

**Quakers Hill
High School
HSC Assessment
Booklet 2024**

Contents

MESSAGE FROM THE PRINCIPAL	4
PREAMBLE	5
GENERAL INFORMATION ABOUT THE HSC	5
ELIGIBILITY	5
PATTERN OF STUDY	5
HSC RECORD OF ACHIEVEMENT	6
PERFORMANCE BANDS	6
HSC MINIMUM STANDARDS	7
STUDENTS ONLINE	7
DISABILITY PROVISIONS.....	8
ASSESSMENT	9
FORMAL ASSESSMENT	9
RESPONSIBILITIES OF THE SCHOOL	9
RESPONSIBILITIES OF THE STUDENT.....	10
COMPLETION OF SCHOOL-BASED ASSESSMENT	10
NOTIFICATION OF ASSESSMENT TASKS	11
MAINTAINING HONESTY AND INTEGRITY	11
SUBMISSIONS OF ASSESSMENT TASKS	14
EXAMINATION PERIODS	14
EXAMINATION PROCEDURES AND RULES	15
SCHOOL LEAVE AFFECTING ASSESSMENT TASKS.....	16
PROCEDURE FOR REQUESTING A RESCHEDULING OF AN ASSESSMENT TASK.....	19
PROCEDURE FOR REQUESTING AN EXTENSION OF THE DUE DATE OF AN ASSESSMENT TASK	20
PROCEDURE FOR APPLYING FOR ILLNESS/MISADVENTURE	21
SUMMARY PROCEDURES FOR APPLYING FOR ILLNESS OR MISADVENTURE	23
OUTCOME OF ILLNESS/MISADVENTURE	24
PROCEDURES FOR AN ASSESSMENT APPEAL APPLICATION	25
REPORTING ON STUDENT PROGRESS.....	27
ASSESSMENT OF LIFE SKILLS OUTCOMES IN STAGE 6	28
FREQUENTLY ASKED QUESTIONS	29
YEAR 12 COURSE ASSESSMENT SCHEDULES	31
Ancient History.....	32
Biology	33
Chemistry.....	34
Community and Family Studies (CAFS).....	35
Design and Technology	36
Drama.....	37
English Advanced	38
English Standard.....	39
English Studies	40
Information Processes & Technology.....	41



Legal Studies	42
Mathematics Advanced	43
Mathematics Extension 1	44
Mathematics Standard 1	45
Mathematics Standard 2	46
Music 1	47
Personal Development, Health & Physical Education (PDHPE)	48
Visual Arts.....	49
Quakers Hill High School’s VET Courses.....	50
QHHS Assessment Booklet Appendices	51
Useful Websites	57

MESSAGE FROM THE PRINCIPAL

Congratulations on making the decision to undertake your senior studies at Quakers Hill High School. Stage 6 is a challenging yet exciting phase of your education and can see you well placed to undertake further education or enter the workforce.

Success in Years 11 and 12 relies almost exclusively on your work ethic and engagement. It is essential that you take an organised approach to your studies and plan carefully for the successful completion of course work and assessment tasks. The lessons you have learnt in Stages 4 and 5 about being a Safe, Motivated, Academic, Respectful and Tolerant student will serve you well.

Students at Quakers Hill High School are used to rigorous assessment processes and high expectations in relation to how these are completed and submitted. You will find more than ever that as a senior student, your actions have consequences. Students who attend school every day, submit assessment tasks on time and that represent their best work, and fulfil the requirements of each of their courses will put themselves in the best possible position to succeed. Conversely, the non-submission of a task and academic malpractice have real and lasting effects on your overall course outcome. It is **your responsibility** to ensure that you are fully aware of what your courses are asking of you and the actions that you must take if, for example, you are unable to submit a task on time.

This booklet is a vital tool for successfully undertaking Stage 6 at Quakers Hill High School. It is essential that you take the time to read it carefully and understand the requirements of each course you have selected. Added to this, you will find details on the requirements for the HSC alongside advice and a checklist to ensure that you are meeting these.

Quakers Hill High School is an educational community where all students are known, valued and cared for. In the senior school, as has been the case in the years prior, there are a number of staff who are happy to assist you in your journey towards achieving the Higher School Certificate. These include your Classroom Teachers, Head Teachers, Year Advisers, Deputy Principals, Wellbeing staff, Learning and Support staff and many others. It is imperative that you ask for help when you need it and ensure that you implement the good advice that you get.

I wish you all the very best as you undertake this vital stage in your education.

Jason White

Principal

PREAMBLE

The purpose of this, the *HSC Assessment Handbook*, is to communicate the policies, procedures and rules in relation to internal assessment in Stage 6 at Quakers Hill High School. It seeks to provide contextual clarification of the rules and processes specified by the *NSW Education Standards Authority* (hereby referred to as NESA). This handbook also contains the assessment schedule for all HSC courses at Quakers Hill High School. It expands upon the General Information about the HSC provided in the *Stage Six Subject Selection Booklet*.

At the commencement of both the Preliminary (Year 11) and HSC (Year 12) courses, students will be provided with a hard copy of this handbook. Updated versions are accessible on the school website at <https://quakershil-h.schools.nsw.gov.au/>, as are all of the forms referred to in this handbook.

GENERAL INFORMATION ABOUT THE HSC

The Higher School Certificate (HSC) is the highest educational credential 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 meet both Preliminary and HSC course requirements and sit the state-wide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

ELIGIBILITY

The rules and requirements for HSC eligibility are governed by NESA and are published in the *Assessment, Certification and Examination (ACE) Manual*. To be eligible for the HSC, students must:

- Meet the [HSC minimum standard](#) in Literacy and Numeracy
- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- Attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- Complete [HSC: All My Own Work](#) (or its equivalent) before submitting any work for Preliminary or HSC courses, unless a student is only entered for Year 11 and Year 12 Life Skills courses
- Satisfactorily complete courses in the patterns of study that are detailed in the following section
- Sit for and make a serious attempt at the required HSC exams.

PATTERN OF STUDY

To qualify for the HSC, a student must satisfactorily complete:

- A Preliminary pattern of study that includes at least 12 units
- An HSC pattern of study that includes at least 10 units

Both patterns of study must include:

- At least 6 units from Board Developed Courses
- At least 2 units of a Board Developed Course in English, or English Studies
- At least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses)
- At least 4 subjects.

HSC RECORD OF ACHIEVEMENT

HSC results are available in the [Students Online](#) account and sent to students by email and SMS in December. Students can also download and print their full credentials from Students Online in December. Hard copies of the testamur (certificate) are sent in the mail in January the following year. Samples can be viewed on [NESA's HSC Credentials page](#).

The first page of the Record of Achievement will list your results in each HSC course you completed. For Board Developed Courses with an external HSC exam, these results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding. These reports will show you:

- The performance bands
- What a typical student knows and can do at each achievement level
- A graph of the mark distribution for the course.

If you are not eligible for an HSC and are leaving school, you may still receive a [Record of School Achievement](#) (hereby referred to as RoSA). Your RoSA will show your results in all Year 10, 11 and 12 courses that you completed. If you are not eligible for a RoSA, you will receive a Transcript of Study listing your results.

PERFORMANCE BANDS

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The [performance bands](#) and descriptions give meaning to the HSC mark. For a 2-unit course, Band 6 indicates the highest level of performance, and the minimum standard expected is 50:

- Band 6 = 90 – 100 marks
- Band 5 = 80 – 89 marks
- Band 4 = 70 – 79 marks
- Band 3 = 60 – 69 marks
- Band 2 = 50 – 59 marks
- Band 1 = 0 – 49 marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1.

HSC MINIMUM STANDARDS

Students need to meet a [minimum standard of literacy and numeracy](#) to receive the HSC. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have the [level of skills](#) necessary for success after school.

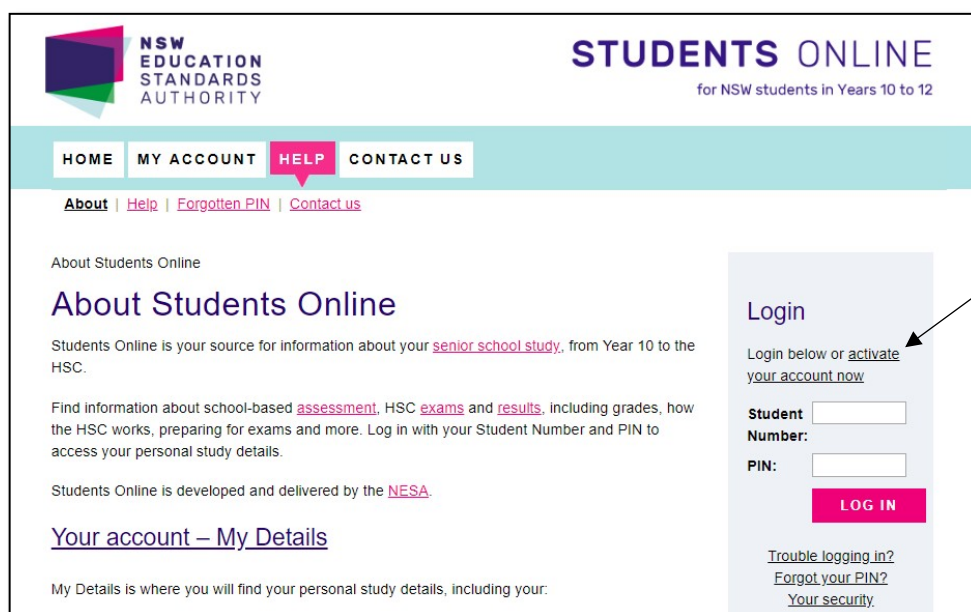
Students show they have met the HSC minimum standard by passing [online tests](#) of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

Students master basic skills at different stages so there are multiple opportunities available for students to [understand what to expect](#) and pass the minimum standard online tests, from Year 10 until a few years after Year 12. Some students will be [eligible for disability provisions for the minimum standards tests, or an exemption](#) from the HSC minimum standard requirement.

