



2024 - 2025

Year 12

Assessment Handbook

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A message from the Head of College

The Handbook outlines the requirements set by the NSW Education Standards Authority (NESA) and St Mary & St Mina's Coptic Orthodox College's specific rules to ensure these requirements are met. A particularly important section is the School Assessment Procedures, which must be followed to ensure fairness and equity for all students. Adhering to these procedures will give you the best chance to maximise your marks, as your school assessment contributes 50% to your final HSC result.

I encourage you to spend time reading and fully understanding your rights and responsibilities regarding assessments. If you have any questions or uncertainties, please don't hesitate to ask for clarification. The key to a successful year lies in prayer, faith, commitment, organisation, and planning. Developing your own assessment calendar, regularly using your homework diary, and managing your time effectively will be critical. If you haven't established these habits yet, now is the time to begin.

Should you experience any difficulty with planning, meeting assessment requirements, managing stress, or if you are unsure about any aspect of your studies, please seek help straight away. We are here to support every student in achieving their potential, but we can only assist if we are aware of any issues you may be facing.

You can reach out to the following staff members for advice and support:

- Head Teachers or your classroom teachers for subject-specific matters
- Year Coordinator
- Head of Welfare
- Head of Teaching & Learning
- Head of Secondary
- Head of College

One of the most important steps you can take this year is to maintain balance in your life. While the HSC is an important milestone, it is not the entirety of your life. Make sure to schedule time for relaxation, exercise, and social activities. A healthy and consistent sleep pattern is also crucial for reducing stress and maintaining focus. Sharing your study plan with your family and seeking their support during this time will be valuable.

Please remember that each of you can achieve your goals. With dedication and your best effort, success is well within reach.

I wish you all a blessed, productive and fulfilling year ahead.

Mr Anthony Deans
Acting Head of College

1. The Higher School Certificate

The final Higher School Certificate (HSC) result is based on a combination of school-based assessment tasks and the HSC examination for each subject, each contributing 50% to your overall mark.

1.1 School-Based Assessment

A student's final HSC result will be based on two sets of marks: 50% from school-based assessment tasks completed throughout each course and 50% from the HSC examination results. The moderated assessment marks shown on the Record of Achievement allow for comparison of performance between students from different schools who have completed the same course.

Each school conducts an assessment program for its students in each course and reports the assessment marks to NESA. These marks provide a rank order of students and reflect the relative differences in their performances. Due to variations in assessment tasks, marking standards, and student abilities across schools, NESA applies a process of moderation to ensure fairness. Moderation adjusts the school's assessment marks using the school group's HSC examination performance, allowing for comparison of students' achievements across different schools for the same course. NESA requires that schools provide an assessment of each student's performance in each Higher School Certificate Course.

The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations. (ACE 8072)

The details of the school assessment program, including procedures and requirements, are outlined in the Assessment Handbook provided. It is important to note that assignments or projects developed for assessment in one subject may not be used, either in part or in full, for assessment in any other subject.

1.2 HSC Examination

The other set of marks, which accounts for 50% of a student's overall result, will be determined by their performance in the HSC examination for each subject presented.

Upon satisfactory completion of the Higher School Certificate, NESA (NSW Education Standards Authority) will issue a portfolio of documents including:

- **HSC Testamur:** The official certificate confirming that the student has met all the requirements for the award of the HSC.
- **Record of Achievement:** A document listing the HSC courses completed, including marks and performance bands. Grades A–E are also included for Year 11 courses.
- **Course Reports:** For each HSC Board-Developed course, a Course Report will be provided, outlining marks, a Performance Scale, and Performance Band description, along with a graph showing the state-wide distribution of marks.

1.3 Student Responsibility and Requirements

Your performance in both school-based assessments and the HSC examination is equally important. NESA sets specific requirements for schools and students, and it is your responsibility to ensure that you are familiar with these requirements. Detailed syllabus and assessment information can be found on the NESA website:

www.educationstandards.nsw.edu.au.

If you have any questions or need further clarification regarding senior assessment, you can contact your Year Coordinator, Heads of Faculty or Head of Teaching & Learning.

1.4 Eligibility

To be eligible for the award of the Higher School Certificate, students must:

- a) have gained the Record of School Achievement or such other qualifications as NESA considers satisfactory
- b) have completed *HSC: All My Own Work* (or its equivalent)
- c) have demonstrated the [minimum standard of literacy and numeracy](#), and

- d) have **satisfactorily completed courses** that comprise the pattern of study required by NESA for the award of the Higher School Certificate undertake and make a serious attempt at the requisite Higher School Certificate examinations.

1.5 Performance Bands

Six Performance Bands (Band 6 being the highest) give students an indication of their performance in a course in relation to stated syllabus outcomes, and relative to other students in NSW who completed the course.

For 2 Unit Courses, the maximum possible marks is 100, and:

- Band 6 corresponds to marks from 90 to 100
- Band 5 corresponds to marks from 80 to 89
- Band 4 corresponds to marks from 70 to 79
- Band 3 corresponds to marks from 60 to 69
- Band 2 corresponds to marks from 50 to 59
- Band 1 corresponds to marks from 0 to 49.

Extension courses are of 1 unit value and have a maximum possible mark of 50, with the exception of Mathematics Extension 2. Four bands are used in reporting extension courses:

- Band E4 corresponds to marks from 45 to 50
- Band E3 corresponds to marks from 35 to 44
- Band E2 corresponds to marks from 25 to 34
- Band E1 corresponds to marks from 0 to 24.

1.6 Australian Tertiary Admission Rank (ATAR)

NESA provides the HSC data (consisting of both the Examination Marks and Assessment Marks) from which the ATARs are calculated, and the Universities Admissions Centre (UAC) then advises individual students of their ATAR. The ATAR is a number between 0.00 and 99.95 (with increments of 0.05). It provides a measure of overall academic achievement in the HSC, which assists universities in ranking applicants for university selection.

A candidate's ATAR is based upon the best ten units, subject to the following conditions:

- a) the best two units of English must be included in the ATAR
- b) the best eight units from the remaining NESA-Developed Courses are included

The ATAR is a rank, not a mark. The only purpose of the ATAR is to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose. Further information is available on the UAC website: www.uac.edu.au

1.7 Pattern of Study

Candidates for the Higher School Certificate must undertake a program of study consisting of at least 12 units of Year 11 Courses, and at least 10 units of HSC Courses. Both the Year 11 and HSC patterns of study MUST include:

- at least six units of Board Developed courses,
- at least two units of a Board Developed course in English,
- at least four units of Board Developed courses
- at least three courses which are of two-unit value (or greater), and
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate, a maximum of six Year 11 units and seven HSC units can be counted from science courses.

For students entered in Mathematics Extension 2, both Mathematics Extension 1 and Mathematics Extension 2 are counted as 2-unit courses.

SMSM College Requirements

All students must complete at least 12 units throughout Year 11 Terms 1–3, and are expected to study at least 10 units in Year 11 Term 4.

1.8 Satisfactory Completion of a Course

Students will be considered to have satisfactorily completed a course if, in the Head of College's view, there is sufficient evidence that they have:

- a) followed the course developed or endorsed by NESAs
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- c) achieved the majority or all of the course outcomes.

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including such things as assignments, class participation and practical work. **Students are required to complete all set tasks, not only those for assessment.** For the Head of College to deem them as satisfactorily completing the course, students must make a serious attempt at assessment tasks **in excess of 50%** of the available marks for a course.

Attendance is an integral part of satisfactorily completing a course as there is a strong correlation to attendance and student performance. Both the Department of Education and the college recognise a **minimum of 80% attendance** for satisfactory completion of course work in Yr 12. Multiple absences could lead to subject N-Determination Warning letter(s) for non-completion of work. The Head of College may determine that, as a result of absences, the course completion criteria in subjects might not be met. Multiple N-Determination warning letters could lead to **expulsion for unsatisfactory participation of a student over 17 years of age or immediate withdrawal for a student under 17 years of age.**

1.9 Course Changes, Late Enrolments, Accelerants and Pathways Students

For students changing courses, the Head of College must be satisfied that they will be able to complete all course outcomes before the completion of the HSC course. NESAs entrance and completion dates for courses must be adhered to.

Accelerants should complete all assessment tasks, or the equivalent, that are undertaken by students completing the usual course program. The school will endeavour to minimise the conflicting demands of Year 11 and HSC Assessment, but this cannot be guaranteed.

Pathways students are to meet the same satisfactory course completion requirements as other students.

1.10 Zero Marks

A **ZERO** mark may be awarded when a student:

- submits a hand in task 5 or more days late
- does not attempt a task (non-attempt)
- does not make a serious attempt at a task (non-serious attempt)
- is found to be involved in serious malpractice

In such cases:

- parents/guardians will be informed in writing
- copies of the parental notification will be submitted to the Year Coordinator, Head of Faculty, Head of Secondary and Head of College.

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N' determination for that course.

1.11 Non-Attempt of Tasks or Non-Serious Attempt of Tasks

Students are expected to make a serious attempt at all assessment tasks. NESAs defines a serious attempt as the submission of an assessment task that:

- Meets the requirements of the set task.
- Demonstrates the student's best effort and academic engagement.

To be considered a serious attempt, students must:

- Respond to the task in a manner that demonstrates academic engagement, and
- Provide answers in English, unless otherwise instructed.

If a student fails to make a serious attempt, a mark of ZERO may be awarded.

Definition of a Non-Serious Attempt

A non-serious attempt occurs when a student submits an assessment task that shows little or no thought or effort, is generally incomplete, or contains frivolous or objectionable material. Specific examples include, but are not limited to:

- Submitting answers only to multiple-choice questions without attempting other sections of the task.
- Including objectionable material in the submission, such as:
 - Abuse directed at school staff, Presiding Officers, or NESAs.
 - Obscene symbols, drawings, or comments.

Consequences of a Non-Serious Attempt

Where the Faculty Head Teacher determines that a student has made a non-serious attempt, a mark of ZERO may be awarded for the assessment task.

1.12 Completion of 50% of Total Value of Tasks

Students **MUST** satisfactorily complete **more than 50%** of all assessment tasks set for a course for the Head of College to deem them as satisfactorily completing the course.

1.13 Warning of 'N' Determination

Students undertaking the HSC Course must make a genuine/serious attempt to satisfactorily complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, regardless of whether these tasks contribute to the final assessment mark. **Attendance is an integral part of satisfactorily completing a course.**

It is a matter for the class teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the total assessment mark.

Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course. Students and parents/guardians will be informed in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

1.14 'N' Determinations and Appeals

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student does not meet course and assessment requirements in an HSC course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Year 11 Courses and 10 units of HSC Courses which fulfil NESAs pattern of study requirements, they will not be eligible for the award of the HSC.

In the case of Extension Courses, students who do not meet the assessment requirements of the co-requisite 2 Unit course will not receive a result in either course.

Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the Head of Secondary, relevant Head of Faculty and one teacher not involved in the assessment of the subject. The outcome of the appeal will be notified to the student, the parents and NESAs.

2. Disability Provisions

At SMSM College, we adhere to the NSW Education Standards Authority (NESA) guidelines regarding Disability Provisions for both internal and external examinations and assessments. Our goal is to ensure that students with identified and documented permanent or temporary disabilities can fully access and participate in these tasks.

2.1 Provision of Disability Adjustments

Reasonable adjustments and Disability Provisions will be made for students whose disabilities affect their ability to perform in exams or assessments. These provisions aim to promote access, equity, and success.

2.2 Application Process for Disability Provisions

Students or parents wishing to apply for Disability Provisions must consult with the Head of Secondary to initiate the application process. To be granted special provisions for internal assessment tasks a student must have requested the college to lodge an application for HSC disability provisions to NESA on their behalf. That application must be accompanied by supporting documentation. **While awaiting final NESA approval the need for disability provisions will be assessed on a case-by-case basis by the Special Provisions Committee. The SPC can offer some provisions to the student, leading up to their HSC Examinations.** However, any decision made by the SPC to provide special provisions can be overruled by NESA and declined. If the application is formally approved by NESA, disability provisions will be provided according to NESA guidelines during the Preliminary and HSC Examinations.

2.3 Identification and Documentation of Disabilities

- For diagnosed learning disabilities, relevant documentation and professional assessments are required to justify Disability Provisions.
- Medically diagnosed disabilities must be supported by appropriate documentation from a treating clinician.
- Students seeking well-being support that may necessitate Disability Provisions can be identified by the Welfare Team, who may recommend provisions with the submission of supporting medical documentation.

Students may also be identified as requiring Disability Provisions through a valid Illness/Misadventure Application, ensuring fair access to assessments or exams.

2.4 Approval Process

- For school assessments, the Head of Secondary will approve Disability Provisions in accordance with NESA guidelines after reviewing the submitted evidence and documentation.
- For the Higher School Certificate (HSC), NESA will provide approval based on the documentation submitted by the school on behalf of the student. The student and parents will need to gather all necessary documentation well before the due date set by NESA.

2.5 Disability Provisions and Modifications

All Disability Provisions will align with NESA guidelines to ensure consistency between school assessments and the HSC. Provisions may include, but are not limited to, small group supervision (24 students or less), rest breaks, reader/writer assistance, or specialised equipment, and will be allocated based on individual needs and proper documentation.

If a student feels that an approved provision has not been implemented during an exam, it is their responsibility to immediately inform the supervising teacher or invigilator. Failure to do so may affect their ability to appeal the matter later.

3. Assessments

3.1 Responsibilities

The college is responsible for:

- a) setting assessment tasks which will be used to measure student performance in each component of a course
- b) specifying a mark/weighting for each assessment task
- c) informing students of the requirements of each assessment task
- d) keeping records of each student's performance on each assessment task
- e) providing students with information on their progress.

Different courses will have different numbers and types of assessment tasks.

Further details about each assessment task can be obtained from the course teacher or the Head Teacher for the subject.

Students are responsible for:

- a) meeting all course requirements, including attendance in classes
- b) applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- c) being aware of assessment requirements and procedures
- d) making a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N determination' for that course.
- e) their personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged
- f) submitting all tasks on or before the due date
- g) being present for all 'in-class' tasks and examinations.

3.2 Assessment Schedule Handbook and Timeframe

This Assessment Handbook provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting. At the conclusion of the subject assessment schedules in this Assessment Handbook is a Summary of Assessment Tasks – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Coordinator immediately.

Students must be informed in writing of the ACTUAL date and details of the assessment task, at least **TWO WEEKS** before the task.

3.3 Students Joining the College During the Academic Year

Students who arrive at Saint Mary and Saint Mina's Coptic Orthodox College after the academic year has commenced and before the end of Term 2 will have marks estimated at the completion of the course based on the performance of the student in all tasks since their date of commencement.

3.4 Notification of Assessment Tasks

The due date and details of an assessment task will be notified to students in writing at least **TWO WEEKS** before the task.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for the notice to be given two weeks prior, provided the task is not being brought forward. **Any changes of date will be notified in writing.**

Note that written notification has precedence over any information listed in the assessment schedules contained in this Assessment Handbook – that is, details of assessment tasks listed in this Assessment Handbook (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the Handbook, so the written notification will be used to list the correct details for each assessment task.

In some circumstances, it may be necessary to alter the date of the task (that is, Term and Week) from that listed in the assessment schedule in this Assessment Handbook. When this occurs, students **MUST** be informed of any changes to the date – in writing, and TWO WEEKS in advance. The Head of Secondary will give approval if it is not possible to give notice two weeks in advance for changed tasks.

Note: If it occurs that an assessment task has been scheduled at a time which subsequently coincides with industrial action by staff, then the task will be postponed, and students will be informed in writing of the re-scheduled date of the task.

The written notification of each task must include:

- the date and time of when the task will take place or when the task is due
- components and their weighting as specified in the syllabus package
- the general nature of the assessment task
- the weight value of the task in relation to the total weighted mark for the course.

For assessment tasks completed outside the classroom, the written notification might also include:

- *Academic Code of Honour* (this must be signed by the student and submitted at the start of the academic year).

Where appropriate, marking criteria/information about how the task will be assessed will also be included.

Dates for assessment tasks will be submitted to the Head of Secondary who will monitor the schedule of tasks on the College Calendar to ensure that tasks are evenly spread and clashes avoided. Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the Head of Secondary and fill out an *Illness / Misadventure* form **well before the date**.

3.5 Absence When a Task Is Notified

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence (due to serious medical conditions) on the day of their return to school they may submit to the Head of Secondary or the Head of College an *Illness / Misadventure and SMSM Medical Application Forms* (with relevant documentation).

3.6 Submission of Tasks

For assessment tasks which are completed outside the classroom:

- The *Academic Code of Honour* (which is part of the written notification) must be signed by the student at the start of the academic year
- students must use and follow the school's *Acknowledging Sources in Assessment Tasks* to acknowledge any component of the student's work that has been written, created or developed by others
- all tasks are to be submitted by the designated day and time (as per the written notification).

All tasks submitted after the designated time will be deemed to be LATE. All faculties must maintain a record of tasks submitted. Tasks must be submitted in accordance with the instructions from the faculty.

3.7 Oral Tasks

Oral tasks usually consist of two components – a written submission and the oral presentation itself. The form of the written submission will be explained by your teacher when the task is distributed.

All written submissions must be handed in by the designated time on the due date. All written submissions handed in after this time will be deemed LATE, unless there are exceptional circumstances, and the student will receive a **reduction of 20% per day from their marks for the written submission component of the task**.

In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified time and day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students **MUST** attend class at the time indicated for their oral presentation. It is the student's responsibility to be ready to give their oral presentation at the designated time on the designated date. Any student that is not present to give their oral presentation at the designated time on the designated date will be deemed LATE, unless there are exceptional circumstances, and the student will receive a late penalty of 20% per day for the oral presentation component of the task.

In some circumstances, the written submission is the transcript of the oral presentation. If this transcript is not submitted by the designated time on the designated date, the student will receive a late penalty of 20% per day for the task, unless there are exceptional circumstances.

3.8 Extension to Submit or Complete an Assessment Task

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or performed in class at the specified time. Unless an application for an extension has been approved by the Head of Faculty, in conjunction with the Head of Secondary, the late submission or completion of a task will result in **a 20% reduction of marks per day being awarded** for that task.

Extensions for assessment tasks completed outside the classroom must be granted by the Head of Faculty, in conjunction with the Head of Secondary, using the school's ***Illness / Misadventure and SMSM Medical Application Forms well before the due date*** of the task.

If a student is unable to complete a task at the specified time they must seek an extension from the Head of Faculty, in conjunction with the Head of Secondary, using the school's ***Illness / Misadventure and SMSM Medical Application Forms***.

Extensions will only be granted in cases of severe illness or other exceptional circumstances. An ***SMSM Medical Application Form*** will be required in cases of illness. Holidays, routine medical or dental appointments, driving tests, part-time work commitments and routine sporting commitments are examples of grounds likely to be unsuccessful when applying for an extension.

If your extension is not granted, you must submit the incomplete task or complete the task by the designated date. An extension of time for the submission or completion of tasks may only be granted by the Head of Secondary after consultation with the appropriate Head of Faculty. **Applications submitted after the due date (of task submission) or specified time (of completing the task) will not be considered.**

3.9 Prior Knowledge of Absence / Extended Leave (Travel; Holidays)

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted or sat, which includes being absent due to another school organised activity, the student must **NOTIFY THEIR CLASS TEACHER well before the due date**.

Interstate or overseas travel is not recommended during term time. If leave must be taken (for emergency purposes only) then a minimum of one month's notice must be given and the [Application for Extended Leave](#) must be completed. If the application is not approved and an alternate time can not be arranged to complete the task, this may result in a zero mark for any assessment or exam missed.

Students **MUST** either submit the task before the due date or make arrangements for its submission on the due date. All tasks submitted after the designated time will be deemed LATE.

3.10 Exam Blocks & Incursions

Exam Block days are when there are no timetabled classes so students can choose to be at home to prepare for exams.

SMSM generally only grants days off for the following reasons:

- a day before any SMSM Stage 6 Formal Examination Period that does not start on a Monday
- the days between Year 12 Graduation and the start of the HSC Written Examinations
- a day before the Trial HSC (written) and HSC (written) for Accelerated Students (either with SMSM or external providers) unless the examination is on a Monday

On the day HSC Major Project or submitted works are due to be submitted, your teacher may organise and incursion day at school for you to finalise your Major Project or submitted work. For HSC major performance subjects.

For HSC Performance Exam subjects, your teacher may organise a short rehearsal to test sound, lighting etc. the day before the performance.

