	
PREPARATION <i>Giving details of possible references/resources, a guide on how to start. (May also give definitions of task terms such as "DISCUSS", "ANALYSE", "EVALUATE", as defined by the NESA Glossary of Terms etc.)</i>	
SUBMISSION DETAILS <i>Giving specific details relating to handing in tasks: Students must read and be familiar with the rules for completing/submitting tasks outlined in the Assessment Guide you have been issued. Definitions of task terms such as "DISCUSS", "ANALYSE", "EVALUATE", as defined by the NESA Glossary of Terms etc., may also be given)</i>	

ATTACHMENTS

- **MARKING CRITERIA**

Students will be given examples or an explanation of the skills and knowledge required to obtain a particular grade, band or full marks.

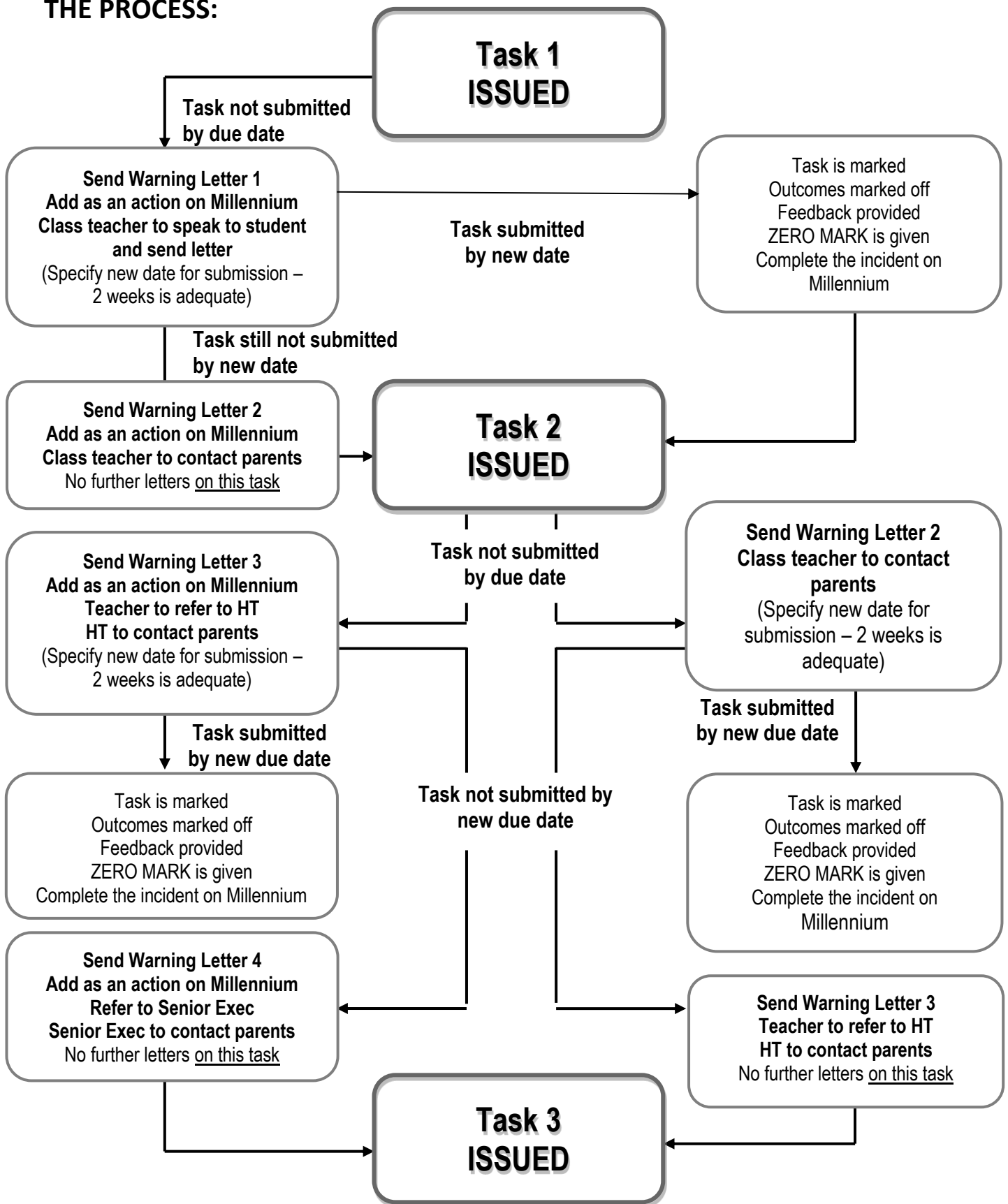
- **SIGN OFF SHEET**

Students will be required to sign off against their name to indicate that they have received the task and also when they have completed the task.