STUDENTS ONLINE

[Students Online](#) provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and how the HSC works. Year 10, 11 and 12 students in NSW are eligible for a *Students Online* account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account.

Go to <https://studentsonline.nesa.nsw.edu.au>



The screenshot shows the 'STUDENTS ONLINE' website for NSW students in Years 10 to 12. The header includes the NSW Education Standards Authority logo and navigation links: HOME, MY ACCOUNT, HELP, and CONTACT US. The main content area is titled 'About Students Online' and provides information about the service, including links for 'senior school study', 'assessment', 'HSC exams', and 'results'. A 'Login' section is visible on the right, with fields for 'Student Number' and 'PIN', and a 'LOG IN' button. A link to 'activate your account now' is also present. An arrow points from the text 'Click on activate your account now' to the 'activate your account now' link in the login section.

Click on activate your account now

Proceed to answer all the questions and submit. Once you have done this you will be asked to go to the email you have registered at your school. Click the link provided in the email. Then follow the prompts.

If there are any difficulties, refer to the [Help and advice using Students Online](#) page or see the Head Teacher Stage 6.

DISABILITY PROVISIONS

[Disability provisions](#) are approved by NESA to provide students who have a permanent or temporary disability with practical support in the Higher School Certificate examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

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.

To apply for provisions, schools must submit an online application to NESA through *Schools Online*. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through *Schools Online* and the school will communicate this decision to the student.

Students and parents/caregivers are strongly advised to consult the [NESA website](#) for more information about Disability Provisions.

ASSESSMENT

FORMAL ASSESSMENT

Formal assessment tasks are those that students undertake as part of the school-based assessment program. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to, presentations, reports, practical work, portfolios, journals, log books, process diaries, tests, compositions and formal written examinations.

RESPONSIBILITIES OF THE SCHOOL

The school is responsible for providing:

- Students with the HSC Assessment Handbook, which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6.
- Students with Assessment Schedules (found in the HSC Assessment Handbook) for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task.
- NESA with an assessment of students' achievement in each course they have studied in Year 11 and Year 12.
- Appropriate reporting procedures.
- A review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- Special consideration to students with a disability and others with special needs following endorsement by the Principal.

Faculty Head Teachers are responsible for:

- Setting assessment tasks that:
 - Will be used to measure student performance in each component of a course.
 - Are effective at discriminating between students' achievement of outcomes in order to determine assessment rank.
 - Specify a mark/weighting for each assessment task.
 - Are of the same type and have the same weighting for all classes studying that course.
- Providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task. This notification will be issued at least two weeks in advance. In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal. In such cases, teachers will inform students and parents of the new arrangements, in writing.
- Maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task and feedback (by the student).
- Providing students with assessment task feedback at the completion of each task, which includes a mark or grade, rank (if applicable), detailed marking criteria and written feedback.
- Establishing procedures for recording and reporting student performance on all assessment tasks. Records of all marks that form part of the assessment program are to be maintained in Sentral mark book and the HSC monitoring folders of all HSC staff.

- Issuing official *NESA Non-Completion of a Course Warning Letters* to students and parents/caregivers outlining the areas of unsatisfactory completion of the Year 11 and/or Year 12 course requirements. The supervising Deputy Principal will also be notified.
- Ensuring that final cumulative school-based assessment marks are not provided to students and that students are aware that they can access their *Assessment Rank Order Notice* after the last HSC examination has occurred.

RESPONSIBILITIES OF THE STUDENT

Students are responsible for:

- Being familiar with the procedures and course information contained in the HSC Assessment Handbook.
- Attending classes regularly and ensuring their attendance enables them to achieve course outcomes.
- Demonstrating sustained diligence and effort in each subject and participating in all lessons constructively.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.
- Ensuring when they are absent from school they find out what work has been missed and how to complete that work.
- Ensuring when absent from school on the day an assessment task notification is issued that they contact their Teacher and/or the relevant Faculty Head Teacher to obtain the task notification.
- Speaking with their Teacher or the relevant Faculty Head Teacher for clarification about the requirements of the subject/course assessment program.
- Being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification, assessment booklet and the assessment calendar.
- Submitting work that is their own. Any material copied without acknowledgment of the original source will be regarded as plagiarism and penalties will be imposed.
- Ensuring they are given a receipt for any hand-in assessment task, i.e. one that was not completed during class time or in an examination. Disputes about lost assessment tasks will **NOT** be considered if the student cannot produce a receipt.
- Lodging appeals against marks awarded for an assessment task within two school days of receiving the marked assessment task. Note: two school days does **NOT** include weekends, public holidays or school holidays.
- Ensuring that all emailed tasks are sent to the correct email address. Failing to enter the correct email address is not an adequate reason and may result in the award of a zero mark.

COMPLETION OF SCHOOL-BASED ASSESSMENT

Students are advised of the following *NESA Assessment Certification Examination (ACE)* policies:

ACE 8073: [Completion of HSC internal assessment tasks](#)

NESA expects students to attempt all assessment tasks set. For all *Board Developed Courses* (except VET and Life Skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted. A student who does not comply with the assessment requirements and receives a **non-completion determination** in a course will have neither an assessment mark nor an examination mark awarded for that course. In the case of extension courses, students who do not comply with the minimum assessment requirements for a co-requisite course will not receive a result in either course.

ACE 8078: *Non-completion of HSC internal assessment: failure to submit task*

If a student fails to complete a task specified in the assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task. In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Principal may authorise the use of an estimate based on other appropriate evidence. If there is no valid reason for failing to complete an assessment task, a **zero mark** must be recorded for that task. 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.

ACE 8079: *Non-completion of HSC internal assessment: principals must warn students*

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a warning must be given. The Principal must:

- a. Advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a non-completion ('N') determination.
- b. Advise the parent or guardian in writing if the student is under 18.
- c. Request from the student and/or parent/guardian a written acknowledgement of the warning.
- d. Issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements).
- e. Retain a copy of the warning notice and other relevant documentation.

NOTIFICATION OF ASSESSMENT TASKS

Students will be notified in writing of the specific details of an assessment task **at least two weeks** prior to the task. The written notification of each task must include:

- The date and time of the task and/or when the task is due.
- Outcomes assessed.
- Description of the nature of the task.
- Task weighting.
- Marking criteria/information about how the task will be assessed and how feedback will be provided.
- How the task is to be submitted

MAINTAINING HONESTY AND INTEGRITY

HONESTY IS KEY FOR ALL STUDENTS AND STAFF

All HSC candidates, their teachers and others who guide them must comply with *NESA's Honesty in Assessment Standards* to maintain the integrity of the HSC. Students should also read their course syllabuses and related NESA policies, such as those on malpractice and completion of a course, on [NESA's website](#). Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

ALWAYS ACKNOWLEDGE YOUR SOURCES

Students must acknowledge any part of their work that was written, created or developed by someone else, in line with the NESAs documents for each course. This includes any material from other sources like books, journals, electronic resources and the internet. Students do not need to formally acknowledge material that they learned from their teacher in class

HSC: ALL MY OWN WORK

[HSC: All My Own Work](#) is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment. To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for *Year 11 and Year 12 Life Skills courses*. At Quakers Hill High School, the *HSC: All My Own Work* program is currently delivered in Term 4 of Year 10.

MALPRACTICE

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- Copying part or all of someone else's work and presenting it as their own.
- Using material directly from books, journals, CDs or the internet without giving its source.
- Building on someone else's ideas without giving their source.
- Buying, stealing or borrowing someone else's work and presenting it as their own.
- Submitting work that someone else, like a parent, coach or subject expert, substantially contributed.
- 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.
- The use of ChatGPT or other artificial intelligence.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the relevant Faculty Head Teacher and notified immediately to the Supervising Deputy Principal. They will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven. Should the student wish to appeal this decision, they must submit this in writing to the Supervising Deputy Principal **within two school days** of the decision being taken (see [Assessment Appeal Application](#)) Malpractice in school-based assessment is a serious offence. If malpractice is proven, a **zero mark** may be awarded. In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with NESAs.

CHAT GPT/ARTIFICIAL INTELLIGENCE AND MALPRACTICE

Ensure all assessments are the student's work (no plagiarism) and that the work of others is appropriately presented and referenced (this includes any material generated by Artificial Intelligence). Plagiarised work will be recorded as a zero mark.

Understand that any material generated by Artificial Intelligence, e.g. ChatGPT, and presented as the student's own work will receive a zero and the student will be required to complete an alternative task under direct supervision. For Year 10, and Stage 6 students, this will be recorded as malpractice.

