



CREATING OUR FUTURE



Assessment Handbook
Year 12 2024/25



Education

TABLE OF CONTENTS

	Page
HSC assessment handbook	3
❖ What is the HSC Assessment Program 2024-2025?	3
❖ Why assessments?	3
❖ How will the assessment task be determined?	3
❖ What do I need to know about assessments?	3
❖ Do I have to complete the assessment tasks?	3
❖ When will assessments begin?	3
❖ How much notice will I get for my assessment tasks?	4
❖ Can teachers change the assessment dates set out in the schedule?	4
❖ Which tasks count towards my assessment?	4
❖ Are some assessment tasks weighted more heavily than others?	4
❖ What if I am absent when assessment task information is given out?	4
❖ What if I am absent from an assessment task?	4
❖ What if I hand in a task late?	5
❖ Where do I hand in my assessment task?	5
❖ Will I be told my school assessment mark?	5
❖ What if I disagree with the teacher's assessment?	5
❖ How can I appeal against my ranking?	6
❖ What if I feel overloaded with work for assessments and study for tests?	6
❖ Will my parents be informed if I default in assessment tasks?	6
❖ What about students who cheat or plagiarise assessment tasks?	6
❖ What will appear on the Record of Achievement?	6
❖ Where else can I get information regarding assessment and the HSC?	6
❖ What are the rules around using AI in assessments?	7
❖ Where can I get help with citations and referencing?	7
Subject Specific Assessment Schedules	8 - 33
Assessment calendar – Term 4 2024 to Term 3 2025	34
Sample Assessment Documents	35
Assessment task submission form	36
Notification of change to assessment schedule form	37
Application due to Illness/Misadventure	38
Avoiding Plagiarism	49
APA Style Tip Sheet	51
Reference examples	52

HSC ASSESSMENT HANDBOOK

The following material is provided for the information of senior students at Toormina High School and their parents / caregivers regarding the Higher School Certificate Course Assessment Guidelines and course schedules. It is not definitive, and reference should be made to NSW Education Standards Authority (NESA) policy documents. **Read this document thoroughly** and keep it handy for reference.

What is the HSC Assessment Program 2024-2025?

HSC courses will commence at the beginning of Term 4 2024 and conclude at the end of Term 3, 2024. All students must have satisfactorily completed 12 units of Preliminary courses. All HSC students must have a minimum of 10 units of study for the HSC. All HSC coursework must be satisfactorily completed in a subject to be eligible for the award of the HSC. NESA requires the school principal to certify satisfactory completion. The assessment of HSC courses commences at the start of Term 4. Changes to the HSC study program should not occur after this date.

Assessment is the measurement of actual student performance in various tasks. It is not a measure of potential performance or an estimate of general ability. A school assessment is a mark calculated by the school that compares your performance on assessment tasks with all other students in your school doing the same course. Assessment tasks will be spread through the course.

Why assessments?

It is not possible to test everything you do in a course in an examination, for example, oral work in English, and practical work in visual arts. A school assessment will allow you to be given credit for your performance in these areas.

How will the assessment task be determined?

NESA has provided guidelines for every course, and these have been distributed to every school and college in NSW. Teachers at Toormina High School have used these guidelines to draw up an assessment program for each course offered at this school. Each school throughout NSW must follow the components and weightings contained in the guidelines, although schools will differ in how they assess the components.

What do I need to know about assessments?

The school will give you the following information:

- Aspects of the course which will be assessed.
- How students will be assessed, e.g., what essays, tests, practical work etc., will be used.
- The relative value of the tasks.
- The components and their weightings for each course as specified by NESA.
- When students are going to be assessed.
- The school will also let students know how they are progressing in their assessment tasks.

Do I have to complete the assessment tasks?

Yes.

If you have received zero marks because of failure to complete or make a genuine attempt at assessment tasks totalling more than **50%** of the mark value of the course and more than **50%** of the total number of assessments, the principal **must** certify that the course has **not** been studied satisfactorily and neither the examination mark nor the assessment mark will be recorded on the HSC. This could also mean that you become ineligible for the award of an HSC if it causes you to have less than 10 units.

When will assessments begin?

Assessment tasks for the HSC 2024/2025 will commence Week 6, Term 4 in 2024.

HSC ASSESSMENT HANDBOOK

How much notice will I get for my assessment tasks?

You will be issued with an Assessment Calendar at the beginning of each year of the HSC. This will show when you will be expected to complete individual assessment tasks. Teachers are required to advise you at least two weeks in advance of the assessment due date, the topics to be covered in the task the outcomes assessed and the marking criteria.

Your teacher will ask you to sign for and date your assessment task when you receive it. It is good practice for you to note the date you received your assessment task in your diary.

Can teachers change the assessment dates set out in the schedule?

Teachers should follow the dates set in the handbook for tasks. However, in circumstances where it is deemed necessary to alter the assessment task date, teachers will provide written notice of a change in the schedule outlining the task, and the change in dates. A sample letter is included in this handbook for reference.

Which tasks count towards my assessment?

Only some of the work given throughout the HSC course will count towards your assessment. You will be told clearly which pieces of work count toward an assessment mark. It does not follow that the others are unimportant. All work set is important in the general learning process, and failure to complete any tasks is likely to adversely affect examination performance. **Students who do not engage in classwork may not be able to demonstrate that they have met some or all of the course outcomes.** You are required to engage in the learning opportunities provided by the class teacher.

Therefore, your parents may be informed if you fail to complete set work, even if it does not count towards your assessment.

Are some assessment tasks weighted more heavily than others?

In all courses, it is usual for tasks near the end of the course to count for more when determining your final assessment. However, the relative weightings differ from course to course. See course guides.

What if I am absent when assessment task information is given out?

All senior students receive an assessment task calendar, therefore ensuring all students know well in advance the dates of assessment tasks.

If you are absent when individual task information is given out in class, it is **YOUR RESPONSIBILITY** to obtain the specific information relating to that assessment task.

What if I am absent from an assessment task?

Students must make **a genuine attempt** at all assessment tasks. Completion of tasks that carry a weight of exactly 50% is not sufficient. All assessment tasks must be completed. Teacher's will use their professional judgment when reviewing students' performance in tasks to ensure they have made a genuine attempt.

If you are absent from school on the day of your assessment task, contact the school to advise the reason for your absence, you will need to fill in an application form headed "**Toormina High School Illness/Misadventure/Extension of Time Application Package**". You will need to make this request within **TWO days** following your absence, and you will have to show that you were away for a legitimate reason. This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a doctor's certificate. **A note from a parent / guardian is not considered an appropriate reason and must be supported by a third- party independent person.** The completed form needs to be given to the school office.

If you are aware in advance that you will be absent for an assessment task, then you are required to submit the **Toormina High School Illness/Misadventure/Extension of Time Application Package PRIOR** to that

HSC ASSESSMENT HANDBOOK

assessment task taking place.

If the reason for the absence is considered legitimate then the school may provide the same task later, provide an alternative task, or (in exceptional cases **ONLY**) give an estimate for the task based on other assessment information. **It is important that you be present for assessment tasks.**

If the principal considers that an absence was not for a legitimate reason, the task will still need to be submitted and a mark of **zero will be given** for that task.

What if I hand in a task late?

Zero marks will be given, unless you have gained an extension of time. Extensions will only be granted in exceptional circumstances and **must be arranged prior to the due date** for the task. Absence from school on the due date will not necessarily ensure an extension. Each case will be treated on its merits.

To request an extension, you must fill out the form headed "**HSC / Preliminary Assessment Request for Extension of Time/Substitute Task**". This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher.

Where do I hand in my assessment task?

All take home (not in-class) written assessment tasks are to be handed in with a submission cover sheet and signed for at the office **by 9 am on the due date**. If the task is a submission of a large project or in electronic format, the instructions for submission will be provided on the assessment task. Any assessment task handed in after that time frame will be determined to be late. Zero marks will be given unless an extension of time has been approved.

All assessment tasks handed in at the office will have clearly marked the time and date received and will be signed by the office attendee and yourself. The time and date will be placed in a book kept securely within the office.

Will I be told my school assessment mark?

School Reports will contain your examination mark and position plus your progressive assessment ranking as at the time of the report. They will not show assessment marks. The mark the school forwards to NESAs remains confidential. This is because the mark will be moderated by the examination, and it may change. Your HSC Result Notice will show a final **moderated** assessment mark and your Examination mark. Even if the school's assessment mark does change either up or down after moderation, usually your school rank order for that course does not change.

The school, however, is permitted to give you your marks on individual assessment tasks completed throughout the assessment period.

What if I disagree with the teacher's assessment?

The answer to this depends on whether you disagree with the mark given for a particular task or your position in the course.

If you are concerned about the mark given for a particular task you must discuss this with your teacher when the work is returned. **Marks can only be queried at the time the tasks are returned.**

If you are dissatisfied with your final ranking, you can lodge a written appeal against it. At the end of your last HSC examination, you must collect from the school a sheet, which details your assessment position in each course in relation to other students who took the same course in your school. If this rank or position is significantly different from what you expected you can request that the principal review your assessment. You cannot seek a review of teachers' judgments of the worth of individual performance in assessment tasks.

HSC ASSESSMENT HANDBOOK

In conducting an assessment review, it is necessary for the school to ascertain whether:

- The weightings specified by the school in its assessment program conform with NESAs requirements as detailed in the subject guides.
- The procedures used by the school for determining the final assessment mark conform with its stated assessment program (in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program).
- There are no computational or other clerical errors in the determination of the assessment mark.

If the review discovers an error, it will be corrected. If no error is found no change will occur. You will be advised of the outcome of the review in writing from the principal. If you are not satisfied with the outcome of the review you may appeal to NESAs, which will check to ensure that the school review was carried out correctly. Information regarding the correct procedure for NESAs appeals may be obtained from the principal.

How can I appeal against my ranking?

You must use the form headed "Application for Review of HSC Assessment Ranking". Full details should be given as to why you believe your ranking should be changed. Note that both you and your parent, where possible, must sign the sheet. An appeal must be made within the specific period set down for appeals. (See the principal for the closing date).

What if I feel overloaded with work for assessments and study for tests?

If you feel too many tasks are piling up at once, talk to your teachers or Year Advisor as soon as possible to see if changes to due dates can be arranged.

You **are not permitted** to miss periods from your any subjects in order to study before assessment tasks, which are set in class time.

