



HSC Year 12 2022/23

**Assessment & Reporting
Procedures**

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YEAR 12 HSC COURSE 2022

Information for parents and students

What is assessment?

Assessment is the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Why have school-based assessment?

All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal (formative) assessment and formal (summative) assessment to provide information about student achievement of syllabus outcomes. Informal and formal assessment assists teachers to make judgements about student progress. A range of assessment activities and tasks provides opportunities for students to demonstrate achievement of syllabus outcomes in different ways.

How are students assessed?

Informal assessment

Teachers use informal assessment opportunities throughout the teaching and learning cycle to gather evidence about how students learn and what they know. Informal assessment includes activities undertaken and anecdotal evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment.

Formal assessment

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings.

How will these assessments be made?

Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to:

- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, logbooks, process diaries
- Class and/or cohort tests
- Compositions.

STAGE 6 - SCHOOL ASSESSMENT POLICY

Schedule of Assessment tasks

1.1 All students are provided with an assessment schedule booklet indicating the assessment week(s) for each HSC course.

1.2 Where there is a change to be made from the original assessment schedule, faculties will notify students in writing or through CANVAS classroom two weeks prior to the new task date.

1.3 A minimum of two weeks' notice will be given for all assessment tasks.

1.4

- Assessment notifications will be issued to students in class and will be made available on CANVAS Classroom from the date of issue.
- Students will acknowledge Assessment Issue – 'Comment' on CANVAS Classroom. Teachers will keep these records on file as the Assessment Register evidence.
- Students who are absent on the day will acknowledge the 'Assessment Issue' – 'Comment' through CANVAS on their first day of return to school. The original due date applies for all students.
- Students are expected to check CANVAS classrooms daily.

1.5 Assessment notifications will include weight value, date, time and submission details.

(ACE 8072)

1.6 Assessment tasks will be completed or submitted according to the assessment notification. Tasks completed after the date specified will be considered incomplete or late. This includes students who arrive late to school. Students are expected to arrive at school at the beginning of the school day and attend all set classes for the full day that an Assessment Task is due. A student who

attends only for the task itself OR just to submit the task may receive a zero mark and the N-determination process may be followed.

1.7 When completing a task on a computer, it is a student's responsibility to make sure there is more than one copy. All hand-in tasks must be submitted according to the assessment notification. The following reasons will generally NOT be accepted as an excuse for the late submission or non-submission of an assessment task:

- Technology malfunction, including lost storage devices
- Broken printers including a lack of ink
- Internet outages (except for emergency cases where proof can be provided), computer failure, data backup failure
- Problems with canvas classroom or email.

1.8 Students on school business when an assessment task is due, such as work placement or representative sport, will negotiate with the teacher/ Head of Department an alternate due date **at the time of issue**. Students on work placement must ensure a *Work Placement Notification* form is completed and signed at least two weeks prior to the start date. The student is responsible for approaching the teacher/ Head of Department to negotiate the alternate date. No extensions are provided for these cases.

1.9 Students who are absent on the due date will submit or complete the task on the first day of return to school. If the student is absent for a practical task, they will negotiate with the teacher/ Head of Department on the day of return to school, the most appropriate date to complete the task. It is the student's responsibility to see the teacher/Head of Department on the day of return. Students will be required to follow the Illness/Misadventure process (**see assessment forms section**), or the N-determination process will be followed.

1.10 Where a task has been identified invalid or unreliable (**ACE 8072**) a panel will be formed to review the task and determine an outcome. The panel will be formed by the Faculty Head of Department and will generally include the following members:

- Deputy Head of Senior School
- Head of Senior School
- Head of Department of relevant faculty
- Head of Departments
- The make-up of the panel is open to change to allow for the availability of staff

Decisions may include:

- Adjusting the task and re-issue with at least two weeks' notice
- Issue an alternate task with at least two weeks' notice
- Disregard the task and re-weight remaining tasks
- The Head of Senior School (or delegate) is the final arbitrator. Students and parents/guardians will be notified in writing of the outcome.

1.11 Unfair Advantage in Assessment

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

- For a student to absent themselves from any lessons or normal school routine on a day that an assessment task is scheduled, or a hand-in task is due.
- For a student to absent themselves from any lessons within one day prior to a scheduled assessment task without a doctor's certificate.
- Arriving late to school on the day of a scheduled assessment task or hand-in task.
- If it is deemed that a student has gained an unfair advantage, a zero mark may be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head of Department within two school days of the decision being taken (see Procedures for an Assessment Appeal, and Assessment Task Appeal Application Form).