If you are using any material that is not your own, including artificially generated material and attempting to pass it off as your own work, be reminded that this is malpractice. Students in Stage 6 who use this technology to generate an assessment task response will be reported to NESA for malpractice. Further information on malpractice from NESA: <https://ace.nesa.nsw.edu.au/ace-9023>

UNFAIR ADVANTAGE IN ASSESSMENT

NESA outlines that no student is to gain an unfair advantage over other students, whether that be on the day of, or in the days prior, to an assessment task. Causes of unfair advantage include:

- For a student to absent themselves from **any** lessons or normal school routine on a day that an assessment task is scheduled or a hand-in task is due.
- If a student displays a pattern of absence in the days prior to an assessment task's due date, they may need to be interviewed by the review panel.
- Arriving late to school on the day of a scheduled assessment task or hand-in task.

If it is deemed that a student has gained an unfair advantage, a **zero mark** may be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Supervising Deputy Principal within **two school days** of the decision being taken (see [Assessment Appeal Form](#)).

Note: If the Principal deems a task or process to be invalid or unreliable, they may authorise the use of an alternative task.

SUBMISSIONS OF ASSESSMENT TASKS

The HSC Assessment Handbook shows the general timing of assessment tasks in regards to the school term and week. Precise submission dates and times for a hand-in task will be clearly specified on the assessment notification for that particular task. Teachers will provide students with an acknowledgement of the task being received. Dates and times for examinations will be provided on the examination timetable.

Failure to submit a task on time will result in a **zero mark** being awarded. If a student is absent on the day an assessment task is due, they may apply for illness/misadventure by following the procedures outlined in this handbook.

It is the student's responsibility to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether or not electronic submissions will be accepted, preferred or stated. In certain situations, students will be required to complete a Student Attendance Slip for in-class assessment tasks and examinations as evidence of their attempt in tasks of this nature.

Students must submit the Assessment Task Notification Cover Sheet for all hand-in assessment tasks unless otherwise stated in the assessment task notification.

EXAMINATION PERIODS

A formal written examination is often in the same format as an HSC examination and typically draws from most or all content areas, topics or modules. An examination period is a dedicated time in which all examinations will be held for applicable courses. Typically, during examination periods, students will only be required to attend their scheduled exams as classes will not run as usual. If students wish to study or see a teacher outside of their examination time, they will be required to sign in and make an appointment to see their teacher.

EXAMINATION PROCEDURES AND RULES

1. Students must read the examination timetable carefully and be prepared to attend exams at the times and venues that the school arranges. Students must arrive at the exam at least 20 minutes early. Concessions will not be made (such as extra time given) for students who arrive late for an examination or who miss an examination due to poor organisation.
2. Students must sit for all exams in which they are entered, unless they have an illness or misadventure, in which case they must notify the school immediately and follow the appropriate procedures.
3. Students should bring the equipment they need and know what equipment is allowed for each exam. Students are responsible for ensuring their equipment is in good working order because the school will not uphold misadventure applications for equipment failure. Students may not borrow equipment during exams. Exam staff may inspect equipment when a student enters the room, and will tell them where to place any unauthorised items. However, exam staff are not responsible for these items.

Permitted Items	Prohibited Items
<ul style="list-style-type: none"> ● Black pens ● Pencils, erasers and a sharpener ● A ruler ● Highlighter pens ● A clear bottle of water ● A non-programmable watch, which must be taken off, placed on your desk in clear view and not touched during the exam ● Other equipment as specified in the exam notification, like a calculator 	<ul style="list-style-type: none"> ● Mobile phones (in Yondr pouch) ● Programmable watches, like smart watches ● Any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries ● Paper or any printed or written material (including your exam timetable) ● Dictionaries (except in language exams, if allowed) ● Correction fluid or correction tape.

4. Students must sit at the desk that shows their name and/or student number.
5. During the exam, students must:
 - a) Always follow the exam supervisors' instructions.
 - b) Complete the Student Attendance Slip as an official record of attempting the task.
 - c) Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
 - d) Write their name and/or student number on all writing booklets, question and answer booklets and answer sheets (unless that information is already printed on them).
 - e) Write clearly with black pen (only use pencil if instructed to).
 - f) Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet, and write a note on the front and back of both booklets stating that you wrote an answer in the wrong place. Do not rewrite answers, but make sure you label and hand in all parts of your answers.
 - g) Answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
 - h) Make a serious attempt at the exam by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt.
 - i) Stop writing immediately when the supervisor tells you to.
 - j) Follow the supervisor's instructions for arranging completed answers, and wait for the supervisor to collect them.

6. During each exam, students must not:
 - a) Start writing until the Examination Supervisor in Charge tells you.
 - b) Write on anything other than writing books, answer booklets or other writing material provided by the Supervisor in Charge. You should not write on any other equipment including your body, clothing or tissues.
 - c) Leave the room, except in an emergency. If you have to leave and want to come back to continue the exam, you must be supervised while you are out of the room.
 - d) Take an exam paper out of the room. Speak to your teacher if you want to see a paper afterwards.

7. Students must follow the normal school rules, behaving politely and courteously towards the exam supervisors and other students. Specifically, students must not:
 - a) Cheat.
 - b) Include frivolous or objectionable material in their responses or on the exam papers
 - c) Take any prohibited items prohibited into the room.
 - d) Speak to anyone other than a supervisor.
 - e) Behave in any way likely to disturb another student or upset the exam's running.
 - f) Be affected by alcohol or illegal drugs.
 - g) Eat unless approved by NESAs (for example, if you have diabetes).
 - h) Take any writing booklets or exam paper, whether used or not, out of the room.
 - i) Write on your body (for example your arms), tissues or material that is not exam material.
 - j) Leave the room until each exam ends.

8. Supervisors can ask you to leave the exam if you do not follow these rules. It may also result in **zero marks** being awarded.

SCHOOL LEAVE AFFECTING ASSESSMENT TASKS

Leave from school **may** be granted by the Principal upon completion of a [Leave Application Form](#), and [Stage 6 – Extended Leave Student Support Documentation](#), which details all course work to be completed whilst on leave and any assessment requirements are indicated.

Students are expected to be present at school to complete all tasks, submit all assessment tasks and sit all examinations set as part of the assessment program for a course at the specified time. Students and parents/caregivers should **NOT** assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks.

The Department of Education's position in relation to student leave is stated in the [School Attendance in Government Schools Procedures](#), in which students are discouraged from taking leave during the school term.

- 14.1. It is important to note that any travel outside of the vacation period is counted as an absence.
- 14.3 A Principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons should be specified on the application.

WHEN STUDENT LEAVE CLASHES WITH AN ASSESSMENT TASK

All Year 11 and Year 12 assessments are conducted within the guidelines set by NESAs. The NESAs guidelines for Year 11 and Year 12 students make no provision for tasks missed due to leave. There are well-established protocols for illness and misadventure; however, requests for leave do not fall within these protocols. Students and families are expected to make arrangements to ensure that all requirements of the HSC can be fulfilled.

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students who will be absent from school due to leave must consult with the relevant **Faculty Head Teacher at least two weeks** prior to any scheduled tasks. Failure to consult within adequate time, and failure to comply with task submission requirements, may result in a **zero mark** being awarded.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

Students with a scheduled in-class task, such as an examination, test, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a **zero mark** may be awarded.

STUDENTS COMPLETING WORK PLACEMENT

Students completing school, TAFE and/or other external placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority and placements should be managed to avoid clashes with school assessments.

All hand-in tasks due during the period of work placement must be submitted prior to work placement commencing.

Students with a scheduled in-class task, such as an exam, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a **zero mark** may be awarded.

ABSENCE DUE TO SCHOOL BUSINESS

Where a student has a clash between an assessment task and another official school activity, it is the student's responsibility to complete and submit an [Assessment Appeal Form](#) to the **Faculty Head Teacher**. The student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **zero mark** will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the relevant Faculty Head Teacher (see *Procedures for an Assessment Appeal Application* p.24 and [Assessment Appeal Form](#)).

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

ABSENCE DUE TO SUSPENSION

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will **NOT** be entitled to apply for an extension or assessment reschedule. At the time of suspension, the Deputy Principal will notify the relevant Faculty Head Teachers of the student's suspension. The following procedures will then apply:

- **Hand-in assessment tasks** – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
- **In-class assessment tasks** – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student and parent/carer via the Faculty Head Teacher.
- **Examinations** – the Faculty Head Teacher will arrange for the student to sit the examination at the scheduled time in an alternative school-based location, which will be communicated to the student, parent/caregiver and Faculty Head Teacher by the **Faculty Head Teacher**.

The consequences of not following these procedures may result in a **zero mark** being awarded.

PROCEDURE FOR REQUESTING A RESCHEDULING OF AN ASSESSMENT TASK

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

All students are provided with the opportunity to request a rescheduling of their assessment task if the due date clashes with an official school activity in which they are involved.

Applications are to be expressed in writing using the **Assessment Task Reschedule Application Form** provided by the school. These forms are to be obtained by the student from the [QHHS website](#), school office or relevant Faculty Head Teacher and must be returned to the Head Teacher.

All applications for a rescheduled assessment task must be submitted **at least five school days prior** to the due date. If the student becomes aware of a situation requiring a reschedule within this period, students are required to submit an appeal in writing to the relevant Faculty Head Teacher (see *Procedures for an Assessment Appeal Application*, p.25 and [Assessment Appeal Form](#)).

Students wishing to request an assessment task rescheduling must follow the procedure outlined below:

Step One: Obtain the form

- i. Student must obtain an [Assessment Task Reschedule Application Form](#).