Will my parents be informed if I default in assessment tasks?

A letter will be sent home for failure to hand in an assessment task, or if zero marks are given for any reason such as cheating, copying, plagiarism etc.

What about students who cheat or plagiarise assessment tasks?

If the principal is satisfied that you cheated in any assessment task, a **zero** award will be made. In Year 12 this will also be noted and recorded officially on your records with NESAs.

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 exam results.

What will appear on the Record of Achievement?

For each NESAs course sat two separately recorded marks will be given, a moderated assessment mark and a scaled examination mark, each out of 100. For an Extension Course you will have an additional assessment and examination score, each out of 50.

For other courses such as NESAs Endorsed courses, you will only have a school assessment mark recorded. In addition, it is likely that some other information will appear which will indicate how you performed in a course in relation to the rest of the state. This may be in the form of percentile bands, ranks, percentage tables or some similar form.

Where else can I get information regarding assessment and the HSC?

Students can access information from the NESAs website regarding courses and the HSC examination. Students can also speak to class teachers, careers adviser, the deputy principal or principal for further assistance.

HSC ASSESSMENT HANDBOOK

What are the rules around using AI in assessments?

Plagiarism and other forms of academic dishonesty are not acceptable in any academic setting. It's crucial for you to understand that the existing rules regarding cheating and plagiarism also apply to the use of AI tools (refer to ACE 9024). All work you submit must be entirely your own or properly acknowledged if you use any external sources. Taking pride in your academic work means submitting original content that reflects your own understanding and skills.

Keep in mind that AI can be unreliable. While it can assist with tasks, it requires careful oversight by a human. AI has the potential to generate biased, harmful, or inaccurate content, and it may present false information or citations. Relying on AI without proper verification could compromise the quality of your submissions and affect your academic performance.

According to ACE 9024, updated on April 1, 2019, students who fail to adhere to the NESAs examination rules may have their examination papers cancelled. This could result in ineligibility for receiving a Record of Achievement or a Higher School Certificate (HSC).

Where can I get help with citations and referencing?

With the rise of generative AI and the vast array of available sources, it's essential to accurately reference any work that is not your own. Proper referencing helps maintain academic integrity and will also be beneficial when using tools like Turnitin or other plagiarism detection software, including those designed to identify AI-generated content.

If you need help with referencing or understanding how to properly cite sources, don't hesitate to reach out. Your class teacher and Mrs. Gillingham are available to assist you with any questions or concerns you may have. They can provide guidance to ensure that your work meets academic standards and is properly acknowledged.

AGRICULTURE

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Report	Farm Product Study	Research Task	Trial HSC Examination Module 1, 2 and elective	
	Term: 4 Week: 8	Term: 1 Week: 8	Term: 2 Week: 8	Term: 3 Week: 3/4	
	Outcomes Assessed: H2.1, H4.1	Outcomes Assessed: H3.1, H3.2, H3.3, H3.4	Outcomes Assessed: H3.4, H4.1, H5.1	Outcomes Assessed: H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	
Working scientifically	5	15	25	10	55%
Knowledge and understanding of course content	15	5	5	20	45%
Total %	20%	20%	30%	30%	100%
Outcomes:					
H1.1	Explains the influence of physical, biological, social, historical, and economic factors on sustainable agricultural production				
H2.1	Describes the inputs, processes, and interactions of plant production systems				
H2.2	Describes the inputs, processes, and interactions of animal production systems				
H3.1	Assesses the general business principals and decision-making processes involved in sustainable farm management and marketing of farm products				
H3.2	Critically assesses the marketing of a plant or animal product				
H3.3	Critically examines the technologies and technological innovations employed in the production and marketing of agricultural products				
H3.4	Evaluates the management of the processes in agricultural systems				
H4.1	Justifies and applies appropriate experimental techniques, technologies, research methods, and data presentation and analysis in relation to agricultural problems and situations				
H5.1	Evaluates the impact of innovation, ethics, and current issues on Australian agricultural systems				

ANCIENT HISTORY

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research and Source Analysis	Source Analysis	Historical Analysis	Trial HSC Examination	
	Cities of Vesuvius	Ancient Societies	Historical Period		
	Term: 4 Week: 8	Term: 1 Week: 8	Term: 2 Week: 9	Term: 3 Week: 3/4	
Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:		
Knowledge and understanding of course content	5	5	10	20	40%
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	20%
Historical inquiry and research	5	15			20%
Communication of historical understanding in appropriate forms	5	10	5		20%
Total %	20%	30%	20%	30%	100%
Outcomes:					
AH12-1	Accounts for the nature of continuity and change in the ancient world				
AH12-2	Proposes arguments about the varying causes and effects of events and developments				
AH12-3	Evaluates the role of historical features, individuals and groups in shaping the past				
AH12-4	Analyses the different perspectives of individuals and groups in their historical context				
AH12-5	Assesses the significance of historical features, people, places, events and developments of the ancient world				
AH12-6	Analyses and interprets different types of sources for evidence to support an historical account or argument				
AH12-7	Discusses and evaluates differing interpretations and representations of the past				
AH12-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources				
AH12-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms				
AH12-10	Analyses issues relating to the ownership, custodianship, and conservation of the ancient past				

BIOLOGY

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Report	Depth Study	Research Task	Trial HSC Examination Module 5, 6, 7,8	
	Term: 4 Week: 7	Term: 1 Week: 7	Term: 2 Week: 5	Term: 3 Week: 3/4	
	Outcomes Assessed: BIO12.1, BIO12.2, BIO12.3, BIO12.4, BIO12.5, BIO12.7, BIO12.12	Outcomes Assessed: BIO12.3, BIO12.4, BIO12.5, BIO12.6, BIO12.7	Outcomes Assessed: BIO12.3, BIO12.4, BIO12.5, BIO12.6, BIO12.7, BIO12.12, BIO12.13, BIO12.14	Outcomes Assessed: BIO12.1, BIO12.2, BIO12.3, BIO12.4, BIO12.5, BIO12.6, BIO12.7, BIO12.12, BIO12.13, BIO12.14, BIO12.15	
Working scientifically	5	20	25	10	60%
Knowledge and understanding	15	0	5	20	40%
Total %	20%	20%	30%	30%	100%
Outcomes:					
BIO12.1	Develops and evaluates questions and hypotheses for scientific investigation				
BIO12.2	Designs and evaluates investigations in order to obtain primary and secondary data and information				
BIO12.3	Conducts investigations to collect valid and reliable primary and secondary data information				
BIO12.4	Selects and processes appropriate qualitative and quantitative secondary data and information using a range of appropriate media				
BIO12.5	Analyses and evaluates primary and secondary data and information				
BIO12.6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes				
BIO12.7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose				
BIO12.12	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species				
BIO12.13	Explains natural genetic change and the use of genetic technologies to induce genetic change				
BIO12.14	Analyses infectious disease in terms of cause, transmission, management, and the organism's response, including the human immune system				
BIO12.15	Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease				

BUSINESS STUDIES

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In Class Report Operations	Marketing Plan Marketing	In Class Report Finance	Trial HSC Examination	
	Term: 4 Week: 8	Term: 1 Week: 9	Term: 2 Week: 9	Term: 3 Week: 3/4	
	Outcomes Assessed: H2, H5, H6, H9	Outcomes Assessed: H6, H7, H8, H9	Outcomes Assessed: H2, H4, H6, H7, H8, H9, H10	Outcomes Assessed: H1 H3 H4 H5 H9 H10	
Knowledge and understanding of course content	10	10	10	10	40%
Stimulus-based skills	10		10		20%
Inquiry and research		10		10	20%
Communication of business information, ideas, and issues in appropriate forms		5	5	10	20%
Total %	20%	25%	25%	30%	100%
Outcomes:					
H1	Critically analyses the role of business in Australia and globally				
H2	Evaluates management strategies in response to changes in internal and external influences				
H3	Discusses the social and ethical responsibilities of management				
H4	Analyses business functions and processes in large and global businesses				
H5	Explains management strategies and their impact on businesses				
H6	Evaluates the effectiveness of management in the performance of businesses				
H7	Plans and conducts investigations into contemporary business issues				
H8	Organises and evaluates information for actual and hypothetical business situations				
H9	Communicates business information, issues, and concepts in appropriate formats				
H10	Applies mathematical concepts appropriately in business situations				

CHEMISTRY

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task	Practical Task	Depth Study	Trial HSC Examination	
	Term: 4 Week: 6	Term: 1 Week: 9	Term: 2 Week: 7	Term: 3 Week: 3/4	
	Outcomes Assessed: 12.1, 12.2, 12.4, 12.7, 12.12	Outcomes Assessed: 12.2, 12.3, 12.5, 12.6, 12.12, 12.13	Outcomes Assessed: 12.1, 12.2, 12.3, 12.4, 12.5, 12.7, 12.12, 12.13, 12.14, 12.15	Outcomes Assessed: 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.12, 12.13, 12.15	
Working scientifically	10	10	20	20	60%
Knowledge and understanding	10	10	10	10	40%
Total %	20%	20%	30%	30%	100%
Outcomes:					
CH12.1	Develops and evaluates questions and hypotheses for scientific investigation				
CH12.2	Designs and evaluates investigations in order to obtain primary and secondary data and information				
CH12.3	Conducts investigations to collect valid and reliable primary and secondary data information				
CH12.4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media				
CH12.5	Analyses and evaluates primary and secondary data information				
CH12.6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes				
CH12.7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose				
CH12.12	Explains the characteristics of equilibrium systems, and the factors that affect these systems				
CH12.13	Describes, explains, and quantitatively analyses acids and bases using contemporary models				
CH12.14	Analyses the structure of, and predicts reactions involving carbon compounds				
CH12.15	Describes and evaluates chemical systems used to design and analyse chemical processes				