1.12 Marks and rankings for individual assessment tasks will be provided as they are marked.

1.13 Students will NOT be provided with their final school assessment mark that will be submitted to NESA because NESA will moderate these marks and align them to achievement standards. Students will instead receive a report showing their 'rank' (position in their school group) in each course, based on their school assessment mark. **(Calculating school assessment marks – NESA -**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/school-assessment>)

1.14 Satisfactory completion of school-based examinations

Trial examinations form one part of school-based assessment. Students are required to attend and to make a serious attempt on all examinations. Rules and procedures will be issued to students prior to the examination period. The N-determination process will be followed if students are absent from examinations without a valid reason, or if any rules are breached. Where possible, students who are absent from a scheduled examination will be required to decide with the teacher/Head of Department to sit the missed exam at an agreed time during the examination period.

Satisfactory Completion of Courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by NESAs
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes.

Students must satisfactorily complete the Year 11 requirements of a course to be eligible to proceed into the HSC component in Year 12. Where a student is at risk of a non-completion determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given. Students whose **attendance** is poor may not satisfy course completion criteria. The Head of Senior School is the final arbitrator on any matters that arise regarding the final HSC assessments.

2. Failure to complete or submit an assessment task: non-completion ('N') determinations

2.1 Students who fail to complete or submit an assessment task on the due date and time specified on the assessment notification, will receive a zero mark. The zero mark will be recorded unless the student has a valid reason (e.g., illness or endorsed leave). **(ACE 8078)** Where the reason is not valid, the N-determination process will be followed.

2.2 Where the student has a valid reason, they will be required to submit an *Illness/Misadventure* form on the first day of their return to school **(see assessment forms section)**. The Head of Department will consider the student's reason and determine if an extension of time is to be granted or if the student is to complete a substitute task. **(ACE 8078)**

2.3 In exceptional circumstances (eg where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Head of Senior School may authorise the use of an estimate based on other appropriate evidence. **(ACE 8078)**

2.4 Teachers, in consultation with their Head of Department, will use their professional judgement to determine if a student's attempt at an assessment task is a genuine one. **(ACE 8078)** This may include a non-attempt (e.g., where a student was present, however, did not attempt any part of the task) or a non-serious attempt (e.g., student responding to multiple choice questions only in an examination) Where a student is determined to have not made a genuine attempt at an assessment task, the N-determination process will be followed.

2.5 Other circumstances where a zero mark may be received include:

- Students who complete assessment tasks or study for assessment tasks during other classes on the due date may receive a zero mark
- Students who are found guilty of malpractice
- Students who are absent the day before the due date of an assessment task, without a valid reason. This includes the day before an examination
- Students who submit the assessment task later to what is specified on the assessment notification.

2.6 Students/ parents will be notified in writing when receiving a zero mark.

2.7 If a piece of work is incomplete at the time of submission, it should be submitted as is, and the student will be given a mark based on what has been completed.

2.8 A student who does not comply with the assessment requirements and receives a non-completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course. **(ACE 8073)**

3 Absent for an assessment task: Illness or Misadventure

3.1 The illness or misadventure process assists students who:

- Are absent from an assessment task due to illness or unforeseen misadventure, or
- Consider that their performance in an examination/assessment has been affected by illness or misadventure immediately before or during the task.

3.2 If a student is absent for a task due to illness, they must print an '*Illness/Misadventure*' form located in this Student Handbook Assessment forms section and also found on the school website. They are required to see the Head of Department of the subject that allocated the assessment task, on the first day they return to school and hand in a completed *Illness/Misadventure* form. Reasons for the absence must be stated, all relevant sections completed, and appropriate documentation attached to the form, eg medical certificate.

3.3 Where a student is absent for more than the day of the task they must have documentation explaining the entire period of absence.

3.4 If a student is absent from a task for non-medical reasons, a satisfactory explanation in writing must be provided on an *Illness/Misadventure* form and submitted to the Head of Department of the faculty that allocated the assessment task, on the first day they return to school. Unless the Head of Senior School has approved the leave, a zero mark may be awarded in such circumstances and the N-determination process will be followed. Travel leave is not permitted for students completing stage 6 studies.

3.5 Students will be required to complete or submit the assessment task on the first day they return to school. The Head of Department, in consultation with the Deputy Head of Senior School (or delegate), will determine the outcome of the *Illness/Misadventure* application. **(see Assessment forms section)**

3.6 Copies of all completed *Illness/Misadventure* forms must be given to the supervising Head of Department, and copies to the Deputy Head of Senior School and the Head of Senior School.

3.7 Outcome of Illness/Misadventure

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

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

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

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

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

In all cases, any student wishing to appeal this decision must do so in writing to the Head of Department (see Procedures for an Assessment Appeal Application).

3.8 Absence Due to Suspension

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will NOT be entitled to apply for an

extension or assessment reschedule. At the time of suspension, the Year Advisor will notify the relevant Faculty Head of Department of the student's suspension. The following procedures will then apply:

- Hand-in assessment tasks – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
- In-class assessment tasks – the relevant Faculty Head of Department will reschedule an alternative date for the task, which will be communicated to the student and parent/carer via the class teacher.
- Examinations – the Head of Department will arrange for the student to sit the examination at the scheduled time in an alternative school-based location, which will be communicated to the student, parent/caregiver and class teacher.
- The consequences of not following these procedures may result in a zero mark being awarded.