Step Two: Submit the application form

- i. Students must complete all paperwork and submit this to the **Faculty Head Teacher**.
- ii. This application must be made **at least five school days prior** to the official due date.
- iii. Additional supporting documentation, if applicable, should be submitted at this time.



Step Three: Resolution and feedback

- i. The application will be considered by the **Faculty Head Teacher**.
- ii. The decision will be communicated in writing by the Head Teacher to the Class Teacher, student and parents/caregivers.

If approved, the student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **zero mark** will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Supervising Deputy Principal. (see *Procedures for an Assessment Appeal Application*, p.25 and [Assessment Appeal Form](#)).

PROCEDURE FOR REQUESTING AN EXTENSION OF THE DUE DATE OF AN ASSESSMENT TASK

All students may request an extension if they feel they have a genuine reason for being unable to meet a scheduled due date. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A *Medical Certificate* will be required in all cases of illness.

Applications are to be expressed in writing using the **Assessment Task Extension Application Form** provided by the school. These forms are to be obtained by the student from the [QHHS Website](#), school office or supervising Deputy Principal and must be returned to the relevant Faculty Head Teacher.

All applications for an extension must be made **at least five school days prior** to the due date. Students wishing to request an extension must follow the procedure outlined below:

Step One: Obtain the form

- i. Student must obtain an [Assessment Task Extension Application Form](#).



Step Two: Submit the application form

- i. Students must complete all paperwork and submit this to the **Faculty Head Teacher**.
- ii. This application must be made **at least five school days prior** to the official due date.
- iii. Additional supporting documentation, if applicable, should be submitted at this time.



Step Three: Resolution and feedback

- i. The application will be considered by the **Faculty Head Teacher**.
- ii. The decision will be communicated in writing by the Head Teacher to the Class Teacher, student and parents/caregivers.

If an extension is not approved, the student must submit the task on the due date. Unless prior application for an extension has been approved by the relevant Faculty Head Teacher, the late submission of a task will result in a **zero mark** being awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Supervising Deputy Principal (see *Procedures for an Assessment Appeal Application*, p.25 and [Assessment Appeal Form](#)).

PROCEDURE FOR APPLYING FOR ILLNESS/MISADVENTURE

Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students.

Students need to be aware that if they commence or attempt an assessment task the result they achieve will be recorded. In this case, Illness/Misadventure therefore does not apply retrospectively.

Students wishing to apply for illness/misadventure should follow the relevant procedure specific to the situation as outlined below.

Procedures to follow in the event of:

1. Absence due to illness/misadventure on the day of an in-school assessment task

- The student or parent/caregiver **MUST** contact the school **by 8:30am** on the day the task is scheduled by either phone: (02) 9837 1533; or email: quakershilh.school@det.nsw.edu.au
- Students must report to the **relevant Faculty Head Teacher** on the **first day of their return to school** and be prepared to complete the task on that day.
- Students must obtain an [Illness/Misadventure Application Form](#) and any other relevant documentation, such as the school's [Medical Certificate](#).
- Completed forms and documentation must be returned to the **Faculty Head Teacher within two school days** of his/her return to school (i.e. no later than his/her third day back at school).

2. Absence due to illness/misadventure on the day a hand-in assessment task is due to be submitted

- The student or parent/caregiver **MUST** contact the school **by 8:30am** on the day the task is due by either phone: (02) 9837 1533; or email: quakershilh.school@det.nsw.edu.au
- Students should make every attempt to have the task delivered in-person (e.g. by a third party) or submitted electronically (e.g. email or Google Classroom).
- If a task is not submitted on the due date, the student must submit the task to the **relevant Faculty Head Teacher** on the **first day of their return to school**.
- Students must obtain an [Illness/Misadventure Application Form](#) and any other relevant documentation, such as the school's [Medical Certificate](#).
- Completed forms and documentation must be returned to the **Faculty Head Teacher within 48 hours** of his/her return to school. i.e. if you return to school on Monday morning, the task paperwork must be submitted by Wednesday morning.

3. Illness/misadventure during an in-school assessment

- The student **MUST** notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment **BEFORE** they view the task. At this stage, the student will need to decide to either:
 - a) Sit the task, in which case the mark earned will be awarded and the student **cannot**

- apply retrospectively** for any special consideration due to illness or misadventure; or,
- b) Leave the task and apply for illness or misadventure by immediately obtaining an [Illness/Misadventure Application Form](#) and the school's [Medical Certificate](#) (if applicable) and following the Illness/Misadventure procedure.
- If the task has already commenced, the student must notify the supervisor of the task of the circumstance related to illness or misadventure and the mark earned to that point shall be awarded. Students may then submit an appeal should they feel their mark was negatively affected. The appeal will be judged as per the usual appeals process.

4. Illness/misadventure on a day during an examination period

- The student or parent/caregiver **MUST** contact the school **up until 30 minutes prior** to the commencement of the scheduled examination by either phone: (02) 9837 1533; or email: _quakershil-h.school@det.nsw.edu.au
- **Prior to their return to school**, the student must contact the relevant Faculty Head teacher to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, the student must report to the relevant Faculty Head Teacher at the time determined previously.
- Students must obtain an [Illness/Misadventure Application Form](#) and any other relevant documentation, such as the school's [Medical Certificate](#).
- Completed forms and documentation must be returned to the **Faculty Head Teacher within 48 hours** of his/her return to school. i.e. if you return to school on Monday morning, the task paperwork must be submitted by Wednesday morning.

5. Illness/misadventure for a group performance

- The individual student or parent/caregiver concerned (i.e. **NOT** another student member of the group) **MUST** contact the school **by 8:30am** on the day the task is scheduled by either phone: (02) 9837 1533; or email: ___quakershil-h.school@det.nsw.edu.au
- When a group performance cannot go ahead on a scheduled date, **ALL** students affected need to complete an [Illness/Misadventure Application Form](#).
- These forms (and the school's [Medical Certificate](#) if applicable for the student concerned) need to be returned to the relevant **Faculty Head Teacher within two school days** of the scheduled date.
- The relevant Faculty Head Teacher will reschedule an alternative date for the performance.

In all cases where a task needs to be completed, the student (or all students in the case of a group performance) must:

- Be prepared to **complete the task on the first day of their return to school** unless an alternative arrangement has been made with the relevant Head Teacher.
- Complete an [Illness/Misadventure Application Form](#) and any other relevant documentation and return to the relevant Head Teacher within **two school days** of the student's return to school.

Relevant written evidence from a medical practitioner is **mandatory** for any application relating to illness for the application to be considered by the relevant Head Teacher. Students are strongly advised to use the **school's Medical Certificate** to support their claim of illness/misadventure. It is the student's responsibility to obtain this [Medical Certificate](#), ensure that it is completed in its entirety by the medical practitioner and submitted to the school with the [Illness/Misadventure Application Form](#).

The *Illness/Misadventure Application Form* and *Medical Certificate* are available online on the [school's website](#), at the school office and from Deputy Principals.

The consequences of not following these procedures may result in the application for Illness/Misadventure being rejected and a **zero mark** being awarded.

SUMMARY PROCEDURES FOR APPLYING FOR ILLNESS OR MISADVENTURE

Students missing an assessment task and wishing to make an application for illness/misadventure must follow the procedure outlined below:

Step One: Contact the school

- i. Student or parent/caregiver **MUST** inform the school by 8.30 **on the day of the absence** by either phone: (02) 9837 1533; or email: quakershil-h.school@det.nsw.edu.au



Step Two: Obtain relevant documentation

- iv. Student must obtain an [Illness/Misadventure Application Form](#).
- v. For illness, students are encouraged to obtain the school's [Medical Certificate](#) and ensure it is completed by the medical practitioner for the period of absence.
- vi. For misadventure, the student should obtain a statement or any supporting documentation, where possible, outlining the situation.



Step Three: On first day of return to school

It is the student's responsibility to:

- i. Report to the **relevant Faculty Head Teacher** for missed in-school assessment tasks and hand-in assessment tasks and for all missed examinations held during an examination period.
- ii. Be prepared to submit or sit the assessment **on that day**.



Step Four: Submission, resolution and feedback

- i. Submit the [Illness/Misadventure Application Form](#) and relevant documentation to the **relevant Head Teacher within two school days** of returning to school.
- ii. The relevant Head Teacher will consider the application.
- iii. The decision will be communicated in writing to the other relevant Head Teachers, Class Teacher, student and parents/caregivers.

If the application is not accepted, a **zero mark** will be awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Supervising Deputy Principal. (see *Procedures for an Assessment Appeal Application* p.25 and [Assessment Appeal Form](#)).

OUTCOME OF ILLNESS/MISADVENTURE

The relevant Faculty Head Teacher will consider illness/misadventure cases specific to assessment tasks for courses within their faculty. They will judge the presented evidence and decide whether the application is to be accepted or rejected.

If the application is accepted, one of three things may occur:

1. **Original or substitute task is to be completed** – a zero will be recorded for the original task and the student will be required to complete the original task or a substitute task. Once completed, the mark gained for this task will replace the zero. If not completed, the zero mark remains.
2. **Awarded mark remains** – the student's performance in the assessment task may be considered unaffected. In this case, the student's original result in the task will remain as marked.
3. **Maintain rank applied to task** – in exceptional circumstances, where undertaking an alternative task is not possible, the Supervising Deputy Principal in consultation with the relevant Faculty Head Teacher, may determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the zero awarded at the time of the scheduled task.