COMMUNITY AND FAMILY STUDIES

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task	In Class Task	IRP Analysis	Trial HSC Examination	
	Groups in Context	Parenting and Caring	Research Methodology		
	Term: 4 Week: 6	Term: 1 Week: 11	Term: 2 Week: 7	Term: 3 Week: 3/4	
Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:		
	H1.1, H3.1, H3.3, H5.1	H2.2, H3.2, H5.2, H6.1	H4.1, H4.2	All outcomes	
Knowledge and understanding of course content	10	10	5	15	40%
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60%
Total %	25%	25%	20%	30%	100%
Outcomes:					
H1.1	Analyses the effect of resource management on the wellbeing of individuals, groups, families, and communities				
H2.2	Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families, and communities				
H2.3	Critically examines how individual's rights and responsibilities in various environments contribute to wellbeing				
H3.1	Analyses the sociocultural factors that lead to special needs of individuals in groups				
H3.2	Evaluates networks available to individuals, groups, and families within communities				
H3.3	Critically analyses the role and policy of community structures in supporting diversity				
H3.4	Critically evaluates the impact of social, legal, and technological change on individuals, groups, families, and communities				
H4.1	Justifies and applies appropriate research methodologies				
H4.2	Communicates ideas, debates issues and justifies opinions				
H5.1	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources				
H6.2	Formulates strategic plans that preserve rights, promote responsibilities, and establish roles leading to the creation of positive social environments				

DRAMA

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Studies in Drama and Theatre	Australian Drama and Theatre Traditions:	Individual Project and Group Devised Performance	Trial HSC Examination	
	Performance and Essay	Performance and Essay		Performance and Written Examination	
	Term: 4 Week: 10	Term: 1 Week: 10	Term: 2 Week: 6	Term: 3 Week: 3/4	
Outcomes Assessed: H1.1, H2.1, H3.2, H3.3	Outcomes Assessed: H1.1, H2.1, H3.2, H3.3	Outcomes Assessed: H1.3, H1.5, H1.6, H1.7, H2.3	Outcomes Assessed: H1.4, H1.7, H2.1, H2.2, H3.1, H3.2, H3.3		
Performing	10	10		10	30%
Making			30	10	40%
Critical Study	10	10		10	30%
Total %	20%	20%	30%	30%	100%
Outcomes:					
H1.1	Uses acting skills to adopt and sustain a variety of characters and roles				
H1.2	Uses performance skills to interpret and perform scripted and other material				
H1.3	Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works				
H1.4	Collaborates effectively to produce a group-devised performance				
H1.5	Demonstrates directorial skills				
H1.6	Records refined group performance work in appropriate form				
H1.7	Demonstrates skills in using the elements of production				
H1.8	Recognises the value of the contribution of each individual to the artistic effectiveness of productions				
H1.9	Values innovation and originality in group and individual work				
H2.1	Demonstrates effective performance skills				
H2.2	Uses dramatic and theatrical elements effectively to engage an audience				
H2.3	Demonstrates directorial skills for theatre and other media				
H2.4	Appreciates the dynamics of drama as a performing art				
H2.5	Appreciates the high level of energy and commitment necessary to develop and present a performance				
H3.1	Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements				
H3.2	Analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses				
H3.3	Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements				
H3.4	Appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies				
H3.5	Appreciates the role of the audience in various dramatic and theatrical styles and movements				

ENGLISH ADVANCED

Component	Task 1	Task 2	Task 3	Task 4	Weighting %	
	Multi-modal Presentation Topic: Common Module: Texts and Human Experiences	Comparative Essay Topic: Module A: Textual Conversations	Portfolio of Writing Topic: Module C: The Craft of Writing	Trial HSC Examination Topics: Common Module (5) Module B (20) Module C (5)		
	Term: 1 Week: 3	Term: 2 Week: 2	Term: 2 Week: 10	Term: 3 Week: 3/4		
	Outcomes Assessed: EA12-1, EA12-2 EA12-5, EA12-9	Outcomes Assessed: EA12-1, EA12-3 EA12-6, EA12-9	Outcomes Assessed: EA12-4, EA12-5 EA12-7, EA12-9	Outcomes Assessed: EA12-1, EA12-3 EA12-5, EA12-9		
Knowledge and understanding of course content	12.5	12.5	10	15	50%	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	12.5	12.5	10	15	50%	
Total %	25%	25%	20%	30%	100%	
Outcomes:						
EA12 – 1	Independently responds to, composes, and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure					
EA12 – 2	Uses, evaluates, and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies					
EA12 – 3	Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning					
EA12 – 4	Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts					
EA12 – 5	Thinks imaginatively, creatively, interpretively, critically, and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas, and arguments					
EA12 – 6	Investigates and evaluates the relationships between texts					
EA12 – 7	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued					
EA12 – 8	Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning					
EA12 – 9	Reflects on, evaluates, and monitors own learning and refines individual and collaborative processes as an independent learner					

ENGLISH EXTENSION 1

Components	Task 1	Task 2	Task 3	Weighting %
	Imaginative response and reflection	Critical response with Related text	Trial HSC Examination	
	Term: 1 Week: 6	Term: 2 Week: 9	Term: 3 Week: 3/4	
	Outcomes Assessed: EE12 – 2, EE12 – 4, EE12 – 5	Outcomes Assessed: EE12-1, EE12-2, EE12-3, EE12-4	Outcomes Assessed: EE12-1, EE12-3, EE12-4, EE12-5	
Knowledge and understanding of course content	15	20	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50%
Total %	30%	40%	30%	100%
Outcomes:				
EE12-1	Demonstrates and applies insightful understanding of the dynamic, often subtle relationship between text, purpose, audience, and context, across a range of modes, media, and technologies			
EE12-2	Analyses and experiments with language forms, features, and structures of complex texts, discerningly evaluating their effects on meaning for different purpose, audiences, and contexts			
EE12-3	Independently investigates, interprets, and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts			
EE12-4	Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts			
EE12-5	Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes			

ENGLISH STANDARD

Components	Task 1	Task 2	Task 3	Task 4	Weighting %	
	Multi-modal Presentation Topic: Common Module: Texts and Human Experiences	Writing Task and Reflection Topic: Module A: Language, Identity and Culture	Portfolio of Writing Topic: Module C: The Craft of Writing	Trial HSC Examination Topics: Common Module (5) Module B (20) Module C (5)		
	Term: 1 Week: 3	Term: 2 Week: 2	Term: 2 Week: 10	Term: 3 Week: 3/4		
	Outcomes Assessed: EN12-1, EN12 -2, EN12-5, EN12 - 9	Outcomes Assessed: EN12-1, EN12-3, EN12-6, EN12-8	Outcomes Assessed: EN12-4, EN12-5, EN12-7, EN12-9	Outcomes Assessed: EN12-1, EN12-3, EN12-4, EN12-5, EN12-9		
Knowledge and understanding of course content	12.5	12.5	10	15	50	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	12.5	12.5	10	15	50	
Total %	25	25	20	30	100	
Outcomes:						
EN12-1	Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure					
EN12-2	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies					
EN12-3	Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning					
EN12-4	Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts					
EN12-5	Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments					
EN12-6	Investigates and explains the relationships between texts					
EN12-7	Explains and evaluates the diverse ways texts can represent personal and public worlds					
EN12-8	Explains and assesses cultural assumptions in texts and their effects on meaning					
EN12-9	Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner					

ENGLISH STUDIES

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multi-modal Presentation Topic: Common Module: Texts and Human Experience	Writing Task Elective 1	Portfolio of Work Elective 2	Trial HSC Examination Topics: Common Module and All Electives	
	Term: 1 Week: 3	Term: 2 Week: 2	Term: 2 Week: 10	Term: 3 Week: 3/4	
	Outcomes Assessed: ES2-2, ES12-6, ES12-8, ES12-9	Outcomes Assessed: ES12-2, ES12-3, ES12-4, ES12-6	Outcomes Assessed: ES12-3, ES12- 5, ES12-7, ES12-10	Outcomes Assessed: ES12-1, ES12-4, ES12-7, ES12-9	
Knowledge and understanding of course content	12.5	12.5	15	10	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	12.5	12.5	15	10	50%
Total %	25%	25%	30%	20	100%
Outcomes:					
ES12 - 1	Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes				
ES12 – 2	Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts				
ES12 – 3	Accesses, comprehends and uses information to communicate in a variety of ways				
ES12 – 4	Composes proficient texts in different forms				
ES12 – 5	Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences				
ES12 – 6	Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes				
ES12 – 7	Represents own ideas in critical, interpretive and imaginative texts				
ES12 – 8	Understands and explains the relationships between texts				
ES12 – 9	Identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences				
ES12 – 10	Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner				

EXPLORING EARLY CHILDHOOD

Components	Task 1	Task 2	Task 3	Weighting %
	Child Health and Safety Research task	Children's literature Creative design task	Practical Simulation Real care babies	
	Term: 1 Week: 2	Term: 2 Week: 5	Term: 3 Week: 6	
	Outcomes Assessed: 1.1, 1.2, 1.3, 1.5, 2.4, 2.5, 3.1, 5.1	Outcomes Assessed: 1.4, 2.2, 2.3, 4.1, 4.2, 6.2	Outcomes Assessed: 1.4, 1.5, 2.4, 2.5, 3.1	
Knowledge and understanding of course content	20	15	15	50%
Skills in critical thinking, research methodology, analysing and communicating	15	20	15	50%
Total %	35%	35%	30%	100%
Outcomes:				
1.1	Analyses prenatal issues that have an impact on development			
1.2	Examines major physical, social-emotional, behavioural, cognitive and language development of young children			
1.3	Examines the nature of different periods in childhood — infant, toddler, preschool, and the early school years			
1.4	Analyses the ways in which family, community and culture influence the growth and development of young children			
1.5	Examines the implications for growth and development when a child has special needs			
2.2	Critically examines factors that influence the social world of young children			
2.3	Explains the importance of diversity as a positive issue for children and their families			
2.4	Analyses the role of a range of environmental factors that have an impact on the lives of young children			
2.5	Examines strategies that promote safe environments			
4.1	Demonstrates appropriate communication skills with children and/or adults			
6.2	Critically examines all issues including beliefs and values that may influence interactions with others			

FOOD TECHNOLOGY

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Report and practical task	Case study and practical task	Research article and practical task	Trial HSC written examination	
	Term: 4 Week: 7	Term: 1 Week: 6	Term: 2 Week: 8	Term: 3 Week: 3/4	
	Outcomes Assessed: H1.1, H1.2	Outcomes Assessed: H1.4, H3.1, H4.2	Outcomes Assessed: H2.1, H3.2 H4.1, H5.1	Outcomes Assessed: H1.1, H1.2, H1.3, H1.4, H2.1	
Knowledge and understanding of course content	10		10	20	40%
Knowledge and skills in designing, researching, analysing and evaluating		10	10	10	30%
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10		30%
Total %	20%	20%	30%	30%	100%
Outcomes:					
H1.1	Explains manufacturing processes and technologies used in the production of food products				
H1.2	Examines the nature and extent of the Australian food industry				
H1.3	Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations				
H1.4	Evaluates the impact of the operation of an organisation within the Australian food industry on the individual, society, and environment				
H2.1	Evaluates the relationship between food, its production, consumption, promotion, and health				
H3.1	Investigates operations of one organisation within the Australian food industry				
H3.2	Independently investigates contemporary nutrition issues				
H4.1	Develops, prepares, and presents food using product development processes				
H4.2	Applies principles of food preservation to extend the life of food and maintain safety				
H5.1	Develops, realises and evaluates solutions for a range of food situations				