Please attach to the original.

NESA N-Warning Letter Procedures

THE PROCESS:



All subsequent letters beyond letter 4 referred to Principal

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: ANCIENT HISTORY

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Case Study: Pompeii and Herculaneum Source-based questions	Society: Minoans Source-based questions	Personality: Hatshepsut Research-essay task	Trial HSC Examination All topics	
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 4 - 5	
	AH12-1 AH12-3 AH12-5 AH12-9 AH12-10	AH12-3 AH12-4 AH12-5 AH12-6 AH12-9	AH12-2 AH12-3 AH12-4 AH12-5 AH12-6 AH12-7 AH12-8 AH12-9	AH12-1 AH12-2 AH12-3 AH12-4 AH12-5 AH12-6 AH12-7 AH12-9 AH12-10	
Knowledge and understanding of course content	5	10	5	20	40
Source-based skills	5	5	5	5	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: BIOLOGY

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Modelling Hereditary	Depth Study	Practical Investigation	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 4 - 5	
	BIO11/12-3 BIO11/12-6 BIO12-12	BIO11/12-4 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO12-13	BIO11/12-2 BIO11/12-7 BIO12-14	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO12-12 BIO12-13 BIO12-14 BIO12-15
Skills in working scientifically	15	10	25	10	60
Knowledge and understanding	5	10	5	20	40
	20	20	30	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: BUSINESS STUDIES

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Topic Test	Business Investigation	Case Study Task	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 4 - 5	
	H1 H2 H3 H4 H5 H6	H2 H3 H5 H6 H7 H8 H9	H2 H4 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	
Knowledge and understanding of course content	10	5	10	15	40
Stimulus-based skills		10		10	20
Inquiry and research	10		10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
	25	20	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: CHEMISTRY

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	<p>Depth Study</p> <p>Module 7</p>	<p>Research and Processing Task</p> <p>Module 5</p>	<p>Practical Investigation</p> <p>Module 6</p>	<p>Trial HSC Examination</p> <p>Modules 5, 6, 7 and 8</p>	
	Term 4, Week 10	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 4 - 5	
	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH12-14	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12	CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-6 CH11/12-7 CH12-13	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Skills in working scientifically	20	10	20	10	60
Knowledge and understanding	5	10	5	20	40
	25	20	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: COMMUNITY & FAMILY STUDIES

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Independent Research Project	Case study of community group	In-Class test	Trial HSC Examination	
	Term 1, Week 2	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 4 - 5	
	H4.1 H4.2	H1.1 H2.2 H2.3 H3.1 H3.3 H5.1	H2.2 H3.2 H4.2 H5.1 H5.2	H1.1 H2.1 H2.2 H2.3 H3.1 H3.2 H3.3 H3.4 H4.1 H4.2 H5.1 H5.2 H6.1 H6.2	
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: ECONOMICS

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Research Task	Topic Test	Extended Response	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 4 - 5	
	H1 H2 H4 H7 H9 H10	H1 H3 H4 H5 H8 H10 H11	H1 H2 H5 H6 H7 H8 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11	
Knowledge and understanding of course content	5	10	5	20	40
Stimulus-based skills		5	10	5	20
Inquiry and research	10		10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
	20	20	30	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: ENGLISH ADVANCED

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Multimodal presentation using prescribed text and related material Texts and Human Experiences	Comparative essay Textual Conversations Critical Response	Writing task Craft of Writing	Trial HSC Examination Common Module Module A Module B Module C	
	Term 4, Week 8	Term 1, Week 7	Term 3, Week 1	Term 3, Weeks 4–5	
	EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8	EA12-1 EA12-3 EA12-5 EA12-6 EA12-7 EA12-8	EA12-1 EA12-3 EA12-4 EA12-5 EA12-7 EA12-8 EA12-9	EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8	
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
	25	20	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: ENGLISH EXTENSION 1