4 Satisfactory Completion of Year 11 and Year 12 Courses

4.1 A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- followed the course developed/endorsed by NESAs
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- achieved some or all of the course outcomes. **(ACE 8019/8023)**

4.2 Satisfactory completion of the Year 11 course is a prerequisite for entry into an HSC course. **(ACE 8023)** Students who have not satisfactorily completed a Year 11 course and have received a non-completion determination may not proceed to Year 12. The Head of Senior School is the final arbitrator. **(ACE 8024)**

4.3 No new enrolments in HSC courses may occur after 30 June in the Higher School Certificate examination year. Students wanting to withdraw from or change courses will be required to complete the 'Student Request for Subject Change' form within two weeks of courses commencing. The Head of Senior School (or delegate) will make the final decision about changes to courses. **(ACE 8068)**

4.4 Students must make a genuine attempt to complete the course requirements. In addition to set coursework, the minimum requirement is that the student must make a genuine attempt at

assessment tasks that contribute in excess of 50 percent of available marks in the course. **(ACE 8073, ACE 8020)** If the teacher determines a student has not made a genuine or serious attempt to complete the requirements, the N-determination process will be followed. **(ACE8026)**

4.5 While poor attendance alone does not result in a non-completion determination, teachers may determine that as a result of absence, the course completion criteria has not been met. In this instance, the N-determination process will be followed. **(ACE8021)**

4.6 The school will warn the student and advise their parents in writing that they are at risk of a non-completion determination. The warning letter will advise the student and their parent of the tasks or actions to be undertaken in time for the problem to be corrected. The parent will be required to return a written acknowledgement of the warning. If the issue has not been corrected by the pre-determined due date, a follow-up warning letter will be issued. **(ACE 8022)** A minimum of two warning letters will be issued for each task or issue the student is required to correct.

4.7 Students who have been issued with two warning letters for any task will be required to attend the N-Determination Mentor Support Program (NDMSP). The program will provide students with the opportunity and support to resolve N-warnings and will be monitored and supervised by the Head of Department. Students and parents will be advised in writing of the NDMSP.

4.8 Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Head of Senior School will then issue a non-completion determination and advise NESA via Schools Online. **(ACE 8022)**

5. Malpractice in assessment tasks

Malpractice is dishonest behaviour by a student which provides an unfair advantage over other students. Before a student is enrolled into Year 11 (Preliminary HSC) courses, they must undertake a program titled '*All My Own Work*'. This course deals with matters of malpractice and other cheating in Assessment Tasks.

A zero mark will be recorded for malpractice in class-tasks and submitted tasks which are Assessment Tasks. Examples of malpractice in Assessment Tasks include:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs, or the internet without

reference to the source

- building on the ideas of another person without reference to the source
- buying, stealing, or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach, or subject expert, has contributed substantially
- using words, ideas, designs, or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice. **(ACE 9023)**

5.1 In the case of suspected malpractice, an investigation by the Head of Department may take place. The student will be required to provide evidence of their honesty and integrity.

5.2 Malpractice in a Test or Examination

A zero mark will be recorded for malpractice in tests or examinations which are Assessment Tasks. Malpractice in a test or examination is defined as failure to comply with examination requirements, including:

- Failure to follow a teacher or supervisor's instructions
- Communicating with other students during the test or examination
- Disturbing the work of other students or the test or examination itself
- Cheating by reference to other's work or to prepared work brought into the test or examination
- Taking unauthorised equipment, devices or materials into a test or examination room.

5.3 Schools are required to maintain a register of all instances where a student is found to have engaged in malpractice in a school-based assessment task. These instances of malpractice will be reported to NESAs via the *Register of Malpractice in HSC Assessment Tasks*.

6. Appeals Process

A student has the right to appeal the decision of an assessment task that is related to process only and not about individual marking or subject-based issues. Before appealing, a student should be familiar with the contents of this Assessment Policy, as rulings by the Appeals Committee will be decided based on:

- The contents of this policy or

- Where the policy is not explicit, a reasonable interpretation of this policy or
- Where the policy does not address the concern, a reading of the intent of the policy.

6.1 How to Appeal

A student will first raise any concerns with the application of this policy to their classroom teacher. If concerns are not addressed to the satisfaction of the student, the student will speak to the Head of Department about the concern. If concerns are still not addressed to the satisfaction of the student, the students may elect to appeal the decision or handling of the concern to the Appeals Committee. This appeal will initially be made to the Head of Department, who will form the Appeals Committee if required.

All appeals related to HSC Assessment Rankings should be directed with urgency to the Head of Department of the course concerned and this appeal should be escalated to the Head of Senior School immediately.