4. Illness/Misadventure/School Business

4.1 Evidence of Illness / Misadventure

Illness/misadventure provisions exist to support students whose performance in an assessment task is impacted by circumstances beyond their control. These provisions apply when illness or misadventure occurs immediately before or during the assessment task, affecting the student's ability to perform.

Applications for illness/misadventure may be based on:

- **Illness or injury:** Such as physical ailments (e.g. influenza, stomach virus) directly affecting the student's performance.
- **Misadventure:** Events beyond the student's control (e.g. the recent death of a family member or friend, or an exceptional circumstance) that impact performance.
- **School business:** Events organised through the school (eg. SWISSA sport) which clash with the assessment tasks.

Grounds unlikely to be accepted for Illness / Misadventure:

- Attendance at cultural events or family holidays.
- Inadequacies of teaching.
- Loss of preparation or study time.
- Misreading of a schedule or timetable.
- Misreading of examination or task instructions.
- Disability Provisions for which NESAs has already granted provisions, unless unforeseen complications arise during the task.
- Long-term illnesses, unless there is an acute episode immediately before or during the task.
- Avoidable circumstances (e.g. routine appointments, driving tests, part-time work, sporting commitments).

The school's illness/misadventure process mirrors NESAs HSC procedures. NESAs will not uphold applications unless the reasons for absence are deemed sufficiently serious. If illness or misadventure prevents attendance, students must follow the school's Illness/Misadventure Procedures.

4.2 Illness / Misadventure Procedures

1. **Submission of Tasks:** Students are responsible for ensuring all assessment tasks are submitted by the due date or completed at the specified time. Absence on the due date is not grounds for an extension unless there are exceptional circumstances, which must be approved by the Head of Secondary or Head of College.
 - If a student cannot submit a task due to valid illness or misadventure, they must notify the school by 8:30 am on the day the task is due. The student's parent should contact the relevant Head of Faculty to arrange submission via email or deliver the task to the school's front office.
 - Upon returning to school, the student must submit an Illness/Misadventure and SMSM Medical Forms to the Head of Secondary, including supporting evidence.
 - If no application is submitted, or the application is denied, a 20% penalty per day late will be applied.

Unacceptable reasons for non-attendance/late submission of assessment tasks

- Any type of computer/printer malfunction (be sure your work is backed up every time you leave the computer, regardless of whether it is finished or not). This includes error/file corruption during transmission;
- Illness without the SMSM Medical Form (filled out by a qualified GP) presented on the first day of return to School;
- Illness with the SMSM Medical Form (filled out by a qualified GP) provided by a relative of the student;
- Lateness due to minor transport problems (you must allow for variations in time of travel);
- Lateness due to sleeping in;
- Holidays/Extended Leave during term time;
- Loss of task;
- An extension/permission to be absent, being granted by anyone other than the Head of Secondary.
- Computer/printer malfunction.

4.3 Absence Before a Task and Attendance on The Day of a Task

Students will attend all timetabled lessons or scheduled school activities **one school day prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day**, unless they have a flexible timetable agreement.

The student must provide independent evidence of the facts, detailing why the circumstances prevented them being at school the one school day prior to the assessment task, or why they could not attend all lessons prior to the task on the day of the assessment task. Details can be supplied on a confidential basis to the Head of Secondary / College, where necessary. Students who apply on the grounds of illness **MUST** complete a SMSM Medical Form certifying the illness ***occurred up to one day prior to the assessment task, or on the day of the assessment task (whichever is applicable)***. **SMSM Medical Forms (Medical Certificates) obtained after the event has occurred will not be accepted.**

If proof of illness or leave is not approved, then the student's assessment mark for that task could be **reduced by 20%**.

4.4 Absences before the Trial Higher School Certificate Examinations

In the two school weeks prior to these major examinations:

- Students **MUST** attend all timetabled lessons or scheduled school activities (for the dates of the required days, see Summary of Assessment Tasks). Any student absent the day before the Trial HSC Examination block will require a SMSM Medical Form (filled out by a qualified GP) to verify their absence and **MUST** see the Head of Secondary or the Head of College, **on the day of their return to school**, to submit an ***Illness / Misadventure Application Form*** with their SMSM Medical Form. SMSM Medical Forms (medical certificates) obtained after the event will not be accepted.
- The expectation is that all classes are taught by the regular class teacher. During this time the school will endeavour to minimise teachers being on an excursion for another year group or being on Professional Learning activities.
- If students know that they will be absent during this period due to exceptional circumstances, they need to apply to the Head of T&L / Secondary using the school's ***Illness / Misadventure Application Form*** **one month before the start** of the major examinations – documentary evidence will be required for verification.
- The HoT&L or HoS may grant exceptions for student absence during this time due to exceptional circumstances, such as student involvement in school representative fixtures. Extended or short leave (interstate or overseas) will not be approved.

The steps outlined above must be followed if a student is sick **DURING** the completion of a task at school, or if a student believes that a **misadventure** has adversely affected their performance.

4.5 Illness / Misadventure on the day of an Assessment Task

Absence on the Day of an Assessment Task: If a student is absent on the day of a scheduled task, their parent must notify the school by 8:30 am. Upon returning, the student must submit an Illness/Misadventure Application with supporting evidence. The student must be prepared to complete the task, or a substitute task, upon returning to school.

- **Trial HSC Examinations:** During the Trial HSC Examination period, students must complete missed exams on the school day following the expiry of their SMSM Medical Form (medical certificate). Rescheduling is to be arranged with the Head of Faculty / Head of Teaching & Learning. A zero mark will be recorded if no application is submitted within one school day, including all days during an exam period, or if the application is denied.
- **Adversely Affected Performance (Misadventure):** If a student completes a task but believes a misadventure affected their performance, they must submit an Illness/Misadventure Application on the same day. Supporting evidence must be provided, and the Head of Teaching & Learning or Head of Secondary will advise the next steps if the application is approved.
- **Sickness During an Assessment Task:**
If a student is extremely unwell on the day of an assessment task or examination, they are strongly advised to not sit for the task. If the student does not attempt the task, they must obtain a SMSM Medical Form (filled out by a qualified GP) and follow the illness/misadventure process.

Should a student begin an assessment task and become unwell, there are limited options available, as the school must assess the student's actual performance rather than the potential performance.

Students feeling unwell just before or during an assessment must notify the supervising teacher immediately. The teacher will assess and discuss with the student of their options which are outlined below.

- If the student decides to continue with the task despite being unwell, no extra time will be given and the result achieved will not be adjusted.
- In the instance where the student is too unwell to continue with the assessment task, in most circumstances the mark will not be adjusted.
- A student who does not alert the supervisor of illness/misadventure before or during an Assessment Task cannot submit an Illness and Misadventure Appeal retrospectively.

Note: Applications submitted after assessment task results have been issued will not be considered under any circumstances.

4.6 Alternative Tasks

A student's performance in an alternative task can be reviewed by the Head of Faculty if:

- the student's performance is not commensurate with their performance in other assessments and/or
- the difficulty of the alternative task may not equate with the difficulty of the original task

After determination of the final mark, there are no grounds for further appeal.

If a student repeatedly misses an alternative task, an alternative mode of assessment will be utilised as determined by the Head of Faculty. An alternative mode of assessment may decrease in complexity in comparison to the original task. This means that a student is likely to experience difficulty in demonstrating understanding of course outcomes at a high level. As a result, a student may only achieve a limited mark that is commensurate with the level of understanding they have demonstrated.

5. Ensuring Consistency of Assessments

5.1 Feedback

Feedback on assessment tasks will typically be provided within 2 school weeks after the task/assessment period is completed. Teachers will offer feedback during a nominated lesson, or across several lessons for more complex tasks.

Generally during feedback sessions, **students are not allowed to have any writing apparatus in their possession**. Any queries related to marks must be raised with the teacher **during that nominated feedback lesson**, where the teacher will record the question of concern in the appropriate location of the assessment task. A mathematical error can be addressed by the teacher in that lesson.

For queries related to marking, once all feedback lessons have been completed, the teacher(s) will review the queries without student presence, unless there are exceptional circumstances. The resolution of the query will be noted on the front page of the assessment task and **there is the possibility that your mark could be adjusted either up, no change or down to ensure consistency with the marking criteria**. No further correspondence or additional queries will be accepted after this feedback process.

If a student is absent on the day of the feedback, the teacher may choose to schedule an additional feedback session. **There is no expectation for a teacher to give you detailed 1:1 feedback**. If the student has a query as to the marking, it must be raised during this session. With extended response answers some faculties also use check marking, common script marking or double marking to provide consistency. These responses are generally not open to queries.

5.2 Confirming Mark Accuracy & Final Ranking

At the completion of all the HSC assessment tasks, students are required to confirm that the mark entered in the school's system is accurate. After the completion of the Trial HSC period, a sign-off slip is provided to HSC students which displays their mark and rank for each assessment task sat.

Indicative (Final) Ranks are only provided on Final Yr 12 Reports.

Reports contain indicative ranks calculated from marks available at the time. There may be extenuating occasions where the school rank on the students' reports is different to the NESAs ranks. Assessment Rank Order Notices will be available to HSC candidates via [Students Online](#) after the final HSC examination.

Should the school report rank differ from what was expected, a review of the ranking may be requested by the student to the Head of Secondary / College. Marks awarded by teachers for individual assessment tasks are **not** subject to this review mechanism.

The NESAs rank is the final rank.

Assessment Review Panel

There may be times in which a student may wish to review an assessment. In this case, an Assessment Review Panel will need to be established.

- A student may only enquire about the result of an assessment task at the time it is returned to them and within 24 hours of receiving their assessment.
- If a student is found to have altered their task in any way, after receiving it back from their teacher, they may be awarded a zero mark for the entire task, due to malpractice.
- If a student is not satisfied with the response from the teacher, it may then be raised by the student outside the classroom:
 - With the Head of Faculty/Head of Teaching & Learning within one school day of the task being returned. The Head of Faculty/Head of T&L will work with the relevant teacher to review the process by which the mark was determined and inform the Head of Secondary;
 - If a student is not satisfied with the result of the review, he/she may appeal to have the process by which the mark was determined further reviewed by a panel usually consisting of the Head of Secondary and 2 senior members of staff. A review of this nature will be at the discretion of the Head of Secondary.

If the appeal is upheld, the panel will make a recommendation to the Head of College based on the best course of action considering that particular circumstance:

- The mark obtained on the task sat at a later date will be accepted; or
- The mark obtained after late submission of a task will apply; or
- The Panel will review the student's performance across the full assessment program and determine whether the performance on the claim task has impacted adversely on the ranking of the student in relation to like tasks.