School Name: Toormina High School

Assessment Schedule Year 12 – 2024

Compressed Curriculum (240 Hours 4 Units x 1 Year) – Commencing Term 4 2023

Assessment Tasks for SIT20322 Certificate II in Hospitality – Release 1 Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Task 2	Task 3	Task 4	Trial HSC Examination (Optional)
Code	Unit of Competency	Term: 2 Week: 6	Term: 3 Week: 1	Term: 2 Week: 6	Term: 3 Week: 6	Term: 3 Week: 3/4
SITXFSA005	Use hygienic practices for food safety	X				HSC Examinable Units of Competency
SITXWHS005	Participate in safe work practices	X				
SITXFSA006	Participate in safe food handling practices	X				
SITHCCC025	Prepare and present sandwiches	X				
SITXCCS011	Interact with customers		X			
SITXCOM007	Show social and cultural sensitivity		X			
SITHIND006	Source and use information on the hospitality industry			X		
SITHFAB024	Prepare and serve non-alcoholic beverages				X	
SITHFAB025	Prepare and serve espresso coffee				X	
SITHFAB027	Serve food and beverages				X	
BSBTWK201	Work effectively with others				X	
SITHIND007	Use hospitality skills effectively				X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality – Release 1.

The exam will be confirmed by your teacher. This exam may be used for NESAs reporting requirements.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Cohort 2023 - 2024 Stage 6 Hospitality Qualification SIT20322 Certificate II in Hospitality – Release 1 Training Package SIT Tourism, Travel and Hospitality (version2.1) Version 0.8 The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

LEGAL STUDIES

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Extended response	Human Rights In-class responses	Option Topic	Trial HSC Examination	
	Term: 4 Week: 9	Term: 1 Week: 11	Term: 2 Week: 8	Term: 3 Week: 3/4	
	Outcomes Assessed: H1, H6, H7, H8	Outcomes Assessed: H1, H4, H5, H9	Outcomes Assessed: H6, H8, H9, H10	Outcomes Assessed: H2, H3, H7, H9, H10	
Knowledge and understanding of course content	10	10	10	10	40%
Analysis and evaluation	10			10	20%
Inquiry and research		10	10		20%
Communication of legal information, ideas, and issues in appropriate forms		5	5	10	20%
Total %	20%	25%	25%	30%	100%
Outcomes:					
H1	Identifies and applies legal concepts and terminology				
H2	Describes and explains key features of and the relationship between Australian and international law				
H3	Analyses the operation of domestic and international legal systems				
H4	Evaluates the effectiveness of the legal system in addressing issues				
H5	Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change				
H6	Assesses the nature of the interrelationship between the legal system and society				
H7	Evaluates the effectiveness of the law in achieving justice				
H8	Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents				
H9	Communicates legal information using well-structured and logical arguments				
H10	Analyses differing perspectives and interpretations of legal information and issues				

MARINE STUDIES

Components	Task 1	Task 2	Task 3	Task 4	Weightings %
	Research Task	Practical Task	Depth Study	Examination	
	Term: 4 Week: 8	Term: 1 Week: 8	Term: 2 Week: 3	Term: 3 Week: 3/4	
	Outcomes Assessed 1.1, 1.3, 2.1, 2.3, 3.2, 3.4	Outcomes Assessed 1.3, 1.4, 1.5, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 5.2, 5.3, 5.4	Outcomes Assessed 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.4	Outcomes Assessed 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.1, 4.1, 4.2, 5.4	
Knowledge and understanding	10	10	20	20	60%
Skills, research, analysis and safe practice	10	10	10	10	40%
Total %	20%	20%	30%	30%	100%
Outcomes					
1.1	Relates with a respectful and caring attitude to the ocean and its life forms				
1.2	Identifies the roles of individuals or groups involved in maritime activities				
1.3	Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course				
1.4	Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea				
1.5	Demonstrates an awareness of the value of the ocean as a source of historical information				
2.1	Appreciates the importance of effective management practice				
2.2	Works effectively within a group				
2.3	Communicates information by writing reports, giving short talks and contributing to discussions				
3.1	Evaluates information, situations, equipment manuals and written or manual procedures				
3.2	Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing				
3.3	Generates information from data by calculating, inferring, interpreting and generalising				
3.4	Carries out planned research activities using appropriate measurements, observations, classification and recording skills				
4.1	Identifies marine vocations and a range of leisure pursuits				
4.2	Appreciates marine environments as sources of employment and leisure				
5.1	Values the rules and operating principles of marine equipment and applies them				
5.2	Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment				
5.3	Interprets and follows instructions, with accuracy				
5.4	Selects, organises, assembles, dismantles, cleans, and returns equipment				

MATHEMATICS ADVANCED

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Sighted Test	Reference Assisted Test	Assignment and Validation Test	Trial HSC Formal Examination	
	Topic: F2, M1, T3	Topics: C2, C3, C4	Topics: M1, S2, S3	Topics: C2, C3, C4, F2 M1, S2, S3, T3	
	Term: 4 Week: 10	Term: 1 Week: 11	Term: 2 Week: 9	Term: 3 Week: 3/4	
	Outcomes Assessed: MA12-1, MA12-4, MA12-5, MA12-6	Outcomes Assessed: MA12-1, MA12-3, MA12-6, MA12-7	Outcomes Assessed: MA12-2, MA12-4, MA12-8, MA12-9, MA12-10	Outcomes Assessed: MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10	
Understanding, Fluency and Communicating	13	14	8	15	50%
Problem Solving, Reasoning and Justification	12	11	12	15	50%
Total %	25%	25%	20%	30%	100%
Outcomes:					
MA12-1	Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts				
MA12-2	Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts				
MA12-3	Applies calculus techniques to model and solve problems				
MA12-4	Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems				
MA12-5	Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs				
MA12-6	Applies appropriate differentiation methods to solve problems				
MA12-7	Applies the concepts and techniques of indefinite and definite integrals in the solution of problems				
MA12-8	Solves problems using appropriate statistical processes				
MA12-9	Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use				
MA12-10	Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context				

MATHEMATICS EXTENSION 1

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Reference Assisted Test	Sighted Test	Assignment Investigation	Trial HSC Formal Examination	
	Topics: P1, V1	Topics: T3, V1, C2	Topics: C2, C3	Topics: C2, C3, P1, S1, T3, V1	
	Term: 4 Week: 10	Term: 1 Week: 11	Term: 2 Week: 9	Term: 3 Week: 3/4	
	Outcomes Assessed: ME12-1, ME12-2, ME12-3, ME12-7	Outcomes Assessed: ME12-2, ME12-4, ME12-6, ME12-7	Outcomes Assessed: ME12-2, ME12-5, ME12-6, ME12-7	Outcomes Assessed: ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-7	
Understanding, Fluency and Communicating	13	12	10	15	50%
Problem Solving, Reasoning and Justification	12	13	10	15	50%
Total %	25%	25%	20%	30%	100%
Outcomes:					
ME12-1	Applies techniques involving proof or calculus to model and solve problems				
ME12-2	Applies concepts and techniques involving vectors and projectiles to solve problems				
ME12-3	Applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations				
ME12-4	Uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution				
ME12-5	Applies appropriate statistical processes to present, analyse and interpret data				
ME12-6	Chooses and uses appropriate technology to solve problems in a range of contexts				
ME12-7	Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms				

MATHEMATICS EXTENSION 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Reference Assisted Test	Assignment / Investigation	Sighted Test	Trial HSC Formal Examination	
	Topic: N1	Topics: N1, N2	Topics: P1, P2, V1	Topics: P1, P2, V1, N1, N2, C1, M1	
	Term: 1 Week: 2	Term: 1 Week: 2	Term: 2 Week: 6	Term: 3 Week: 3/4	
	Outcomes Assessed: MEX12-1, MEX12-4, MEX12-7, MEX12-8	Outcomes Assessed: MEX12-1, MEX12-4, MEX12-7, MEX12-8	Outcomes Assessed: MEX12-1, MEX12-2, MEX12-3, MEX12-7, MEX12-8	Outcomes Assessed: MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	
Understanding, Fluency and Communicating	13	12	10	15	50%
Problem Solving, Reasoning and Justification	12	13	10	15	50%
Total %	25%	25%	20%	30%	100%
Outcomes:					
MEX12-1	Understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts				
MEX12-2	Chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings				
MEX12-3	Uses vectors to model and solve problems in two and three dimensions				
MEX12-4	Uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems				
MEX12-5	Applies techniques of integration to structured and unstructured problems				
MEX12-6	Uses mechanics to model and solve practical problems				
MEX12-7	Applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems				
MEX12-8	Communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument				

MATHEMATICS STANDARD 1

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment	Assignment	Investigation	Trial HSC Formal Examination	
	Topics: F2, F3	Topics: M3, M4, M5	Topics: S3	Topics: A3, F2, F3, M3, M4, M5, N1, S3	
	Term: 4 Week: 10	Term: 1 Week: 10	Term: 2 Week: 9	Term: 3 Week: 3/4	
Outcomes Assessed: MS1-12-5, MS1-12-9, MS1-12-10	Outcomes Assessed: MS1-12-3, MS1-12-9, MS1-12-10	Outcomes Assessed: MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	Outcomes Assessed: MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8		
Understanding, Fluency and Communicating	10	15	10	15	50%
Problem Solving, Reasoning and Justification	15	10	10	15	50%
Total %	25%	25%	20%	30%	100%
Outcomes:					
MS1-12-1	Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts				
MS1-12-2	Analyses representations of data in order to make predictions and draw conclusions				
MS1-12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness				
MS1-12-4	Analyses simple two-dimensional and three-dimensional models to solve practical problems				
MS1-12-5	Makes informed decisions about financial situations likely to be encountered post- school				
MS1-12-6	Represents the relationships between changing quantities in algebraic and graphical forms				
MS1-12-7	Solves problems requiring statistical processes				
MS1-12-8	Applies network techniques to solve network problems				
MS1-12-9	Chooses and uses appropriate technology effectively and recognises appropriate times for such use				
MS1-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others				