6.3 The Appeals Committee

An Appeals committee will be formed to hear an appeal by a student. This committee will be formed by the Faculty Head of Department and will generally include the following members:

- Head of Department of the relevant faculty
- Deputy Head of Senior School and Head of Senior School (for Assessment Ranking and HSC matters only)
- The make-up of the Appeals Committee is open to change to allow for the availability of staff to sit on the committee.

6.4 Timing of Appeals

All discussions or appeals will occur within the following timeframes:

- Discussion with a teacher about an assessment task – within the timeframe of the lesson

Non-Completion of coursework and Assessment N- Warning Flowchart

Non-completion of course requirements	Non-completion of assessment tasks
<p>A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:</p> <ul style="list-style-type: none"> ● followed the course developed or endorsed by NESAs; and ● applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and ● achieved some or all of the course outcomes. <p>N-warnings issued for NOT making a 'genuine attempt' to fulfill 'course completion criteria'. Includes: coursework, homework, participation, practicals, VET work placement.</p>	<p>A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:</p> <ul style="list-style-type: none"> ● followed the course developed or endorsed by NESAs; and ● applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and ● achieved some or all of the course outcomes. <p>N-warnings issued for NOT making a 'genuine attempt' to fulfill 'course completion criteria'. Applies to all school-based assessment and includes malpractice.</p>

N-determination warning letter (N-warning) issued to students who have not complied with the requirements for satisfactory completion of a course Non-completion of assessment task and/or coursework



- Zero mark awarded
- Student will be given the opportunity to complete the task
- Illness/misadventure form submitted where applicable
- The N-determination process follows if a student does not complete the task or if adequate amount of classwork is not complete. Work should reflect diligent and sustained effort



1st warning letter issued

- Task name listed with description of work required
- Copy of the letter and assessment task/coursework issued to the student and a copy sent home
- Completion date set for 2 weeks from date of issue
- N-warning recorded on Sentral
- Head of Department issues letter and Deputy Head of Senior School notified via Sentral notifications



Student resolves N-warning (s)

Student does not complete the task



2nd warning letter issued

- Task name listed with description of work required
- Copy of the letter and assessment task/coursework issued to the student and parent via email and copy sent home
- Completion date set for 2 weeks from date of issue
- N-warning recorded on Sentral
- Head of Department issues letter and Deputy Head of Senior School notified via Sentral notifications
- Head of Department to contact parent



Student resolves N-warning (s)	Student does not complete the task ⇨	Student placed on NDMSP
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N-DETERMINATION WARNING LETTER ISSUED

- Head of Department
- N-warning with notification to parents
 - Issues N-determination letter including Support Program (NDMSP) notice - email to student/parent and copy sent home
 - Parent Acknowledgement slip to be returned by student (this is kept on record by Head of Department in case letter not returned).



N-determination Mentoring Support Program (MSP): Student attends the mentoring support program each week for two weeks



Student resolves N-warning (s)	Student fails to resolve N-warning(s) and /or fails to attend the NDMSP
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- No improvement - Student review meeting**
- Student meeting with Head of Department
 - Consequences of non-completion of N-warnings outlined (transition option, not proceeding to the following year, suspension/expulsion)



Student resolves N-warning (s)	Student continues fails to resolve N-warning(s) and /or fails to attend the NDMSP
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- No improvement - Student/parent review meeting**
- Student and parent meeting with Head of Department and Deputy Head of Senior School
 - Consequences of non-completion of N-warnings outlined (transition option, not proceeding to the following year, suspension/expulsion)
 - **N-warning monitoring documentation** prepared for N-determination via NESAs Schools Online



Student resolves N-warning (s)	N-determination meeting <ul style="list-style-type: none"> • Student and parent meeting with Head of Department and Deputy Head of Senior School • Head of Senior School determines eligibility for proceeding to the following year • Transition plan proposed • N-determination submitted to NESAs
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NESA N-determination appeal application	Letter 1 - Warning of Intention to Expel Issued by the Head of Senior School to students who are 17 years of age for 'unsatisfactory participation in learning'.
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Letter of expulsion considered

SENIOR STUDENT SUPPORT

The school provides support, advice, and strategies for our senior students. This is to assist all students to successfully complete both the Year 11 and Year 12 course requirements:

- Establishing a Senior school culture based on academic success.
- Providing Senior students with a smooth transition to post-school world.
- Recognising and respecting Senior students as young adults and leaders of the school.
- Providing ongoing progress monitoring to students and parents.
- Recognising and celebrating achievement in a structured adult way.
- Creating a welfare and discipline system for Seniors that is distinct from the junior school.
- Identifying students experiencing difficulties with Senior school and assisting them in seeking solutions.

The Senior Rights and Responsibilities (R & R) are a code of conduct outlining the student's rights and his/her responsibilities to ensure a learning environment that supports diligence and sustained effort.