Any estimates given for tasks will be for NESAs purposes only and will not be published.

If the appeal is not upheld, the relevant points below will apply:

- The mark obtained in a task done on the scheduled day will apply; or
- (Yr 11&12) A zero mark will be awarded for a task not sat on the scheduled day

The decision of the Review Panel is final.

Failure to follow the above procedures for Illness and Misadventure could result in the appeal not being upheld and zero being awarded for the task.

5.3 Confidentiality of Final Mark

The final HSC assessment mark for each subject is confidential and is not given to students as per NESA guidelines.

5.4 Appealing the NESA rank

Immediately talk to the Head of Faculty of that subject if you believe your NESA rank is incorrect. Students can find out their NESA assessment ranks (your final position in each school course) in your [Students Online](#) account after the final HSC exam.

A student may only enquire about the result of an assessment task at the time it is returned to them within 24 hours of receiving their assessment. But if you feel your rank is wrong in a course, talk to your Head of Faculty of that subject immediately. If you are still not satisfied that your rank is correct, you can apply to your Head of Secondary / College for a review.

In this review, the school will consider whether it:

- weighted its assessment tasks in line with the NESA requirements
- complied with its stated assessment program when deciding your final assessment mark
- miscalculated or made a clerical error when deciding your assessment mark.

If you want to apply for a review, the school needs time to investigate and determine the outcome prior to the NESA cut-off date. The cut-off date is generally 1 week after the final HSC exam.

5.5 Non-Discriminating (by marks) or Invalid Tasks

If a task, or a component /question within a task, is found to be non-discriminating (does not give a range of marks) between students, invalid or there were problems associated with its administration, the task may be discarded and an alternative task set; or the component / question within the task may be discarded while the rest of the task is deemed to be valid.

In these circumstances, the Head of Faculty, in consultation with the Head of Teaching & Learning and Head of Secondary, may determine whether it is necessary for another task to be set, and/or adjust the weightings accordingly. If it is decided that the original task is still to be used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Head of Faculty, Head of T&L and HoS may decide to discard the original task completely and a replacement task will be organised.

If an alternative task is to be given the students must be informed in writing (with sufficient notice).

5.6 Assessment Concerns

Where circumstances arise in the administration of the assessment of HSC courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Head of Teaching & Learning and Head of Secondary.

FURTHER INFORMATION

The Assessment Certification Examination (ACE) website provides up-to-date information about the rules and procedures set by NESA (NSW Education Standards Authority) in relation to the Higher School Certificate and the Record of School Achievement.

The URL for the ACE website is: <https://curriculum.nsw.edu.au/ace-rules>

6. Malpractice

6.1 Malpractice in Assessment Tasks

'Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your ... results.' (NESA).

Malpractice is any activity that allows students to gain an unfair advantage over other students. Malpractice in any form including

- plagiarism,
- collusion,
- misrepresentation,
- breach of assessment conditions

is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

Each student's mark in an assessment task will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the school's **Acknowledging Sources in Assessment Tasks**. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable.

For assessment tasks which are completed outside the classroom, the **Academic Code of Honour** must be signed by the student and submitted at the start of the academic year. Students must abide by the principles of this statement.

By signing this statement, a student is certifying that:

- the planning, development, content and presentation of this assessment task is their own work in every respect
- the assessment task has not been copied from another person's work or from books or the internet or any other source
- they have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development
- they have read, understood and have followed the school's *Acknowledging Sources in Assessment Tasks* (included in the Assessment Policy Handbook that has been issued).

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately.

Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task and will jeopardise their Record of School Achievement (RoSA) and/or their Higher School Certificate (HSC).

Types of malpractice include, but is not limited to:

- using Artificial Intelligence engines (such as ChatGPT, bots etc) as submission for homework and/or assessment tasks;
- cheating, attempting to cheat, or assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- building on the ideas of another person without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- paying someone to write or prepare material

- paying someone to complete practical work;
- distracting other students from their work during an assessment task
- disrupting an assessment task in any way
- breaching school examination rules (this includes being found with a **mobile phone** or **technological device**, including a **programmable watch** such as an Apple or Smart watch, during an in-class assessment task or major examination).
- using non-approved aids during an assessment task
- gaining or attempting to gain marks through dishonest representation
- contriving false explanations to explain work not handed in by the due date.

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

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Any student found involved in serious malpractice in completing an assessment task may be awarded a mark of ZERO for that task.

Assessment Tasks may be scanned by “anti-plagiarism” software as a part of the marking process.

You must acknowledge any part of your work that was written, created or developed by someone else. This includes any material from other sources like books, journals, electronic resources and the internet.

If you take a sentence from a source and change around a few words, it is still plagiarism. Paraphrasing another person's work with minor changes, but keeping the meaning, form and/or progression of ideas of the original is unacceptable.

Piecing together sections of the work of others into a new whole is plagiarism. You cannot simply cut-and-paste various phrases, sentences or paragraphs from a number of different sources and present it as your own work. **Any section of a task that is submitted by the student and recognised as plagiarism by the marking teacher will have that plagiarised section omitted (not marked) from their task.**

Students will be expected to conform to the highest standards of academic integrity and ethical scholarship and will be asked to digitally sign the *Academic Code of Honour* as confirmation of their intention to do so.

If a student/s are suspected of malpractice, they may be interviewed by the teacher of the course. In such cases, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas;
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

If a student is not satisfied with the outcome of the interview, they may appeal to have the outcome reviewed by a panel usually consisting of the Head of Secondary and 2 senior members of staff. A review of this nature will be at the discretion of the Head of Secondary.

Where malpractice is established to have occurred, the marking teacher will have that section omitted (removed) from the overall marking of the task. If students refuse to cooperate in this process, malpractice will, by default, be deemed to have occurred. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given, at the discretion of the Head of Secondary.

6.2 Artificial Intelligence and Malpractice

Generative AI and Large Language Models (LLM's) are computer programs which can undertake tasks or activities such as the writing, rewriting of extended responses, answering questions, problem solving, generating images, videos and presentations. They are not permitted to be submitted as a record of student work. The use of Artificial Intelligence Applications (AIA) in an assessment without referencing is a breach of academic honesty which constitutes malpractice. Academic honesty can be breached in a number of ways.

These include, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- submitting work that is generated by any type of GenAI

Use of AI in assessments may not help students to build their critical thinking skills and problem-solving skills and will not be able to be referenced appropriately. Furthermore, teachers must have confidence when marking assessments that they are marking the students' own work as opposed to work generated by an AIA.

The process of preparing material for assessment is an important part of students' learning experience. It allows students to demonstrate their understanding of concepts and apply what they have learnt in different domains and settings. To prove the integrity of their work, students should be able to produce multiple drafts and /or research notes in case of disputes. Assessment supports students in their development of analytical skills, evaluative judgement, communication skills, and presentation skills.

Any Assessment Task that is not the student's own work including AIA generated responses may be considered as plagiarism which is a form of malpractice. Hence, the student could receive a zero mark for the assessment task.

7. VET (Vocational Education & Training) Courses Delivered by TAFE (TVET)

A wide range of Content Endorsed and NESAs Endorsed VET Courses are available through TAFE for our Yr 11 & 12 Students. These are referred to as TVET courses. If you would like to study a course outside at TAFE then you should check with the Head of Secondary as to the TAFE delivered HSC VET courses available.

8. Extension Courses (Yr 11 & 12)

Students at the completion of Yr 10, 11 or 12 will be invited to take up extension courses. These are available in Years 11 and 12 in Mathematics and English and in Year 12, only for Extension 2 English and Mathematics. Invitations will be sent by the appropriate Head of Faculty to invite students in Yr 10, 11 & 12 to study extension courses. The Extension 2 courses in Mathematics and English require students to work beyond the standard of the Extension 1 course and are only available in Year 12.

9. Referencing

9.1 Referencing and Plagiarising

Referencing is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Information that you are required to reference includes:

- quotations (exact words), or paraphrasing (information rewritten in your own words)
- ideas, arguments or specific information (such as statistics) proposed and developed by someone else.

The following types of sources do not need to be acknowledged:

- your own experiences or experimental results
- your original ideas, arguments or compositions
- common knowledge.

Common knowledge includes:

- facts that are commonly known (such as there are 12 months in a year)
- statements of facts that are easily available in a number of different kinds of sources (such as World War II began in 1939).

Referencing generally has two key elements:

- ① an in-text reference (that is, within the text of the assessment task) that indicates you have used a phrase, idea or concept from someone else
- ② a complete Reference List at the end of the assessment task giving full details of all sources referred to in the assessment task.

There are many referencing systems available. At SMSM College, the **Harvard Style** of referencing is preferred when completing assessment tasks outside the classroom. If an assessment task is not referenced in the required format, you may be suspected of plagiarism.

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task and will jeopardise their Record of School Achievement (RoSA) and/or their Higher School Certificate (HSC).

Note: Some Senior Courses require students to follow specific referencing systems:

- In English Extension 2, for the submitted Major Work, students must follow NESAs referencing requirements. These requirements will be outlined to students by their English teacher.
- In Year 11, HSC and Elective History courses, when instructed, students must follow the Footnote Referencing System. This system will be outlined to students by their history teacher.
- In Legal Studies, when instructed, students must follow the Legal Citation Referencing System. This system will be explained to students by their Legal Studies teacher.

9.2 Plagiarism

Plagiarism is a form of **malpractice** or **cheating**.

Plagiarism is presenting another person's work as your own work by copying or reproducing it without acknowledgement of its source.

Plagiarism includes, but is not limited to:

- substantial parts of your presented or submitted assessment task has been copied from the work of someone else
- your assessment task contains a substantial body of copied material (including from the internet) without acknowledgement of the source through correct referencing
- engaging another person to produce or conduct research for your assessment task.

Plagiarism is seldom an issue when students properly acknowledge the source of the material. When completing an assessment task outside the classroom, to avoid the risk of plagiarism, students need to do two things – use in-text references and complete a Reference List.

Students found to be guilty of serious plagiarism in an assessment task could receive **ZERO marks** for the task.

9.3 Referencing Guide

In-text References

If you directly quote an author, discuss their ideas, research or paraphrase their text in your assessment task, you must provide an in-text reference (that is, within the text of your task) acknowledging their name, the year of publication, e.g. (Smith & Jones 2016)

You must then list all the references cited in your task, with full bibliographic details in alphabetical order, in your **Reference List** at the end of your task.