COURSE: 1 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Imaginative response and reflection	Tutorial Presentation	Trial HSC Examination	
	Term 1, Week 1	Term 3, Week 1	Term 3, Weeks 4-5	
	EE12-2 EE12-4 EE12-5	EE12-1 EE12-2 EE12-3 EE12-4	EE12-2 EE12-3 EE12-4 EE12-5	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
	30	40	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: ENGLISH STANDARD

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	<p>Texts and Human Experiences</p> <p>Multimodal presentation with related material</p>	<p>Craft of Writing</p> <p>Writing Task</p>	<p>Language, Identity and Culture</p> <p>Analytical response</p>	<p>Trial HSC Examination Common Module:</p> <p>Module A</p> <p>Module B</p> <p>Module C</p>	
	Term 4, Week 9	Term 1, Week 7	Term 2, Week 5	Term 3, Weeks 4–5	
	EN 12-1 EN 12-2 EN 12-3 EN 12-4 EN 12-6 EN 12-7	EN 12-1 EN 12-3 EN 12-4 EN 12-5 EN 12-9	EN 12-1 EN 12-3 EN 12-5 EN 12-7 EN 12-8	EN 12-1 EN 12-3 EN 12-4 EN 12-5 EN 12-6 EN 12-7	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
	25	25	20	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: ENGLISH STUDIES

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Multimodal presentation with related material Mandatory Module: Texts and Human Experiences	Research Task Elective Module A: We are Australians	Collection of classwork Mandatory Module Elective Module A Elective Module of teacher's choosing	Trial HSC Examination Mandatory Module and Electives	
	Term 4, Week 9	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 4 - 5	
	ES12-1 ES12-4 ES12-5 ES12-6 ES12-8	ES12-3 ES12-5 ES12-7 ES12-9	ES12-1 ES12-4 ES12-5 ES12-7 ES12-10	ES12-2 ES12-3 ES12-4 ES12-5 ES12-9	
Knowledge and understanding of course content	10	15	15	10	50
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	15	10	15	10	50
	25	25	30	20	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: FOOD TECHNOLOGY

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	<p>The Australian Food Industry</p> <p>Research Task</p>	<p>Food Manufacture</p> <p>Investigation and Preparation of Food</p>	<p>Food Product Development</p> <p>Food Product and Portfolio</p>	<p>Trial HSC Examination</p>	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 4 - 5	
	H1.2 H1.4 H3.1	H1.1 H4.2	H1.3 H4.1	H1.1 H1.2 H1.3 H2.1 H3.2 H5.1	
Knowledge and understanding of course content	10	5	5	20	40
Knowledge and skills in designing, researching, analysing and evaluating	15	5	10		30
Skills in experimenting with and preparing food by applying theoretical concepts		15	15		30
	25	25	30	20	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: GEOGRAPHY

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Research Report	Skills Test	Extended Response	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 9	Term 2, Week 6	Term 3, Weeks 4 - 5	
	H1 H2 H5 H6 H7 H8 H10 H11	H8 H10 H11 H30	H1 H3 H9 H10 H12 H13	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13	
Knowledge and understanding of course content	5	5	10	20	40
Geographical tools and skills		15		5	20
Geographical inquiry and research, including fieldwork	10		10		20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: HISTORY EXTENSION

COURSE: 1 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	History Project Historical Process (Proposal, process log, annotated bibliography)	History Project – Essay	Trial HSC Examination	
	Term 1, Week 9	Term 2, Week 4	Term 3, Weeks 4 - 5	
	HE12-1 HE12-2	HE12-1 HE12-2 HE12-3 HE12-4	HE12-1 HE12-3 HE12-4	
Knowledge and understanding of significant historical ideas and processes		20	20	40
Skills in designing, undertaking and communicating historical inquiry and analysis	30	20	10	60
	30	40	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: INDUSTRIAL TECHNOLOGY – TIMBER