If the application is rejected, then the **task must be submitted or attempted** in accordance with NESAs rules and procedures and then one of two things may occur:

1. **Original task was submitted or attempted on time** – the original task will be marked and this earned mark will apply.
2. **Original task was submitted or attempted late** – the original task will be marked; however, a **zero mark** will be officially awarded.

In all cases, any student wishing to appeal this decision must do so in writing to the Supervising Deputy Principal (see *Procedures for an Assessment Appeal Application*, p.25 and [Assessment Appeal Form Application Form](#)) **within two school days of receiving the initial decision.**

PROCEDURES FOR AN ASSESSMENT APPEAL APPLICATION

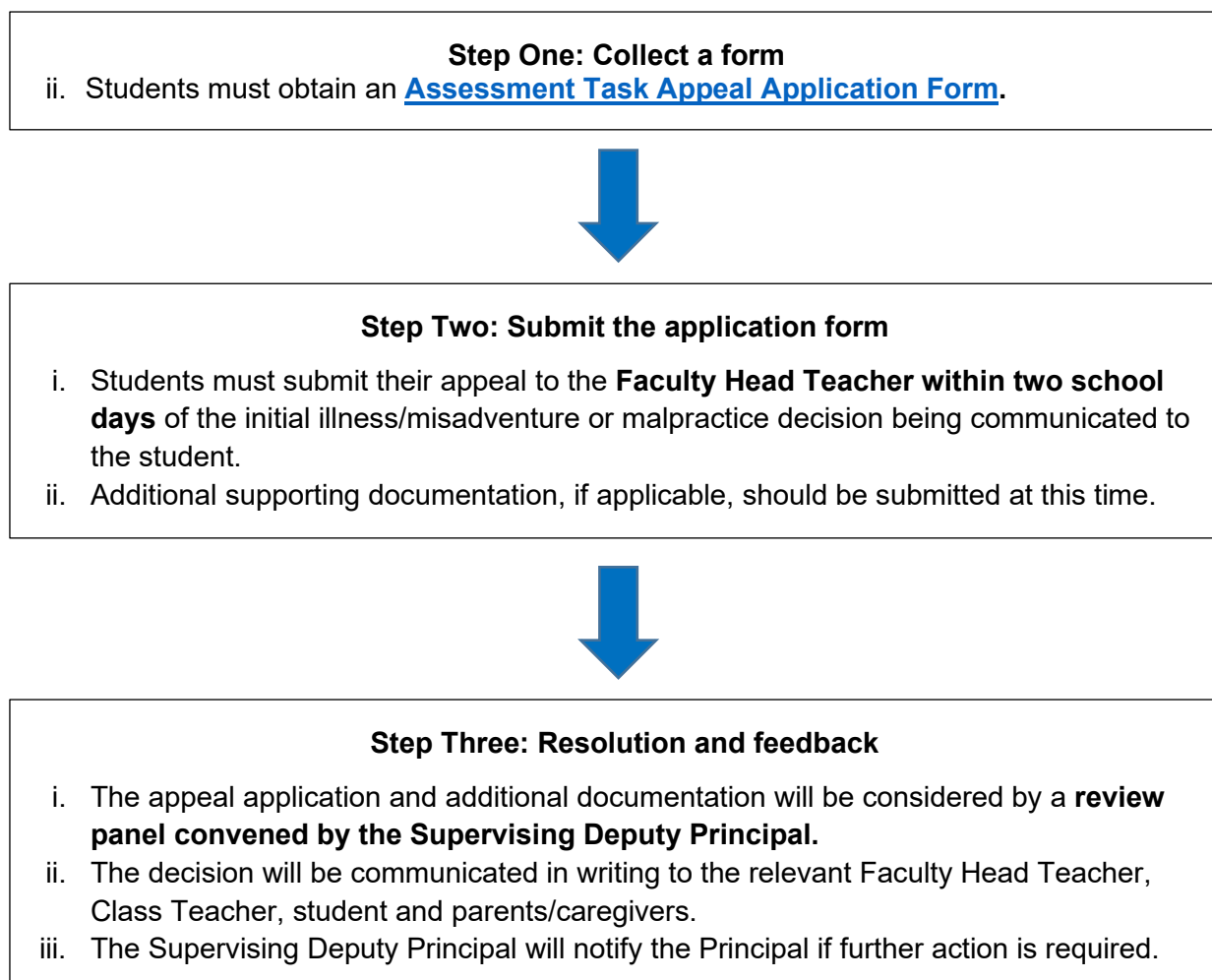
All students have the right to appeal a decision made regarding an: application for illness/ misadventure, malpractice or the processes by which an assessment task result was determined. If a student believes an error has been made in the marking of the task, they need to raise it with their teacher before the task is removed from the classroom. After a task leaves the classroom, students will not be able to appeal the result they received. A student must submit an [Assessment Appeal Form](#) to the relevant Head Teacher, depending on the nature of the appeal.

In reviewing the determination of a student's appeal, the relevant Head Teacher will consider the following as applicable:

- The student's original Illness/Misadventure application.
- Documentation submitted with the original application.
- Any additional statement and/or documentation submitted with the student's appeal form.
- All evidence presented which relates to the malpractice.

Students wishing to appeal a decision must follow the relevant procedure outlined below:

To appeal an illness/misadventure or malpractice decision:



To appeal an assessment task result: (Note – only the marking process can be appealed)

Step One: Collect a form

- iii. Students must obtain an [Assessment Task Appeal Application Form](#).



Step Two: Submit the application form

- iii. Students must submit their appeal to the **Faculty Head Teacher within two school days** of the initial illness/misadventure or malpractice decision being communicated to the student.
- iv. Additional supporting documentation, if applicable, should be submitted at this time.



Step Three: Resolution and feedback

- iv. The appeal application and additional documentation will be considered by a **review panel convened by the Supervising Deputy Principal**.
- v. The decision will be communicated in writing to the relevant Faculty Head Teacher, Class Teacher, student and parents/caregivers.
- vi. The Supervising Deputy Principal will notify the Principal if further action is required.

Note: If the Principal deems a task or process to be invalid or unreliable, they may authorise the use of an alternative task

REPORTING ON STUDENT PROGRESS

Quakers Hill High School provides written student progress reports in Semesters 1 and 2.

Achievement levels are recorded for each course outcome by a grade scale using word descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Level of Achievement	Grade	Descriptor
Outstanding Achievement	A	The student demonstrates extensive knowledge of content and understanding content concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
High Achievement	B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
Sound Achievement	C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
Basic Achievement	D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
Limited Achievement	E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

Teachers, students and parents/caregivers must be aware that achievement grades **do not correlate** to the [HSC performance bands](#) and, therefore, **cannot** be used to predict results in a student's [HSC Record of Achievement](#).

Each Preliminary and HSC course report contains a course mark or grade and rank (if applicable) as well as a comment from the class teacher highlighting strengths and areas for improvement. Reports may also include information indicating student participation in certain other activities during the year.

Parent-Teacher interviews will be scheduled throughout the year.

These evenings are held to allow parents/caregivers and teachers the opportunity to discuss student progress. It is important that all parents/caregivers make an appointment via the *Sentral Parent Portal* when it is opened for interviews.

At other times during the year, parents/caregivers are encouraged to discuss their child's progress by contacting the relevant Class Teacher or Head Teacher for curriculum matters, or the Year Adviser for other issues, such as student wellbeing.

ASSESSMENT OF LIFE SKILLS OUTCOMES IN STAGE 6

[Stage 6 Life Skills courses](#) provide options for students with special education needs who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Preliminary course and a 2-unit 120-hour HSC course.

Each student accessing a Life Skills course in Years 11-12 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process. Schools are not required to use the Common Grade Scale (A-E) for Preliminary courses or performance bands or equivalent to report achievement for students undertaking Life Skills courses.

FREQUENTLY ASKED QUESTIONS

1. What must I do to have satisfactorily completed a course?

NESA expects students to have:

- a) Followed the course developed or endorsed by the Board; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) Achieved some or all of the course outcomes.

In essence, you must complete all assessment tasks, hand in class work on time and be present at school. If you continually hand in work late, truant, are absent without justification or your behaviour affects your studies or that of others, you will not satisfy the criteria of applying yourself “*with diligence and sustained effort*”.

2. What do the terms internal and external assessment mean?

Internal assessment refers to assessment tasks designed and conducted by the school. External assessment refers to the HSC examinations, which are designed and conducted by NESA. In Year 12, internal assessment contributes 50% of your HSC mark and the HSC examination provides the other 50% of your HSC mark.

3. What do the terms “examination”, “in-class” and “hand-in” assessment task mean?

An “*examination*” is one that is held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus. An “*in-class assessment task*” is one that requires you to be present at school in order to complete, such as topic tests, presentations, performances and submissions of major works. “*Hand-in assessment tasks*” are those that are completed at home and submitted by a designated due date and time.

4. How do I know when I have an assessment task?

The *HSC Assessment Handbook* outlines the weeks in which tasks are due for ALL courses. You will receive an Assessment Task Notification for each task with a specific due date at least 2 weeks before the task is due.

5. What happens if I am not present when an assessment task is issued?

It is your responsibility to obtain the task from your teacher. Extensions will not be granted based on the task not being received.