Students who are in breach of the senior R & R and/or:

- A documented pattern of non-satisfactory completion*,
- Non-serious attempts to meet course objectives*, or
- Non-compliance with NESA requirements for the award of a higher school certificate*.

* as per the College discipline procedures student's suspensions and expulsion

Students may be required to attend an interview with the Deputy Head of Senior School and the Head of Senior School.

This may result in:

- Loss of senior privileges and/or
- Referral to support services (careers, counsellors, etc.)
- Suspension/expulsion from school (serious breaches)

SENIOR STUDENTS' AGREEMENT

Rights and Responsibilities

All senior students are expected to sign their rights and responsibility agreement as shown below:

I _____ Senior student enrolled at Bellfield College understand that my purpose for being at school is to achieve personal success.

Being a senior means enjoying the following rights, whilst accepting the following responsibilities.

Rights	Responsibilities
To learn in a safe environment	<ul style="list-style-type: none"> ▪ To act safely and encourage others to do so ▪ To respect the property of others and of the school
To be treated fairly and with respect	<ul style="list-style-type: none"> ▪ To treat others fairly and with respect
To be recognised and valued as an individual	<ul style="list-style-type: none"> ▪ To value and respect others' differences
To learn in an enjoyable environment	<ul style="list-style-type: none"> ▪ To come to school prepared and ready to learn ▪ To help others to learn ▪ To approach work in a positive way
To learn in a clean and healthy environment	<ul style="list-style-type: none"> ▪ To keep our school clean and help others to keep it clean ▪ To keep our school a smoke free zone
To have privileges which are not extended to junior students	<ul style="list-style-type: none"> ▪ To use senior privileges maturely and in keeping with the school's rules ▪ To act as positive role model for younger students
To be treated as a mature young adult	<ul style="list-style-type: none"> ▪ To conduct myself as a mature young adult ▪ To treat staff with the respect due to professional adults

<p>To achieve success and fulfill my academic potential</p>	<ul style="list-style-type: none"> ▪ To complete all classwork, homework and assessment tasks to the best of my ability ▪ To make a sustained and genuine effort in all set tasks and experiences in each course, provided by the school
<p>To ensure that our school has an excellent reputation in our community</p>	<ul style="list-style-type: none"> ▪ To speak positively about our school and be proud of it ▪ To wear the senior uniform everyday ▪ To follow the school's rules ▪ To behave in a way that enhances our school's excellent reputation ▪ To contribute and maintain a positive sense of school spirit

PRIVILEGES AND PROCEDURES

Privilege	Procedure
A distinctive Senior uniform	<ul style="list-style-type: none"> To be worn as per the school rules
Library and access to its resources is unlimited	<ul style="list-style-type: none"> Students must sign in when using the library during study periods Students must follow Library rules and any request of the Librarian
Access to homeroom strategies for health and well being	<ul style="list-style-type: none"> Students must be at school by 8.30am to start Period

The Senior Rights and Responsibilities / Privileges and Procedures are a code of conduct outlining the student's rights and his/her responsibilities to ensure a learning environment that supports diligence and sustained effort.

Students who are in breach of this agreement and / or display any of the following:

- A documented pattern of non-satisfactory completion
- Non-serious attempts to meet course objectives*, or
- Non-compliance with NESA requirements for the award of a Higher School Certificate
- breach any aspects of the College discipline procedures

will be required to attend a Review meeting with the Head of Senior School and Head of Department to discuss if the student will continue their senior studies at Bellfield College.

This may result in:

- Loss of Senior Student privileges and/or
- Referral to support services (eg. careers guidance, counsellor etc.)
- Suspension or expulsion from school

The school will provide every support to assist its senior students in reaching their potential. Our aim is to make their time at Bellfield College a positive, enjoyable and beneficial experience, whilst helping them to achieve personal success.

I accept the above agreement and understand the rights, responsibilities and privileges associated with being a Senior student at Bellfield College.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

KEY WORD DEFINITION

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about

Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

DEPARTMENT: HSIE
SUBJECT: BUSINESS STUDIES – 2022/2023 HSC Year 12



COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Research Task- Report	Research & Oral Presentation	Trial Examination	
	Term 1, Week 4	Term 2, Week 4	Term 3, Weeks 4-5	
	H1, H2, H7, H8, H9	H1, H3, H4, H5, H6, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Knowledge & understanding of course content	15	10	15	40
Stimulus Based Skills	5	5	10	20
Inquiry and Research	10	10		20
Communication of business information, ideas & issues in appropriate forms	5	10	5	20
TOTAL	35	35	30	100