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Presentation of Major Project Ideas and Development	Project and Documentation Progress Mark	Industry Report	Trial HSC Examination	
	Term 4, Week 7	Term 1, Week 7	Term 2, Week 3	Term 3, Weeks 4 - 5	
	H1.2 H3.1 H3.2 H5.1 H5.2	H2.1 H3.3 H4.1 H4.2 H4.3 H5.2 H6.2	H1.1 H1.2 H1.3 H5.1 H7.1 H7.2	H1.2 H1.3 H3.1 H4.3 H6.1 H7.1 H7.2	
Knowledge and understanding of course content			20	20	40
Knowledge and skills in the design, management, communication and production of a major project	20	30		10	60
	20	30	20	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: INVESTIGATING SCIENCE

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Depth Study Task Module 5	Research Task Modules 5 and 6	Practical task Module 7	Trial HSC Examination Modules 5, 6, 7 and 8	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 4 - 5	
	INS 12-1 INS 12-2 INS 12-7 INS 12-4 INS 12-6 INS 12-12	INS 12-4 INS 12-5 INS 12-6 INS 12-7 INS 12-12 INS 12-13	INS 12-2 INS 12-3 INS 12-5 INS 12-6 INS 12-7 INS 12-14	INS 12-4 INS 12-5 INS 12-6 INS 12-7 INS 12-12 INS 12-13 INS 12-14 INS 12-15	
Skills in working scientifically	20	5	20	15	60
Knowledge and understanding	5	15	5	15	40
	25	20	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: LEGAL STUDIES

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Crime Written Task	Option A: Research Task	Option B: Extended Response	Trial HSC Examination	
	Term 1, Week 2	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 4 - 5	
	H1 H2 H4 H6 H7 H8 H9 H10	H1 H4 H5 H6 H7 H8 H9	H1 H3 H4 H5 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H9 H10	
Knowledge and understanding of course content	10	10	10	10	40
Analysis and evaluation	5			15	20
Inquiry and research		10	10		20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: MATHEMATICS ADVANCED

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Take Home Task	Open Book Test	Assignment / Class Test	Trial HSC Examination	
	Term 4, Week 10	Term 2, Week 1	Term 2, Week 9	Term 3, Weeks 4 - 5	
	MA12-1 MA12-2 MA12-4 MA12-5 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	
Understanding, fluency and communicating	10	13	12	15	50
Problem solving, reasoning and justification	10	12	13	15	50
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: MATHEMATICS – EXTENSION 1

COURSE: 1 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Take Home Task	Open Book Test	Extended modelling and problem-solving task	Trial HSC Examination	
	Term 1, Week 2	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 4 - 5	
	ME12-1 ME12-2 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-6 ME12-7	ME12-1 ME12-3 ME12-4 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7	
Understanding, fluency and communicating	10	13	12	15	50
Problem solving, reasoning and justification	10	12	13	15	50
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: MATHEMATICS STANDARD 1

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Assignment	Open Book Test	Take home Task	Trial HSC Examination	
	Term 1, Week 2	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 4 - 5	
	MS1 12-8 MS1 12-9 MS1 12-10	MS1 12-1 MS1 12-3 MS1 12-4 MS1 12-5 MS1 12-6 MS1 12-8 MS1 12-9 MS1 12-10	MS1 12-1 MS1 12-2 MS1 12-3 MS1 12-6 MS1 12-7 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	
Understanding, fluency and communicating	10	13	12	15	50
Problem solving, reasoning and justification	10	12	13	15	50
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE
SUBJECT: MATHEMATICS STANDARD 2

DATE: Year 2021/2022
COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Assignment	Open Book Test	Take home Task	Trial HSC Examination	
	Term 1, Week 2	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 4 - 5	
	MS2 12-1 MS2 12-3 MS2 12-4 MS2 12-8 MS2 12-9 MS2 12-10	MS2 12-1 MS2 12-3 MS2 12-4 MS2 12-5 MS2 12-6 MS2 12-8 MS2 12-9 MS2 12-10	MS2 12-1 MS2 12-2 MS2 12-6 MS2 12-7 MS2 12-8 MS2 12-9 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	
Understanding, fluency and communicating	10	13	12	15	50
Problem solving, reasoning and justification	10	12	13	15	50
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: MODERN HISTORY