6. Why may I be penalised for being absent the day before a task is due?

This may be perceived as unfair to other students, as it may allow you extra time to complete a task and therefore gain an unfair advantage. Students who are identified as demonstrating a pattern of non-attendance prior to assessment task due dates may be required to meet with the Assessment Review Panel.

7. What happens if I have a valid reason for being unable to submit an assessment task on time?

You have to complete and submit a form to apply for the task to be rescheduled or for an extension of the due date.

8. What happens if I am absent the day a task is due?

Every effort must be made to submit the task on that day. If it is not submitted or attempted in the case of an examination or in-class task, then you must contact the school by 8.30 on the day by phone: (02) 9837 1533 or email quakershil-h.school@det.nsw.edu.au and apply for Illness/Misadventure. In the case of illness, the School's Medical Certificate should be completed by the medical practitioner.

9. What is the School's Medical Certificate and why do I need one?

The generic letters produced by a medical practice **rarely provide sufficient explanations** of why you were unable to undertake/complete the task and the application may be rejected.

10. What happens if I do not submit a task or sit an examination?

You will be awarded zero marks for that task and an N Determination Warning letter will be issued as a supportive measure to ensure that you complete the task.

11. What happens if I do not make a serious attempt in an assessment task or examination?

You will be awarded zero marks for the task, an N Determination Warning letter will be issued and you will be required to re-attempt the task.

12. What does "non-serious attempt" mean?

This includes very poor attempts that contain an insufficient amount of work in which to assess a student's work, the use of derogatory remarks, obscene language and graffiti (e.g. drawing on an examination paper). Completing the multiple choice section only is also considered non-serious.

13. What happens if I have been found guilty of malpractice?

You will be awarded zero marks for the task, an N Determination Warning letter will be issued and you will be required to re-attempt the task.

14. What happens if my application for the rescheduling of a task or an extension to the due date of a task is rejected?

You will be required to submit the task by the due date or receive a zero result.

15. What happens if my application for illness/misadventure is rejected?

If the task was submitted on time, you will be awarded the marks you have earned. If it was submitted late, you will be awarded zero marks. If it has not been attempted, you must attempt the task.

16. Can I appeal the decision of an application for reschedule, extension or illness/misadventure or if I have been found guilty of malpractice?

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the Review Panel will consider.

17. Can I appeal an assessment task result for an individual task?

You can only appeal an assessment task result in the period that it is returned to you. As soon as you remove an assessment task from the room, you will not be able to appeal the result. Once the assessment task has been removed from the room you may only appeal the marking process, not the mark itself.

Quakers Hill High School

YEAR 12 COURSE ASSESSMENT SCHEDULES

2023/2024

One of the secrets to success in Stage 6, is to be organised around your assessment schedules for each of your courses. You may have multiple assessment tasks due in the same week throughout the year. This will place a lot of pressure on your organisational and planning skills. Some strategies that you could use to help manage your assessment task load are outlined below:

1. Highlight the assessment tasks that you have to complete in the assessment schedules over the next few pages.
2. Write down all the due dates for all your assessments on the yearly calendar as well as the 4 term planners in your school diary.
3. Write down the name of the assessment task on the due date in the week by week diary section of the diary.

Ancient History

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term 4 Week 2	Term 1, Week 2	Term 2, Week 1	Term 3, Week 1
Due Date	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 5
Type Of Task	Source Analysis P&H	Essay Sparta	Essay Personalities	Trial HSC Examination Historical Periods
Outcomes Assessed	AH12-6, AH12-8, AH12-9, AH 12.10	AH12-4, AH12-5 AH12-6, AH12-9	AH12-1, AH12-2 AH12-5, AH12-7 AH12.9	AH12-1, AH12-3 AH12-4, AH12-6 AH12.10

Course Component	Syllabus Weight %				
Knowledge and understanding of course content	40	-	10	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	5	5
Historical inquiry and research	20	10	5	5	-
Communication of historical understanding in appropriate forms	20	5	5	5	5
Total Task Weightings %	100%	20%	25%	25%	30%

Course Outcomes

- 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

Biology

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term 4 Week 3	Term 1 Week 4	Term 2 Week 3	Term 2 Week 10
Due Date	Term 4 Week 6	Term 1 Week 6	Term 2 Week 8	Term 3 Week 4/5
Type Of Task	Model & Presentation	Modules 5 & 6 Review	Depth Study	Trial HSC Examination
Outcomes Assessed	BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-12, BIO12-13	BIO11/12-1, BIO11/12-3, BIO11/12-5, BIO11/12-7, BIO12-14, BIO12-15	BIO11/12-5, BIO11/12-6, BIO12-12, BIO12-13, BIO12-14, BIO12-15

Course Component	Syllabus Weight %				
Working Scientifically	60	20	10	20	10
Knowledge and Understanding	40	5	10	10	15
Total Task Weightings %	100%	25%	20%	30%	25%

Course Outcomes

- BIO11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5** analyses and evaluates primary and secondary data and information
- BIO11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7** 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

Chemistry

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term 4, Week 5	Term 1, Week 6	Term 2, Week 5	Term 3, Week 1
Due Date	Term 4, Week 7	Term1, Week 8	Term 2, Week 7	Term 3, Weeks 4/5
Type Of Task	Skills/ Secondary sources research Task	Practical Task	Depth Study	Trial HSC Examination
Outcomes Assessed	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-6 CH12-12	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH12-13	CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-6 CH12-14	CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-6 CH12-12 CH12-13 CH12-14 CH12-15

Course Component	Syllabus Weight %				
Knowledge and understanding	40	5	10	10	15
Skills in working scientifically	60	20	15	15	10
Total Task Weightings %	100%	25%	25%	25%	25%

Course Outcomes

- CH11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5** analyses and evaluates primary and secondary data and information
- CH11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7** 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

Community and Family Studies (CAFS)

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term 4, Week 2	Term 1, Week 2	Term 2, Week 4	Term 2, Week 10
Due Date	Term 4, Week 10	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 4/5
Type of Task	Independent research project	Case Study	In Class Essay	Trial HSC Examination
Outcomes Assessed	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.2, H3.3 H5.1	H1.1, H2.1, H3.2, H3.4, H5.4	H2.2, H2.3, H3.4, H5.2, H6.1, H6.2

Course Component	Syllabus Weight %				
Knowledge and understanding of course content	40	10	10	10	10
Skills in critical thinking, research methodology, analysing and communicating	60	10	15	15	20
Total Task Weightings %	100%	20%	25%	25%	30%

Course Outcomes

- 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 sociocultural 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
- 7.1** appreciates differences among individuals, groups and families within communities and values their contributions to society
- 7.2** develops a sense of responsibility for the wellbeing of themselves and others
- 7.3** appreciates the value of resource management in response to change
- 7.4** values the place of management in coping with a variety of role expectations

Design and Technology

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term 4, Week 1	Term 4, Week 8	Term 1, Week 8	Term 3, Week 8
Due Date	Term 4, Week 7	Term 1, Week 7	Term 2, Week 6	Term 3 Weeks 4/5
Type of Task	Presentation of Project Proposal	Report on aspects of the development & production of the MDP	Case Study of an Innovation	Trial HSC Examination
Outcomes Assessed	H1.2, H4.1, H5.2, H6.1, H1.1	H1.1, H1.2, H3.2, H4.2, H4.3, H5.1, H5.2	H2.1, H2.2, H3.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2

Course Component	Syllabus Weight %				
Knowledge and understanding of course content	40	5	5	10	20
Knowledge and skills in the design and development of information systems	60	20	20	10	10
Total Task Weightings %	100%	25%	25%	20%	30%

Course Outcomes

- H1.1** critically analyses the factors affecting design and the development and success of design projects
- H1.2** relates the practices and processes of designers and producers to the MDP
- H2.1** explains the influence of trends in society on design and production
- H2.2** evaluates the impact of design and innovation on society and the environment
- H3.1** analyses the factors that influence innovation and the success of innovation
- H3.2** uses creative and innovative approaches in designing and producing
- H4.1** identifies a need or opportunity and researches and explores ideas for design development and production of the MDP
- H4.2** selects and uses resources responsibly and safely to realise a quality MDP
- H4.3** evaluates the processes undertaken and the impacts of the MDP
- H5.1** manages the development of a quality MDP
- H5.2** selects and uses appropriate research methods and communication techniques
- H6.1** justifies technological activities undertaken in the MDP through the study of industrial and commercial practices
- H6.2** critically assesses the emergence and impact of new technologies, and the factors affecting their development

Drama

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term 4, Week 4	Term 1, Week 4	Term 2, Week 4	Term 2, Week 9
Due Date	Term 4, Week 8	Term 1, Week 11	Term 2, Week 5	Term 3, Weeks 4/5
Type of Task	Contemporary Australian Theatre	Studies in Drama and Theatre: Black Comedy Performance	IP/GP Performance of Work Under Development	Trial HSC Examination
Outcomes Assessed	H1.1, H1.2, H1.3, H1.7, H2.3, H3.1, H3.3	H1.1, H1.2, H1.3, H1.7, H2.1, H2.2, H2.3	H1.1, H1.2, H1.3, H1.7, H1.9, H3.1, H3.2, H3.3	H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3, H3.2, H3.3

Course Component	Syllabus Weightings %				
Making	40	5	10	15	10
Performing	30	5	10	-	15
Critically Studying	30	10	-	15	5
Total Task Weightings %	100%	20%	20%	30%	30%