Quote

If you include a direct quote (word-for-word), the in-text citation must include the page number/s where the quotation appeared, e.g. ... "correct referencing is a necessity" (Smith & Jones 2016, p. 16). Page numbers are also required when paraphrasing specific information.

When 30 or more words are quoted, quotation marks are NOT used. Instead, begin quoting the material on a new line and indent the text 5 spaces (use the Indent tool to keep all lines of the quote evenly indented) and include specific page number(s) in your in-text reference.

Paraphrase

This is where you use someone else's ideas, information, theories etc, but rewrite it in your own words. Note that no quotation marks are used here.

Example: Satellites can be out into orbit around the Earth, the orbital velocity depends on the altitude above the Earth's surface. In other words, orbital velocity depends on the radius of orbit. (Warren 2008, p. 17)

Note

- When no author is available, cite the work by its title in both its in-text citation, e.g. (Smith 2009), and also in the reference list. In the reference list, ignore articles such as "A", "An", and "The" when alphabetising by title.
- When no publication date is available, use n.d. (no date) in the place of the year, e.g. Smith (n.d.) notes that ...
- If a DOI (Digital Object Identifier) is available for your source, place it at the end of the reference as shown in the journal article example below.

Creating a Reference List

Your references must appear at the end of your task in a new section entitled **Reference List**. The references listed are arranged alphabetically by author. Where a source has no author, it is cited by its title, and ordered in the list alphabetically by the first significant word of the title. Start a new line for each reference.

A **Reference List** only includes material from sources such as books, journals and electronic sources, including the internet, which are cited within the assessment task.

For some courses, such as Stage 6 Society and Culture, a **Bibliography** may be required. A Bibliography is a list of relevant sources of all materials you read while preparing and writing your task, even if they were not all referenced within the actual assessment task. Your teacher will inform you if a Bibliography is needed and the format to be used.

University of Newcastle Library, August 2018. Based on the Style Manual for Authors, Editors and Printers, 6th edition, using the Monash Harvard style.

Books & Articles

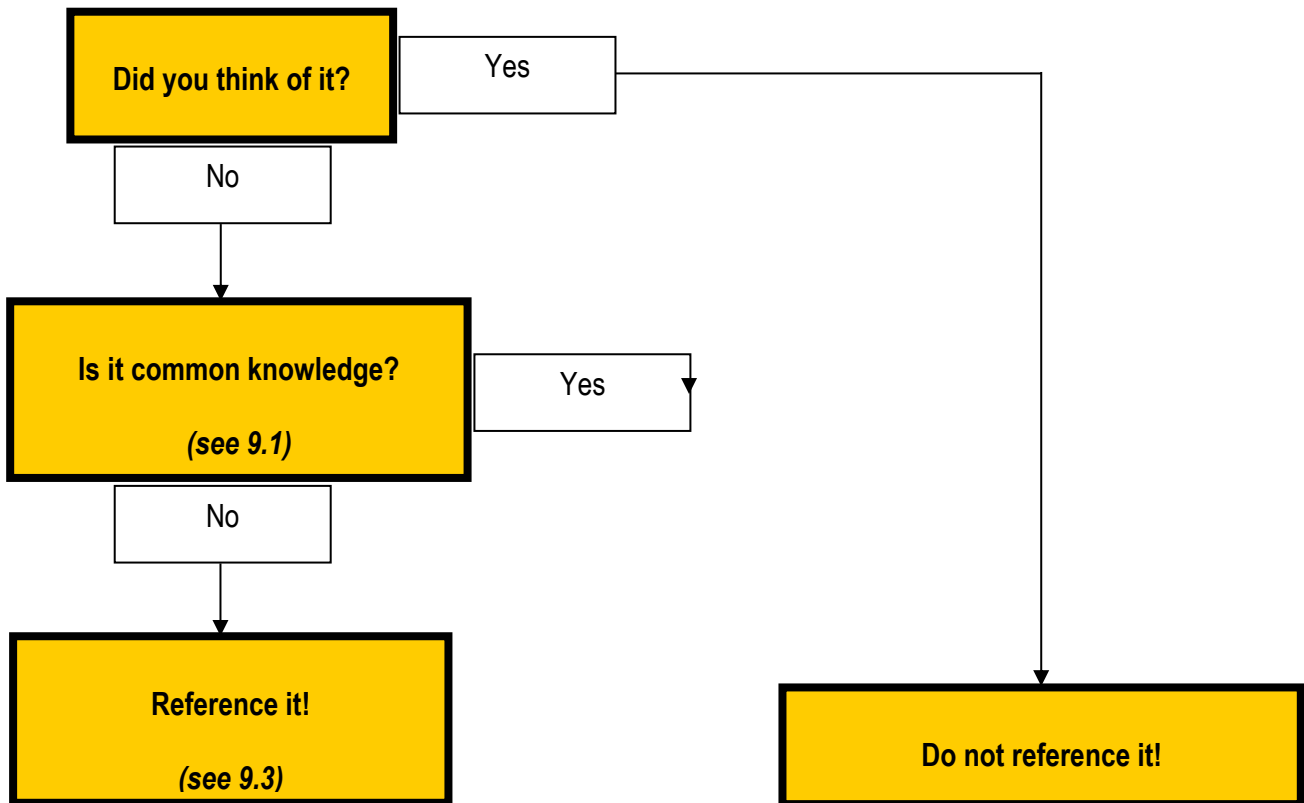
Type	In-Text Citation	Reference List
Book with one author	... notes its prominence (Weller 2011) OR Weller (2011) notes that ...	Weller, M 2011, <i>The digital scholar: how technology is transforming academic practice</i> , Bloomsbury Publishing, New York.
Magazine Article	(Rick & Erlandson 2009) (Rick & Erlandson 2009, p. 952)	Rick, TC & Erlandson, JM 2009, 'Coastal exploitation', <i>Science</i> , 21 August, pp. 952-953.
Newspaper Article	(Browne 2010) (Browne 2010, p. 45)	Browne, R 2010, 'This brainless patient is no dummy', <i>Sydney Morning Herald</i> , 21 March, p. 45.

Online Resources

Type	In-Text Citation	Reference List
Email	SENDER'S NAME (sender's email address), date. Subject of message. Email to RECIPIENT'S NAME (recipient's email address) Jones (2008) stated...	JONES, A (ajones@hotmail.com), 4 May 2008, <i>Writing essays</i> . Email to D. BROWN (d.brown@hotmail.com)
eBook	... the most prestigious of the British universities (Bhopal & Danaher 2013) OR Bhopal and Danaher (2013) suggest ...	Bhopal, K & Danaher, PA 2013, <i>Identity and pedagogy in higher education: international comparisons</i> , e-book, Bloomsbury Academic, London, viewed 15 February 2018, https://ebookcentral.proquest.com
Web page with author/s listed <i>Follows the same author formatting as other resources</i>	... notes its prominence (Palmer 2008) OR Palmer (2008) notes that ...	Palmer, LF 2008, <i>Insufficient milk syndrome: a fallacy becomes a reality</i> , viewed 15 February 2018, http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/
Web page without author/s <i>Title becomes main entry, use full title in-text; subsequent in-text citation can be abbreviated</i>	... its demise (<i>\$250m funding boost for malaria vaccine 2003</i>) Subsequent entries: ... (<i>\$250m funding boost 2003</i>)	<i>\$250m funding boost for malaria vaccine 2003</i> , viewed 15 February 2018, http://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220/
Web page without a date <i>Use (n.d.) instead of a year</i>	...in assessment (Australian College of Midwives n.d.) OR The Australian College of Midwives (n.d.) state that ...	Australian College of Midwives n.d., <i>Midwifery practice review</i> , viewed 15 February 2018, https://www.midwives.org.au/what-mpr
Online Journal article with one author <i>Follow this format for articles from databases or in print</i>	(Clark 2003)	Clark, J 2003, 'Estimating the area of Virginia', <i>Journal of Online Mathematics and its Applications</i> , vol. 3, viewed 6 October 2009, http://mathdl.maa.org/mathDL/4/?pa=content&sa=viewDocument&nodeId=507
YouTube and other streaming video	... colour (Vsauce 2013) OR Vsauce (2013) posits that ...	Vsauce 2013, <i>Is your red the same as my red?</i> , online video, viewed 15 February 2018, https://www.youtube.com/watch?v=evQsOFQju08

DVD on YouTube	...ever-present question about art is how it impacts on us (Gough 2017).	Gough, P 2017, <i>What makes art good or bad?</i> , video recording, YouTube, viewed 17 July 2017, < https://www.youtube.com/watch?v=XNQVe4qgtx8 >.
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9.4 Referencing Summary



What is Referencing?

Referencing is a method of acknowledging the sources of information and ideas that you have used while completing assessment tasks.

It has two key elements:

an **in-text reference** that indicates you have used a phrase, idea or concept from someone else

a complete **Reference List** at the end of the assessment task giving full details of all sources referred to in the task.

**Why do you have to reference properly?**

to acknowledge your sources

to give your readers information to identify and consult your sources

to ensure your information is accurate.

**What if you don't reference properly?**

you may be suspected of **plagiarism** (that is, not acknowledging someone else's ideas or writing)

students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

What is a Bibliography?

A bibliography is an alphabetical list of the sources (books, magazines, newspapers, CD-ROMS, internet, interviews etc.) used to prepare an assignment.

10. HSC Minimum Standards

Students need reading, writing and numeracy for everyday life after school. Therefore students in NSW are required to meet a minimum standard of literacy and numeracy to receive the HSC.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve literacy and numeracy outcomes for students.

- **What does it mean to meet the HSC minimum standard?**

Meeting the HSC minimum standard means having the skills to do things like write a letter for a job application or understand a mobile phone plan.

- **How will students demonstrate they have met the standard?**

Students can sit each minimum standard reading, writing or numeracy test up to four times a year, until they meet the standard. At least 30 calendar days is required before re-attempting a test in the same domain. The minimum standard online tests are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on a choice between a visual or written prompt.

- **When should we expect students to meet the HSC minimum standard?**

Students will demonstrate they have met the minimum standard online tests in either Year 10, Year 11 or Year 12.

- **What can students who haven't reached the HSC minimum standard by Year 12 do?**

Students can sit the tests from Year 10 until up to five years after starting their first HSC course. Students don't need to have met the standard to study HSC courses, sit the HSC exams, receive their HSC results, get an ATAR or receive the RoSA.