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Source Evaluation and Extended Response National Study: USA 1919-1941	Source Analysis Core Study: Power and Authority in the Modern World 1919-1946	Historical Analysis Peace and Conflict: Conflict in the Pacific 1937-1951	Trial HSC Examination All topics	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 4 - 5	
	MH12-1 MH12-2 MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-8 MH12-9	MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-9	MH12-1 MH12-2 MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-8 MH12-9	MH12-1 MH12-2 MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-9	
Knowledge and understanding of course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5		15		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
	20	20	30	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: MUSIC 1

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Core Musicology Elective 1	Aural Analysis Elective 2	Core Composition Elective 3	Trial HSC Examination Aural Core Performance Core	
	Term 1, Week 2	Term 2, Week 1	Term 2, Week 10	Term 3, Weeks 4 - 5	
	*H1 *H2 *H3 *H4 *H5 *H6 *H7 *H8	*H1 *H2 *H3 *H4 *H5 *H6 *H7 *H8	*H1 *H2 *H3 *H4 *H5 *H6 *H7 *H8	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11	
Core Performance				10	10
Core Composition			10		10
Core Musicology	10				10
Aural		10		15	25
Elective 1	15				15
Elective 2		15			15
Elective 3			15		15
	25	25	25	25	100

* Teacher will select the appropriate outcomes based on the elective options selected by each student

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: NUMERACY CEC

COURSE: 2 UNIT CEC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Assignment	Assignment	Assignment	Examination	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 4 - 5	
	N6 1.1 N6 1.2 N6 1.3 N6 2.1 N6 2.2 N6 2.3 N6 3.1 N6 3.2	N6 1.1 N6 1.2 N6 1.3 N6 2.1 N6 2.2 N6 2.3 N6 3.1 N6 3.2	N6 1.1 N6 1.2 N6 1.3 N6 2.1 N6 2.2 N6 2.3 N6 3.1 N6 3.2	N6 1.1 N6 1.2 N6 1.3 N6 2.1 N6 2.2 N6 2.3 N6 3.1 N6 3.2	
Knowledge and understanding	15	10	15	10	50
Skills	15	10	15	10	50
	30	20	30	20	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: PDHPE

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Research Project	In-Class Test	Research Project	Trial HSC Examination	
	Term 1, Week 3	Term 2, Week 2	Term 3, Week 1	Term 3, Weeks 4 - 5	
	H8 H10 H17	H7 H8 H9 H10 H16 H17	H8 H13 H16 H17	H1 H2 H3 H4 H5 H8 H9 H10 H11 H13 H14 H15 H16	
Knowledge and understanding of: <ul style="list-style-type: none"> • Factors that affect health • The way the body moves 	10	5	5	20	40
Skills in: <ul style="list-style-type: none"> • Influencing personal and community health • Taking action to improve participation and performance 	5	10	10	5	30
Skills in: <ul style="list-style-type: none"> • Critical thinking, research and analysis 	10	5	10	5	30
	25	20	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Practical Task	Research Task	Practical Task	Submission of final Photographic project and Folio	
	Term 1, Week 6	Term 2, Week 4	Term 2, Week 10	Term 3, Week 1	
	M1 M2 M3 M4 M5 M6	C1 C2 C3 C4 C5 C6	M1 M2 M3 M4 M5 M6	M1 M2 M3 M4 M5 M6 C1 C2 C3 C4 C5 C6	
Making	20		30	20	70
Critical/ historical study		20		10	30
	20	20	30	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: PHYSICS

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Depth Study Electromagnetism	Open Ended Research Task From the Universe to the Atom Electromagnetism	Research Task Nature of Light	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 6	Term 3, Weeks 4 - 5	
	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-13	PH11/12-5 PH11/12-6 PH11/12-7 PH12-13 PH12-15	PH11/12-4 PH11/12-5 PH11/12-6 PH12-14	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15	
Knowledge and understanding	5	10	10	15	40
Skills in Working Scientifically	20	15	10	15	60
	25	25	20	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: SOCIETY AND CULTURE

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Topic test on Social and Cultural Continuity and Change	Research and in-class extended response on Popular Culture	Methodical research and extended response on Belief Systems	Trial HSC Examination	
	Term 4, Week 11	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 4 - 5	
	H1 H2 H3 H4 H5 H6 H9 H10	H1 H2 H3 H5 H7 H9 H10	H1 H2 H3 H4 H6 H7 H9 H10	H1 H2 H3 H4 H5 H6 H7 H9 H10	
Knowledge and understanding of course content	10	10	10	20	50
Application and evaluation of social and cultural research methodologies	5	10	10	5	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: SPORT, LIFESTYLE AND RECREATION