Course Outcomes

- 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
- H1.8** recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9** values innovation and originality in group and individual work
- H2.1** demonstrates effective performance skills
- H2.2** uses dramatic and theatrical elements effectively to engage an audience
- H2.3** demonstrates directorial skills for theatre and other media
- H2.4** appreciates the dynamics of drama as a performing art
- H2.5** appreciates the high level of energy and commitment necessary to develop and present a performance
- 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
- H3.4** appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5** appreciates the role of the audience in various dramatic and theatrical styles and movements

English Advanced

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term 4, Week 7	Term 1, Week 7	Term 2, Week 7	Term 3, Week 1
Due Date	Term 4, Week 10	Term 1, Week 10	Term 2, Week 10	Term 3, Week 4
Type of Task	Critical Composition	Multimodal Presentation	Creative Composition	Trial HSC Examination
Outcomes Assessed	EA12-1, EA12-8, EA12-3, EA12-5, EA12-6	EA12-2, EA12-6, EA12-7, EA12-9, EA12-3	EA12-3, EA12-4, EA12-5, EA12-9, EA12-1	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8

Course Component	Syllabus Weight %				
Knowledge and understanding of course content	50	10	10	15	15
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50	10	10	15	15
Total Task Weightings %	100%	20%	20%	30%	30%

Course Outcomes

- EA12-1** independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3** critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA12-4** strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6** investigates and evaluates the relationships between texts
- EA12-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA12-8** explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9** reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

English Standard

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term 4, Week 7	Term 1, Week 7	Term 2, Week 7	Term 3, Week 1
Due Date	Term 4, Week 10	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 4/5
Type of Task	Online Conference (Multimodal) and Reflection	Discursive Response	Critical Essay	Trial HSC Examination
Outcomes Assessed	EN12-4, EN12-5, EN12-9	EN12-1, EN12-6, EN12-8	EN12-2, EN12-3, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7

Course Component	Syllabus Weight %				
Knowledge and understanding of course content	50	10	15	10	15
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50	15	10	10	15
Total Task Weightings %	100%	30%	20%	20%	30%

Course Outcomes

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

English Studies

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term 4, Week 7	Term 1, Week 7	Term 2, Week 7	Term 3, Week 1
Due Date	Term 4, Week 10	Term 1, Week 10	Term 2, Week 10	Term 3, Week 4
Type of Task	Interview Script with Related Material	Multimodal Presentation	Collection of Classwork Creative Composition	Formal Written Examination OR Trial HSC Examination (ATAR)
Outcomes Assessed	ES12-1, ES12-3, ES12-4, ES12-9	ES12-2, ES12-6, ES12-7, ES12-8, ES12-10	ES12-6, ES12-7, ES12-10	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8

Course Component	Syllabus Weight %				
Knowledge and understanding of course content	50	10	15	10	15
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50	10	15	10	15
Total Task Weightings %	100%	20%	30%	20%	30%

Course Outcomes

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

Information Processes & Technology

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term 4, Week 4	Term 1, Week 5	Term 2, Week 4	Term 2, Week 5
Due Date	Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 3/4
Type of Task	Essay	Hand-in Project	Hand-in Project	Trial HSC Examination
Outcomes Assessed	H1.2, H3.1, H3.2, H4.1, H5.2	H2.1, H2.2, H4.1, H6.1, H6.2, H7.1	H1.1, H1.2, H2.1, H2.2, H3.2, H4.1, H5.1, H7.1, H7.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2

Course Component	Syllabus Weight %				
Knowledge and understanding of course content	60	10	10	20	20
Knowledge and skills in the design and development of information systems	40	10	15	5	10
Total Task Weightings %	100%	20%	25%	25%	30%

Course Outcomes

- H1.1** applies and explains an understanding of the nature and function of information technologies to a specific practical situation
- H1.2** explains and justifies the way in which information systems relate to information processes in a specific context
- H2.1** analyses and describes a system in terms of the information processes involved
- H2.2** develops and explains solutions for an identified need which address all of the information processes
- H3.1** evaluates and discusses the effect of information systems on the individual, society and the environment
- H3.2** demonstrates and explains ethical practice in the use of information systems, technologies and processes
- H4.1** proposes and justifies ways in which information systems will meet emerging needs
- H5.1** justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
- H5.2** assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices
- H6.1** analyses situations, identifies needs, proposes and then develops solutions
- H7.1** implements and explains effective management techniques
- H7.2** uses methods to thoroughly document the development of individual and team projects

Legal Studies

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term 4, Week 2	Term 1, Week 4	Term 2, Week 3	Term 2, Week 9
Due Date	Term 4, Week 6	Term 1, Week 9	Term 2, Week 9	Term 3, Week 3
Type of Task	Human Rights In-Class Task	Crime Case File & Report	Family Law Research Presentation	Trial HSC Examination
Outcomes Assessed	H1, H2, H3, H9	H3, H4, H6, H8	H4, H5, H6, H7	H1, H2, H4, H7, H10

Course Component	Syllabus Weight %				
Knowledge and Understanding	40	10	5	5	20
Analysis and Evaluation	20	5	5	5	5
Inquiry and Research	20	-	10	10	-
Communication of Legal Information	20	5	5	5	5
Total Task Weightings %	100%	20%	25%	25%	30%

Course Outcomes

- 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.

Mathematics Advanced

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term 4, Week 5	Term 1, Week 6	Term 2, Week 5	Term 3, Week 2
Due Date	Term 4, Week 7	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 4/5
Type of Task	Investigation + Validation Task (Trigonometry)	In-class Topic Test (Statistical Analysis)	Research + Validation Task (Calculus)	Trial HSC Examination
Outcomes Assessed	MA12-1, MA12-5, MA12-9, MA12-10	MA12-7, MA12-8, MA12-9	MA12-3, MA12-6, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8

Course Component	Syllabus Weight %				
Understanding, fluency and communication	50	10	12.5	12.5	15
Problem-solving, reasoning and justification	50	10	12.5	12.5	15
Total Task Weightings %	100%	20%	25%	25%	30%

Course Outcomes

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

Mathematics Extension 1

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term 4, Week 6	Term 1, Week 7	Term 2, Week 6	Term 3, Week 2
Due Date	Term 4, Week 8	Term 1, Week 9	Term 2, Week 8	Term 3, Week 4/5
Type of Task	Investigation Task (Vectors)	In-class Assessment with Summary Sheet (Statistics)	In-class Assessment (Trigonometry)	Trial HSC Examination
Outcomes Assessed	ME12-2, ME12-6, ME12-7	ME12-5, ME12-6, ME12-7	ME12-3, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7

Course Component	Syllabus Weight %				
Understanding, fluency and communication	50	10	12.5	12.5	15
Problem-solving, reasoning and justification	50	10	12.5	12.5	15
Total Task Weightings %	100%	20%	25%	25%	30%

Course Outcomes

- 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
- MA12-7** evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Mathematics Standard 1

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term 4, Week 5	Term 1, Week 6	Term 2, Week 5	Term 3, Week 2
Due Date	Term 4, Week 7	Term 1, Week 8	Term 2, Week 7	Term 3, Week 4/5
Type of Task	Investigation Task (Financial Mathematics)	In-class Assessment with Summary Sheet (Types of r/ships and Rates)	Take-home and Validation task (Trigonometry)	Trial HSC Examination
Outcomes Assessed	MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-1 MS1-12-3 MS1-12-6	MS1-12-3 MS1-12-4 MS1-12-9 MS21-12-10	MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8

Course Component	Syllabus Weight %				
Understanding, fluency and communication	50	10	12.5	12.5	15
Problem solving, reasoning and justification	50	10	12.5	12.5	15
Total Task Weightings %	100%	20%	25%	25%	30%

Course Outcomes

- 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

Mathematics Standard 2

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term 4, Week 5	Term 1, Week 6	Term 2, Week 5	Term 3, Week 2
Due Date	Term 4, Week 7	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 4/5
Type of Task	Investigation + Validation Task (Financial Mathematics)	In-class Assessment with Summary Sheet (Types of r/ships and Rates)	Research and Validation task (Trigonometry)	Trial HSC Examination
Outcomes Assessed	MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-3 MS2-12-6	MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8

Course Component	Syllabus Weight %				
Understanding, fluency and communication	50	10	12.5	12.5	15
Problem solving, reasoning and justification	50	10	12.5	12.5	15
Total Task Weightings %	100%	20%	25%	25%	30%

Course Outcomes

- MS2-12-1** uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2** analyses representations of data in order to make inferences, predictions and draw conclusions
- MS2-12-3** interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
- MS2-12-4** analyses two-dimensional and three-dimensional models to solve practical problems
- MS2-12-5** makes informed decisions about financial situations, including annuities and loan repayments
- MS2-12-6** solves problems by representing the relationships between changing quantities in algebraic graphical forms
- MS2-12-7** solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
- MS2-12-8** solves problems using networks to model decision-making in practical problems
- MS2-12-9** chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
- MS2-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Music 1

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term 4, Week 4	Term 1, Week 2	Term 2, Week 2	Term 2, Week 10
Due Date	Term 4, Week 8	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 4/5
Type of Task	Elective 1	Music and Technology Composition/ Performance/ Musicology	Elective 2 & 3	Trial HSC Examination
Outcomes Assessed	H1, H2, H3, H4, H10, H11	H1, H2, H3, H5, H7, H8, H9, H10	H1, H2, H3, H5	H4, H5, H6

