



GyMEA Technology
High School

INSPIRE. LEARN. SUCCEED.

Year 12 Assessment Guide

2026

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Summary of Assessment Policy

The HSC years of Year 11 and 12 - Assessment Overview

You must satisfactorily complete Year 11 before you can progress onto Year 12. The Principal needs to confirm you have met all course requirements which include:

- Follow the coursework
- apply yourself with diligence and sustained effort
- achieve course outcomes, and
- maintain strong attendance at school and in classes

To qualify for the HSC:

- Year 11: at least 12 units (6 Board-developed, 2 English).
- Year 12: at least 10 units (including 2 English).

Your final HSC mark is a combination of 50% school assessment and 50% HSC exam performance.

School Assessment Tasks

Your final assessment mark will be moderated by NESAs based on your HSC exam performance. As such, you will receive your final course rank, not your final raw mark.

- School Assessments are mandatory and contained in all courses.
- Each has assessment components and weightings that contribute to your overall assessment mark.
- You must make a strong effort across your assessments and use the assessment schedules, task notification and calendar to help you plan for your best in all assessments.
- You can see your assessment progress in your weekly progress summaries.

University

If you want to go to university, you will need to qualify for an ATAR sitting HSC examinations for 10 units of study. This is equivalent to five 2-unit courses that must include English.

Vocational courses

Hospitality is a VET course.

In addition to the expectations of course completion common for all courses, in hospitality you also need to complete two mandatory workplacements.

The course work is competency based and is delivered as clusters. These need to be completed as you go and satisfactorily to meet course requirements and to gain vet qualifications.

Disability Provisions

Students may apply to NESAs to approve HSC disability provisions if they have a special need which would, in a normal examination situation, prevent him or her from

reading and interpreting the examination questions and/or communicating his/her responses.

When you are sick or something impacts your ability to complete an assessment

- Students will attend all timetabled lessons or scheduled school activities (excursions) on the day of an assessment task and the school day prior to an assessment task, otherwise you risk a zero for the task.
- If you are sick on the day of an assessment task, you need to fill in the illness / misadventure form found on your Google classroom and attach or provide the office with a doctor's certificate.
- Your teacher will make arrangements for you to complete the task.
- Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school the date a task was due.
- If you miss or could not complete an assessment task on time due to a legitimate misadventure, let your teacher know and fill out the illness / misadventure form found on Google classroom.
- Your teacher will make arrangements for you to complete the task.

What happens if Hand-in tasks are not completed by the due date and time?

- Hand-in tasks should be submitted to the teacher / faculty as specified on the notification of the assessment task.
- Only approved illness / misadventure applications that are submitted on Google classroom will enable an extension to avoid a zero for the task.

What if I am found engaging in malpractice?

- Teachers use their professional judgement to determine that your assessment is all your own work.
- Teachers must report all issues of malpractice to their head teacher who will notify the Deputy Principal.
- All matters of malpractice are serious, but every task and every situation is different and the Deputy Principal will make a professional judgement on how each matter is to be managed.
- Parents will be notified of all issues of malpractice.
- Students will have the opportunity to provide further information for the Deputy to consider.
- The deputy will inform the student of the outcome of the reported malpractice and the penalty that is awarded in line with NESAs' Assessment and Examination and Certification guidelines.
- If a student is found to have engaged in malpractice, they risk a zero for that component of their assessment or the entire task.
- The student will have the opportunity to appeal the decision.

The Higher School Certificate – Some Key Words

The Board of Studies has published a glossary of words that will make the demands of questions explicit.

Students will be expected to have a clear understanding of what they are required to do in each question in an assessment task or examination.

The following glossary provides the meaning of these words as they generally apply across subject areas.			
Word	Definition	Word	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions	Distinguish	Recognise or note/indicate or distinct or different from; to note differences between
Analyse	Identify components and the relationship between them; draw out and relate implications	Evaluate	Make a judgement based on criteria; determine the value of
Apply	Use, utilise, employ in a particular situation	Examine	Inquire into
Appreciate	Make a judgement about the value of	Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Assess	Make a judgement of value, quality, outcomes, results or size	Extract	Choose relevant and/or appropriate details
Calculate	Ascertain/determine from given facts, figures or information	Extrapolate	Infer from what is known
Clarify	Make clear or plain	Identify	Recognise and name
Classify	Arrange or include in classes/categories	Interpret	Draw meaning from
Compare	Show how things are similar or different	Investigate	Plan, inquire into and draw conclusions about
Construct	Make; build; put together items or arguments	Justify	Support an argument or conclusion
Contrast	Show how things are different or opposite	Outline	Sketch in general terms; indicate the main features of
Critically analyse/evaluate	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and qualify to (analyse/evaluation)	Predict	Suggest what may happen based on available information
Deduce	Draw conclusions	Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Define	State meaning and identify essential qualities	Recall	Present remembered ideas, facts or experiences
Demonstrate	Show by example	Recommend	Provide reasons in favour
Describe	Provide characteristics and features	Recount	Retell a series of events
Discuss	Identify issues and provide points for and/or against	Summarise	Express concisely the relevant details
		Synthesise	Putting together various elements to make a whole

ANCIENT HISTORY

ASSESSMENT PROGRAM - HSC COURSE

Ancient History Outcomes

A student:

- 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, well-structured forms
- AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Outcomes	12-3, 12-4, 12-5, 12-7, 12-8, 12-9	12-3, 12-4, 12-5, 12-6, 12-9	12-1, 12-2, 12-4, 12-6, 12-7, 12-8, 12-10	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-9, 12-10	
Knowledge & Understanding of Course Content	5%	10%	5%	20%	40%
Historical skills in the analysis and evaluation of sources	5%	5%	5%	5%	20%
Historical inquiry & research	5%		15%		20%
Communication of historical understanding in appropriate forms	5%	5%	5%	5%	20%
HSC ASSESSMENT MARKS	20%	20%	30%	30%	100%
SCHOOL REPORT MARK		100%		100%	

BIOLOGY

ASSESSMENT PROGRAM - HSC COURSE

Biology Outcomes

A student:

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data information problem solving
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking, skills and scientific processes
BIO12-7	communicates scientific understanding and 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

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Depth Study	Half Yearly Exam	Skills Task	Trial HSC Exam	
Outcomes	11/12-2, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 12-12	11/12-1, 11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 12-12, 12-13	11/12-1, 11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 12-14	11/12-1, 11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 12-13, 12-14, 12-15	
Knowledge and Understanding	10%	10%	5%	15%	40%
Skills in Working Scientifically	20%	10%	15%	15%	60%
HSC ASSESSMENT MARKS	30%	20%	20%	30%	100%
SCHOOL REPORT MARK		100%		100%	