The Record of School Achievement, or RoSA, is an alternative credential that contains a student's record of academic achievement up until the date they leave school. The RoSA does not require the HSC minimum standard. You can show the RoSA to potential employers or places of further learning.

11. IN-CLASS AND ASSESSMENT TASK EXAMINATION RULES

Attendance

- On the day of an assessment task or examination, students must arrive at school on time for Roll Call (except for the Yr 11 Preliminary Exams and Trial HSC Examination period).
- Ensure that you are ready to enter the examination room at the published time. Extra time will not be granted to complete the assessment task or examination if you are late.
- Full school uniform is expected at all assessment tasks or examinations.
- Students should go to the bathroom before an assessment task or examination. You will not be permitted to leave the room in the first 60 minutes or the last 15 minutes of an assessment task or examination. Only one student at a time may visit the bathroom during an examination.
- You may not leave an assessment task or examination early.

Equipment

- You should bring to the assessment task or examination the required equipment as outlined on the task notification. Make sure that your equipment is in good working order.
- Equipment may only be brought in clear pencil cases or clear plastic bags.
- Equipment may not be borrowed during assessment tasks or examinations.
- You may bring the following items into an assessment task or examination:
 - black or blue pens;
 - pencils, erasers and a sharpener (use pencils only when instructed to)
 - a ruler marked in millimetres and centimetres;
 - highlighter pens;
 - a clear bottle of water with no label;
 - a non-programmable watch, which you must take off and place on your desk in clear view during the examination; and
 - an approved scientific calculator if permitted.
- You may not bring any of the following items into an assessment task or examination:
 - mobile phones;
 - programmable watches, like smart watches;
 - any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players or electronic dictionaries;
 - paper or any printed or written material (including your examination timetable);
 - dictionaries;
 - correction fluid or correction tape;
 - pencil cases or other containers that are not clear; or
 - food or drinks (other than water in a clear container with no label.)

Behaviour

- Students must behave politely and courteously towards staff members and other students during assessment tasks or examinations.
- During each assessment task or examination, you must:
 - always follow the instructions of staff;

- make a serious attempt at the assessment task or examination by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt; and
- answer in English, unless the question paper directs otherwise. If you don't write in English, you will get zero marks for your answer.
- During each assessment task or examination, you must not:
 - cheat;
 - include frivolous or objectionable material;
 - speak to anyone other than quietly to a staff member;
 - behave in any way likely to disturb another student or upset the examination's running;
 - eat when undertaking the assessment; or
 - take any examination material, whether used or not, out of the room.

12. STUDENTS ONLINE

Students in Years 10, 11 & 12 will be provided with a Login PIN for the Students Online website. They should regularly check the site for NESA Updates.

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

From this site, students can access the HSC Rules and Procedures.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

It is important that students are familiar with the information pertaining to the Higher School Certificate available at this site including:

- Honesty in Assessment and Malpractice
- Examination Attendance and Rules
- Examination Equipment
- Oral Examinations, Performances and Practical Submissions

13. GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions use key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses and examination questions.

Account	Account for - state reasons for, report on. Give an account of - narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implication
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgment about the quality of
Assess	Make a judgment of value, quality, outcomes, results or size

Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes or categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria; find the value of



Individual Courses & Assessment Schedules

2024/5 HSC Coptic Orthodox Studies Assessment Schedule

Task Type		Task 1	Task 2	Weighting
		Research Assessment & Presentation Apologetics	Yearly Exam Christian Family Book of Romans	
Syllabus Outcomes		KS12.2.1, KS12.2.2, KS12.2.3	KS12.1.1, KS12.1.2, KS12.1.3, KS12.3.1, KS12.3.2, KS12.3.3, KS12.3.4, KS12.3.5	
Date		Term 1 Week 4	Term 3 Week 1	
Area of Assessment	Knowledge and understanding of course content	30	30	60%
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	20	40%
	Weighting	50%	50%	100%

2024/5 HSC English Standard Assessment Schedule

Task Type		Task 1	Task 2	Task 3	Task 4	Weighting
		Multimodal Presentation Common Module	In-Class Response	Portfolio and Rationale	Trial HSC Examination Common (5%) Module A (15%) Module B (5%) Module C (5%)	
Syllabus Outcomes		EN12-1, EN12-2, EN12-5, EN12-6	EN12-1, EN12-3, EN12-5, EN12-7	EN12-1, EN12-3, EN12-4, EN12-5	EN12-1, EN12-3, EN12-5, EN12-6, EN12-8	
Date		Term 4 Week 8	Term 1 Week 8	Term 2 Week 5	Term 3 Week 3	
Area of Assessment	Knowledge and understanding of course content	10	20	10	10	50%
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	10	20	50%
	Weighting	20%	30%	20%	30%	100

2024/5 HSC English Advanced Assessment Schedule

<i>Task Type</i>		Task 1	Task 2	Task 3	Task 4	Weighting
		Multimodal Presentation	In-Class Test	Portfolio and Rationale	Trial HSC Examination Common (5%) Module A (5%) Module B (15%) Module C (5%)	
<i>Syllabus Outcomes</i>		EA12-1, EA12-2, EA12-5, EA12-6	EA12-1, EA12-3, EA12-5, EA12-7	EA12-1, EA12-3, EA12-4, EA12-5	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	
<i>Date</i>		Term 4 Week 8	Term 1 Week 8	Term 2 Week 5	Term 3 Week 3	
<i>Area of Assessment</i>	Knowledge and understanding of course content	10	15	10	15	50%
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50%
	Weighting	20%	30%	20%	30%	100

2024/5 HSC Extension I English Assessment Schedule

Task Type		Task 1	Task 2	Task 3	Weighting
		Imaginative Response and Reflection	Multimodal Composition (IRP)	Trial HSC Examination	
Syllabus Outcomes		EE12-2, EE12-3, EE12-4, EE12-5	EE 12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Date		Term 1 Week 3	Term 2 Week 6	Term 3 Weeks 3 and 4	
Area of Assessment	Knowledge and Understanding of texts and why they are valued	15	20	15	50
	Skills in complex analysis composition and investigation	15	20	15	50
		30	40	30	100

2024/5 HSC Biology Assessment Schedule

Task Type		Task 1	Task 2	Task 3	Task 4	Weighting
		Skills Processing Test	Depth Study	Research Project	Trial HSC Examination	
Syllabus Outcomes		BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO12-12	BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-2 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-14	BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Date		Term 4 Week 9	Wk 7-8, Term 1 2024	Wk 7-8, Term 2 2024	Term 3 Weeks 3 and 4	
Area of Assessment	Knowledge and understanding	5%	10%	10%	25%	50%
	Skills in working scientifically	10%	20%	10%	10%	50%
	Weighting	15%	30%	20%	35%	100%

2024/5 HSC Chemistry Assessment Schedule

Task Type		Task 1	Task 2	Task 3	Task 4	Weighting
		Data Processing and Skills	Depth Study	Practical Examination	Trial HSC Examination	
Syllabus Outcomes		CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14 CH12-15	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH12-12	CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13	CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Date		28.11.24	Term 1 Week 7	Term 2 Week 6	Term 3 weeks 3 and 4	
Area of Assessment	Knowledge and understanding	5%	10%	5%	20%	40%
	Skills in working scientifically	10%	10%	25%	15%	60%
	Weighting	15%	20%	30%	35%	100%

2024/5 HSC Physics Assessment Schedule

Task Type		Task 1	Task 2	Task 3	Task 4	Weighting
		Advanced Mechanics Depth Study	Electromagnetism Practical Examination	Nature of Light Data Processing and Modelling	Trial HSC Examination	
Syllabus Outcomes		PH11/12-1 PH11/12-4 PH11/12-6 PH11/12-7 PH12-12	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-13	PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-6 PH11/12-7 PH12-14	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15	
Date		2.12.24	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 3 and 4	
Area of Assessment	Knowledge and understanding	10%	10%	5%	15%	40%
	Skills in working scientifically	10%	15%	20%	15%	60%
	Weighting	20%	25%	25%	30%	100%

2024/5 Food Technology Assessment Schedule

		Task 1	Task 2	Task 3	Task 4	Weighting
Task Type		Food Manufacture (FM)	AFI/FPD Australian Food Industry Food Product Development	FPD/Nutrition	Trial HSC Examination	
Syllabus Outcomes		H1.1, H4.2	H1.2, H1.3, H1.4, H3.1, H4.1	H2.1, H3.2, H5.1	H1.1, H1.2, H1.3, H2.1	
Date		Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3, 2024	
Area of Assessment	Knowledge and understanding of course content	10%	10%	10%	30%	60%
	Research, analysis and communication	5%	—	5%	10%	20%
	Experimentation and food preparation	5%	5%	—	—	10%
	Design, implementation & evaluation	—	5%	5%	—	10%
	Weightings	20%	20%	20%	40%	100%

2024/5 HSC PDHPE Assessment Schedule

Task Type		Task 1	Task 2	Task 3	Task 4	Weighting
		Research Project/Exam	Excursion analysis and in-class task	Topic Test	Trial HSC Examination	
Syllabus Outcomes		H2, H3, H4, H5, H15	H7, H8, H9, H11, H17	H1, H2, H3, H4, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	H1, H2, H3, H4, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Date		Term 4- Week 8	Term 1- Week 8	Term 2- Week 8	Term 3 Weeks 3 and 4	
Area of Assessment	Knowledge and understanding	10%	10%	5%	15%	40%
	a capacity to exercise influence over personal and community health outcomes	10%	15%	20%	15%	60%
	Weighting	20%	25%	25%	30%	100%

2024/5 HSC Business Studies Assessment Schedule

Task Type		Task 1	Task 2	Task 3	Task 4	Weighting
		Operations Report	Financial Stimulus	Marketing Stimulus Extended Response	Trial Exams	
Syllabus Outcome		H4, H5, H6, H8, H9	H5, H8, H9, H10	H2, H4, H5, H8, H9,	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Date		Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3 Week 3 – 4 2025	
Area of Assessment	Knowledge and understanding of course content	10	10	10	10	40%
	Stimulus-based skills	5	5	5	5	20%
	Inquiry and research		5	10	5	20%
	Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20%
	Weighting	20%	25%	30%	25%	100%