Course Component	Syllabus Weight %				
Performance	10	-	10	-	-
Composition	10	-	10	-	-
Musicology	10	-	5	-	5
Aural	25	-	-	-	25
Electives	45	15	-	30	-
Total Task Weightings %	100%	15%	25%	30%	30%

Course Outcomes

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

Personal Development, Health & Physical Education (PDHPE)

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term 4, Week 5	Term 1, Week 4	Term 2, Week 7	Term 3, Week 1
Due Date	Term 4, Week 9	Term 1, Week 11	Term 2, Week 10	Term 3, Week 4/5
Type of Task	Research Task / In class response	Research Task	Topic Test	Trial Exam
Outcomes Assessed	H13, H16, H17	H7, H8, H11, H16, H17	H1, H2, H3, H4, H5, H14, H15	H1-H5 H7, H8, H9, H13, H14, H15, H16, H17

Course Component	Syllabus Weight %				
Knowledge and understanding of course content	40	5	10	10	15
Skills in critical thinking, research, analysing and communicating	60	15	20	10	15
Total Task Weightings %	100%	20%	30%	20%	30%

Course Outcomes

- H1** describes the nature and justifies the choice of Australia's health priorities
- H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** analyses the determinants of health and health inequities
- H4** argues the case for health promotion based on the Ottawa Charter
- H5** explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6** demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans to improve performance
- H11** designs psychological strategies and nutritional plans in response to individual performance needs
- H12** analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (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

Visual Arts

	Task 1	Task 2	Task 3	Task 4
Date Issued	Term4, Week 1	Term 4, Week 5	Term 4, Week 5	Term 2, Week 5
Due Date	Term 4, Week 10	Term 1, Week 10	Term 3, Week 3	Term 3 Week 4/5
Type of Task	VAPD: BOW ideation & experimentation	Independent Case Study and Essay – Artistic Influences and Practices	BOW: School-based assessment	Trial HSC Examination
Outcomes Assessed	H1, H2, H3, H4	H7, H9, H10	H4, H5, H6	H7, H8, H9. H10

Course Component	Syllabus Weight %				
Artmaking	50	15	-	35	-
Art Criticism and Art History	50	-	20	-	30
Total Task Weightings %	100%	15%	20%	35%	30%

Course Outcomes

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



Quakers Hill High School's VET Courses

The assessment schedules for Hospitality – Food & Beverage and Construction will be handed out to students by their VET teachers early in Term 4, 2023.


These documents need to be published and made available to schools through NSW Public Schools – Macquarie Park (as the registered training organisation).



QHHS Assessment Booklet Appendices

Appendix 1 – Assessment Task Extension / Reschedule Application Form

[Link to Document](#)



Assessment Task Extension/Reschedule Application Form

(To be submitted to classroom teacher)

Section A (To be completed by the student)

Student Name	Year			
Course	Faculty			
Class Teacher	Head Teacher			
Assessment Task Name				
Task No	Date Issued	Due Date	Weighting	%

Nature of Task: (please circle)

Assignment	Examination	Field Work	Listening Task	Major Work
Performance	Portfolio	Practical Task	Research Activity	Speaking Task
Viewing Task	Written Task	Other (please specify)		

Section B (To be completed by the student)

Reason for the application for an extension/reschedule
(Attach an extended statement or documentation as necessary. Eg: Medical Certificate)

.....

.....

.....

.....

Student Signature	Date
Parent Signature	Date

Section C (OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)

Resolution Decision: ACCEPTED / REJECTED	Revised date of submission
-------------------------------------------------	----------------------------------

Comments

.....

.....


.....

Faculty Head Teacher signature	Date
--------------------------------------	------------

(Copy to: student, parent, and student file)

Appendix 2 – Assessment Task Illness-Misadventure Application Form

[Link to Document](#)



Illness/Misadventure Application Form

(To be submitted to classroom teacher)

Section A (To be completed by the student)

Student Name Year

Course Faculty

Class Teacher Head Teacher

Assessment Task Name

Task No Date Issued Due Date Weighting %

Nature of Task: (please circle)

Assignment	Examination	Field Work	Listening Task	Major Work
Performance	Portfolio	Practical Test	Research Activity	Speaking Test
Viewing Task	Written Task	Other (please specify)		

Section B (To be completed by the student)

Reason for the application for illness/misadventure
(Attach an extended statement or documentation as necessary. Eg: medical certificate)

.....

.....

.....

.....

Student Signature Date

Parent Signature Date

Section C (OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)

Was the original task completed? YES / NO Date submitted or attempted

Resolution decision? ACCEPTED / REJECTED Date of rescheduled task

Comments

.....

.....

.....


.....

Faculty Head Teacher signature Date

(Copy to: student, parent, and student file)


Appendix 3 – QHHS' Medical Certificate

[Link to Document](#)



QUAKERS HILL HIGH SCHOOL

70 Lator Road, Quakers Hill NSW 2763 PHONE: (02) 9837 1533 FAX: (02) 9837 1747
E-MAIL: quakershill-h.school@det.nsw.edu.au
WEBSITE: www.quakershill-h.school.nsw.edu.au
PRINCIPAL: Mr Andrew Shehan



Medical Certificate

To be completed by an independent professional authority

TO THE INDEPENDENT PROFESSIONAL AUTHORITY PROVING DOCUMENTATION
Your help in providing information regarding this student's illness is appreciated. This information will assist Quakers Hill High School in the assessment of this illness application.

I _____, a legally qualified medical practitioner, certify that on _____ (date) examined _____ (patient's name)

The patient is suffering from _____
(Diagnosis provided with patient's consent where possible)

The patient is suffering from a medical condition of a confidential nature

In my opinion, this condition will affect the completion of the following: (please tick)

For the period of: _____ to _____

	Not at All	Moderately	Severely
CLASS ATTENDANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITTEN TASKS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRACTICAL TASKS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRIVATE STUDY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXAMINATIONS: The student is unable to sit for examinations on: _____

OTHER REMARKS

Details of Independent Professional Authority

(OR STAMP)

Name: _____
Profession: _____
Provider Number: _____
Address: _____
Contact Number: _____
Signature: _____

A Nirimba Collegiate School For Years 7-30

Appendix 4 – Assessment Task Appeal Application Form

[Link to Document](#)

	Assessment Task Appeal Application Form (To be submitted to deputy principal)			
Section A (To be completed by the student)				
Nature of Appeal (Please Circle)				
Assessment task result	Illness/Misadventure decision	Malpractice decision		
Other (please specify).....				
Student Name.....	Year.....			
Course.....	Faculty.....			
Class Teacher.....	Head Teacher.....			
Assessment Task Name.....				
Task No.....	Date Issued.....	Due Date..... Weighting... %		
Nature of Task: (please circle)				
Assignment	Examination	Field Work	Listening Task	Major Work
Performance	Portfolio	Practical Task	Research Activity	Speaking Task
Viewing Task	Written Task	Other (please specify).....		
Section B (To be completed by the student)				
Reason for the application for an appeal				
(Attach an extended statement or documentation as necessary. Eg: A medical certificate):				
.....				
.....				
.....				
.....				
Student Signature.....		Date.....		
Parent Signature.....		Date.....		
Section C (OFFICIAL USE ONLY: To be completed by the review panel convenor)				
Review Panel Convenor.....				
Resolution Decision: ACCEPTED / REJECTED				
Comments				
.....				
.....				
.....				
Review Panel Convenor <u>signature</u>		Date.....		
(Copy to: student, parent, faculty head teacher, deputy, principal and student file)				

Appendix 5 – Assessment Task Cover Sheet

[Link to Document](#)



Stage 6 – Assessment Task Cover Sheet

Course _____

Student Name:	Date Submitted / /
---------------	--------------------------

	Due Date: / /

<u>Submission Instructions</u>

All My Own Work Declaration

I declare that this assessment task is entirely my own work, and where I have included the work of others, I have acknowledged such use through appropriate referencing.

Student Signature: _____

Are you submitting an Illness/Misadventure Form? YES NO

Useful Websites

NSW Department of Education

<https://education.nsw.gov.au/>

NSW Education Standards Authority

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

NSW Education Standards Authority – Assessment Certification Examination:

<https://ace.nesa.nsw.edu.au/>

NSW Education Standards Authority – Students Online

<https://studentsonline.nesa.nsw.edu.au/>

TAFE NSW

<https://www.tafensw.edu.au/>

Universities Admission Centre

<https://www.uac.edu.au/>

Quakers Hill High School's Webpage

<https://quakershil-h.schools.nsw.gov.au/>

Rules & Policies at QHHS

<https://quakershil-h.schools.nsw.gov.au/about-our-school/rules-and-policies.html>

Help with Homework

<https://quakershil-h.schools.nsw.gov.au/supporting-our-students/help-with-homework.html>

Assessment & Reporting at QHHS

<https://quakershil-h.schools.nsw.gov.au/learning-at-our-school/assessment-and-reporting.html>

Bring Your Own Device (BYOD) at QHHS

<https://quakershil-h.schools.nsw.gov.au/learning-at-our-school/byod.html>



HSC Assessment Booklet



Quakers Hill High School

70 Lalor Road Quakers Hill, NSW, 2763

Ph: 9837 1533

Fax: 9837 1747

Website: <http://www.quakershil-h.schools.nsw.edu.au/>