BUSINESS STUDIES

ASSESSMENT PROGRAM - HSC COURSE

Business Studies Outcomes

A student:

- 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 business
- 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

Assessment Schedule:

Component	Task 1 Topic Test	Task 2 Half Yearly Exam	Task 3 Extended Response	Task 4 Trial HSC Exam	Weighting
Outcomes	H1, H2, H4, H5, H7, H8, H9	H2, H4, H6, H8, H9, H10	H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Knowledge & Understanding of Course Content	5%	10%	10%	15%	40%
Stimulus Based Skills		5%	5%	10%	20%
Inquiry & Research	10%		10%		20%
Communication of business information, ideas & issues in appropriate forms	5%	5%	5%	5%	20%
HSC ASSESSMENT MARKS	20%	20%	30%	30%	100%
SCHOOL REPORT MARK		100%		100%	

CHEMISTRY

ASSESSMENT PROGRAM - HSC COURSE

Chemistry Outcomes

A student:

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information problem solving
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking, skills and scientific processes
CH11/12-7	communicates scientific understanding and suitable language and terminology for a specific audience or purpose
CH12-12	explains the structures 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 structures of, and predicts reactions involving, carbon compounds
CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes

Assessment Schedule:

Component	Task 1 Practical Skills Task	Task 2 Half Yearly Exam	Task 3 Depth Study	Task 4 Trial HSC Exam	Weighting
Outcomes	11/12-1, 11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 12-12	11/12-1, 11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 12-12, 12-13	11/12-1, 11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 12-13	11/12-1, 11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 12-12, 12-13, 12-14, 12-15	
Knowledge and Understanding	5%	10%	10%	15%	40%
Skills in Working Scientifically	15%	10%	20%	15%	60%
HSC ASSESSMENT MARKS	20%	20%	30%	30%	100%
SCHOOL REPORT MARK		100%		100%	

COMMUNITY AND FAMILY STUDIES

ASSESSMENT PROGRAM - HSC COURSE

Community and Family Studies Outcomes

A student:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships & the wellbeing of individuals, groups, families & communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal & technological change on individuals, groups, families & communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
- H7.1 appreciates differences amongst individuals, groups and families within communities and values their contribution to society
- H7.2 develops a sense of responsibility for the wellbeing of themselves and others
- H7.3 appreciates the value of resource management in response to change
- H7.4 values the place of management in coping with a variety of role expectations

Assessment Schedule:

Component	Task 1 Independent Research Project	Task 2 Half Yearly Exam	Task 3 Analysis and Response - Groups in Context	Task 4 Trial HSC Exam	Weighting
Outcomes	H1.1, H4.1, H4.2	H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H4.1	H1.1, H2.1, H3.2, H3.4, H5.1	H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H4.1, H4.2, H5.2	
Knowledge and Understanding of course content		10%	20%	10%	40%
Skills in critical thinking, research methodology, analysis and communication	20%	15%	5%	20%	60%
HSC ASSESSMENT MARKS	20%	25%	25%	30%	100%
SCHOOL REPORT MARK		100%		100%	

DESIGN AND TECHNOLOGY

ASSESSMENT PROGRAM - HSC COURSE

Design and Technology Outcomes

A student:

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

Assessment Schedule:

Component	Task 1 Innovation Case Study	Task 2 Half Yearly Exam	Task 3 MDP Production Process	Task 4 Trial HSC Exam	Weighting
Outcomes	H2.1, H2.2, H3.1, H6.2	H1.1, H2.1, H2.2, H3.1, H5.2, H6.2	H1.1, H1.2, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H2.1, H2.2, H3.1, H5.2, H6.2	
Knowledge and Understanding of Course Content	20%	5%		15%	40%
Knowledge and skills in designing, managing, producing and evaluating a major design project.		10%	40%	10%	60%
HSC ASSESSMENT MARKS	20%	15%	40%	25%	100%
SCHOOL REPORT MARK		100%		100%	

DRAMA

ASSESSMENT PROGRAM - HSC COURSE

Drama Outcomes

A student:

- 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 movement

Assessment Schedule:

Component	Task 1 Australian Drama and Theatre & Performance	Task 2 Half Yearly Exam Written Responses	Task 3 Work in Progress Individual Project, Logbook & Group Project (Script) and Logbook	Task 4 Term 3 Trial HSC Practical & Written Examinations	Weighting
Outcomes	H1.1, H1.2, H1.7, H2.1, H2.2, H2.5, H3.1, H3.2, H3.4	H3.1, H3.2, H3.3, H3.4, H3.5	H1.1, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H2.4, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H1.5, H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5	
Making			30%	10%	40%
Performing	20%			10%	30%
Critically Studying		20%		10%	30%
HSC ASSESSMENT MARKS	20%	20%	30%	30%	100%
SCHOOL REPORT MARKS		100%		100%	

ECONOMICS

ASSESSMENT PROGRAM - HSC COURSE

Economics Outcomes

A Student:

- H1 demonstrates understanding of economic terms, concepts and relationships
- H2 analyses the economic role of individuals, firms, institutions and governments
- H3 explains the role of markets within global economy
- H4 analyses the impact of global markets on the Australian and global economics
- H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H9 selects and organises information from a variety of sources for relevance and reliability
- H10 communicates economic information, ideas and issues in appropriate forms
- H11 applies mathematical concepts in economic contexts
- H12 works independently and in groups to achieve appropriate goals in set timelines.

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Global Economy Extended Response	Half Yearly Exam	Economic Issues Research and Essay	Trial HSC Exam	
Outcomes	H1, H2, H4, H5, H7, H8, H9, H10, H12	H1, H2, H3, H5, H6, H7, H8, H11	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11, H12	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Knowledge & Understanding of Course Content	5%	10%	10%	15%	40%
Stimulus Based Skills		5%	5%	10%	20%
Inquiry & Research	10%		10%		20%
Communication of economic information, ideas & issues in appropriate forms	5%	5%	5%	5%	20%
HSC ASSESSMENT MARKS	20%	20%	30%	30%	100%
SCHOOL REPORT MARK		100%		100%	

ENGLISH ADVANCED

ASSESSMENT PROGRAM - HSC COURSE

English Advanced Outcomes

A student:

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 and meanings
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 relationship 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

Assessment Schedule:

Component	Task 1 Common Module Open Book – In Class Exam on Texts and Human Experiences	Task 2 S1: Module B S2: Module C Half Yearly Exam	Task 3 Module A Critical Analytical Response	Task 4 All Modules Trial HSC Exam Paper 1 – Common Module Paper 2 – Modules	Weighting
Outcomes	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-3, EA12-5, EA12-7, EA12-8,	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	
Knowledge & Understanding of Course Content	10%	10%	10%	20%	50%
Skills in responding to texts & communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	10%	10%	50%
HSC ASSESSMENT MARKS	25%	25%	20%	30%	100%
SCHOOL REPORT MARK		100%		100%	

ENGLISH STANDARD

ASSESSMENT PROGRAM - HSC COURSE

English Standard Outcomes

A student:

EN12-1	independently responds to, 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, critically and discerningly to respond to and compose texts that include considered information, ideas and arguments
EN12-6	investigates and explains the relationship 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, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

Assessment Schedule:

Component	Task 1 Common Module Open Book – In Class Exam on Texts and Human Experiences	Task 2 S1: Module B S2: Module C Half Yearly Exam	Task 3 Module A Critical Analytical Response	Task 4 All Modules Trial HSC Exam Paper 1 – Common Module Paper 2 – Modules	Weighting
Outcomes	EN12-1, EN12-2, EN12-3, EN12-6, EN12-7	EN12-1, EN12-3, EN12-4, EN12-5,	EN12-3, EN12-5, EN12-6, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	
Knowledge & Understanding of Course Content	10%	10%	10%	20%	50%
Skills in responding to texts & communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	10%	10%	50%
HSC ASSESSMENT MARKS	25%	25%	20%	30%	100%
SCHOOL REPORT MARK		100%		100%	

ENGLISH STUDIES

ASSESSMENT PROGRAM - HSC COURSE

English Studies Outcomes

A student:

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 and points of view and attitudes expressed in texts, and explains the ways in which texts may influence, engage and persuade different audiences

Assessment Schedule:

Component	Task 1 Common Module Open Book - In Class Exam on Texts and Human Experiences	Task 2 Module D Written Response	Task 4 All Modules Collection of class work	Task 4 Trial HSC Examination Common Module Paper 1	Weighting
Outcomes	ES12-1, ES12-2, ES12-3, ES12-6, ES12-7, ES12-8, ES12-9	ES12-1, ES12-2, ES12-3, ES12-4	ES12-1, ES12-3, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1, ES12-2, ES12-3, ES12-5, ES12-6, ES12-9	
Knowledge & Understanding of Course Content	10%	10%	20%	10%	50%
Skills in responding to texts & communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	10%	10%	50%
HSC ASSESSMENT MARKS	25%	25%	30%	20%	100%
SCHOOL REPORT MARK		100%		100%	

ENGLISH EXTENSION 1

ASSESSMENT PROGRAM - HSC COURSE

English Extension 1 Outcomes

A student:

- 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 purposes, 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

Assessment Schedule:

Component	Task 2	Task 3	Task 4	Weighting
	Half Yearly Exam	Critical response with related material	Trial HSC Exam	
Outcomes	EE12-1, EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	EE12-1, EE12-2, EE12-4, EE12-5	
Knowledge & Understanding of Texts and why they are valued	15%	20%	15%	50%
Skills in complex analysis, composition and investigation	15%	20%	15%	50%
HSC ASSESSMENT MARKS	30%	40%	30%	100%
SCHOOL REPORT MARK	100%		100%	

ENGLISH EXTENSION 2

ASSESSMENT PROGRAM - HSC COURSE

English Extension 2 Outcomes

A student:

- EEX12-1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of and extended composition using appropriate mode, medium and technology
- EEX12-2 strategically and effectively manipulates language forms and features to create a substantial composition for a specific purpose, audience and context
- EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
- EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
- EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

Assessment Schedule:

Component	Task 1 Viva Voce (including written proposal)	Task 2 Literature Review	Task 3 Critique of Creative Process	Weighting
Outcomes	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Knowledge & Understanding of Texts and why they are valued	15%	20%	15%	50%
Skills in complex analysis, composition and investigation	15%	20%	15%	50%
HSC ASSESSMENT MARKS	30%	40%	30%	100%
SCHOOL REPORT MARK	100% (Half Yearly Report)	100% (Yearly Report)		

ENTERPRISE COMPUTING

ASSESSMENT PROGRAM - HSC COURSE

Enterprise Computing Outcomes:

A student:

EC-12-01	explains how systems meet the needs of a range of enterprises
EC-12-02	explains the function of data and information within enterprise computing systems
EC-12-03	explains and evaluates how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
EC-12-04	explains how data is used in enterprise computing system
EC-12-05	applies tools and resources to analyse complex datasets
EC-12-06	analyses how innovative technologies have influenced enterprise computing systems
EC-12-07	explains the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
EC-12-08	justifies the selection of tools and resources to design and develop an enterprise computing system
EC-12-09	selects and applies methods to record the management and evaluate the development of an enterprise computing system
EC-12-10	evaluates the effectiveness of an enterprise computing system
EC-12-11	communicates an enterprise computing solution to a specific audience

Assessment Schedule:

Component	Task 1 Data Science Task	Task 2 Half Yearly Exam	Task 3 Enterprise Project	Task 4 Trial HSC Exam	Weighting
Outcomes	EC12-1, EC12-2, EC12-4, EC12-5, EC12-6, EC12-7, EC12-8, EC12-10, EC12-3	EC12-1, EC12-2, EC12-3, EC12-4, EC12-5, EC12-6, EC12-7, EC12-8, EC12-10	EC12-1, EC12-2, EC12-3, EC12-4, EC12-5, EC12-6, EC12-7, EC12-8, EC12-10	EC12-6, EC12-7, EC12-8, EC12-9, EC12-10, EC12-11	
Knowledge and understanding of course content	5%	10%	15%	20%	50%
Knowledge and skills in the practical application of the content	15%	10%	15%	10%	50%
HSC ASSESSMENT MARKS	20%	20%	30%	30%	100%
SCHOOL REPORT MARK		100%		100%	

HEALTH AND MOVEMENT SCIENCE

ASSESSMENT PROGRAM - HSC COURSE

HMS Outcomes

A student:

HM-12-01 analyses the health status of Australians at a national and international level

HM-12-02 examines how technology and data can achieve better health for all Australians

HM-12-03 evaluates how the Sustainable Development Goals can be used to improve the health of a community

HM-12-06 analysis: critically analyses the relationships and implications of health and movement concepts

HM-12-07 communication: communicates health and movement concepts using modes appropriate to a range of audiences and contexts

HM-12-08 creative thinking: generates and assesses new ideas that are meaningful and relevant to health and movement contexts

HM-12-09 problem-solving: proposes and evaluates solutions to complex health and movement issues

HM-12-10 research: analyses a range of sources to make conclusions and judgements about health and movement concepts