DEPARTMENT HSIE
SUBJECT: MODERN HISTORY 2022/2023 HSC YEAR 12



COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Research and presentation Power and Authority in the Modern World 1919–1946	Historical analysis National Studies	Research Task	Trial Examination	
	Term 1, Week 3	Term 2, Week 3	Term 2 Week 9	Term 3, Weeks 4-5	
	Outcomes assessed MH12-3 MH12-4 MH12-6 MH12-7 MH12-9	Outcomes assessed MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	Outcomes assessed MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	Outcomes assessed MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	
Knowledge and understanding of course content	20			20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5		10	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	10		20
TOTAL	30	20	20	30	100

DEPARTMENT HSIE
SUBJECT: STUDIES OF RELIGION 2021/2022 HSC YEAR 12



COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Research Task Religion and Belief Systems in Australia post-1945 and Depth Study 1	Oral Presentation Religious Tradition Depth Study 2	Trials Examination Nature of Religion and Beliefs Depth Studies Religion and Peace	
	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 4-5	
	H1, H2, H4, H6	H1, H3, H5, H7, H8, H9	H2, H3, H6, H7, H8, H9	
Knowledge and understanding of course content	10	10	20	40
Source-based skills	5	10	5	20
Investigation and research	10	10		20
Communication of information, ideas and issues in appropriate forms	5	10	5	20
TOTAL	30	40	30	100

DEPARTMENT MATHEMATICS
SUBJECT: MATHEMATICS ADVANCED 2022/ 2023 HSC YEAR 12



Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Depth study Trigonometric Function	Project Calculus	Open-Ended Investigations	Trials Examination	
	Term 4, Week 9	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 4 -5	
	MA12-1, MA12-5, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7 MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7 MA12-9, MA12-10	
Understanding, fluency and communication	10	15	10	15	50
Problem Solving, reasoning and justification	10	15	10	15	50
TOTAL	20	30	20	30	100



DEPARTMENT MATHEMATICS
SUBJECT: MATHEMATICS STANDARD 2 2022/2023 HSC YEAR 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Algebra report	Financial Mathematics	Measurement research task	Yearly examination	
	Term 4, Week 6	Term 1, Week 5	Term 2, Week 7	Term 3, Weeks 4-5	
	MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	
Understanding, fluency and communication	10	10	15	15	50
Problem Solving, reasoning and justification	10	15	10	15	50
TOTAL	20	25	25	30	100



DEPARTMENT MATHEMATICS
SUBJECT: MATHEMATICS STANDARD 1 2022/2023 HSC YEAR 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Algebra report	Financial Mathematics	Measurement research task	Yearly examination	
	Term 4, Week 6	Term 1, Week 5	Term 2, Week 7	Term 3, Weeks 4-5	
	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	
Understanding, fluency and communication	10	10	15	15	50
Problem Solving, reasoning and justification	10	15	10	15	50
TOTAL	20	25	25	30	100

DEPARTMENT ELD
SUBJECT: ENGLISH STANDARD 2022/2023 HSC YEAR 12



Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Texts and Human Experiences Multimodal presentation with related material	Language, Identity and Culture Creative Writing and Reflection	The Craft of Writing Discursive Writing and Reflection	Trials Examination Common Module Module A Module B Module C	
	Term 1, Week 2	Term 2, Week 2	Term 2, Week 9	Term 3, Weeks 4-5	
	EN12-1, EN12-2, EN12-3, EN12-6, EN12-7	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	
Knowledge and Understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
TOTAL	30	20	20	30	100

DEPARTMENT ELD
SUBJECT: ENGLISH ADVANCED 2022/ 2023 HSC YEAR 12



Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Texts and Human Experiences Multimodal text using prescribed text and related material	Module A Textual Conversations Comparative Essay	Craft of Writing with reference to Module B Imaginative Task	Trial HSC Examination Common Module Module A Module B	
	Term 1, Week 2	Term 2, Week 2	Term 2, Week 9	Term 3, Weeks 4-5	
	EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
Knowledge and Understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
TOTAL	20	25	25	30	100

DEPARTMENT CREATIVE ARTS
SUBJECT: VISUAL ARTS 2023 HSC YEAR 12



Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<p style="text-align: center;">Essay Modernity links to contemporary art through the analysis of the Visual Arts Frames and the Conceptual Framework</p>	<p style="text-align: center;">Body of Work Visual Arts Process Diary</p>	<p style="text-align: center;">Finalising of the Body of Work</p>	<p style="text-align: center;">Trials Examination</p>	
	Term 4, Week 9	Term 1, Week 5	TBC in 2022 by NESA	Term 3, Weeks 4 -5	
	H.7, H.8, H.9, H.10	H.1, H.2, H.3, H4, H.5, H.6	H.1, H.2, H.3, H4, H.5, H.6	H.7, H.8, H.9, H.10	
Art Making		10	40		50
Critical and Historical Study	20			30	50
TOTAL	20	10	40	30	100