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Resistance Training and Fitness	Healthy Lifestyles	In-Class Test	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 5	Term 2, Week 4	Term 3, Weeks 4 - 5	
	H2.2 H3.2	H2.3 H3.5	H1.3 H2.1 H2.5 H3.1 H3.2 H4.1	H1.3 H2.1 H2.2 H2.3 H2.4 H3.2 H3.7	
Knowledge and understanding	15	10	10	15	50
Skills	10	10	15	15	50
	25	20	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2021/2022

SUBJECT: VISUAL ARTS

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Case Study	Development of the Body of Work and VAPD	Development of the Body of Work and VAPD	Trial HSC Examination Submission of Body of Work and VAPD	
	Term 4, Week 8	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 4 - 5	
	H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	
Artmaking		15	15	20	50
Critical/ historical study	20	10	10	10	50
	20	25	25	30	100

VOCATIONAL EDUCATION AND TRAINING

ASSESSMENT

Assessment for the Higher School Certificate VET courses within Industry Curriculum Frameworks has two distinct purposes.

1. Assessment for Australian Qualification Framework (AQF) VET qualifications – competency based assessment.
2. Assessment for the Higher School Certificates that may include the optional HSC examination for Australian Tertiary Admission Rank (ATAR).

AQF CERTIFICATION

Assessment for AQF Certification is competency based. In keeping with the concept of competence as the integration of a wide range of skills, knowledge and attitudes, a holistic or integrated approach to the assessment of competence is adopted.

Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors.

Schools are expected to provide reasonable opportunities for students in assessment.

A variety of assessment strategies will be utilised by VET staff to assess the competence of students. Competency standards are the benchmarks for this assessment. All assessments are to be conducted within the requirements of the syllabus and/or training package requirements and have a direct link to the performance criteria.

Some forms of assessment will be ongoing. Evidence of competence will be gathered on a continuous basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, portfolios, role-plays and simulations and so on.

NSW EDUCATION STANDARDS AUTHORITY (NESA)

Students undertaking a VET course must meet the requirements of the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate along with the requirements of the AQF for the award of a certificate or statement of attainment.

The NSW Education Standards Authority (NESA) has mandated work placement as a requirement of the HSC. Students must achieve the hours of work placement required for the course undertaken.

The rules and processes related to an 'N' award for a Board Developed course and a Board Endorsed Course are applicable to students undertaking a VET course. More information can be found in the Assessment, Certification and Examination (ACE) manual.

Teachers should maintain appropriate documentation and notify parents in writing when students are not meeting course requirements. Notification to parent/carer should be timely and provide students the opportunity for the issues of concern to be redressed as appropriate.

HSC EXAMINATIONS IN VET

The HSC Examination is independent of competency based assessment requirements for AQF qualifications. The examination is optional for students of a 240 hour Board Developed VET Course and is intended for ATAR purposes only.

For the purpose of an ATAR, students must sit the HSC Examination. All VET courses are 'Category B'. Only one Category B course (maximum 2 units) can be used in the calculation of the ATAR.

Students at Picnic Point High School will indicate their intention to sit or not to sit for the VET HSC Examination in a written form, provided to them by their VET teacher prior to the completion of Term 3 in their HSC year. (see information below)

The Trial HSC Examination should be undertaken by all students, including those who elect to include the framework as part of their ATAR. Students will need to nominate during the HSC year whether or not they will be undertaking the external HSC written examination.

REQUEST TO WITHDRAW FROM VET HSC EXAMINATION

VET courses have examinations which are optional. Sitting the HSC Examination is not a requirement for satisfactorily completing the VET course.

If the VET course is satisfactorily completed, but the examination is not attempted, then:

- The course will be listed on the HSC, but no examination mark will appear.
- No mark is available from that course to be included in the calculation of the ATAR.

All students undertaking a school delivered VET course will need to complete a request, to withdraw from the HSC Examination.

VET grids will be provided as soon as they become available.

www.educationstandards.nsw.edu.au