Assessment Schedule:

Component	Task 1 Achieving Better Healthcare for Australians Analysis	Task 2 Half Yearly Examination	Task 3 Training for Improved Performance	Task 4 Trial HSC Exam	Weighting
Outcomes	HM-12-01, HM-12-06, HM-12-09, HM-12-10	HM12-01, HM12-02, HM12-03, HM12-06, HM12-07	HM-12-04, HM-12-05, HM-12-06, HM-12-07, HM-12-09, HM-12-10	HM-12-01, HM-12-02, HM-12-03, HM-12-04, HM-12-05, HM-12-06, HM-12-07, HM-12-09, HM-12-10	
Knowledge & understanding of the course content	10%	10%	10%	10%	40%
Skills in critical thinking, research, analysis and communicating	10%	15%	15%	20%	60%
HSC ASSESSMENT MARKS	20%	25%	25%	30%	100%
SCHOOL REPORT MARKS		100%		100%	

HISTORY EXTENSION

ASSESSMENT PROGRAM - HSC COURSE

History Extension outcomes:

A student:

- HE12-1 analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches twentieth-century studies
- HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analysis and evaluate historical issues
- HE12-4 constructs a historical position about an area of historical inquiry and discusses and challenges other positions

Assessment Schedule:

Component	Task 1 Half Yearly Exam	Task 2 The History Project Essay	Task 3 Trial HSC Exam	Weighting
Outcomes	Exam	History Project	HSC Exam Format	
	HE12-1, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-4	
Knowledge & understanding about significant historiographical ideas & processes	30%		30%	60%
Skills in designing, undertaking and communicating historical inquiry & analysis		40%		40%
HSC ASSESSMENT MARKS	30%	40%	30%	100%
SCHOOL REPORT MARK	100%		100%	

HOSPITALITY: COOKERY

ASSESSMENT PROGRAM – YEAR 12 COURSE

Cookery Outcomes

School Name: GyMEA Technology High School

RTO - NSW Department of Education - 90333

Cookery

Qualification: SIT20421 Certificate II in Cookery

Cohort 2025 - 2026

Training Package SIT Tourism, Travel and Hospitality



Education

Assessment Schedule Year 12 – 2026

Assessment Task for SIT20421 Certificate II in Cookery			Task 3	Task 4	Task 5	Half Yearly and TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Term 4	Term 1	Term 2	HY Exam: Term 1 Trial Exam: Term 3
Code	Unit Name	HSC Examinable	Date 2025	Date 2026	Date 2026	Date 2026
SITHKOP009	Clean kitchen premises and equipment	X	X			
SITXINV006	Receive, store and maintain stock		X			
SITHCCC026	Packaged prepared foodstuffs			X		
SITHCCC023	Use food preparation equipment	X			X	
SITHCCC024	Prepare and present simple dishes				X	
SITHCCC027	Prepare dishes using basic methods of cookery	X			X	
SITHCCC034	Work effectively in a commercial kitchen				X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as the Half Yearly and Trial HSC examination.

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”.

INDUSTRIAL TECHNOLOGY MULTIMEDIA

ASSESSMENT PROGRAM - HSC COURSE

Industrial Technology Multimedia Outcomes

A student:

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles through the production of a Major Project
- H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Assessment Schedule:

Component	Task 1 Design and Planning	Task 2 Half Yearly Exam	Task 3 Major Project Progress	Task 4 Trial HSC Exam	Weighting
Outcomes	H1.2, H2.1 H3.1, H3.2, H3.3, H4.1, H4.2, H4.3	H2.1, H3.1, H3.2, H7.1, H7.2	H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H3.1, H4.2, H4.3, H5.2, H6.1, H7.1, H7.2	
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	10%	10%	10%	10%	40%
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	15%	10%	15%	20%	60%
HSC ASSESSMENT MARKS	25%	20%	25%	30%	100%
SCHOOL REPORT MARK		100%		100%	

LEGAL STUDIES

ASSESSMENT PROGRAM - HSC COURSE

Legal Studies Outcomes

A student:

- 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

Assessment Schedule:

Component	Task 1 Topic Test	Task 2 Half Yearly Exam	Task 3 Family Extended Response	Task 4 Trial HSC Exam	Weighting
Outcomes	H8, H9, H10	H1, H2, H3, H8, H9, H10	H4, H5, H6, H7, H9	H1, H2, H3, H4, H6, H7	
Knowledge & understanding of course content	10%	10%		20%	40%
Analysis & Evaluation	5%	5%	5%	5%	20%
Inquiry & Research			20%		20%
Communication of legal information, Issues, ideas in appropriate forms	10%	5%		5%	20%
HSC ASSESSMENT MARKS	25%	20%	25%	30%	100%
SCHOOL REPORT MARKS		100%		100%	

MATHEMATICS ADVANCED

ASSESSMENT PROGRAM - HSC COURSE

Mathematics Advanced Outcomes

Year 11

A student:

- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 uses the concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 provides reasoning to support conclusions which are appropriate to the context

Year 12

A student:

- MS2-12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MS2-12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
- MS2-12-3 applies calculus techniques to model and solve problems
- MS2-12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MS2-12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MS2-12-6 applies appropriate differentiation methods to solve problems
- MS2-12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MS2-12-8 solves problems using appropriate statistical processes
- MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MS2-12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Outcomes	Open Book in-class test	Half Yearly Exam	Investigation Task	Trial HSC Exam	
	11.6, 11.7	12.1, 12.3, 12.5, 12.6, 12.10	12.2, 12.7, 12.9, 12.10	11.1 to 12.10	
Understanding, Fluency and Communication.	10%	15%	10%	15%	50%
Problem Solving, Reasoning and Justification.	10%	10%	15%	15%	50%
HSC ASSESSMENT MARKS	20%	25%	25%	30%	100%
SCHOOL REPORT MARK		100%		100%	

MATHEMATICS EXTENSION 1

ASSESSMENT PROGRAM - HSC COURSE

Mathematics Extension 1 Outcomes

Year 11

A student:

- ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2 manipulates algebraic expressions and graphical functions to solve problems
- ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5 uses concepts and permutations and combinations to solve problems involving counting or ordering
- ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Year 12

A student:

- 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

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Outcomes	Open Book in-class test	Half Yearly Exam	Investigation Task	Trial HSC Exam	
	11.4, 11.6, 11.7	11.1 to 11.7 & 12.1, 12.2, 12.7	12.1, 12.2, 12.4	11.1 to 12.7	
Understanding, Fluency and Communication.	10%	15%	10%	15%	50%
Problem Solving, Reasoning and Justification.	10%	10%	15%	15%	50%
HSC ASSESSMENT MARKS	20%	25%	25%	30%	100%
SCHOOL REPORT MARK		100%		100%	