DEPARTMENT S&T
SUBJECT: BIOLOGY 2021/2022 HSC YEAR 12



Component	Task 1	Task 2	Task 3	Weighting
	Module 5 – Heredity Modeling	Module 6 – Genetic Change Depth Study Report	Module 5-8 Trials Examination	
	Term 2, Week 5	Term 2, Week 9	Term 3, Weeks 4-5	
	BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7, BIO 12-12	BIO 11/12-1, BIO 11/12-3, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7, BIO 12-13	All Outcomes Modules 5, 6 & 7	
Knowledge and Understanding of course content	10	10	20	40
Skills in working scientifically	20	30	10	60
TOTAL	30	40	30	100

DEPARTMENT PDHPE
SUBJECT: PERSONAL DEVELOPMENT HEALTH PHYSICAL EDUCATION 2022/2023 HSC YEAR 12



Component	Task 1	Task 2	Task 3	Weighting
	Option 3- Sports Medicine Practical Presentation	Core 1- Health Priorities in Australia Research task	Trial Examination	
	Term 4, Week 8-9	Term 1, Week 9	Term 3, Weeks 4-5	
	H8, H13, H16, H17	H1, H2, H3, H4, H5, H6, H14, H15, H16	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H14, H15, H16, H17,	
Knowledge and understanding of course content	20	10	10	40
Skills in critical thinking, research, analysis and communicating	20	20	20	60
TOTAL	40	30	30	100

Bellfield College

Assessment Task – Cover Sheet



Students need to complete and attach this cover sheet to every assessment task that is submitted

Student name:	Year:
Subject:	Teacher:
Assessment task:	Date submitted:

Student Statement

I _____ (your name in block letters) declare that this is work is my own and that any quotations, information, or works have been properly acknowledged and cited in the bibliography or as footnotes.

I understand that any work suspected of plagiarism will be placed under review and a zero-mark awarded if found to be plagiarised.

I have read and understood the school assessment procedures.

Any dispute in marks must be taken to the classroom teacher who will then take the question in dispute to the Senior School Coordinator.

Student signature: Date:

Warning

Students are required to keep a hard copy of this assessment task in case of any unforeseen accident to original submissions.

Please complete and retain the following receipt as evidence of submission of task.

Student name:	Teacher name:
Subject:	Task:
Date:	Teacher signature:

Bellfield College Assessment Task



Extension Request

To be completed by the student and submitted to the subject teacher at least two days before the task is due. This form must be approved by the Head of Department.

Do not assume approval.

Student's name: _____ Year: _____

Subject: _____

Subject teacher: _____

Due date: ____/____/____

Nature of task: _____

Weighting: _____%

Reason why you feel it is necessary to request an extension:

Parent/Guardian signature: _____ Date: ____/____/____

Subject Teacher comments:

Subject Teacher signature: _____ Date: ____/____/____

To be completed by the Head of Department

Has approval been granted? YES/NO

If yes, the new extension date is: ____/____/____

If no, the reason for rejecting this application is:

Head of Department signature: _____ Date: ____/____/____

Deputy Head of Senior School signature: _____ Date: ____/____/____

Bellfield College Assessment Task



Late Submission

Student Name:	Year:
Subject:	Teacher:
Assessment Task:	
Date Submitted:	Due Date:
Date/s of absence:	Total day/s:
Reason for absence on day of task:	
Note: Appropriate evidence must accompany this application. (e.g. Doctor Certificate)	
Student signature:	Parent signature:

LATE TASK RECEIPT

Please complete and retain the following receipt as evidence of submission of task.

Student name:	Teacher name:
Subject:	Task:
Due date:	Date submitted:
Penalty:	Teacher signature:

Head of Department Signature: _____ Date: ____/____/____

Deputy Head of Senior School signature: _____ Date: ____/____/____

Bellfield College



Subject & Level Alteration

To be completed by the student and submitted to the Head of Department

Student's name: _____ Year: _____

Alteration Request:

I wish to change from _____ (Current subject)

to _____ (Desired subject/level).

Reason: _____

Student's signature: _____ Parent's signature: _____

Existing Teacher

Comments: _____

Signature: _____ Date: ____/____/____

New Subject Teacher:

Comments: _____

Signature: _____ Date: ____/____/____

To be completed by Head of Department

NESA requirements met for Preliminary and HSC if request is granted? YES/NO

Comments: _____

Has approval been granted? YES/NO

Schools online updated? YES/NO

Student database updated? YES/NO

Head of Department signature _____ Date: ____/____/____

Deputy Head of Senior School signature: _____ Date: ____/____/____

Head of Senior School signature: _____ Date: ____/____/____

Bellfield College

Assessment Appeal



Student Name:	Year:
Subject:	Teacher:
Assessment Task:	Date Submitted:
Date of Appeal:	

Reason for appeal

- The marks awarded with reference to the published marking criteria or rubric.
- The administration of the task. Such as, inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorized time extension.
- Whether the task conforms to the school's assessment policy as described in this assessment handbook. Such as, failing to notify that a task is assessable or not including a notified task in the assessment marks.