2024/5 HSC Economics Assessment Schedule

Task Type		Task 1	Task 2	Task 3	Task 4	Weighting
		In-class Task	Stimulus-based Skills <i>[In-class]</i>	In-class Task	Semester Two Examination	
Syllabus Outcome		H1, H2, H4, H7, H9, H10, H11, H12	H1, H5, H6, H7, H8, H9, H10, H11	H1, H2, H4, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	
Date		Term 4 Week 8	Term 2 Week 8	Term 3 Week 8	Term 3 Weeks 3 and 4	
Area of Assessment	Knowledge and understanding of course content	10	10	5	20	45
	Stimulus-based skills		10	5	5	20
	Inquiry and research		5	5	5	15
	Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
	Weighting	15%	30%	20%	35%	100%

2024/5 HSC SOR II Assessment Schedule

Task Type		Task 1	Task 2	Task 3	Task 4	Weighting
		Short answer and Extended Response <i>[In-class]</i>	Short answer and Extended Response <i>[In-class]</i>	Stimulus Based Extended Response <i>[In-class]</i>	Trial Examination	
Syllabus Outcome		H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H5, H6, H7, H8, H9	H1, H2, H3, H5, H6	
Date		Term 4 2024 Week 9	Term 1 2025 Week 9	Term 2 2025 Week 8	Term 3 Weeks 3 and 4	
Area of Assessment	Knowledge and understanding of course content	10	10	10	10	40
	Stimulus-based skills	5	5	5	10	25
	Investigation and research		5	5	5	15
	Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
	Weighting	20%	25%	25%	30%	100%

2024/5 HSC Mathematics Standard Assessment Schedule

Task Type		Task 1	Task 2	Task 3	Task 4	Weighting
		Class test Topics: Proof Trigonometric Functions	Sight Seen Class test (Part B) Topics: Vectors Calculus	Class test Topics: (Motion and projectiles) Vectors Calculus	Trial HSC Examination Topics: Proof Vectors Calculus Trigonometric Functions The Binomial Distribution Year 11 topics	
Syllabus Outcomes		ME12-1 ME12-3 ME12-7	ME12-1 ME12-2 ME12-4 ME 12 - 6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-7	ME12-1 ME12-2 ME12-3 ME12- 4 ME12-5 ME12-7	
Date		Term 4, Week 7	Term 1, Week 7	Term 2, Week 7	Term 3, Trial Block	
Area of Assessment	Understanding, Fluency and Communicating	12	10	13	15	50
	Problem Solving, Reasoning and Justification	13	10	12	15	50
	Weighting	25%	20%	25%	30%	100%

2024/5 HSC Mathematics Advanced Assessment Schedule

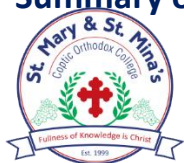
Task Type		Task 1	Task 2	Task 3	Task 4	Weighting
		Class test	Investigative Task (Part A)/ Class test (Part B)	In-Class test	Trial HSC Examination	
Syllabus Outcomes		MA11-6 MA12-1 MA12-3 MA12-5 MA12-9 MA12-10	MA12-1 MA12-3 MA12-6 MA12-7 MA12-9 MA12-10	MA12-3 MA12-7 MA12-8 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-10	
Date		Term 4 (2024), Week 8	Term 1, Week 7	Term 2, Week 7	Term 3, Trial Block	
Area of Assessment	Understanding, Fluency and Communicating	12	10	13	15	50
	Problem Solving, Reasoning and Justification	13	10	12	15	50
	Weighting	25%	20%	25%	30%	100%

2024/5 HSC Mathematics Extension I Assessment Schedule

Task Type		Task 1	Task 2	Task 3	Task 4	Weighting
		Class test Topics: Proof Trigonometric Functions	Sight Seen Class test (Part B) Topics: Vectors, Calculus	Class test Topics: (Motion and projectiles) Vectors Calculus	Trial HSC Examination Topics: Proof, Vectors, Calculus Trigonometric Functions, The Binomial Distribution Year 11 topics	
Syllabus Outcome		ME12-1 ME12-3 ME12-7	ME12-1 ME12-2 ME12-4 ME 12 - 6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-7	ME12-1 ME12-2 ME12-3 ME12- 4 ME12-5 ME12-7	
Date		Term 4, Week 6	Term 1, Week 9	Term 2, Week 8	Term 3, Trial Block	
Area of Assessment	Understanding, Fluency and Communicating	12	10	13	15	50
	Problem Solving, Reasoning and Justification	13	10	12	15	50
	Weighting	25%	20%	25%	30%	100%

2024/5 HSC Mathematics Extension II Assessment Schedule

Task Type		Task 1	Task 2	Task 3	Task 4	Weighting
		Class Test Topic: Complex Numbers	Class Test Topics: Complex Numbers Proof Vectors	Questions Bank Topics: Calculus (Further Integration)	Trial HSC Examination Topics: Complex Numbers Proof Vectors Calculus (Further Integration) Mechanics	
Syllabus Outcome		MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-5 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8	
Date		Term 1, Week 2	Term 1, Week 10	Term 2, Week 9	Term 3, Trial Block	
Area of Assessment	Understanding, Fluency and Communicating	10	12	13	15	50
	Problem Solving, Reasoning and Justification	10	13	12	15	50
	Weighting	20%	25%	25%	30%	100%

Summary of Year 12 Assessment Tasks

Note that the dates listed in this summary are APPROXIMATE.

Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.

Term 4 2024

WEEK	
4B	
5A	
6B	Maths EXT 1 AT1
7A	Chemistry AT1, Maths STA AT1
8B	English ADV/STA AT1; Physics AT1; Food Tech AT1; Economics AT1; PDHPE AT1; Maths ADV AT1
9A	Biology AT1; SOR 2U AT1, Business Studies AT1

Term 1 2025

WEEK	
1B	
2A	Maths Ext 2 AT1
3B	English Extension I AT1
4A	COS AT1
5B	
6A	
7B	Chemistry AT2; Biology AT2, Maths ADV/STA AT2
8A	Physics AT2; PDHPE AT2; Economics AT2; English ADV/STA AT2 Food Tech AT2
9B	Business Studies AT2, SOR 2U AT2, Maths EXT 1 AT2
10A	Maths Ext 2 AT2

Term 2 2025

WEEK	
1A	
2B	
3A	
4B	
5A	English ADV/STA AT3
6B	Chemistry AT3; English Ext I AT2

Term 3 2025

WEEK	
1A	COS AT2
2B	
3A	
4B	AT4 Trial HSC Examinations (All Subjects)
5A	
6B	

7A	Food Tech AT3, Physics AT3, Maths ADV/STA AT3
8B	SOR 2U AT3, Biology AT3; PDHPE AT3; Economics AT3, Maths EXT 1 AT3
9A	Business Studies AT3, Maths Ext 2 AT3

7A	
8B	
9A	
10B	

Sit Down test, Hand in Assignment, Both Test and Assignment components



2. ~~Aspects of a Good~~ Home Study Environment:

Student Welfare and Study Tips

Many students are convinced that they can't study at home unless they have the music blaring, or do their work in front of the TV or are lying on the floor or bed. They don't have an organised space to work in or anywhere to store all their material for school.

But all of these things can all make a big difference to how effective they are at home.

- Quiet and private space.
- Distraction free.
- Ergonomic set up.
- Regular breaks.
- Good lighting.
- Ventilation (fresh air).
- Clear workspace.
- Storage space.
- Noticeboard.



Time management for your studies is all about working out how you can do the things you really want to do and still complete the schoolwork you need to do as well.

It takes some time to break poor habits and develop new ones but everyone has the potential to improve the use they make of their time.

How much time should you be spending on schoolwork at home?

It depends on your:

- year level
- your school
- your parents
- your own abilities and goals.

SENIOR YEARS:

In the final years of high school, students do at least 1.5-2 hours a day and this will increase as students approach the end of their schooling. Most Year 12 students do 3 - 4 hours per day (21-28 hours over the whole week).

Some students say, but I don't get an hour and a half worth of homework.

That may be true some of the time.

But the best students don't just do their homework then stop.

They get in the pattern of doing a set amount of schoolwork each night on a regular basis - rather than just rushing the homework then stopping.

If they finish their homework and still have time left, they work on assignments. If they have no assignments and no homework, they do 'study': ie organise and file papers and work on study notes. If you get into the pattern of always completing at least an hour (or whatever your time period might be) of schoolwork each night, it is much easier to stick to it and you end up improving your results through the regular work you are doing.

Summarising

Why make study notes?

Summarising and condensing the information makes it easier to learn and remember for tests and exams.

It is a great way to start your study as you are thinking about the information as you try to understand it and put it into your own words.

Advantages of making study notes:

- you are checking your understanding of the material in a timely manner
- it will highlight any problems in understanding
- you are revising as you go when making study notes
- it gives you a great time advantage if you have blocks of exams
- it is a great way to study for tests so you remember the information
- you are condensing and organizing the material to learn for tests and exams

What are study notes?

You have your notes and handouts from class. You also have a textbook and maybe other resources. Your study notes are where you get a separate piece of paper, and in point form combine the information on the topic from different sources in order to create a condensed and organised version of the topic that is then easier to learn and remember.

When should I do study notes?

- If you are having a topic test, make the study notes as a way of studying for the test.
- If you are going to have exams on a number of topics, make study notes at the end of each topic or end of a big section. Don't wait until just before exams. When the exams approach, improve and add more to your study notes.

What format should study notes be?

You can keep study notes in any of the following:

- Have a separate exercise book or lecture pad for the summaries of each subject.
- Use loose leaf paper and store the notes in the back of your folder.
- Buy a display folder for each subject (the ones with plastic sleeves) or a separate folder and write your summaries on loose leaf paper and file them into the display folder for this subject.

The actual format of the pages can be:

- Mind maps or other forms of graphical note-taking.
- Linear note-making where the information is presented in a structured point form format.

How do I make study notes?

- Gather all information on the topic.
- Work out the main sections or headings of the topic.
- Do a 1 page overview (see mind map section below).
- Work on one section at a time - skim the info first.
- Start making point form notes on this section.
- Make your notes visual and memorable.
- Update and add to your notes.
- Consider making an executive summary.



Where do mind maps fit in?

Mind maps can be used for sections of a topic to create visual or diagrammatic notes on that section.

Mind maps are also great for doing a one page overview of the topic so you can see how the topic fits together and how all the information is linked. It gives the brain the big picture about the topic and allows you to see how everything is connected together. You then can clearly see what the different sections are and then take each section one by one and do point form notes on that section.