MATHEMATICS EXTENSION 2

ASSESSMENT PROGRAM - HSC COURSE

Mathematics Extension 2 Outcomes

A student:

- 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

Assessment Schedule:

Component	Task 1 Open Book In-Class Test	Task 2 Half Yearly Exam	Task 3 Investigation Task	Task 4 Trial HSC Exam	Weighting
Outcomes	12.1, 12.2, 12.4	12.1, 12.2, 12.4, 12.7, 12.8	12.3, 12.6, 12.8	12.1 to 12.8	
Understanding, Fluency and Communication.	10%	15%	10%	15%	50%
Problem Solving, Reasoning and Justification.	10%	10%	15%	15%	50%
HSC ASSESSMENT MARKS	20%	25%	25%	30%	100%
SCHOOL REPORT MARK		100%		100%	

MATHEMATICS STANDARD 2

ASSESSMENT PROGRAM - HSC COURSE

Mathematics Standard 2 Outcomes

Year 11

A student:

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 performs calculations in relation to two dimensional and three dimensional figures
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events
- MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Year 12

A student:

- 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

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Open Book In-class Test	Half Yearly Exam	Investigation Task	Trial HSC Exam	
Outcomes	11-2, 11-5, 11-6, 11-10, 12-3, 12-4, 12-9, 12-10	12-1, 12-2, 12-3, 12-4, 12-5, 12-7, 12-9, 12-10	12-1, 12-2, 12-3, 12-4, 12-5, 12-7, 12-9, 12-10	11-1 to 12-10	
Understanding, Fluency and Communication	10%	15%	10%	15%	50%
Problem Solving, Reasoning and Justification	10%	10%	15%	15%	50%
HSC ASSESSMENT MARKS	20%	25%	25%	30%	100%
SCHOOL REPORT MARK		100%		100%	

MODERN HISTORY

ASSESSMENT PROGRAM - HSC COURSE

Modern History Outcomes

A student:

- 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 and groups 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, places 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
- MAH12-7 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

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Outcomes	Source Analysis	Half Yearly Exam	Historical Analysis	Trial HSC Exam	
	12-1, 12-4, 12-6, 12-7	12-1, 12-4, 12-5, 12-6, 12-10	12-2, 12-3, 12-4, 12-7, 12-8, 12-9	12-3, 12-4, 12-9,	
Knowledge & understanding of course content	5%	10%	5%	20%	40%
Historical skills in analysis and evaluation of sources	5%	5%	5%	5%	20%
Historical inquiry & research	5%		15%		20%
Communication of historical understanding in appropriate forms	5%	5%	5%	5%	20%
HSC ASSESSMENT MARKS	20%	20%	30%	30%	100%
SCHOOL REPORT MARK		100%		100%	

MUSIC 1

ASSESSMENT PROGRAM - HSC COURSE

Music 1 Outcomes

Through activities in performance, composition, musicology and aural, a student:

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

Assessment Schedule:

Component	Task 1 Integrated Project	Task 2 Half Yearly Exam	Task 3 Integrated Project	Task 4 Trial HSC Exam	Weighting
Outcomes	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H6, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H6, H7, H9, H10	
Performance (Core)		5%		5%	10%
Composition (Core)	5%		5%		10%
Musicology (Core)	5%		5%		10%
Aural (Core)	5%	10%	2.5%	10%	27.5%
Elective 1	5%			10%	15%
Elective 2		5%		7.5%	12.5%
Elective 3			7.5%	7.5%	15%
HSC ASSESSMENT MARKS	20%	20%	20%	40%	100%
SCHOOL REPORT MARK		100%		100%	

PHYSICS

ASSESSMENT PROGRAM - HSC COURSE

Physics Outcomes

A student:

PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information problem solving
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking, skills and scientific processes
PH11/12-7	communicates scientific understanding and suitable language and terminology for a specific audience or purpose
PH12-12	describes and analyses qualitatively and quantitatively circular motion & motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	describes and analyses evidence for the property of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Assessment Schedule:

Component	Task 1 Depth Study	Task 2 Half Yearly Exam	Task 3 Practical Task	Task 4 Trial HSC Exam	Weighting
Outcomes	11/12-1,11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 12-12	11/12-1, 11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 12-12, 12-13	11/12-2, 11/12-3, 11/12-4, 11/12-6, 11/12-7, 12-14	11/12-1, 11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 12-12, 12-13, 12-14, 12-15	
Knowledge and Understanding	10%	10%	5%	15%	40%
Skills in Working Scientifically	20%	10%	15%	15%	60%
HSC ASSESSMENT MARKS	30%	20%	20%	30%	100%
SCHOOL REPORT MARK		100%		100%	

SOCIETY & CULTURE

ASSESSMENT PROGRAM - HSC COURSE

Society & Culture Outcomes

A student:

- H1 evaluates an effectively applies social and cultural concept
- 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 & public knowledge in the development of social & cultural literacy
- H5 analysis 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, organizes, synthesizes and analyses information from a variety of sources for usefulness, validity & 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.

Assessment Schedule:

Component	Task 1 Depth Study Research and In- Class Exam	Task 2 Half Yearly Exam	Task 3 Research and In Class Exam	Task 4 Trial HSC Exam	Weighting
Outcomes	H1, H3, H4, H9, H10	H1, H2, H3, H5, H6, H9	H1, H2, H3, H5, H7, H8, H9	H1, H2, H3, H5, H6, H9, H10	
Knowledge & understanding of course content	10%	10%	10%	20%	50%
Application and evaluation of social & cultural research methods		10%	10%	10%	30%
Communication of information, ideas & issues in appropriate forms	10%		10%		20%
HSC ASSESSMENT MARKS	20%	20%	30%	30%	100%
SCHOOL REPORT MARK		100%		100%	

Personal Interest Project (PIP)

The Personal Interest Project (PIP) is due to NESA early in Term 3. It is worth 40% of your external HSC examination mark. Since the final project will be assessed externally, no part of the product is to be assessed as part of the school assessment program. The PIP process, however, may be assessed.

To achieve 'satisfactory' in the PIP process, students will be required to submit the appropriate draft on the due date, as well as adhere to in class timelines. Students who fail to submit drafts on the due date may jeopardise the staff authorisation of the PIP.