MATHEMATICS STANDARD 2

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Reference Assisted Test	Assignment and Validation Test	Sighted Test	Trial HSC Formal Examination	
	Topics: F4, F5, M7	Topics: M6	Topics: N2, N3, S4, S5	Topics: A4, F4, F5, M6, M7, N2, N3, S4, S5	
	Term: 4 Week: 10	Term: 1 Week: 10	Term: 2 Week: 9	Term: 3 Week: 3/4	
Outcomes Assessed: MS2-3, MS2-4, MS2-5, MS2-10	Outcomes Assessed: MS2-3, MS2-4, MS2-9, MS2-10	Outcomes Assessed: MS2-2, MS2-7, MS2-8, MS2-10	Outcomes Assessed: MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-10		
Understanding, Fluency and Communicating	10	15	10	15	50%
Problem Solving, Reasoning and Justification	15	10	10	15	50%
Total %	25%	25%	20%	30%	100%
Outcomes:					
MS2-12-1	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts				
MS2-12-2	Analyses representations of data in order to make inferences, predictions and draw conclusions				
MS2-12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate				
MS2-12-4	Analyses two-dimensional and three-dimensional models to solve practical problems				
MS2-12-5	Makes informed decisions about financial situations, including annuities and loan repayments				
MS2-12-6	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms				
MS2-12-7	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data				
MS2-12-8	Solves problems using networks to model decision-making in practical problems				
MS2-12-9	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use				
MS2-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response				

MODERN HISTORY

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task	Historical analysis	Essay	Trial HSC Examination	
	Power and Authority in the Modern World 1919–1946	National Studies	Peace and Conflict		
	Term: 4 Week: 9	Term: 1 Week: 9	Term: 2 Week: 8	Term: 3 Week: 3/4	
	Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:	
	MH12-3, MH12-4, MH12-6, MH12-7, MH12-9	MH12-2, MH12-3, MH12-4, MH12-5, MH12-8	MH12-1, MH12-5, MH12-7, MH12-8	MH12-2, MH12-4, MH12-5, MH12-7, MH12-9	
Knowledge and understanding of course content	5	10	10	15	40%
Historical skills in the analysis and evaluation of sources and interpretations		5	5	10	20%
Historical inquiry and research	10	5	5		20%
Communication of historical understanding in appropriate forms	5	5	5	5	20%
Total %	20%	25%	25%	30%	100%
Outcomes:					
MH12-1	Accounts for the nature of continuity and change in the modern world				
MH12-2	Proposes arguments about the varying causes and effects of events and developments				
MH12-3	Evaluates the role of historical features, individuals, groups and ideas in shaping the past				
MH12-4	Analyses the different perspectives of individuals and groups in their historical context				
MH12-5	Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world				
MH12-6	Analyses and interprets different types of sources for evidence to support an historical account or argument				
MH12-7	Discusses and evaluates differing interpretations and representations of the past				
MH12-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources				
MH12-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms				

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class activity Sports Medicine	Assignment Core 1	Research Task Core 2	Trial HSC Examination	
	Term: 4 Week: 6	Term: 1 Week: 11	Term: 2 Week: 7	Term: 3 Week: 3/4	
	Outcomes Assessed: H8, H13, H16, H17	Outcomes Assessed: H1, H2, H3, H4, H5, H14, H15	Outcomes Assessed: H7, H10, H11, H16, H17	Outcomes Assessed: H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Knowledge and understanding	10	10	10	15	45%
Skills in critical thinking, research, analysing and communicating	10	15	15	15	55%
Total %	20%	25%	25%	30%	100%
Outcomes:					
H1	Describes the nature and justifies the choice of Australia's health priorities				
H2	Analyses and explains the health status of Australians in terms of current trends and groups most at risk				
H3	Analyses the determinants of health and health inequities				
H4	Argues the case for health promotion based on the Ottawa Charter				
H5	Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities				
H7	Explains the relationship between physiology and movement potential				
H8	Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity				
H9	Explains how movement skill is acquired and appraised				
H10	Designs and implements training plans to improve performance				
H11	Designs psychological strategies and nutritional plans in response to individual performance needs				
H13	Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)				
H14	Argues the benefits of health-promoting actions and choices that promote social justice				
H15	Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all				
H16	Devises methods of gathering, interpreting, and communicating information about health and physical activity concepts				
H17	Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation				

SOCIETY AND CULTURE

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task: PIP Proposal	Core: Social and Cultural Continuity and Change In-class responses	Popular Culture: Essay	Trial HSC Examination Written Paper	
	Term: 4 Week: 8	Term: 1 Week: 8	Term: 2 Week 7	Term: 3 Week 3/4	
	Outcomes Assessed: H2, H3, H5, H7, H9	Outcomes Assessed: H6, H7, H8	Outcomes Assessed: H1, H2, H5, H10	Outcomes Assessed: H1, H2, H3, H4, H5, H6	
Knowledge and understanding of course content	5	10	15	20	50%
Application and evaluation of social and cultural research methods	10		10	10	30%
Communication of information, ideas and issues in appropriate forms	5	10	5		20
Total %	20%	20%	30%	30%	100%
Outcomes:					
H1	Evaluates and effectively applies social and cultural concepts				
H2	Explains the development of personal, social and cultural identity				
H3	Analyses relationships and interactions within and between social and cultural groups				
H4	Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy				
H5	Analyses continuity and change and their influence on personal and social futures				
H6	Evaluates social and cultural research methods for appropriateness to specific research tasks				
H7	Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias				
H8	Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex				
H9	Applies complex course language and concepts appropriate for a range of audiences and contexts				
H10	Communicates complex information, ideas and issues using appropriate written, oral and graphic forms				

SPORTS, LIFESTYLE & RECREATION

Components	Task 1	Task 2	Task 3	Task 4	Weighting %	
	Resuscitation and first aid application First Aid, Resuscitation and Sports Injuries	Lifestyle analysis Healthy Lifestyle	Practical Individual Games and Sports applications	Learning Log Games and Sports applications		
	Term: 4 Week: 7	Term: 1 Week:5	Term: 2 Week:5	Term: 3 Week:1		
	Outcomes Assessed: 1.1, 1.3, 3.6, 4.5	Outcomes Assessed: 1.2, 1.5, 4.5	Outcomes Assessed: 1.1, 2.3, 3.1, 3.3, 4.4	Outcomes Assessed: 1.2, 2.2, 2.3, 3.1, 4.4		
Knowledge and understanding	10	15	5	20	50%	
Skills	10	5	15	20	50%	
Total %	20%	20%	20%	40%	100%	
Outcomes:						
1.1	Applies the rules and conventions that relate to participation in a range of physical activities					
1.2	Explains the relationship between physical activity, fitness, and healthy lifestyle					
1.3	Demonstrates ways to enhance safety in physical activity					
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status					
2.2	Analyses the fitness requirements of specific activities					
2.3	Selects and participates in physical activities that meet individual needs, interests, and abilities					
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts					
3.3	Measures and evaluates physical performance capacity					
3.6	Assesses and responds appropriately to emergency care situations					
4.4	Demonstrates competence and confidence in movement contexts					
4.5	Recognises the skills and abilities required to adopt roles that support health, safety, and physical activity					

VISUAL ARTS

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Visual Arts Process Diary and Artist Introduction Topic: Inspiration and design	1st Progression Mark of Major Work In Class Examination Section 1 Topic: Case Studies	2nd Progression Mark of Major Work Section 2 Essay Response Topic: Conceptual Development	Trial HSC Examination – Practical & Theory Student Interviews for Major Works Trial HSC Examination: Topic: Core Theories	
	Term: 4 Week: 10	Term: 1 Week: 9	Term: 2 Week: 8	Term: 3 Week: 3/4	
	Outcomes Assessed: H3, H4, H7, H8, H9, H10	Outcomes Assessed: H7, H8, H9, H10	Outcomes Assessed: H7, H8, H9, H10	Outcomes Assessed: H1, H2, H3, H4, H5, H6	
Art Making	10	10	15	15	50%
Art Criticism & Art History	5	15	10	20	50%
Total %	15%	25%	25%	35%	100%
Outcomes:					
H1	Initiates and organizes art making practice that is sustained, reflective and adapted to suit particular conditions				
H2	Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work				
H3	Demonstrates an understanding of the frames when working independently in the making of art				
H4	Selects and develops subject matter and forms in particular ways as representations in artmaking				
H5	Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways				
H6	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work				
H7	Applies their understanding of practice in art criticism and art history				
H8	Applies their understanding of the relationships among the artist, artwork, world and audience				
H9	Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art				
H10	Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts				

ASSESSMENT CALENDAR – TERM 4 2024 TO TERM 3 2025

	Week:1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7	Week: 8	Week: 9	Week: 10	Week: 11
Term 4 2024						Chemistry Community and Family Studies PDHPE	Biology Food Technology Sports, Lifestyle and Recreation	Ancient History Business Studies Marine Studies Society and Culture Agriculture	Legal Studies Modern History	Drama Mathematics Advanced Mathematics Extension 1 Mathematics Standard 1&2 Visual Arts	No Week 11
Term 1 2025		Exploring Early Childhood Mathematics Extension 2	Advanced English English Standard English Studies		Sports, Lifestyle and Recreation	English Extension 1 Food Technology	Biology	Agriculture Ancient History Marine Studies Society and Culture	Business Studies Chemistry Modern History Visual Arts	Drama Hospitality Mathematics Advanced Mathematics Standard 1&2	Community and Family Studies Legal Studies Mathematics Extension 1 PDHPE
Term 2 2025		Advanced English English Standard English Studies	Marine Studies Photography		Biology Exploring Early Childhood Sports, Lifestyle and Recreation	Drama Hospitality Mathematics Extension 2	Chemistry Community and Family Studies PDHPE Music 1 Society and Culture	Agriculture Food Technology Legal Studies Modern History Physics Visual Arts	Ancient History Business Studies English Extension 1 Mathematics Advanced Mathematics Extension 1 Mathematics Standard 1&2	Advanced English English Standard English Studies	No Week 11
Term 3 2025	Hospitality Sports, Lifestyle and Recreation	ASSESSMENT FREE WEEK	Trial HSC Examinations			Hospitality Exploring Early Childhood					No Week 11

ASSESSMENT TASK NOTIFICATION FORM

TOORMINA HIGH SCHOOL ASSESSMENT TASK NOTIFICATION

All Stage 6 Assessment Tasks are in printed in BLUE.




Year 7/8
 Year 9/10
 Preliminary (Year 11)
 HSC (Year 12)

COURSE:	TEACHER:
TASK NUMBER:	TASK WEIGHT: %
DATE OF NOTIFICATION:	
DUE DATE: Term and Week	Term Week
Task Description	
Task Outcomes	
Task Instructions EQUIPMENT or RESOURCES: <i>(List any)</i>	
Task Submission	Students must complete assessment task submission form and submit with task as indicated below: <ul style="list-style-type: none"> <input type="checkbox"/> Front office – by 9 am due date <input type="checkbox"/> In-class assessment e.g., test, performance, oral/speeches <input type="checkbox"/> Electronic submission - by 9 am due date <input type="checkbox"/> Larger projects e.g., Art, TAS as advised by faculty
Rubric/Marking Criteria	

Students are reminded that this is a formal Assessment task, absence from school resulting in failure to hand the task in by the due date, will require you to **telephone the school on the due day and support this with a medical certificate or appropriate documentation on your first day back at school. An application for misadventure-illness must also be completed. The principal will determine the approval of this application. Absence without an explanation** will result in zero marks and an 'N' award warning notification. A non-serious attempt will also result in zero marks and an 'N' Award notification. The task must still be completed and submitted to meet NES requirements.

ASSESSMENT TASK SUBMISSION FORM

TOORMINA HIGH SCHOOL ASSESSMENT TASK SUBMISSION		 <p style="font-size: small; margin: 0;">TOORMINA HIGH SCHOOL CREATING OUR FUTURE</p>
Course:		
Student Name:	Teacher's Name	
Date Due:	Date Handed in:	
Assessment Title:		
Assessment Task Number:		
Number of Pages (not including cover sheet)		
Teacher who marks the Assessment Task to fill in the following		
Feedback	Mark:	Rank: (If Stage 6)
Marker's Comments		
Marker's Signature	Date:	
<p>All My Own Work Declaration</p> <p>By completing and handing in an assessment task I am certifying that it is all my own work; no one else (including tutors, family or friends) completed the work for me. I have referenced any work used from other sources and have not plagiarised the work of others.</p> <p>Student signature: _____ I have kept a copy of my task: Yes / No</p>		
<p>Receipt of Submission</p> <p>Ensure you have kept a receipt as proof that you submitted the assessment task. If you submitted the task via the front office, please keep the receipt.</p>		

NOTIFICATION OF CHANGE TO ASSESSMENT SCHEDULE FORM

TOORMINA HIGH SCHOOL PRELIMINARY /HSC NOTIFICATION OF CHANGE TO ASSESSMENT SCHEDULE



(Date)

Dear Student,

This is to notify you of a required change to the published assessment schedule for **(Course Name)**.
(Reasons)

Task Details: (Insert Task Number, and nature of task)

Original Due Date: (Insert date/Term/Week)

New Due Date: (Insert date/Term/Week)

Students should follow normal procedures regarding requests for Misadventure/Illness or Extension/
Substitute tasks if the task is not submitted by the new due date.

Please detach the section below and return to your teacher to acknowledge your
understanding of the new date requirement.

Should you require further clarification or information you should speak to your teacher or
faculty Head Teacher of the course.

Kind Regards

Teacher

Head Teacher

.....
I _____ have been informed of a change in the assessment
schedule for **(COURSE NAME)**. I understand and acknowledge that the new due date for
(TASK) is **(NEW DATE)**.

Student Signature

Illness/Misadventure/Extension of Time Application Package

Toormina High School Illness/Misadventure/Extension of Time Application Package

Information Guide for Students

The Toormina High School Illness/Misadventure program assists students who:

- are prevented from attending an examination or in-class assessment (including a practical examination) due to illness or unforeseen misadventure,
- consider that their performance in an examination, in-class assessment or assessment task has been affected by illness or misadventure immediately before or during the examination, in-class assessment or assessment task,
- are prevented from submitting an assessment task due to illness or unforeseen misadventure,

If any of the above categories applies to you at the time of examinations or assessments, you will need to complete an Illness/Misadventure form. Before you complete this form, you should read the following information carefully. Toormina High School's Illness/Misadventure program is based on NESA procedures. You should refer also to *Rules and Procedures for Higher School Certificate Candidates*.

Limitations on Applications

The authority of Toormina High School is limited to the conduct and presentation of examinations and assessment tasks. This means students may only apply to Toormina High School in relation to circumstances that occur immediately before or during an examination in-class assessment or assessment task, **and** that affect their performance in the examination, assessment or task.

You cannot submit an application on the basis of:

- difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness
- alleged deficiencies in teaching; for example, extended teacher absences
- loss of study time or facilities during the year. This includes changes in home circumstances
- long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the examination or assessment task
- if you receive disability provisions on the same grounds for which you received disability provisions, unless you experience additional difficulties during an examination or assessment task
- misreading the examination timetable or assessment task submission date or time
- misreading examination or assessment task instructions
- other commitments, such as participation in entertainment, work or sporting events (other than approved school events),

If you are unsure whether you are eligible to apply for an illness or misadventure you should ask your principal.

Attendance at Examinations

You should attend every examination if possible. Do not miss an examination just because you do not feel able to do your best. The Illness/Misadventure program is designed to support students who perform below their expectations because of illness or misadventure.

If you do not attend an examination or submit an assessment task on time and your Illness/Misadventure application is unsuccessful, you will not receive a mark in that course. This could mean that you may be at risk of receiving an N-Determination in that subject.

Toormina High School does not expect you to attend an examination against specific medical advice. If you cannot attend an examination (including a practical examination) or submit an assessment task on time because of illness or misadventure, you must notify the school immediately. You are required to provide relevant documentation from an appropriate health professional as evidence.

Evidence of Your Illness or Misadventure

It is very important to provide independent evidence with your application. You should seek independent evidence on the same day, either immediately before or after each examination or assessment submission date for which you are applying. The documentation you provide must be current, specific to the date and time of the examination or assessment task and submitted with the application form. A medical certificate that merely states you were unfit for work/study is unacceptable. It must clearly explain the medical reason and why this has impacted on your ability to complete the examination or submit the task on time.

Practical Submissions

(For example, a Visual Arts body of work/Society and Culture Personal Interest Project/Major Project.)

If, because of illness or misadventure, you experience difficulties in completing your practical submission, you must advise your class teacher. He/she will complete Section B of the form. **You must submit all drafts or workings on the due date.**

Performance Examinations (For example, a Drama/Music performance examination or assessment task).

If illness or misadventure occurs before the examination begins and you are still able to attend the examination, notify your teacher or Year Deputy Principal before you begin the examination.

Before starting your examination, advise the Supervising Teacher of your situation. Do not hesitate to approach the Supervising Teacher as his/her comments and observations will be important in assessing your Illness/Misadventure application. In the case of performance examinations, it is not necessary to have Section B of the form completed. The Supervising Teacher will complete a report form and submit it separately to Toormina High School.

Written Examinations

If you are suffering from illness or misadventure but are still able to attend the examination, notify the Supervising Teacher (the person supervising the examination) when you enter the examination room. If the illness or misadventure occurs during the examination, notify the Supervising Teacher at once. Do this at every examination session in which you consider your performance may be affected.

Do not hesitate to approach the Supervising Teacher. He/she is there to help you. If you submit an Illness/Misadventure form, the Supervising Teacher will need to complete Section B.

Assessment Tasks

If you are suffering from illness or misadventure but are still able to attend the in-class assessment task or submit the assessment task on the due date, notify the Supervising Teacher or Office Staff when you submit the task. If the illness or misadventure occurs during the in-class assessment, notify the Supervising Teacher at once.

Do not hesitate to approach the Supervising Teacher. He/she is there to help you. If you submit an Illness/Misadventure form, the Supervising Teacher will need to complete Section B.

If you suffer an illness or misadventure during an in-class assessment task or from the time you are notified of a task to the due date, **you will be required to submit all drafts or workings on the due date.** If you have not commenced any work by the due date of a 'take home assessment task' it is unlikely that your illness/misadventure application will be successful.

Extension of Time

If you are suffering from illness or a misadventure and are unable to complete a 'take home assessment task' in time, you may apply for an extension of time. These will be considered on a case-by-case basis. **You must submit all drafts or workings on the due date.** If you have not commenced any work by the due date of a 'take home assessment task' it is unlikely that your illness/misadventure application will be successful.

Your Rights and Responsibilities

It is your right and responsibility to submit an Illness/Misadventure application whenever necessary. If you are incapacitated, an application may be submitted by your parent/guardian on your behalf.

All applications must be submitted on a Toormina High School Illness/Misadventure form.

When completing an Illness/Misadventure form, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your application.

No section of the form should be completed before the relevant examination or assessment task has been conducted, or before the due date for practical submissions. In the event that an extension is requested, please submit the application as soon as possible prior to the due date.

Before signing page 1, read the statements above the signature box very carefully. It is strongly recommended that you sign the form only after you have completed Section A, and after Section C has been completed by an appropriate person.

If Section C is incomplete and you did not attend an examination or submit the assessment task, you might not receive a result in that course. This could mean that you are ineligible for the award of the Higher School Certificate.

Submitting Your Form

- All applications are to be submitted to the principal for consideration. Please submit your application to the school office
- In each case you will receive the student acknowledgement slip. Please keep this acknowledgement slip until you have been advised of the result of your application.

The Application Process

The Illness/Misadventure will be considered by the principal in consultation with relevant staff and will consider and make a recommendation on each application on the basis of:

- the evidence presented in your Illness/Misadventure application, and
- Any relevant school-based data.

Complex matters may be referred to an independent medical expert for advice.

You will be notified of the outcome of your application within three days of you submitting the Illness/Misadventure form.

If you have any questions about the Illness/Misadventure program please contact the principal. Please call (02) 6653 3077.

Instructions for Completing and Submitting this Application

Refer to the *Information Guide for Students* for further information

Students

Written examinations

- Complete a new application for each task/examination.
- Complete page 1.
- Complete Section A of this form on each day of each exam you apply for.
- Notify the Supervising Teacher for every exam you apply for.
- Take this form to your doctor or another appropriate person to have Sections C1 and/or C2 completed. Alternatively, evidence may be attached to Section C.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office.

Practical submission (e.g., Visual Arts body of work)

- Complete a new application for each task/examination.
- Complete page 1 and Section A.
- Have Sections C1 and/or C2 completed by an appropriate person(s).
- Hand this form to School Office.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office.

Performance examination (e.g., Music Performance)

- Complete a new application for each task/examination.
- Before beginning your exam, approach the Supervising Teacher. Advise him/her of your illness and/or misadventure. The Supervising Teacher will be asked to complete a Section B. This report will be requested by the principal.
- Complete Section A of the form.
- Take this form to your doctor or other appropriate person who should complete Sections C1 and/or C2.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office.

Assessment Tasks

- Complete a new application for each task/examination.
- Complete page 1.
- Complete Section A of this form.
- Take this form to your doctor or another appropriate person to have Sections C1 and/or C2 completed. Alternatively, evidence may be attached to Section C.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office.

Closing Dates for Applications

Practical examinations: Three days after the examination or submission date.

Assessment tasks: Three days after the due date or submission date.

Written examinations: Within three days of the student's last examination.

Application for extension: As soon as possible but no less than 3 days prior to the assessment due date. **Draft works will be required to be submitted on the original due date of the assessment task.**

PLEASE RETAIN THIS INFORMATION GUIDE

Application due to Illness/Misadventure

Section A

To be completed by the Student

Family name	First name	Date of Application

Closing Dates

- **Practical examinations:** Three days after the examination or submission date.
- **Assessment tasks:** Three days after the due date or submission date.
- **Written examinations:** Within three days of the student's last examination.
- **Application for extension:** As soon as possible but no less than 3 days prior to the assessment due date. ***Draft works will be required to be submitted on the original due date of the assessment task.***

IMPORTANT: Only list the Course that you are applying for

Course (Please include specific component and/or item affected e.g., drama group performance, Music 1 elective 3.)	Examination date or Submission date	Did you receive disability provisions for this course

Have you lodged a separate Illness/Misadventure form for any other examination or assessment task?

YES / NO

If YES, which examination(s)/assessment task?

Student Declaration

- I have carefully read the Information Guide for Students, detailing Illness/Misadventure applications and the instructions on this form. I have completed each item on the checklist.
- I consider that my examination or assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination(s), as set out above and in Section A of this form.
- I declare that all the information I have supplied is true.
- I give permission for a medical practitioner appointed by Toormina High School or its officers, to obtain further details from any person who has provided evidence in Sections C1 and/or C2, if applicable and considered necessary by Toormina High School.

Student Signature:
(Student must sign unless incapacitated)

Date:

This application must be lodged by the student unless incapacitated. If the application is lodged on behalf of the student, please complete the below:

Name of person lodging application (Please print):	Reason the student is not lodging the application:
Signature:	Contact number:

I am applying for:

- Illness or misadventure leading up to or during an examination
- Illness or misadventure leading up to or during an in-class assessment task
- Illness or misadventure leading up to or during a take-home assessment task
- Extension of time for a take-home assessment task
- Other:

Date	Examination or assessment task	Details of Effect on Performance	Attendance
	One paper only per application	Use a new form for EACH written examination session or practical examination session or assessment task in which you are applying. Describe how illness or unforeseen misadventure affected your performance or prevented your attendance. Give details of any action you took to report this.	Did you attend the examination or submit the task? YES/NO

The student needs to complete Section C and submit the application to the office.

Section B

To be completed by the Class/Supervising Teacher (if required by the principal)

- **Written examination:** to be completed by the Supervising Teacher
- **Practical submissions:** to be completed by the Class Teacher
- **Performance/Speaking examinations:** to be completed by the Class Teacher
- **In-class assessment task:** to be completed by the Supervising Teacher

Name:		Signature:	
School Name:		Position:	
Contact number:		Date:	

Please attach a separate sheet if you wish to make further comments that might assist in the consideration of the application.

Examination or Assessment Task	Record fully your observations of distress or disadvantage suffered by the student. It is most important that this section is completed for EVERY examination or assessment task in which the student has applied.	Did the student report illness or misadventure? YES/NO	Estimate of total time lost during examination or task (hrs/mins).

Section C

To be completed by:

- Independent evidence of illness – complete Section C1.
- Independent evidence of misadventure – complete Section C2.

Please Note: The person completing Section C1 or C2 must NOT be related to the student.

Toormina High School advises that students should attend examinations unless it is considered detrimental to their health. Students who are unwell or experience misadventure are advised to seek independent medical advice either immediately before or after each examination. **A note from the parent is NOT acceptable.**

The student has agreed in writing to a medical practitioner appointed by Toormina High School, obtaining further information relating to the student's application from anyone completing Section C1 or C2.

Section C1 Independent evidence of illness: to be completed by a medical practitioner. Please note that any fee for providing this report is the responsibility of the student.

Diagnosis of medical condition:		Date of onset of illness:	
Date(s) and time(s) of all consultations/meetings relating to this illness:			
<p>Please describe how the student's condition/symptoms could affect their examination or assessment task performance. (If the student was unable to attend an examination or submit an assessment task on time it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)</p>			
<p>Any other comments or information which may assist in the assessment of the student's application. (If there is not enough space, please attach additional sheet(s).)</p>			
Name:	Profession:	Place of work:	
Telephone:	Signature:	Date:	

Section C2

Independent evidence of misadventure: to be completed by a relevant person such as a police officer **(This DOES NOT INCLUDE A PARENT)**

Description of Event:

Date of misadventure		Are you known to the student?	YES / NO
Were you a witness to the event?	YES / NO	If NO, how did you obtain the evidence you are providing	
Name:		Profession:	Place of work:
Telephone:		Signature:	Date:

SAMPLE

Section D

To be completed by the Principal

- Ensure that the student has been given the acknowledgement slip at the bottom of this page.
- Complete Section D of this form. Identify any students from your school where the basis of the application is of a related nature (e.g., motor vehicle accident on the way to an examination).
- Photocopy Sections A, B, C and D and any attachments for your records.

Principal's Statement (Must be completed by the Principal)

Comments on this application

This statement should relate directly to the genuineness of the application, and should include a recommendation based on the information available to the school.

SAMPLE

Name (Print)		School	
Signature		Date	

Section E - Outcome

To be completed by the Principal

Approved/Not Approved (circle one)

Reason for decision:

Section F – Penalty/Penalties to be Applied

To be completed by the Principal

	No marks to be awarded – N-Award Warning letter to be issued
	Sit or submit the task without penalty
	Complete an alternate task
	Task to be submitted with penalty – Indicate the Penalty applied:
	No extension granted
	Estimate to be given (only to be used in extraordinary circumstances)
	Approved extension without penalty – indicate new due date:

Note: Student to receive a copy of Section E and Section F once determination has been made.

Illness/Misadventure Application Acknowledgement

To be completed by Principal or Delegate and retained by the student

Student's Name	
I acknowledge receipt of your Examination Illness/Misadventure application	
Name (Print)	
Signature	



7th Edition

Avoiding Plagiarism Guide

There are two common types of plagiarism: (a) improper use of someone else's **words** and (b) improper use of someone else's **ideas**. Both forms of plagiarism involve using someone else's words or ideas **without appropriately acknowledging the author or source**.

Word plagiarism occurs when you use another author's exact words or phrases without quotation marks.

- Whenever possible, [paraphrase sources](#) in your own words rather than directly quoting them. Paraphrasing helps you to synthesize ideas and integrate them into the context of your paper.
- Use [direct quotes](#) sparingly and only when it is important to reproduce both what was said and how it was said.
- If you use an author's words directly, even your own words from a previous paper, you must use quotation marks (in addition to an in-text citation) to let readers know that these are not your original words.
- The most blatant form of word plagiarism occurs when students copy an author's exact words and knowingly do not use quotation marks or include an in-text citation.
- A more common type of word plagiarism is when students think they can use an author's exact (or very similar words) and include only an in-text citation. (The citation gives the author credit for the ideas, but the quotation marks give the author

credit for the wording of the idea.) If you use an author's exact words, quotation marks and location information must accompany the in-text citation.

- Another common type of word plagiarism occurs when students mistakenly think they have paraphrased an author's words because they added or removed a few words or replaced some of the words with synonyms. This is called [patchwriting](#). If your wording has a similar sentence structure and uses the same words and phrases of the original author, you are patchwriting. (See the example next.) Paraphrase the idea in your own words instead.

Example passage from Ward et al. (2006): Findings indicate that media content is not uniformly negative. Information about sexual health, risks, and thoughtful decision-making is sometimes present.

Plagiarized (patchwritten) example: According to Ward et al. (2006), media content is not all negative, and information is sometimes present concerning sexual health, risks, and thoughtful decision-making.

Avoiding Plagiarism

Avoiding Word Plagiarism

- It is important to paraphrase other authors' works in your own words.
- When reading a description of an idea or study, it can be hard to represent that idea or finding as clearly and succinctly as the author did without plagiarizing. The easiest way to avoid repeating sentence structure or lifting phrases is to read a section of a work, and then put the work down and write notes in your own words.
- As a general rule, paraphrase when taking notes on a source. Do not write the author's words verbatim without putting them in quotation marks and including the source location in your notes.
- Always attribute every idea, fact, or finding you put in your paper when you write it.

Idea plagiarism occurs when you present an idea from another source without citing the author and year.

- Any time you write about a concept or idea in a paper without including an in-text citation (or clearly linking it to a previous sentence containing an in-text citation), you are claiming the idea as your own (if it is not, that is plagiarism). For examples, see Sections 8.1 and 8.24 in the seventh edition *Publication Manual* on [appropriate level of citation](#) and long paraphrases.
- The most blatant form of idea plagiarism occurs when students see a good argument or idea in a paper and then represent that argument or idea as their own.
- A more common form of idea plagiarism is when students cite a source incorrectly because they do not follow proper in-text citation guidelines, as described in Chapter 8 of the *Publication Manual*.

For example, they may write a whole paragraph about a study and then cite the study's author and year in the last sentence in parentheses, thinking that citation covers the previous sentences. Instead, the in-text citation should appear at the beginning of the paraphrased passage, to establish its origin at the outset.