Steps to making a mind map:

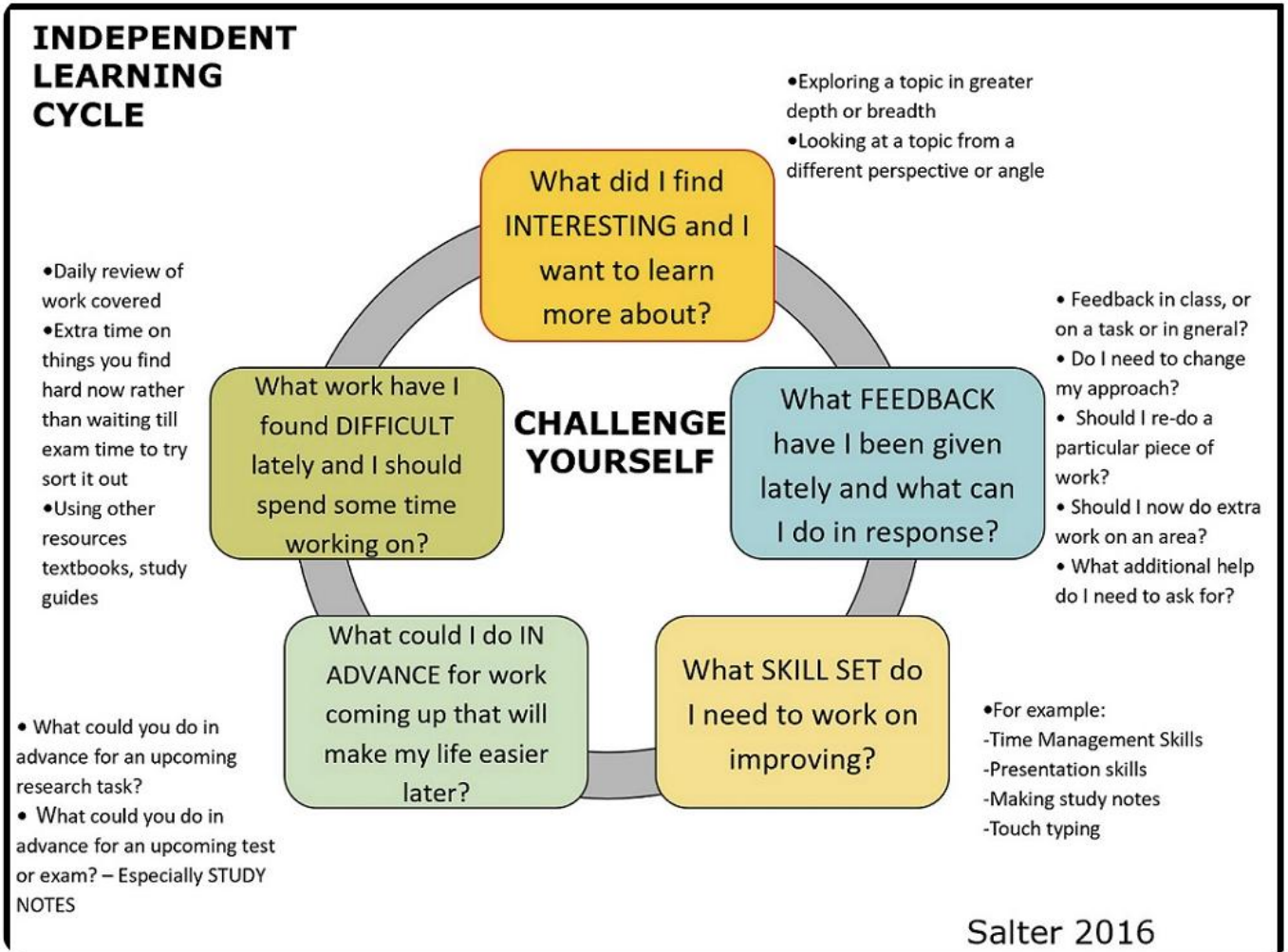
- Take a blank piece of scrap paper and write the topic in the centre or at the top of the page. Put a box around this heading.
- Now on a separate piece of scrap paper, write down a list of the main headings by looking through all the textbook, class notes and handouts.
- For each heading, jot down any subheadings that are related to this heading.
- See if there are any links between any of these headings.
- See if the headings should be in any particular order.
- On your mind map page, draw lines or arrows out from the topic showing the main headings for this topic. Put circles around each of these headings.
- For each heading, draw other arrows coming out for the sub-headings for each of these topics. You can also put point form notes under these headings but don't make the page too cluttered.
- You may find it is a good idea to do a rough draft of the mind map first as until you know how many headings and sub-headings there are it is difficult to ensure your layout for the mind map is spaced out properly.

How can I improve study notes?

- Space out work adequately.
- Re-do sections of the notes that are hard to understand.
- Make sure headings and sub-headings are clear and stand out.
- Make your notes visual, lots of colour, diagrams and tables.
- Photocopy and include good diagrams from textbooks.
- Underline or highlight key words or important points - use colour for emphasis.
- Keep work neat with consistent neat handwriting and colours.
- Develop a system of abbreviations for regular use and use point form and key phrases.
- After tests or exams, add to your study notes based on what you learnt in the exam.
- Highlight or box key points or formulas so that they stand out and are memorable.
- Incorporate good handouts into your study notes.
- Check your textbook to ensure you have included everything you need to know.
- Use lists or numbering where possible.
- Use wide margins so you can add in extra information as your understanding grows.
- Use sub headings, indenting, numbering: the more sections are broken down, the easier to learn.
- Complete sentences should be rare - key phrases and point form is more effective.
- Include diagrams whenever possible as they are easier to remember than lots of words.
- Make sure your notes are comprehensive (include everything you need to know from a variety of sources) and memorable.

What do I do with my study notes?

- LOTS OF QUESTIONS! Using the [NESA Directive terms list!](#)



Managing Stress

Stress is a normal and necessary part of life. Stress can help to motivate us and get us moving and help us to focus. If the stress levels rise too high in our body, this then becomes distress and we start to feel negative effects from these high stress levels – both physical and non-physical symptoms.



To deal with stress take the following actions:

1. FACE YOUR FEARS

Write down all the things that are troubling you or bothering you. Rank them from the thing that is bugging you the most to the thing that is bothering you the least - both for school and personal.

2. SPLIT YOUR LIST IN TWO

Look at your list. Some of the things you can change and do something about, others you can't. See if you can make any changes to reduce your stress and begin to accept and deal with those things you cannot change. Look at the list and divide everything you have written down into 2 columns: Things you might be able to do something about (in which case write down specific actions you can take) and things you can't change but have to accept and deal with.

3. TAKE ACTION

If there are actions you can take to help reduce the stressful situation, make a decision to take them! Take the actions needed to start alleviating any of the stress you can have control over.

4. TRY THESE MENTAL HEALTH STRATEGIES

Strong mental health helps us to become more resilient. If we are resilient we are able to cope with the challenges that life throws at us so that when something tries to knock us off the path we want to be on, we simply pick ourselves up, brush the dust off and look around for another way to make things happen or to cope with what is happening.

Technique	What does this technique involve?
Relax yourself	Give yourself permission to relax and take the time to do things you enjoy and that relax you. Schedule time on a regular basis for these activities.
Take mini-breaks	Take a few moments out of your day on a regular basis to close your eyes, breathe deeply and slowly with a smile on your face.
Do something active	Exercise can help get rid of stress so make time to do active things like playing sports or going for a walk.
Spend time with people whose company you enjoy	Spending time with other people makes you feel happier! Give a friend a call or see people you like on a regular basis.

Positive self-talk	Talk positively to yourself and watch out for negative thoughts – immediately replace them with positive ideas.
Friends and family	Rather than take out your frustrations on the people closest to you, talk to them and tell them what you are feeling.
Get organised	Develop a daily schedule of activities that is realistic and achievable. Make a daily to-do list. Identify your priorities and what is most important to you and stick to your list.
Write down your thoughts	Use a journal, write a letter to yourself or to someone else (and you don't even have to post it). You could also send an email or write a list of what is bothering you – getting your thoughts down on paper helps!
Mountains vs molehills	Imagine a ruler marked 1 to 100 and think of all the things that are not good in the world. Where at the moment is the thing that is making you feel bad on this scale compared to the worst things that could ever happen? This reminds us that reality is not as bad as it seems.
Try aromatherapy	Some substances in nature make you feel calm and serene. Pine, lemon, lavender: go to a shop that sells essential oils and see which you find soothing. Chlorophyll also helps people to reduce stress and feel more energetic so get some indoor plants in your room.
Laugh out loud	Look for opportunities in your day to laugh and to smile. Be around people who are happy and positive rather than misery-guts. Do things that make you laugh like watching a comedy.
Cry	Although laughing is a more positive way of dealing with stress, sometimes letting yourself have a good cry and getting it all out of your system can be a great stress reliever.
Deal with anger	Express your anger in a healthy way: talk to someone about how you are feeling, write in a journal, express yourself through art, punch a pillow, find somewhere where no-one is around and scream out loud, do some vigorous exercise, write a letter (don't post it).
Breathe deeply	Imagine there is a balloon in your stomach. As you inhale you fill it up, when you exhale you deflate the balloon. Your chest and shoulders should not be a part of the process - they should be relaxed. Ensure you breathe slowly and smoothly.
Celebrate yourself	Feel good about yourself and your achievements! Reward yourself for the things you do and look for your positive qualities and strengths - give yourself encouragement. Take pride in yourself and your skills and abilities. Accept yourself for who you are and what you are and set realistic expectations for yourself.

Cross the word 'failure' out of the dictionary	Stop thinking of things in terms of success and failure. When things don't go the way you want, instead think of what you can learn from the experience and what steps you will take next to move towards your goal.
Look for beauty	Slow down and take in the beauty of the world around you. It is amazing what you will see if you start looking for things you can enjoy.
Be grateful	Think about the things you have in your life that you are grateful for. Each day remind yourself of these things and be thankful.
Meditation and relaxation exercises	Try different forms of meditation and relaxation until you find ones that suit you – but be patient, it takes practice to be able to switch off your brain and relax.
Use visualisations	Create positive mental movies in your mind of how you would like things to be and imagine these as vividly and regularly as possible.
Seek help	<p>Don't always try to deal with everything yourself. Communicating your thoughts to others can make you feel so much better. Year Coordinators, trusted teachers, Head of Welfare, Head of Secondary, Head of College, College Chaplain, or College Counselling.</p> <p>Visit www.reachout.com.au, and for Australian students call Kids Helpline 1800 551 800 or Lifeline/Youthline 131114</p>