VISUAL ARTS

ASSESSMENT PROGRAM - HSC COURSE

Visual Arts Outcomes

A student:

- H1 initiates and organises 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 art-making.
- 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 Schedule:

Component	Task 1 Body of Work Proposal	Task 2 Half Yearly Exam	Task 3 VAPD	Task 4 Trial HSC Exam	Weighting
Outcomes	H1, H2, H3, H4, H5, H6, H7	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Artmaking - Application of Skills & Techniques in material practice -Conceptual strength & Meaning	20%		30%		50%
Art Criticism and Art History Knowledge & Understanding of course content	5%	15%		30%	50%
HSC ASSESSMENT MARKS	25%	15%	30%	30%	100%
SCHOOL REPORT MARK		100%		100%	

Year 12 Assessment Policy

HSC Assessment Overview

In order to progress to your Year 12 Higher School Certificate year, you must have completed your Year 11 course in any individual subject satisfactorily. The Principal will be asked to confirm that you have satisfactorily completed Year 11 course requirements before your entry for the HSC can be declared valid. Most School Year 11 courses will be completed by Term 4, and you will then begin work on your HSC course work which will be included in your HSC examination.

The Purpose of Your School Assessment

There are some aspects of your study which cannot be adequately assessed through examinations, such as practical work in Science and oral work in English. School assessments are designed to measure these achievements as well as achievements in examinations. Your school assessments will measure your actual performance in the whole course. In Year 12, your HSC subject assessment marks are submitted to NESA (NSW Education Standards Authority) and are worth 50% of your final HSC mark.

Satisfactory Completion of a Course

To qualify for your HSC in a subject, the Principal must state that you have satisfied requirements. "Satisfactory completion" means that, in the Principal's view, there is sufficient evidence that you have:

- followed the course developed or endorsed by NESA;
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the Year 11 or Year 12 course by the school;
- achieved some or all of the course outcomes;
- have attended school sufficiently regularly so that course completion requirements can be met. As a general rule, an attendance rate of at least 85% would be expected.

Pattern of study to qualify for the HSC

To qualify for the HSC you must study a pattern of Year 11 and Year 12 courses. You must check that your Year 11 pattern of study included:

- at least 12 units of which six units must be from Board-developed courses
- at least two units of English

Your HSC pattern of study must include at least 10 units, including two units of English.

Credentials

The Higher School Certificate Testamur

The HSC Testamur is awarded to students who have fulfilled all eligibility requirements.

The Higher School Certificate Record of Achievement

An HSC Record of Achievement is issued to students who satisfactorily complete the requirements for the Higher School Certificate.

The Higher School Certificate Record of Achievement is a cumulative record of all Preliminary and HSC courses satisfactorily completed.

The HSC Record of Achievement includes a students' Year 12 HSC results, their Year 11 grades and, if applicable, their Year 10 grades. This provides formal recognition of students' senior secondary school achievements.

VET Certificate and Statement of Attainment

Students who have undertaken a Vocational Education and Training (VET) course as part of their Higher School Certificate will be issued with vocational documentation that recognises their achievement towards a nationally recognised VET qualification. Students who successfully complete all requirements of a VET qualification will receive a Certificate and an accompanying Transcript of Competencies Achieved. Students who achieve partial completion of a VET qualification will receive a Statement of Attainment which lists all units of competency achieved towards the qualification.

Assessment Requirements for Board Developed Courses and Board Endorsed Courses

School Assessment Tasks

The school-based assessment marks are devised from assessment tasks and may include reference to performance across the year, set in accordance with the internal assessment program for each course.

Marks must be calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. The assessment marks provide the rank order of students and the relative differences between students based on their performances in the assessment tasks.

School-based assessment tasks are linked to standards. The tasks are focused on syllabus outcomes.

Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

At the end of each major examination in Year 12 you will be provided with your ranking within the course at that time.

The HSC Assessment Marks

GyMEA Technology High School assessment marks are provided to NESA for each Board Developed Course studied at HSC level by each student. Assessments for Board Developed Courses are moderated by NESA against the marks gained in the HSC examination. This process ensures comparability between the assessment marks submitted by each school. The mark submitted by the school is not the mark which will appear on your HSC, but the rank order remains the same.

The school is not permitted to tell you your final assessment mark in Year 12. You will be told your rank within your course group.

Course Assessment Schedule

It is your responsibility to check with the relevant Head Teacher if any areas of the course schedule need clarification, or if you do not have a course assessment schedule for a subject which you are studying.

The course assessment schedule is mandatory and is not negotiable. It contains information about the set tasks in each component of your course.

University Entry

The Australian Tertiary Admission Rank (ATAR) is calculated from the best 10 units in Board Developed Courses subject to the following restrictions.

- at least two units of English must be included
- at least three Board Developed Courses of two units value or greater must be included
- courses from at least four subjects must be included
- VET courses with an accompanying HSC examination may be included

Vocational Education and Training (VET) Courses

The courses in VET Industry Curriculum Frameworks have been designed to deliver specified units of competency. The units of competency have been drawn from industry training packages.

The following VET Courses are offered at GyMEA Technology High School.

- Information Digital Technologies
- Hospitality – Cookery

Work Placement

Work Placement is a mandatory HSC requirement of each course within this framework. 2U VET Courses comprise 70 hours of work placement. (35 hours for Year 11 and 35 hours for Year 12 Courses).

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practice skills acquired off the job in a classroom or workshop
- develop additional skills and knowledge, including the key competencies

Assessment of the units of competency will be undertaken by a qualified assessor through classroom delivery.

Part-time Work

Under some circumstances, students' part-time work in an appropriate workplace may be used to fulfil work placement requirements. For further details, see your class teacher.

The Purposes of VET Assessment

VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NESA and are based on national training packages. For VET courses, assessment is to judge a student's competence on the basis of performance criteria set out in the learning outcomes for each module. Assessment in all VET courses is competency based.

Competency Based Assessment

Competency-based assessment materials are designed to ensure students have achieved all of the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry. The performance of students is based against a prescribed standard, not against the performance of other participants.

A student is judged either **competent** or **not yet competent** for each unit of competency. This judgement is made on the basis of evidence, which may be in a variety of forms.

Students may take a maximum of three attempts at achieving an element of competency. Competency based assessment is based on the requirements of the workplace. Competence is the integration of a wide range of skills, knowledge and attitudes and incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. When students are assessed on tasks, a number of elements of competency or even several units of competency are assessed together.

Qualified Assessors

Students will be assessed by their teachers, who are qualified assessors, or in some cases by their work

placement supervisors if they are qualified workplace assessors.

Competency Records

Achievement of elements of competency and units of competency will be progressively recorded by the teacher.

- all performance criteria need to be met to demonstrate the achievement on an element of competency
- all elements of competency must be achieved in order to demonstrate the achievement of a unit of competency.