- Another common form of idea plagiarism is when students remember a fact they learned in class and put it in their paper without citing it or when they write about a fact they heard somewhere and mistakenly assume it is common knowledge.

Avoiding Idea Plagiarism

- To avoid idea plagiarism, use (a) signal phrases (e.g., "I believe that") to designate your own idea, or (b) include an in-text citation to a source to signal someone else's idea.
- Most important, always search the literature to find a source for any ideas, facts, or findings that you put in your paper.
- See Chapter 8 of the *Publication Manual* and the [In-Text Citations](#) and [Instructional Aids](#) pages of the APA Style website for more information on creating in-text citations, integrating source material, and paraphrasing and quoting from a work.



More information on avoiding plagiarism and self-plagiarism can be found in Sections 8.2 and 8.3 of both the *Publication Manual of the American Psychological Association* (7th ed.) and the *Concise Guide to APA Style* (7th ed.).

SOURCE: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

CREDIT: TRACI GIULIANO, SOUTHWESTERN UNIVERSITY

Last updated 11/15/2021



7th Edition

APA Style Tip Sheet

When learning APA Style, it can be helpful to refer to a tip sheet. For example, this tip sheet contains tips about paper format, inclusive language, and references. We recommend creating your own tip sheet according to your writing needs.

Paper Format Tips

- Use default font and margin settings.
- Double-space text.
- Place page number at top right of every page.
- Include paper sections of title page, text, and reference list, at minimum.
- Follow the [student paper heading levels template](#) to format headings properly.
- Use the [student paper checklist](#) to check your work.

Inclusive Language Tips

- Use language that treats people with dignity and respect.
- Choose words that are appropriately specific (e.g., avoid “we” to refer to people in general).
- Call people what they call themselves.
- Consult [bias-free language guidelines](#) and [inclusive language guide](#) for information on topics such as age, disability, gender, race and ethnicity, sexual orientation, and socioeconomic status.

Reference Tips

- Add references and citations to your paper as you write to avoid plagiarism.
- Follow [reference examples](#) (especially [common reference types](#)).
- Ensure in-text citations include the author and year.
- Check that in-text citations have references and that references are cited in text.
- Alphabetize references in the reference list by the surname of the first author.
- Use a 0.5-in. hanging indent for references.
- Double-space references.

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Last updated May 4, 2023

More information on APA Style can be found in the [Publication Manual of the American Psychological Association \(7th ed.\)](#) and the [Concise Guide to APA Style \(7th ed.\)](#).

CITE THIS HANDOUT:

American Psychological Association. (2023). *APA Style tip sheet*. <https://apastyle.apa.org/instructional-aids/APA-Style-tip-sheet.pdf>



7th edition

Common Reference Examples Guide

This guide contains examples of common types of APA Style references. Section numbers indicate where to find the examples in the *Publication Manual of the American Psychological Association* (7th ed.).

More information on references and reference examples are in Chapters 9 and 10 of the *Publication Manual* as well as the *Concise Guide to APA Style* (7th ed.). Also see the [Reference Examples](#) pages on the APA Style website.

Journal Article (Section 10.1)

Edwards, A. A., Steacy, L. M., Siegelman, N., Rigobon, V. M., Kearns, D. M., Rueckl, J. G., & Compton, D. L. (2022). Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance. *Journal of Educational Psychology*, 114(6), 1242–1256. <https://doi.org/10.1037/edu0000696>

Online Magazine Article (Section 10.1)

Thomson, J. (2022, September 8). Massive, strange white structures appear on Utah's Great Salt Lake. *Newsweek*. <https://www.newsweek.com/mysterious-mounds-great-salt-lake-utah-explained-mirabilite-1741151>

Print Magazine Article (Section 10.1)

Nicholl, K. (2020, May). A royal spark. *Vanity Fair*, 62(5), 56–65, 100.

Online Newspaper Article (Section 10.1)

Bernstein, J. (2024, June 3). The man who couldn't stop going to college. *The New York Times*. <https://www.nytimes.com/2024/06/03/magazine/benjamin-bolger-college-harvard-yale.html>

Print Newspaper Article (Section 10.1)

Reynolds, G. (2019, April 9). Different strokes for athletic hearts. *The New York Times*, D4.

Reference examples

Blog Post (Section 10.1)

Rutledge, P. (2024, April 23). Are tweens too young for digital literacy? *Dr. Pam: Living With Media*. <https://www.pamelarutledge.com/are-tweens-too-young-for-digital-literacy/>

Authored Book (Section 10.2)

Kaufman, K. A., Glass, C. R., & Pineau, T. R. (2018). *Mindful sport performance enhancement: Mental training for athletes and coaches*. American Psychological Association. <https://doi.org/10.1037/0000048-000>

Edited Book Chapter (Section 10.3)

Zelege, W. A., Hughes, T. L., & Drozda, N. (2020). Home-school collaboration to promote mind-body health. In C. Maykel & M. A. Bray (Eds.), *Promoting mind-body health in schools: Interventions for mental health professionals* (pp. 11–26). American Psychological Association. <https://doi.org/10.1037/0000157-002>

Online Dictionary Entry (Section 10.3)

American Psychological Association. (2018). Internet addiction. In *APA dictionary of psychology*. <https://dictionary.apa.org/internet-addiction>

Report by a Group Author (Section 10.4)

World Health Organization. (2014). *Comprehensive implementation plan on maternal, infant and young child nutrition*. https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1

Report by Individual Authors (Section 10.4)

Winthrop, R., Ziegler, L., Handa, R., & Fakoya, F. (2019). *How playful learning can help leapfrog progress in education*. Center for Universal Education at Brookings. https://www.brookings.edu/wp-content/uploads/2019/04/how_playful_learning_can_help_leapfrog_progress_in_education.pdf

Press Release (Section 10.4)

American Psychological Association. (2024, April 11). *People who use willpower alone to achieve goals, resist temptation, deemed more trustworthy* [Press release]. <https://www.apa.org/news/press/releases/2024/04/people-who-use-willpower>

Conference Session (Section 10.5)

Davidson, R. J. (2019, August 8–11). *Well-being is a skill* [Conference session]. APA 2019 Convention, Chicago, IL, United States. https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/APA2019_Program_190708.pdf

Dissertation From a Database (Section 10.6)

Horvath-Plyman, M. (2018). *Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition* (Publication No. 10937367) [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global.

Reference examples

Preprint Article (Section 10.8)

Latimier, A., Peyre, H., & Ramus, F. (2020). *A meta-analytic review of the benefit of spacing out retrieval practice episodes on retention*. PsyArXiv. <https://psyarxiv.com/kzy7u/>

Data Set (Section 10.9)

O'Donohue, W. (2017). *Content analysis of undergraduate psychology textbooks (ICPSR 21600; Version V1)* [Data set]. Inter-university Consortium for Political and Social Research. <https://doi.org/10.3886/ICPSR36966.v1>

Film or Video (Section 10.12)

Docter, P., & Del Carmen, R. (Directors). (2015). *Inside out* [Film]. Walt Disney Pictures; Pixar Animation Studios.

TV Series Episode (Section 10.12)

Dippold, K. (Writer), & Trim, M. (Director). (2011, April 14). *Fancy party* (Season 3, Episode 9) [TV series episode]. In G. Daniels, H. Klein, D. Miner, & M. Schur (Executive Producers), *Parks and recreation*. Deedle-Dee Productions; Fremulon; 3 Arts Entertainment; Universal Media Studios.

Webinar (Section 10.12)

Lee, C., McAdoo, T., & Denneny, S. (2023). *APA Style seventh edition refresher for instructors* [Webinar]. American Psychological Association. <https://apastyle.apa.org/instructional-aids/tutorials-webinars>

YouTube Video (Section 10.12)

Above The Noise. (2017, October 18). *Can procrastination be a good thing?* [Video]. YouTube. <https://www.youtube.com/watch?v=FQMwmBNNOnQ>

Song or Track (Section 10.13)

Nirvana. (1991). *Smells like teen spirit* [Song]. On *Nevermind*. DGC.

Radio Broadcast (Section 10.13)

Hersher, R. (2020, March 19). *Spring starts today all over America, which is weird* [Radio broadcast]. NPR. <https://www.npr.org/2020/03/19/817237429/spring-starts-today-all-over-america-which-is-weird>

Podcast Episode (Section 10.13)

Santos, L. (Host). (n.d.) *Psychopaths and superheroes* (No. 1) [Audio podcast episode]. In *The happiness lab with Dr. Laurie Santos*. Pushkin Industries. <https://www.happinesslab.fm/season-2-episodes/episode-1>

Infographic (Section 10.14)

American Psychological Association. (n.d.). *Data sharing* [Infographic]. <https://www.apa.org/pubs/journals/data-sharing-infographic.pdf>

Reference examples

PowerPoint From a Classroom Website (Section 10.14)

Mack, R., & Spake, G. (2018). *Citing open source images and formatting references for presentations* [PowerPoint slides]. Canvas@FNU. <https://fnu.onelogin.com/login>

X Post (Section 10.15)

Obama, B. [@BarackObama]. (2024, May 17). *Today marks 70 years since the Supreme Court handed down its landmark decision in Brown v. Board of Education, outlawing* [Post]. X. <https://x.com/BarackObama/status/1791540592238874953>

Open Educational Resource (Section 10.16)

Fagan, J. (2024, February 7). *Nursing clinical brain*. OER Commons. Retrieved June 2, 2024, from <https://www.oercommons.org/authoring/53029-nursing-clinical-brain/view>

Webpage (Section 10.16)

Taras, Z. (2024, May 30). *Situational irony can be funny, tragic or even terrifying*. howstuffworks. <https://entertainment.howstuffworks.com/arts/literature/situational-irony.htm>

Webpage on a News Website (Section 10.16)

Volpe, A. (2024, June 3). *How the self-care industry made us so lonely*. Vox. <https://www.vox.com/even-better/350424/self-care-isolation-loneliness-epidemic>

Webpage With a Retrieval Date (Section 10.16)

Worldometer. (n.d.). *Current world population*. Retrieved June 27, 2024, from <https://www.worldometers.info/world-population/>



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Last updated June 27, 2024

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CITE THIS HANDOUT:

American Psychological Association. (2024). *APA Style common reference examples guide*. <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>

We thank Traci Giuliano, of Southwestern University, for providing the inspiration for this content.