Please explain your reasons for the appeal

To be completed by Appeal Panel Members

Decision and Reason

Panel Members signature: _____

2023 Illness/Misadventure – Student Information Guide and Declaration

This form must be completed by the student who is applying for Illness/ Misadventure. Please note:

- Students should endeavour to complete the task or sit for an examination on the prescribed date whenever possible. Students should not assume that an Illness or Misadventure appeal will be upheld by the school.
- If you are able to attend for the assessment task but feel that your performance has been affected through illness or misadventure, you must inform your class teacher (or the person supervising the task) prior to the commencement of the task. For a hand-in task, tell the person collecting the task.
- If you are not able to attend school on the day the task is due for completion, you should phone the school office on 9606 2666 and ask the Office Staff to inform your class teacher and faculty Head of Department of your absence.
- It is the student's responsibility to print the *Illness/Misadventure* form from the Assessment Booklet and ensure all relevant sections of this form are to be completed and signed by the Faculty Head of Department and Deputy Head of Senior School.
- This form is to be completed and returned to the Head of Senior School on the first day that you return to school. In the case of illness appeals, information in section C2 and your medical certificate must cover absences up to the day you return to school. Students should refer to the Assessment Policy contained in the Assessment Booklet for further information regarding Illness or Misadventure appeals.

Student declaration

I, _____

Student Number: _____

request that Bellfield College consider my application for Illness Misadventure.

I consider that my assessment task was affected by illness or unforeseen misadventure which occurred immediately before or during the assessment(s). I declare that all the information that I have supplied is true. I give permission for school personnel to obtain further details from any person who has provided evidence in Sections C1 and/or C2, if applicable and considered necessary by the school.

Student's signature: _____

Student's contact number: _____

Date: _____

Parent name: _____

Parent signature: _____

Application Checklist

- You have correctly recorded your student number
- You have completed section A
- You have had sections B completed by the class Teacher/Head of Department
- You have had sections C1 and/or C2 completed and/or attached the relevant documents
- You have signed the student declaration form
- You have submitted the form to the Head of Department of the faculty for consideration
- You have submitted the form to the Deputy Head of Senior School for review
- You have submitted the form to the Head of Senior School for approval or decline

Illness/Misadventure – Section A

Section A – to be completed by the student			
Student name		Student number	
Date	Course name and Assessment	Class teacher	Did you attend the assessment task? Yes or No Name of person informed:
Details of Effect on Performance or absence Describe how illness or unforeseen misadventure affected your performance in this task or prevented you from attending this task.			
Student signature			Date

Illness/Misadventure - Section B

Assessment task – to be completed by the class teacher/Head of Department Formal written examination – to be completed by the examination supervisor (where possible)			
Student name		Student number	
Name		Signature	
Faculty		Position	
Course		Date	
Please attach a separate sheet if you wish to make further comments that might assist in the consideration of the application.			
Assessment	Record in detail your observations of distress or disadvantage suffered by the student.	Did the student report illness or misadventure? YES/NO	

Illness/Misadventure – Section C: Independent Evidence

III Complete section C1 for Illness and/or section C2 for Misadventure

Section C1 – Independent evidence of illness: to be completed by a medical practitioner.

The person completing Section C1 must NOT be related to the student.

Students should attend assessments 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 the assessment.

The student has agreed in writing to school personnel, obtaining further information relating to the student's application from anyone completing section C1.

Student's name		Student's number	
Diagnosis of medical condition		Date of onset of illness	
Date(s) and time(s) of all consultations/meetings relating to this illness:			
Please describe how the student's condition/symptoms could affect their assessment performance. (If the student was unable to attend an assessment, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)			
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).)			
Name:	Profession:	Place of work:	
Telephone:	Signature:	Date:	

Illness/Misadventure – Section C: Independent Evidence

Section C2 – Independent evidence of misadventure:
to be completed by a **relevant person** such as a police officer.

The person completing Section C2 must NOT be related to the student.

Students who experience misadventure are advised to obtain independent evidence either immediately before or after the assessment.

The student has agreed in writing to school personnel, obtaining further information relating to the student's application from anyone completing section C2.

Description of Event:

<div style="border: 1px solid black; min-height: 350px;"></div>					
Date of misadventure		Are you known to the student?	YES / NO	If YES, nature of relationship	
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:	

Illness/Misadventure – Section D

Head of Department recommendation, Deputy Head of Senior School review and Head of Senior School decision

Section D1 – to be completed by the faculty Head of Department			
Head of Department		Faculty	
Date and time received			
Head of Department			
Comments			
Head of Department signature		Date	
Deputy Head of Senior School signature		Date	

Section D2 – to be completed by the Head of Senior School			
Head of Senior School			
Date and time received			
Head of Senior School decision	Upheld Declined		
Resolution eg. alternate task, extended due date			
Head of Senior School signature		Date	

Completed form to the Head of Department