Higher School Certificate Examination – VET Courses

The Higher School Certificate examination in VET courses is optional. It will consist of a written examination. Students will nominate during the HSC year to undertake the optional examination.

The examination is independent of the competency based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.

Teachers will submit an 'estimated mark' to NESA. The estimated mark does not appear on the student's HSC; it is only used by NESA in the case of a successful illness/misadventure appeal.

Illness and Misadventure

Student attendance before an assessment task

Students will attend all timetabled lessons or scheduled school activities (excursions) on the day of an assessment task and the school day prior to an assessment task.

Where there is no valid reason in complying with this attendance requirement, the student may receive zero for the task.

Student is absent from an assessment task due to sickness

If a student is sick and cannot attend on the day of the task or date a task is due, an illness/misadventure request in writing should be made with an attached doctor's certificate and presented to the Head Teacher on the first day of returning to school. The doctor's certificate should state: "*(Student name) was not fit to attend the assessment task on...*" The Head Teacher may award an extension of time, a mark may be awarded based on a substitute task or on other available information.

Student is absent due to a misadventure

Misadventure refers to an event beyond the student's control which allegedly prevented the student from

attending the assessment task or school the date a task was due.

Following failure to complete an assessment task on time, the student must see the Head Teacher on the first day of return to school to negotiate alternative arrangements and provide the misadventure appeal in writing with appropriate supporting documentation to the Deputy Principal.

An extension of time may be provided or a mark may be awarded based on a substitute task. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task.

Student is absent from an assessment task due to authorised school business

Students who cannot attend or submit a task due to being involved in an authorised school business activity on the due date of the task must see the Head Teacher prior to the task date to arrange an alternative time for the task to be completed or alternative arrangements for the task to be submitted.

Students who complete the assessment task and suffer illness/misadventure

Students may lodge an illness / misadventure appeal in writing if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to provide documentary evidence such as a doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.

Students should submit this appeal to the Deputy Principal as soon as possible after the assessment task.

Hand-In tasks

Hand-in tasks should be submitted to the teacher / faculty as specified on the notification of the assessment task.

A student can seek from the Head Teacher an extension of time to submit the task. An illness / misadventure appeal must be submitted in writing to the Deputy Principal with appropriate supporting documentation before the extension can be considered.

If an assessment task is submitted late, and there is no successful illness / misadventure appeal, students will receive a zero for that task. Students should still submit the task to gain necessary feedback.

Technology and assessment tasks

Technology and / or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by either email, USB, CD.

Appeals Surrounding Assessment Procedure

Grounds for an appeal

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

Appeals Process

When a student feels that a decision applied to his/her work is not consistent with the school's assessment policy and procedures he/she may appeal. The first appeal MUST be to the Head Teacher.

Where a student feels that the appeal to the Head Teacher has not been heard appropriately, he/she may appeal to the Deputy Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with NESAs requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are no computational or other clerical errors in the determination of the assessment mark.

If not satisfied with the school's decision, a student may make a subsequent appeal to NESAs. NESAs will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks.

Appeals Surrounding Assessment Procedure for VET courses

Students have the right to lodge an appeal against the assessment of their competency completion based on the following criteria;

- the assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.

- the student was not informed in advance of the standards and the method of assessment.
- the process was in some way discriminatory.

Students must contact the VET co-ordinator to obtain further information regarding processes to be followed.

Academic Integrity of HSC school-based assessment and exams

Your honesty in completing all assessments, research projects and exams is crucial to the fairness and value of the HSC. Trying to gain an unfair advantage goes against the standards and rules of the HSC and is considered malpractice.

It is your responsibility to understand and follow NESAs rules around academic honesty. This includes:

- **All My Own Work** (or its equivalent), and
- **The HSC Rules and Procedures Guide**, and
- The HSC **minimum standards** for malpractice and test rules, and
- The guidelines for HSC **practical exams**.

Malpractice in assessment tasks

Defining Malpractice

Malpractice is any attempt to gain an unfair advantage over other students. Malpractice violates assessment integrity and includes, but is not limited to, plagiarism, collusion, misrepresentation and breach of assessment conditions or rules. Any form of malpractice is not allowed.

All allegations of malpractice are treated very seriously. If it's determined that you have engaged in malpractice, it could put your HSC or RoSA at risk.

Malpractice can range from unintentional mistakes in following rules, to deliberate actions aimed at gaining an unfair advantage. Assisting someone else in malpractice is also treated as being complicit.

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project.
- submitting falsified or altered documents.
- referencing incorrect or non-existent sources.

- contriving false explanations to explain work not handed in by the due date.
- Citing sources which have not been read, not acknowledging the 'secondary' source from which they were obtained. This may include fabricating citations or inaccurately citing sources beyond typographical errors.

Plagiarism

Plagiarism is when a student presents work from another source as their own.

When using work that has originated from another source, students must acknowledge the source material according to the requirements of their course.

Plagiarism includes but is not limited to:

- copying someone else's work, in part or in whole, and presenting it as your own.
- using material directly from a book, article, report, journal, presentation, composition, internet, another person's work, or any other source, without appropriate acknowledgement or quotation marks.
- building on the ideas or words of someone else without proper acknowledgement.
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- changing a few words and phrases while mostly keeping the original structure and ideas without acknowledgment; this includes rephrased ideas in presentations and combining quotes or paraphrases without appropriate referencing.
- resubmitting previously submitted work as new, without referencing the original, in part or whole. Also called "recycling" or "duplication," it involves reusing any part of prior work without proper acknowledgement.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity, to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students.
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert.
- engaging in contract cheating by outsourcing work to a third party; including submitting work completed or substantially edited by someone else, or submitting drafts that have been heavily revised by others beyond minor edits.

- providing or showing others all or part of an assessment task prior to the submission due date and time.
- unauthorised use of artificial intelligence technologies.

Breach of Assessment Conditions

Students must always follow the school's assessment rules. For HSC exams and minimum standard tests, students must comply to NESA's assessment conditions. During HSC exams, students are under the supervision and direction of the invigilators.

Malpractice includes any breach of:

- School assessment rules and procedures
- HSC exam rules and procedures
- HSC minimum standard test rules and procedures.

All My Own Work

To be eligible for entry into a Preliminary and/or HSC course, and for the award of the HSC, all students must complete All My Own Work (AMOW) or its equivalent, and all other eligibility requirements.

Non-Serious Attempts

To meet the eligibility requirements for the HSC, students must attend and make a serious attempt in all their HSC exams.

For an HSC exam or HSC minimum standard attempt to be considered a serious attempt, students must:

- respond to and demonstrate academic engagement, and
- answer in English, unless specifically instructed otherwise.

Non-serious attempts include but are not limited to:

- answering only multiple-choice questions.
- responses containing objectionable material.
- abuse directed at a member of school staff, Presiding Officer or NESA.
- obscene symbols, drawings, or comments.

NESA expects students to attempt all assessment tasks set. As a minimum, students MUST make a genuine attempt at assessment tasks accumulating more than 50% of the available marks in the course.

Further, students must demonstrate diligence and sustained effort in their course. Students and their parents (where appropriate) can expect notification, in writing from the Head Teacher responsible for a course, of the potential of an 'N determination' in the course.

Strategies to ensure the authenticity of student responses to tasks.

All students entering stage 6 studies MUST complete The HSC: All My Own Work program designed to help students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies. Students will also be required to sign a declaration on submission of all hand-in assessment tasks that the work they are submitting is their own work in full and that all reference material has been correctly cited.

Generative AI and Malpractice

Generative artificial intelligence (AI) describes algorithms (such as ChatGPT) used to create new content from given prompts, including audio, code, images, text, simulations, and videos. The use of generative AI applications to create work that is then submitted as part of an assessment is considered malpractice as it is not the students' original work.

Some ways students can ensure they do not engage in assessment malpractice with generative AI are:

- ensure all resources used in the preparation of the task are clearly referenced, including any generative AI applications
- using generative AI to gain ideas only, ensuring that the work generated by the application is not the work submitted for the task
- recognising that such generative AI outputs may be inaccurate, untruthful, and misleading at times
- asking the teacher for assistance in breaking down the suggestions gained from generative AI resources prior to submission

Misconduct in formal examinations and other assessment tasks

Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the Head Teacher and/or the Deputy Principal and may be awarded a zero for that task.

Investigating Suspected Malpractice

Our school is committed to academic integrity and expects all students to submit original work. Teachers, familiar with their students' work, are well-equipped to exercise professional judgment in identifying potential malpractice concerns.

Teacher Judgement

If a teacher suspects plagiarism, they document their concerns and discuss them with the Head Teacher, who will assess and make a determination on and if how to proceed.

Head Teacher Escalation

If the concerns are deemed substantiated, the Head Teacher compiles all relevant materials, including: the assessment task notification, the student's work with highlighted concerns, teacher's notes, a malpractice letter and any supporting documents and consults with the Deputy Principal.

Student Meeting and Parent Notification

The Head Teacher will meet with the student to discuss the concerns raised and allow the student an opportunity to respond.

Following this meeting, a decision will be made regarding any further enquiry or the appropriate consequence, in line with the school's assessment procedures.

A malpractice letter will then be sent to the student and their parent via email.

Opportunity to Appeal

Students have the right to appeal if they disagree with the decision. In line with NESAs guidelines, students suspected of plagiarism will need to provide evidence that all unacknowledged work is their own. This may include:

- Evidence of the process used to complete the work, such as diaries, journals, notes, working plans, sketches or drafts showing idea development.
- Answering questions about the task or submitted work to demonstrate their knowledge, skills and understanding.

The Principal or their delegate will review the appeal and makes the final decision regarding any malpractice findings.

Disability Provisions

NESA may provide special Disability provisions for students in the Higher School Certificate examinations.

NESA may approve disability provisions if a student has a special need which would, in a normal examination situation, prevent him or her from:

- reading and interpreting the examination questions and/or
- communicating his/her responses.

Principals have the authority to decide on and to implement disability provisions for school-based assessments including tests.

Regardless of the nature of the disability need, the provisions granted will be solely determined by the

implications of that need on the student's functioning in an examination situation.

Disability Provisions at Gymea Technology High School

Gymea Technology High School will support students seeking disability provisions for their Higher School Certificate examinations. Where it is appropriate and suitable, these provisions will also be offered to the students to complete their internal assessment component.

If a student experiences a one-off incident which affects his/her examination performance and requires disability provisions eg a physical injury, the Principal may elect to grant disability provisions for an individual task without seeking NESAs approval. These provisions will be issued using the NESAs general guidelines.

Gymea Technology High School will endeavour to provide students with access to disability provisions to ensure a fair process for all students. The implementation of disability provisions is however restricted by the resources available. The school will outline the manner and times these provisions may be used.

Student responsibilities

Students must make an appointment with the Deputy Principal to formalise an application for disability examination provisions. Application forms are available from Year Advisors, the Deputy Principal or the school counsellor.

Students who have been awarded disability provisions are to check with their class teacher, the arrangements for these provisions for the upcoming task.

Accelerants and Accumulants

Accumulants

Students may accumulate HSC courses towards the Higher School Certificate over up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course.

In the case of an accumulant who is repeating a subject where a major work or project is required, the major work or project submitted and marked in a previous year cannot be resubmitted without special permission from NESAs.

Accelerant Students

Students may accelerate into Year 11 and/or Year 12 board developed courses in advance of their usual cohort or in less than NESAs stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made by the Principal in accordance with the principles contained in NESAs Guidelines for Accelerated Progression.

Accelerants should complete all assessment tasks that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks.

Assessment tasks for accelerants, where possible, should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

Accelerants may be awarded study leave the day before an examination and the morning of the examination where the examination occurs in the afternoon. This only applies to formal examination periods where the examinations are conducted in the hall. In cases where students choose to take study leave, a note from their parent must be given to the front office prior to the study leave to ensure that attendance records reflect this leave as 'school business'.

Procedures for students in danger of not meeting course requirements.

Satisfactory completion of an HSC course

To satisfactorily complete an HSC course, students must demonstrate a genuine effort to meet all course requirements. The teacher's professional judgment will determine whether the student has fulfilled these requirements.

Students are required to make a genuine attempt at assessment tasks that collectively contribute more than 50 percent of the total assessment mark.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESAs;
- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and,
- achieved some, or all of the course outcomes.

Student Attendance

It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal.

Failure to complete or submit assessment tasks

If a student does not have a valid reason for failing to complete or submit an assessment task, a zero mark

may be recorded for that task. The student and his/her parents will be advised, in writing, of this.

Non-serious attempts

Students studying a Year 12 course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark.

Communicating course requirement concerns

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though should not be reported or graded against these bands. The feedback given for tasks that do not contribute to the final HSC assessment mark should assist students in his/her preparation for tasks that are part of the Year 12 HSC Assessment program.

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment mark.

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written warning letter must be given to the student and their parents.

The letter will

- advise the student of the issue giving adequate time for the problem to be corrected;
- specify details of action including a timeframe required by the student;
- alert the student to the possible consequences of an 'N' determination, and
- request from the student and his/her parent a written acknowledgement of the warning.

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued