



CANTERBURY GIRLS^{HIGH} SCHOOL



YEAR 12 ASSESSMENT POLICY & SCHEDULE 2019 - 2020



ASSESSMENT POLICY HANDBOOK

YEAR 12 HIGHER SCHOOL CERTIFICATE 2020

Dear Year 12 Student,

This booklet contains important information about your HSC Assessment which will commence in Term 4, 2019. A calendar is provided on page 4. You are advised to complete it and use it for planning and studying purposes. It is **your** responsibility to familiarise yourself with each relevant course schedule and to seek clarification from your class teacher or Head Teacher of that course **before** the task is attempted.

You are required to attempt **ALL** assessment tasks and to be present for any test or examination timetabled as part of the assessment program. You are also required to complete other assigned work, such as homework, assignments or fieldwork which may not be part of the actual assessment program but still vital for you to achieve the outcomes of each course.

The purpose of the assessment schedule is to support students by giving them credit for the work they have completed for the duration of their HSC subjects and allowing them to be given a fair mark in the unlikely event they miss an HSC examination through Illness/Misadventure.

This handbook is divided into two sections:

- General information
- Subject/course specific assessment schedules

Please contact me if you or your family require assistance with any of the information contained in this booklet.

Mrs Robyn Andrews
Relieving Deputy Principal
October 2019

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Year 12 Assessment Task Planner and Calendar

| | Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------|------|--------|---------|-----------|----------|--------|
| Term 4 2019 | 1 | | | | | |
| | 2 | | | | | |
| | 3 | | | | | |
| | 4 | | | | | |
| | 5 | | | | | |
| | 6 | | | | | |
| | 7 | | | | | |
| | 8 | | | | | |
| | 9 | | | | | |
| | 10 | | | | | |
| Term 1 2020 | 1 | | | | | |
| | 2 | | | | | |
| | 3 | | | | | |
| | 4 | | | | | |
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| | 8 | | | | | |
| | 9 | | | | | |
| | 10 | | | | | |
| | 11 | | | | | |
| Term 2 2020 | 1 | | | | | |
| | 2 | | | | | |
| | 3 | | | | | |
| | 4 | | | | | |
| | 5 | | | | | |
| | 6 | | | | | |
| | 7 | | | | | |
| | 8 | | | | | |
| | 9 | | | | | |
| | 10 | | | | | |
| Term 3 2020 | 1 | | | | | |
| | 2 | | | | | |
| | 3 | | | | | |
| | 4 | | | | | |
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General Information

Eligibility for a Higher School Certificate

To be eligible for a HSC in 2020, you must ensure that you satisfy these requirements:

- Satisfactorily complete course requirements and assessment requirements for each course.
- Satisfactorily complete:
 - subjects that total at least 10 Units
 - at least 6 Units of NESA Developed Courses
 - at least 2 Units of English
 - at least three (3) courses of 2 Unit value or greater
 - at least four (4) subjects
 - no more than six (6) units of Science.

Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is a number - not a mark- that indicates a student's position in relation to their cohort. The ATAR allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by tertiary institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to tertiary courses. To be eligible for an ATAR in 2020, a student must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- Eight units from Category A courses
- Two units of English
- Three NESA Developed courses of two units or greater
- Four subjects.

Additional information may be accessed at: <http://www.uac.edu.au/undergraduate/atar/>

HSC/TAFE Credit Transfer

Credit transfer from the HSC to the TAFE system is available for some courses. This means that your HSC studies can give you credit or advanced standing towards some certificate and diploma courses in TAFE. Check with the TAFE College or see our Careers Adviser for full details of TAFE courses which accept advanced standing and the level of HSC achievement necessary.

Your Obligations

You are obliged to:

- Attend all lessons
- Hand in all assessment tasks on the day and time they are due
- Make a serious attempt at all assessment tasks
- Hand work in on time to avoid penalties
- Provide evidence for missed tasks (e.g. Doctor's Certificate) and complete an Illness/Misadventure form.

School's Obligations

The school is obliged to:

- Provide written notice 10 school days before the due date of:
 - assessment components and weighting
 - the nature of each assessment task
 - duration and time of each task
 - the mark value of each task
 - course outcomes being assessed.

Study Periods and Learning Centre Procedures

Under the rules of the HSC, the majority of students will only study 10 Units. This means that you may have less face to face periods and more study periods during the school day. In the lesson time when you are not required in class, you are expected to work in the Library in the Learning Centre - any missed periods in the Learning Centre will be treated as truancy. It is critical that you make the most of all time spent in the Learning Centre. The Learning Centre is staffed, and you should seek support and assistance from staff on duty.

Both the assessment schedule and the HSC are academically very demanding - the school believes that availability of additional study time through the Learning Centre is a great advantage. Use this time constructively on projects, assignments or set homework. Seek out your classroom teachers for help when required.

Application

Satisfactory application is essential for the award of a Higher School Certificate. The Principal must certify as to whether students have applied themselves at school to a degree that warrants the award. In determining this judgement, the Principal will take into account the degree of effort shown by students and their attitude towards their studies.

Determinations regarding satisfactory completions are decisions which affect the award of the Higher School Certificate. Determinations regarding individual courses are made in terms of the requirements for satisfactory completion by the Head Teacher responsible for that course.

In circumstances where overall application is unsatisfactory, the Higher School Certificate will NOT be issued.

Completion of Course Requirements

A student will be considered to have satisfactorily completed a course if, in the school's view, there is sufficient evidence that the student has, by effort and application, achieved the desired student outcomes of the various syllabuses as laid down by the NESA.

If such evidence does not exist, the school MUST apply an 'N' award for that course.

In determining what constitutes satisfactory completion, you will not be considered to simply 'pass' or 'fail' based on some minimum acceptable achievement nor will you be regarded as satisfactory if you do no more than attend regularly. Account is taken of both your application and the degree of achievement of NESA's objectives and outcomes of the course.

If you have not engaged in an acceptable level of class or assessment work, you CANNOT be regarded as satisfactorily completing that course as you are not achieving course outcomes.

Also, you may be judged not to have satisfactorily completed a course if there is sufficient evidence of:

- omission to a significant degree, of experiences which are integral requirements of the syllabus. e.g. assignments, work placement, field studies, practical work, participation In Class
- preparation so insubstantial that poor examination performance is likely to result
- failure to make a genuine attempt at assessment tasks which contribute more than 50% of the available marks. If you score zero in a particular task it is matter for your teacher's professional judgement whether the attempt is a genuine one.

You must have satisfactorily completed courses totaling at least 10 units to be eligible for the award of a Higher School Certificate.

Completion of Assessment Tasks

You are expected to undertake ALL assessment tasks set in the period timetabled for your course. This includes practical tasks, examinations and hand in tasks.

9.1 Requirements

The minimum requirement for NESA-determined courses is that you undertake tasks which contribute in excess of 50% of the available marks.

It is emphasised that completion of tasks totaling exactly 50% is NOT sufficient!

Failure to comply with this ruling will render the course not to have been satisfactorily completed. You must also complete non-assessable tasks worth more than 50% of the available marks to be considered to have satisfactorily completed a course.

If you do not comply with the assessment requirements in any course you do not get a moderated assessment mark or an examination mark for that course. In the case of Extension 1 or Extension 2 courses, if the assessment requirements are not met for the common (2 units or Extension 1) part, then you will not receive a result in the course at all.

9.2 Electronic Presentation of Tasks

All task/assignments are to be handed in as a hard copy. Electronic presentation of a task must be at the discretion of the Head Teacher of the course.

In the event of an electronic submission of a task, save a back-up copy of the task on a usb or school network or other device.

In the event that a task is required to be presented electronically and there is a computer failure, the student must contact the Head Teacher immediately. In support of their claim, students must be able to present a back-up copy of the task at the first available opportunity and / or other supporting evidence showing progress made in relation to the task.

Submission of Assessment Tasks, Malpractice, Breaches of Assessment Procedures and Illness/Misadventure

10.1 Submission of Assessment Tasks

- 10.1.1 Students will be issued with a calendar, as part of this policy, showing the proposed assessable tasks in all subjects. The calendar will give the task name and week for completion.
- 10.1.2 Notice will be given for each specific task. Details of the task will be given by class teachers. Two weeks' notice will be given for variations to the published Assessment Calendar or content of tasks.
- 10.1.3 Students are expected to undertake ALL assessment tasks set in the period timetabled for your course. This includes practicals, tests and hand in tasks.
- 10.1.4 No assessable task will be set for submission on the last day of the term, although students may be required to complete practical tasks and hand in associated materials.
- 10.1.5 All executive staff will monitor the Assessment calendars to ensure task due dates are distributed to support students' learning. Whilst every effort will be made to manage the assessment load for students, there is NO maximum number of tasks that a students could be asked to undertake or hand in on a single day.

10.2 Late Submission of Tasks

If an assessable task has to be submitted and a student fails to do so by the specified date, a mark of 0 will be given, unless a Medical/Misadventure Certificate giving acceptable reasons is given to the Head Teacher or the Deputy Principal, on the morning of the first day of the student's return to school and an Illness/Misadventure form completed.

If a student fails to hand in an assessable task before a holiday period, a mark of 0 will be given unless evidence is provided. Parent letters and Medical/Misadventure Certificates are necessary if medical reasons are given for late submission. They must be produced on the morning of the first day of the student's return and an Illness/Misadventure application completed. If a student misses scheduled classes or arrives late on an assessable task day without a valid reason, a mark of 0 will be given. Students cannot absent themselves from class to prepare for tasks (refer to 10.5). This will result in a mark of 0 being given.

10.3 Non Submission of Assessment Tasks

- 10.3.1 A mark of 0 will be given for non-submission of an assessable task.
- 10.3.2 If a student does not submit or present for tasks totaling 50% of the final Assessment mark of a course neither the examination mark nor the assessment mark will be reported for that course.
- 10.3.3 Written notification to parents will be given of each occurrence of a zero assessment mark.

10.4 Non Attendance at a Test, Exam, Field Study or Practical Assessment

- 10.4.1 If a valid reason (see below 10.6) is given for non-attendance (illness or approved leave) then students may be able to submit the completed task or be issued with a substitute task, and assessed on their performance in that task. Failure to complete a substitute task will mean a zero mark will be given.
- 10.4.2 In exceptional circumstances, students will not be required to complete the task. Their final assessment mark in the subject will be achieved using the completed assessment task marks and converting these to a mark out of 100. The rate of the conversion will depend on the percentage of tasks completed. For example, if only 80% of tasks have been completed and Illness/Misadventure successfully applied, the student's final assessment mark will be converted from their mark out of 80 to a mark out of 100.
- 10.4.3 If a student is late for a test, practical or examination, no extra time will be given except in extraordinary circumstances and approval by relevant Head Teacher / Deputy Principal.
- 10.4.4 If no valid reason for non-attendance is given, a mark of 0 will be awarded.
- 10.4.5 If a student misses scheduled classes before an assessable test, without a valid reason, a mark of 0 will be awarded. (This includes *Extension* classes scheduled outside normal periods).

10.5 Non-Attendance prior to an Assessment Task

- 10.5.1 If a student does not attend school on the day before an assessable task is due, the student must apply for Illness and/or Misadventure and show good cause for their absence. This application must be submitted on the first day of their return.
- 10.5.2 Failure to show good cause for their absence prior to the due date is a form of malpractice and will result in an N warning and a mark of zero. (refer to 10.6)

10.6 Malpractice during an Examination or Assessment Task

- 10.6.1 Malpractice is any activity that allows students to gain an unfair advantage over other students.
- 10.6.2 Examples of malpractice include but are not limited to cheating, non-serious attempt, copying another students work, plagiarism, paying someone to write or prepare material, breaching school examination rules, using non-approved aids or materials during an assessment task or exam, giving false explanations to explain work not handed in by the due date, assisting another student to engage in malpractice or absence from school prior to a task without an appropriate reason.
- 10.6.3 If a student is found guilty of malpractice during assessable tasks or examinations, home assignments, essays, projects or tests, a mark of 0 will be awarded and they may be entered onto NESA's Malpractice Register.
- 10.6.4 If a student submits a prepared task, which her teacher believes is not entirely the student's own work, the student may be required to reproduce the work under examination conditions. Failure to do so will result in a mark of 0. (Refer to Item 7 for more details.)

10.6. Valid Reasons for Late Submissions, Non Attendance, Lateness

- 10.6.1 Medical reasons i.e. illness verified by a Medical/Misadventure Certificate from a health professional.
- 10.6.2 Non-Medical Reasons: Approved leave approved only by the Principal, verified absence from other government agency – police, court etc.
- 10.6.3 The authenticity of documentary evidence may be confirmed with the named provider. A parent note in most instances is not sufficient.

10.7 Illness/Misadventure

The following applies to the non-completion of assessment tasks due to Illness and/or Misadventure for Year 12:

1. All students are required to comply with the school's assessment policies as outlined in the assessment handbooks for Higher School Certificate students.
2. Students may be prevented from completing an assessment task on time, or completing an assessment to a standard commensurate with their ability, due to them experiencing Illness/Misadventure.
3. A student may lodge an Illness/Misadventure Appeal form in support of any assessment task not completed or adversely affected by Illness and/or Misadventure. Note: Illness/Misadventure does NOT cover:
 - difficulties in preparation
 - alleged deficiencies in tuition
 - family celebrations / commitments
 - loss of study time prior to the formal study vacation
 - misreading the examination timetable
 - misreading of examination instructions, and,
 - long-term illness such as glandular fever, asthma and epilepsy unless there is evidence of a sudden reoccurrence during the examination period.
4. To complete an Illness/Misadventure application you should:
 - A. Ring the School/Head Teacher or Deputy on the morning of the task, and let them know you are going to miss the assessment task and why.
 - B. Attend a doctor to obtain an Illness/Misadventure certificate or obtain other supporting documentation.
 - C. Visit the relevant Head Teacher or Deputy Principal before school on the first day of return to school, submit a completed Illness/Misadventure form and be prepared to sit the examination or submit the task unless otherwise negotiated.
 - D. Completed Illness/Misadventure forms must be submitted along with the required supporting documentary evidence no more than five calendar days after the examination.
5. Student Medical/Misadventure Certificates must be completed using the form (Attachment 1)
 - Include the Practitioner's details and stamp
 - Include the date of the missed task
 - Include testimony and signature of the practitioner
 - Show the length of time the student will be unfit for school.
6. A decision as to whether the appeal will be upheld should be made within three working days by the Deputy Principal in consultation with the Head Teacher. The Deputy Principal will inform the student and their parents of this decision.
7. If the appeal is upheld, a decision will be made as to whether to allow the student to re-sit / resubmit the assessment task, or to adjust the final assessment result based on a student's performance in previously undertaken tasks.
8. If the appeal is not upheld, the existing assessment mark will remain for any task attempted; a zero allocated and a warning letter sent for any task not attempted.
9. Applications will be discreetly managed on a case by case basis – no blanket rule in the case of Illness and/or Misadventure can apply.

10.8 Plagiarism

Plagiarism can be viewed as the product of poor examination preparation, research skills, lack of confidence or many other variables. Opportunities for plagiarism have spread with the increased access to the Internet. In the end it is an act which can potentially give an unfair advantage to a student in terms of other candidates in the same course.

Plagiarism includes using work of another individual and presenting it as one's own (*Macquarie University, Plagiarism Policy 2003*). The following examples would be classed as plagiarism:

- Downloading an assignment from an online source and submitting it as your own work
- Buying, stealing or borrowing an assignment and submitting it as your own work
- Copying, cutting and pasting text from an electronic source and submitting it as your own work
- Using the words of someone else and presenting them as your own (e.g. presenting an assessment task done by a current or ex-student as your own)
- Relying too much on other people's material i.e. repeated long quotations. (The Learning Centre, Avoiding Plagiarism, UNSW).

Strategies to avoid Plagiarism:

- Make sure you understand the set question and the sub-components of the question. If you are not clear ask your teacher and make sure you do this when the question is given out, rather than leaving it too late to effectively complete the task.
- Plan your resources to thoroughly research the set question as quality investigation takes time, organisation and management.
- Access only relevant material and a variety of resources if appropriate. If resources are suggested for the project/assignment then make sure you understand these before other resources/references are considered.
- Acknowledge all sources i.e. books, journals, web pages, letters, films, interviews, lectures, newspapers, etc. (This means a bibliography.)
- Avoid excessive passages by another author, even where the sources are acknowledged. Find another form of words to show that you have thought about the material and understood it, stating clearly where you found the ideas.

Consequences of Plagiarism:

Plagiarism is a form of malpractice and as such a zero will be awarded to any student for the work they are found guilty of actively plagiarising.

Mandatory Work Placement

- All VET courses have a minimum 35 hours of work placement in Year 12, which are not at the discretion of students and/or families.
- The school has set certain weeks in the calendar as work placement weeks.
- Students are expected to check they have no other assessable tasks due during this time and to discuss any issues with their VET teacher.
- Work placement is no reason for lack of completion of other tasks.
- Failure to complete work placement, will result in an 'N' award and may mean you cannot receive your HSC.

HSC Examinations

When you are attending an HSC examination at school, you are still under the authority of the Principal except when assembling for, undertaking and leaving examinations. Students are required to wear full school uniform for the examinations. During these times the Presiding Officer is responsible for your supervision. Any malpractice or breach of procedures will be reported to the NESA which will then submit an official report to the Principal. This could result in the non-award of a Higher School Certificate.

Examination Rules

In assessment tasks and the HSC examinations Students MUST:

- Follow the day to day rules of the school
- Follow the supervisor's instructions at all times behaving in a polite and courteous manner
- Make a serious attempt at answering all questions in the assessment task/test.

Students MUST NOT:

- Speak to any other person upon entering the room or at any time during the examination
- Behave in a way that disturbs other students
- Take any material or equipment into the room other than equipment allowed by the NESA
- Take a mobile phone or any other electrical device not approved by the NESA.

Non-Serious Attempts in HSC Examinations

Non-serious attempts at any examination are identified by the examination committees and dealt with by the NESA. Both the Principal and you will be informed of any instance where an attempt is considered as non-serious.

Answers to all questions must be in English (unless specifically instructed otherwise, such as in Languages papers) or they will be classified as a non-serious attempt by NESA.

NESA has determined that HSC candidates who do not make a serious attempt at any examination may not receive an award in the course concerned. This may render some candidates ineligible for the award of the HSC.

Examination committees will also be asked to bring to NESA's attention, cases where candidate's examination papers contain frivolous or objectionable material.

Conduct/Behaviour Leading up to and including the HSC

Upon completion of the Trial HSC in Term 3, you must return to school and attend all lessons up to the end of Term 3. Most subjects will not have completed their syllabus content by this time and those that have will provide you with valuable revision and resource material. During the STUVAC period, teachers will be available during their normal timetabled lessons, however it would be advisable to phone and confirm their availability before coming to school.

An exemplary standard of behaviour is expected from all Year 12 students throughout the HSC examination period. The following behaviours are not to be displayed at any time:

- unauthorised visits to other schools
- trespassing
- offensive language and/or behaviour
- dangerous use of motor vehicles
- any other activity or behaviour considered unacceptable.

Consequences to be applied if such behaviours are displayed include:

- loss of reference
- non-attendance at school farewell
- possible loss of the HSC
- police involvement
- liability for any damages caused
- liability for any injuries caused.

Some Common Questions Regarding HSC Assessment

1. What is Assessment?

Assessment:

- is a measure of your achievements relative to set standards in that course
- provides a measure of each student's overall performance in a course
- provides a measure of each student's degree of achievement of course outcomes.

2. Why do we have Assessment Tasks?

Assessment tasks allow you:

- the time to learn skills and attitudes and demonstrate these
- to participate in and demonstrate your ability in activities such as fieldwork
- to demonstrate your abilities and skills in aspects of the course which are not readily assessed by the HSC exam itself. For example, debating, group work, oral presentations.

3. How will I be assessed?

Assessment happens systematically and in a planned way at specified points in the course. The assessment tasks may comprise of such things as:

- written, practical, aural/oral tests
- class and/or home assignments
- case studies, written reports
- student explanation and demonstration
- individual projects of varying degree of length and complexity
- oral presentations, essays
- practical tasks/assignments
- portfolios of students' work, diaries and log books
- formal and informal (e.g. 'open book') tests.

Each task in each course carries a specific weight of marks. You must seriously attempt tasks which total more than 50% of the available weight of marks to satisfy each course's requirements.

You must also be aware that it is not the value of the assessment mark that is important, but your position in the course ranking and the relative difference between your assessment and another student's assessment in the course.

As the assessment marks submitted to NESA are moderated by them, it is your rank in each course, that is, your position relative to each other student in the course, which is of paramount importance.

All VET courses have competency based assessment therefore the trial exam work and rank is submitted to NESA.

4. When will the assessment program begin?

For most subjects, the Assessment Program begins at the start of Term 4, and concludes by the end of Week 5 in Term 3.

The approximate dates for all assessment tasks and their weight of marks in all courses are listed in the second part of this booklet. You should enter these dates in the calendar provided. Be aware of when your assessment tasks occur and the nature of those tasks.

The two weeks before the Trial HSC and the time after the Trial are very important to your performance in the HSC. This is a time when you should:

- review your work
- extend your knowledge and skills
- seek additional help and guidance from your teachers
- undertake a serious and effective study program.

5. What Feedback do I receive from an assessment task?

Upon return of a marked assessment task you can expect to receive a mark and/or comment and/or position and/or grade which indicate your performance relative to a set of standards for that task.

Each faculty has its own policy regarding the recording of marks and the calculation of marks. Make sure you are aware of any requirements for each course.

You must **immediately** consult with your teacher if you:

- do not understand the feedback
- would like to discuss ways of improving your performance
- think your work is better than the mark, grade, comment or position indicates.

6. What feedback do I receive about overall course performance?

You can obtain feedback on your overall course performance:

- through homework, assignments, which are not part of the planned assessment program
- via school reports
- by discussing your progress with your class teacher and developing strategies that may help you improve or extend your performance.

If your application and/or your performance is unsatisfactory in a particular course, official school warning letters will be given to you and copies sent home. You will be formally counselled by the Head Teacher when you receive a warning about what to do to resolve the problem in the course. The purpose of the first and second warning letter is to alert you and your parents or care providers of the problem and to allow you sufficient time to remedy the situation. If a third warning letter is sent, you will be required to attend a parental interview at school with the Deputy Principal and you may be considered to have not satisfied requirements for that course.

It should be noted that regular school attendance is essential if you are to reach your full potential and achieve the necessary student outcomes for each course.

7. What if I miss doing or submitting an assessment task?

If you are sick on the day that an assessment task is due to be handed in, then you must arrange to get the task to your teacher by the due date or ON the morning of the first day of your return to school. Bring a medical certificate for the date of the missed task, otherwise you should expect to get zero for that task.

You should also phone the relevant Head Teacher or Deputy Principal and advise them if you are going to miss an assessment task or not submit it on time. Effective communication with the Head Teacher is critical in resolving Illness/Misadventure related issues.

It is your responsibility to see the Head Teacher with a medical certificate and the task on your return to school and complete an Illness/Misadventure application.

If you miss an examination style or practical task you must:

- A. Ring the School/Head Teacher or Deputy on the morning of the task, and let them know you are going to miss the assessment task and why.
- B. Attend a doctor to obtain an Illness/Misadventure certificate or obtain other supporting documentation.
- C. Visit the relevant Head Teacher or Deputy Principal before school on the first day of return to school, submit a completed Illness/Misadventure form and be prepared to sit the examination or submit the task unless otherwise negotiated.
- D. Completed Illness/Misadventure forms must be submitted along with the required supporting documentary evidence no more than five calendar days after the examination.

If you do not follow the above procedure you must expect to get zero for that task.

If for family reasons or severe illness you will be away from school for extended periods you must request leave from the Principal in advance. If leave is granted, you will need to negotiate assessment task completion with each Head Teacher responsible for the courses you are studying.

8. What if I am away the day before a task is due?

Obtain an Illness/Misadventure certificate from the schools website and gain supporting documentation from a doctor or other professional. Visit the relevant Deputy Principal before school on the first day of return to school and submit a completed Illness/Misadventure form with the required supporting documentary evidence

An application must be submitted no more than five calendar days after the examination.

Illness/Misadventure forms and certificates can be downloaded from the student curriculum pages.

9. What is a 'valid reason'?

A valid reason could include a serious illness, accident or misadventure that would physically prevent you from doing the task.

Minor illnesses, overseas trips, extended holidays, dental appointments, meeting relatives etc are NOT valid reasons for missing or not completing assessment tasks.

Medical certificates must give specific details of the illness and state that you are 'UNABLE TO COMPLETE AN HSC ASSESSMENT TASK'. Medical certificates for trivial complaints may NOT be sufficient to constitute a valid reason. Back dated medical certificates will not be accepted.

The final decision as to the validity of a reason rests with the Principal.

If your reason for missing an assessment task is considered to be valid AND you have followed the procedure outlined above the relevant Head Teacher will give you an alternate task to complete.

10. How will I know when tasks are due?

The course assessment schedules which follow this section give approximate dates of when assessment tasks will occur. In unforeseen circumstances the prescribed dates for some tasks could change. In such cases your teacher will give you due warning in writing.

Your teacher is obliged to provide you with a minimum of 2 weeks (10 school days) notice in writing before a specific assessment task is due. Head Teachers for each course are responsible for ensuring that this notice is given.

11. What constitutes 'satisfactory completion' of a course?

To satisfactorily complete a course you *MUST*:

- complete more than 50% of the value of assessment tasks
- make a genuine attempt in assessment tasks and other course work including homework
- participate in all required practical, fieldwork, discussion and lesson activities, work placement
- attend class regularly
- through effort and application, attain the anticipated student outcomes for each course
- prepare yourself to sit the HSC examination.

12. What happens if a course is not satisfactorily completed?

Failure to satisfactorily complete even one course could have extremely serious consequences for your HSC.

If you are deemed to be unsatisfactory in a course the Principal must recommend an 'N' Award in that course to the NESA. If NESA accepts this recommendation, you may sit for the HSC exam but will not be given a mark for that course.

If you receive results in less than 10 units as a consequence of an 'N' Award recommendation you WILL NOT be eligible for an HSC. Less than 10 satisfactorily completed units of NESA Developed Courses mean you WILL NOT be eligible for an ATAR.

Where your overall performance and application at school is deemed unsatisfactory you will not receive an HSC, Result Notice nor Year 12 Record of Achievement.

13. Can I Appeal Against an 'N Award' Recommendation?

The school is obliged to give you due notice if you are approaching an 'N' Award in any course and to specify which aspects of the course you are not meeting the requirements. The Deputy Principal oversees this. If there are exceptional circumstances affecting your application and performance they must be brought to the school's attention well before an 'N' Award is recommended. If you are recommended for an 'N' Award you will be required to meet with the Principal and Deputy Principal who will explain the Appeal Process to you and give you the necessary forms to lodge an appeal.

14. Can I appeal against the assessment rank?

After the last HSC exam for this school, you can request your school assessment rank in each course as submitted to the NESA. You may appeal against a rank in a particular course if:

- the WEIGHTING specified by the course in its Assessment Program do not conform to NESA requirements as outlined in the Subject Guides
- the assessment procedures used by the school for determining the final assessment mark do not conform with those stated in the assessment program. In particular, the WEIGHTING used for the various assessment tasks are not consistent with those specified in the assessment program
- there are computational or clerical errors in the determination of the assessment mark.

At no stage can you appeal against a mark that has been awarded for an assessment task during the Assessment Program - only against the final ranking within that course.

If you wish to lodge such an appeal you will need to request a 'Review of Assessment Ranking' form from the Deputy Principal and submit the completed form to your Year Adviser within two school days of the last HSC examination for this school.

15. How are the appeals conducted?

The review of the appeal will be conducted by a panel at school consisting of the Principal, the Deputy Principal and the school's NESA Liaison Officer. During the review, students may have access to their own records but items pertaining to other students will not be made available.

The Review Panel will inform the student of the decision giving full and detailed reasons in writing to support their decision.

If an appeal is not upheld, then a student may appeal to the NESA but only on the grounds that the school did not consider properly and correctly the matter before it. The appropriate form may be obtained from the Principal and the completed form must be received by the NESA by the due deadline. All school documentation relating to the case is forwarded to the NESA whose decision in the matter is final.

Disability Provisions

Disability provisions provide students who have special needs with practical support in school assessments, including examinations. Students' special needs may include learning, medical, vision or hearing difficulties. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication. Canterbury Girls is committed to ensuring that students with disabilities, including learning difficulties, are able to access and participate in education on the same basis as students without disability. Canterbury Girls assesses and accommodates their students' disability provisions needs, and, when appropriate, submit applications for the HSC examinations on their behalf.

At Canterbury Girls, any student with a diagnosed disability receives a Student Support Plan developed in consultation with a member of the school's Learning Support Team, the student and parent. Contained in this Plan is information relating to any disability provisions which should be enacted in relation to the student's Preliminary assessment program. This Plan is presented to the student's teachers at a meeting, and issues relating to Disability Provisions clarified for appropriate action.

Assessment Free Periods

The week prior to formal examination periods such as the HSC Trial Examination will be variation and assessment free to minimise disruption to classes and to allow appropriate support for examination preparation.

Practical examinations (e.g. Biology, Chemistry, Physics, Music Performance, Drama Performance, Dance Performance, Language Listening Tasks) may be scheduled in the week prior or after formal examinations to ensure an appropriate time is allocated to the completion of these tasks and to avoid clashes with written examinations. Students will be advised of these times with at least 2 weeks' notice.

Student Reports

The school will issue 2 reports to students and parents during Year 12.

- **Semester 1 Report**

This is a progress report containing information on student progress and is based on assessment tasks and coursework completed during the first two terms of their Year 12 Coursework (Term 4, 2019 and Term 1, 2020). This report will contain:

- A cumulative mark
- A student profile reflecting the level of student application to their coursework and learning
- Standards of achievement on outcomes that have been assessed
- A teacher comment and strategies for improvement

- **Yearly Report**

This is a summative report containing information on a student's overall progress across Year 12 coursework. This report will contain:

- Trial HSC Examination Mark (out of 100 for 2 unit courses and 50 for 1 unit courses)
- Trial HSC Examination Rank (across the whole course)
- A student profile reflecting the level of student application to their coursework and learning
- Standards of achievement on course outcomes
- A teacher comment which provides strategies to consolidate their skills and understanding as they approach the HSC examination period.

Assessment Schedules for Specific Courses

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ANCIENT HISTORY**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|---|------------------|
| Knowledge and understanding of course content | 40% |
| Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources | 20% |
| Historical inquiry and research including mandatory historical investigation | 20% |
| Communication of historical understanding in appropriate forms | 20% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|--------------------------------|--------------------|--|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Core Study: Cities of Vesuvius | Term 4 Week 7 | Source Based Analysis (In-Class) | 20% |
| Minoan Society | Term 1 Week 7 | Extended Response and Source Analysis (In Class) | 25% |
| Akhenaten | Term 2 Week 10 | Historical Inquiry and Oral Presentation (Hand-In) | 25% |
| Trial HSC | Term 3 Week 2-3 | Section I: Cities of Vesuvius Section II: Ancient Societies Section III: Personalities and their Times Section IV: Historical Periods (Examination) | 30% |
| TOTAL | | | 100% |

BIOLOGY**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|---|------------------|
| Knowledge and understanding of course content | 40% |
| Skills in working scientifically | 60% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|--|--------------------|---|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Task 1 Module 5: Heredity | Term 4 Week 8 | Written Knowledge and Understanding | 10% |
| Task 2 Mandatory Depth Study | Term 1 Week 3 | Mandatory Depth Study Independent Research and Field Work (15 hours) | 30% |
| Task 3 Practical Examination (All Modules) | Term 3 Week 1 | Practical Examination to assess Skills in Working Scientifically | 30% |
| Task 4 Trial HSC Examination (All Modules) | Term 3 Week 2-3 | Written Examination to assess the Knowledge and Understanding of all work covered | 30% |
| TOTAL | | | 100% |

BUSINESS STUDIES**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|--|------------------|
| Knowledge and understanding of course content | 40% |
| Stimulus-based skills | 20% |
| Inquiry and research | 20% |
| Communication of business information, ideas and issues in appropriate forms | 20% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|-------------------------|--------------------|--|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Operations | Term 4 Week 9 | Presentation and Business Report (Hand In) | 20% |
| Operations Marketing | Term 1 Week 5 | Research and Business Report (In Class) | 25% |
| Marketing Finance | Term 2 Week 8 | Case Study: Research, Inquiry and Extended Responses (In Class) | 25% |
| Trial HSC Examination | Term 3 Week 2-3 | Section I: Objective response Section II: Short answer responses Section III: Business reports Section IV: Extended response (Examination) | 30% |
| TOTAL | | | 100% |

CHEMISTRY**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|---|------------------|
| Knowledge and understanding of course content | 40% |
| Skills in working scientifically | 60% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|------------------------------------|----------------------|---|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Depth Study: Equilibrium Reactions | Term 4 Week 10 | Knowledge and Understanding (10%) Skills in Working Scientifically (30%) | 40% |
| Practical Examination | Term 3 Week 2 – 3 | Skills in Working Scientifically (30%) | 30% |
| Trial HSC Examination | Term 3 Week 2 – 3 | Modules 5-8 Knowledge and Understanding (Examination) | 30% |
| TOTAL | | | 100% |

CHINESE AND LITERATURE**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|--------------------------|------------------|
| Listening and Responding | 20% |
| Reading and Responding | 40% |
| Speaking | 10% |
| Writing | 30% |
| Total | 100% |

| ASSESSMENT TASKS | | | |
|---|--------------------|--|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| The individual and the community Youth culture Chinese communities overseas Global issues | Term 4 Week 8 | Understand aspects of the language and culture of Chinese-speaking communities: Listening (In Class) | 10% |
| The individual and the community Youth culture Perspectives on Identity Global issues | Term 1 Week 6 | Exchange information, opinions and ideas in Chinese and through the production of Original texts: Speaking 10% Writing 10% (In class) | 20% |
| The individual and the community Youth culture Perspectives on Identity Global issues | Term 2 Week 4 | Analyse, evaluate and respond to a range of texts that are in Chinese Reading and responding (30%) Writing (10%) (Hand in) | 40% |
| Trial HSC Examination | Term 3 Week 2-3 | Examination Listening and Responding (10%) Reading and Responding (10%) Writing (10%) | 30% |
| TOTAL | | | 100% |

CHINESE IN CONTEXT**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|--------------------------|------------------|
| Oral interacting | 30% |
| Responding to texts | 40% |
| Creating texts | 30% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|--|--------------------|---|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Young people and their relationships Traditions and values in a contemporary society. The changing nature of work The individual as a global citizen Chinese identity in the international context | Term 4 Week 8 | Responding To Texts (In Class) | 20% |
| Young people and their relationships Traditions and values in a contemporary society The changing nature of work The individual as a global citizen Chinese identity in the international context | Term 1 Week 6 | Creating Texts (In class) | 20% |
| Young people and their relationships Traditions and values in a contemporary society The changing nature of work The individual as a global citizen Chinese identity in the international context | Term 2 Week 4 | Oral Interaction (In-Class) | 30% |
| Trial HSC | Term 3 Week 2-3 | Responding to Texts (20%) Creating Texts (10%) | 30% |
| TOTAL | | | 100% |

CHINESE CONTINUERS**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|--------------------------|------------------|
| Speaking | 20% |
| Listening and Responding | 25% |
| Reading and Responding | 40% |
| Writing | 15% |
| Total | 100% |

| ASSESSMENT TASKS | | | |
|---|--------------------|--|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| The Individual The Chinese-speaking Communities The Changing World | Term 4 Week 8 | Speaking (10%) Reading (10%) (In Class) | 20% |
| The Individual The Chinese-speaking Communities The Changing World | Term 1 Week 6 | Listening and Responding (15%) Reading and Responding (20%) (In class) | 35% |
| The Individual The Chinese-speaking Communities The Changing World | Term 2 Week 4 | Speaking (10%) Writing (5%) (In Class) | 15% |
| Trial HSC | Term 3 Week 2-3 | Examination Listening and Responding (10%) Reading and Responding (10%) Writing (10%) | 30% |
| TOTAL | | | 100% |

COMMUNITY AND FAMILY STUDIES**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|--|------------------|
| Knowledge and understanding of course content | 40% |
| Skills in critical thinking, research methodology, analysing and communicating | 60% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|-------------------------|--------------------|--|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Research Methodology | Term 4 Week 9 | Part A- Research Report (15%) (Results, analysis and discussion) Part B - Research Project Diary (5%) (Hand In / In Class task) | 20% |
| Groups in Context | Term 1 Week 4 | Visual representation and annotations (Hand In) | 25% |
| Parenting and Caring | Term 2 Week 2 | Portfolio (Hand In) | 25% |
| Trial HSC Examination | Term 3 Week 2-3 | Examination | 30% |
| TOTAL | | | 100% |

DANCE**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|--------------------------|------------------|
| Core Appreciation | 20% |
| Core Appreciation | 20% |
| Core Performance | 20% |
| Major Study | 40% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|-------------------------|--------------------|--|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Core Appreciation | Term 4 Week 8 | Presentation of Draft Core Composition Interview Process diary including rationale | 20% |
| Core Performance | Term 1 Week 6 | Presentation of Core Performance (Under Development) Interview Video Analysis of Dance Technique and Performance Quality (Hand In and In Class) | 20% |
| Major Study | Term 2 Week 8 | Submission/Performance of Draft Major Study Work Interview OR Process Diary (Hand In and In-Class) | 30% |
| Trial HSC Examination | Term 3 Week 2-3 | Major Study Final Draft Appreciation (10%) Written Paper (20%) | 30% |
| TOTAL | | | 100% |

ECONOMICS**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|--|------------------|
| Knowledge and understanding of course content | 40% |
| Stimulus based skills | 20% |
| Inquiry and research | 20% |
| Communication of economic information, ideas and issues in appropriate forms | 20% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|---|--------------------|---|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| The Global Economy | Term 4 Week 9 | Stimulus-Based Skills and Written Response (Hand In) | 20% |
| The Global Economy Australia's Place in the Global Economy | Term 1 Week 5 | Research, Inquiry and Extended Response (In Class) | 25% |
| Economic Issues and Policies | Term 2 Week 6 | Research and Extended Response (In Class) | 25% |
| Trial HSC Examination | Term 3 Week 2-3 | Section I: Objective response Section II: Short answer response Section III: Extended response Section IV: Extended response (Examination) | 30% |
| TOTAL | | | 100% |

ENGLISH ADVANCED**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|--|------------------|
| Knowledge and understanding of course content | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|---|--------------------|--|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Common Module (Texts and Human Experiences) | Term 4 Week 7-8 | Multimodal Task (In Class) | 20% |
| Module A Textual Conversations | Term 1 Week 6 | Essay (In Class) | 25% |
| Module C The Craft of Writing | Term 2 Week 1 | Imaginative Task | 25% |
| Trial HSC Examination Paper 1 – Texts and Human Experiences Paper 2 - Modules A & B | Term 3 Week 2-3 | Short Answer Questions Imaginative Response Extended Response (Examination) | 30% |
| TOTAL | | | 100% |

ENGLISH STANDARD**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|--|------------------|
| Knowledge and understanding of course content | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|--|--------------------|--|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Common Module: Texts and Human Experience | Term 4 Week 7 | Multimodal Presentation (In Class) | 20% |
| Module A : Language, Identity and Culture | Term 1 Week 7 | Critical Response (Essay) | 25% |
| Module C: Craft of Writing | Term 2 Week 3 | Imaginative Reflection | 25% |
| Trial HSC Examination Paper 1 – Texts and Human Experiences Paper 2 - Modules A & B | Term 3 Week 2-3 | Short Answer Questions Imaginative Response Extended Responses (Examination) | 30% |
| TOTAL | | | 100% |

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|--|------------------|
| Knowledge and understanding of course content | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|--|--------------------|--|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Module A: Texts and Human Experiences | Term 4 Week 9 | Multimodal Presentation (In Class) | 20% |
| Module C: Close Study of Text | Term 1 Week 9 | Writing a critical response to the text (In Class) | 25% |
| Concurrent Module: Focus on Writing | Term 2 Week 10 | Imaginative and creative writing task (In Class) | 25% |
| Trial HSC Examination Study of Modules Listening Test | Term 3 Week 2-3 | Short Answer Questions Extended Responses Listening Test Responses (Examination) | 30% |
| TOTAL | | | 100% |

ENGLISH EXTENSION 1**1 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|---|------------------|
| Knowledge and understanding of complex texts and of how and why they are valued | 50% |
| Skills in complex analysis, sustained composition and independent investigation | 50% |
| Total | 100% |

| ASSESSMENT TASKS | | | |
|---|--------------------|---|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Common Module | Term 4 Week 7 | Multimodal Presentation – Critical response with related text and visual representation | 30% |
| Elective 2: Worlds of Upheaval | Term 2 Week 6 | Critical Response with Related Text | 40% |
| Trial HSC Examination Common Module Elective 2: World of Upheaval | Term 3 Week 2-3 | Extended Critical Response Imaginative Response (Examination) | 30% |
| TOTAL | | | 100% |

ENGLISH EXTENSION 2**1 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|--|------------------|
| Skills in extensive independent research | 50% |
| Skills in sustained composition | 50% |
| Total | 100% |

| ASSESSMENT TASKS | | | |
|-----------------------------------|------------------|--|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Major Work | Term 4 Week 8 | Viva Voce (In-Class) | 30% |
| Literature Review | Term 1 Week 9 | Research and Reflection Task (Hand-In) | 40% |
| Major Work / Reflection Statement | Term 2 Week 6 | Critique of the Creative Process | 30% |
| TOTAL | | | 100% |

GEOGRAPHY**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|--|------------------|
| Knowledge and understanding of course content | 40% |
| Geographical tools and skills | 20% |
| Geographical inquiry and research including fieldwork | 20% |
| Communicates geographical information, ideas and issues in appropriate forms | 20% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|------------------------------|---------------------|--|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Ecosystems At Risk | Term 4 Week 8 | Fieldwork and Analysis (Hand-In) | 20% |
| Urban Places | Term 1 Week 6 | Research and Extended Response (In Class) | 25% |
| People and Economic Activity | Term 2 Week 3 | Research and Inquiry (Hand In) | 25% |
| Trial HSC Examination | Term 3 Weeks 2-3 | Objective Response Short Answer Extended Response (Examination) | 30% |
| TOTAL | | | 100% |

LEGAL STUDIES**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|---|------------------|
| Knowledge and understanding of course content | 40% |
| Analysis and evaluation | 20% |
| Inquiry and research | 20% |
| Communication of Legal Studies information, issues and ideas in appropriate forms | 20% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|------------------------------|--------------------|--|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Core: Crime | Term 4 Week 8 | Essay Plans and Blog (Hand In) | 20% |
| Option: Family | Term 1 Week 6 | Extended Response (Hand In) | 25% |
| Core Study: Workplace Law | Term 2 Week 6 | Extended Response (In Class) | 25% |
| Trial HSC Examination | Term 3 Week 2-3 | Section I: Core: Objective response Section II: Core: Short answer responses Section III: Options: 2 Extended responses (Examination) | 30% |
| TOTAL | | | 100% |

MATHEMATICS STANDARD**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|--|------------------|
| Understanding, fluency and communication | 50% |
| Problem solving, reasoning and justification | 50% |
| TOTAL | 100% |

Note: All Task Topics will be included on an individual Task Notification issued two weeks prior to the Task. The order of Topics for this course is available on the School Website under Curriculum/Year 12/Scope and Sequence.

| ASSESSMENT TASKS | | | |
|-------------------------|--------------------|------------------------------------|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Task 1 | Term 4 Week 8 | Examination (In Class) | 20% |
| Task 2 | Term 1 Week 5 | Take Home task (Hand In) | 20% |
| Task 3 | Term 2 Week 4 | Modified Open Book Task (In Class) | 30% |
| Trial HSC Examination | Term 3 Week 2-3 | Examination | 30% |
| TOTAL | | | 100% |

MATHEMATICS**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|--|------------------|
| Understanding, fluency and communication | 50% |
| Problem solving, reasoning and justification | 50% |
| TOTAL | 100% |

NOTE REGARDING UNIT ALLOCATION:

- Students who attempt the Mathematics Extension 1 course only, will have their assessment recorded as a mark out of 50. They must complete all tasks in both Mathematics and Mathematics Extension 1. (Total 150)
- Students who also attempt Mathematics Extension 2 will have their assessment for Mathematics Extension 1 recorded as a mark out of 100.

NOTE REGARDING ASSESSMENT TASKS

All Task Topics will be included on an individual Task Notification issued two weeks prior to the Task. The order of Topics for this course is available on the School Website under Curriculum/Year 12/Scope and Sequence.

| ASSESSMENT TASKS | | | |
|-------------------------|--------------------|---------------------------------|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Task 1 | Term 4 Week 9 | Class Examination (In Class) | 20% |
| Task 2 | Term 1 Week 5 | Class Examination (In Class) | 30% |
| Task 3 | Term 2 Week 4 | Investigation Task (Hand In) | 20% |
| Trial HSC Examination | Term 3 Week 2-3 | Examination | 30% |
| TOTAL | | | 100% |

MATHEMATICS EXTENSION 1**1 UNIT MATHEMATICS****2 UNITS WITH MATHEMATICS EXTENSION 2**

| COURSE COMPONENTS | WEIGHTING |
|--|------------------|
| Understanding, fluency and communication | 50% |
| Problem solving, reasoning and justification | 50% |
| TOTAL | 100% |

NOTE REGARDING UNIT ALLOCATION:

- Students who attempt the Mathematics Extension 1 course only, will have their assessment recorded as a mark out of 50. They must complete all tasks in both Mathematics and Mathematics Extension 1. (Total 150)
- Students who also attempt Mathematics Extension 2 will have their assessment for Mathematics Extension 1 recorded as a mark out of 100.

NOTE REGARDING ASSESSMENT TASKS

All Task Topics will be included on an individual Task Notification issued two weeks prior to the Task. The order of Topics for this course is available on the School Website under Curriculum/Year 12/Scope and Sequence.

| ASSESSMENT TASKS | | | |
|-------------------------|--------------------|---------------------------------|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Task 1 | Term 4 Week 9 | Class Task (In Class) | 20% |
| Task 2 | Term 1 Week 5 | Class Task (In Class) | 30% |
| Task 3 | Term 2 Week 4 | Investigation Task (Hand In) | 20% |
| Trial HSC Examination | Term 3 Week 2-3 | Examination | 30% |
| TOTAL | | | 100% |

MATHEMATICS EXTENSION 2**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|--|------------------|
| Understanding, fluency and communication | 50% |
| Problem solving, reasoning and justification | 50% |
| TOTAL | 100% |

NOTE:

- All students in Extension 2 course must complete all tasks in both Mathematics Extension 1 and 2. (Total 200)
- Extension 2 students must also complete the first one or two tasks of the Mathematics course.

NOTE REGARDING ASSESSMENT TASKS

All Task Topics will be included on an individual Task Notification issued two weeks prior to the Task. The order of Topics for this course is available on the School Website under Curriculum/Year 12/Scope and Sequence.

| ASSESSMENT TASKS | | | |
|-------------------------|--------------------|----------------------------|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Task 1 | Term 4 Week 10 | Investigation (Hand In) | 20% |
| Task 2 | Term 1 Week 5 | Class Task (In Class) | 30% |
| Task 3 | Term 2 Week 5 | Class Task (In Class) | 20% |
| Trial HSC Examination | Term 3 Week 2-3 | Examination | 30% |
| TOTAL | | | 100% |

MODERN HISTORY**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|---|------------------|
| Knowledge and understanding of course content | 40% |
| Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources | 20% |
| Historical inquiry and research | 20% |
| Communication of historical understanding in appropriate forms | 20% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|---|--------------------|--|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Core Study: Power and Authority in the Modern World 1919–1946 | Term 4 Week 8 | Research and Source Analysis: Research, collect and Analyse sources (Hand In) Complete Source Analysis (In Class) | 20% |
| National Study: Russia and the Soviet Union 1917 - 1941 | Term 1 Week 6 | Research and Extended Response (Seen Question - In Class) | 25% |
| Peace and Conflict: Conflict in Europe | Term 2 Week 3 | Research Essay (Hand In) | 25% |
| Trial HSC Examination | Term 3 Week 2-3 | Section I: Core: Source based analysis, and short answer questions Section II: Extended response Section III: Structured response Section IV: Extended response (Examination) | 30% |
| TOTAL | | | 100% |

MUSIC COURSE 1**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|---|--|
| Core assessment: <ul style="list-style-type: none"> - Aural - Composition - Musicology - Performance | 25% 10% 10% 10% 55% |
| Elective Assessment: Three (3) electives in any combination from the list below. Each elective is worth 15%: <ul style="list-style-type: none"> - Musicology - Performance - Composition | 45% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|---|--------------------|--|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Presentation or Submission: Topic 1 Elective | Term 4 Week 8 | Presentation of performance or composition portfolio or musicology outline and viva voce, including written response using concept-based analysis to self-directed listening excerpt selected from within Topic 1. (In Class and Hand In) | 25% |
| Presentation of Performance and Viva Voce: Topic 2 | Term 1 Week 6 | Solo or ensemble performance including an improvisation demonstrating an understanding of harmonic, melodic and/or rhythmic features of the chosen style. (In Class) | 20% |
| Presentation and Submission: Topics 2 and 3 Electives | Term 2 Week 9 | Presentation of performance or composition portfolio or musicology outline and viva voce for electives 2 & 3 (In Class and Hand In) | 30% |
| Trial HSC Examination | Term 3 Week 2-3 | Aural Skills Examination Responses to aural excerpts (Examination) | 25% |
| TOTAL | | | 100% |

PHYSICS**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|---|------------------|
| Skills in working scientifically | 60% |
| Knowledge and understanding of course content | 40% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|--|--------------------|--|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Task 1 The Nature of Light | Term 4 Week 7 | Depth Study Practical Investigation and report Skills in Working Scientifically (Mandatory In class 15 hours and hand in component) | 30% |
| Task 2 Advanced Mechanics | Term 1 Week 4 | Written Knowledge and Understanding Knowledge and Understanding | 10% |
| Task 3 Electromagnetism and The Nature of light | Term 3 Week 2-3 | Practical Examination Skills in Working Scientifically (In Class) | 30% |
| Trial HSC Examination | Term 3 Week 2-3 | Knowledge and Understanding (Examination) | 30% |
| TOTAL | | | 100% |

SOCIETY AND CULTURE**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|---|------------------|
| Knowledge and understanding of course content | 50% |
| Application and evaluation of social and cultural research methods | 30% |
| Communication of information, ideas and issues in appropriate forms | 20% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|---|--------------------|---|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Core: Social and Cultural Continuity and Change: Research Methods | Term 4 Week 6 | Personal Interest Proposal Oral Presentation (Hand In and In Class) | 20% |
| Social and Cultural Continuity and Change | Term 1 Week 4 | Structured Responses (Hand In) | 25% |
| Depth Study One: Belief Systems and Ideologies | Term 2 Week 4 | Research and Extended Response (Seen Question) (In Class) | 25% |
| Trial HSC Examination | Term 3 Week 2-3 | Section I: Core: Objective response and short answer questions, extended response Section II: Depth Studies: Structured Responses (Examination) | 30% |
| TOTAL | | | 100% |

STUDIES OF RELIGION II**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|---|------------------|
| Knowledge and understanding of course content | 40% |
| Source-based skills | 20% |
| Investigation and research | 20% |
| Communication of information, ideas and issues in appropriate forms | 20% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|---|--------------------|---|------------------|
| TASK | WHEN | NATURE OF TASK | WEIGHTING |
| Religious Tradition Depth Study 1 | Term 4 Week 7 | Inquiry, Research and Presentation (Hand-In and In Class) | 20% |
| Religion and Belief Systems in Australia Post -1945 Religious Tradition Depth Study 2 | Term 1 Week 7 | Source Based Response (In Class) | 25% |
| Religion and Peace | Term 2 Week 8 | Inquiry, Research and extended response (Hand-In) | 25% |
| Trial HSC Examination | Term 3 Week 2-3 | Section I: Objective Response and Short Answer Questions Section II: Structured Responses Section III: Extended Response Section IV: Extended Response (Examination) | 30% |
| TOTAL | | | 100% |

VISUAL ARTS**2 UNIT**

| COURSE COMPONENTS | WEIGHTING |
|--|------------------|
| Unit A - Art Making | 50% |
| Unit B - Art Criticism and Art History | 50% |
| TOTAL | 100% |

| ASSESSMENT TASKS | | | |
|-------------------------|--------------------|---|------------------|
| TOPIC | WHEN | NATURE OF TASK | WEIGHTING |
| Case Study | Term 1 Week 4 | Written case study (Hand In) | 25% |
| Body Of Work | Term 1 Week 10 | VAPD - Developing a Body of Work (In Class) A formal progress check will be conducted Term 4 Week 8. More information will be provided on the assessment notification. | 15% |
| Body of Work | Term 3 Week 1 | VAPD and Body of Work development Curator – Set up and clean up exhibition Art Making 10% Body of Work 25% (In Class) A formal progress check will be conducted Term 2 Week 2. More information will be provided on the assessment notification. | 35% |
| Trial HSC Examination | Term 3 Week 2-3 | Sections I and II of Trial HSC Examination Paper (Examination) | 25% |
| TOTAL | | | 100% |

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). 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 the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Driver's License or a valid passport for the creation of the USI.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.


Competency-based training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).


Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

BUSINESS SERVICES VET CURRICULUM FRAMEWORK

|  <div> ULTIMO 90072 BUSINESS SERVICES ASSESSMENT SCHEDULE Year 11 Year 2019 - HSC 2020 QUALIFICATION: BSB20115 Certificate II in Business Release 2 Training Package: BSB Business Services Version 3 </div> | | | | | | | NESA Course Code: 2 U X 2 YR 26101 LMBR UI Code: 11BSB20115226101 B |
|---|-------------------------------------|--|---------------------|-------------|----------------------|---|---|
| TERM | UOC CODE | Unit of Competency | AQF Core / Elective | HSC STATUS | HSC INDICATIVE HOURS | Assessment Task Cluster & Methods of Assessment | HSC requirements Exam estimate mark & weighting to total 100% |
| Term 1 | 7 PRELIMINARY UOCs | | | | | | 240 Indicative Hours over 2 yrs |
| | BSBWHS201 BSBWOR204 | Contribute to health and safety of self and others Use business technology | C E | M E | 15 15 | Cluster A: At the Office Written task, scenario, observation of practical work, risk assessment | |
| Term 2 | BSBCUS201 BSBCMM201 | Deliver a service to customers Communicate in the workplace | E E | M E | 15 15 | Cluster B: Service with a Smile Scenario, written task, presentation, role play | 35 hrs Work placement |
| Term 3 | BSBSUS201 BSBITU213 BSBITU312 | Participate in environmentally sustainable work practices Use digital technologies to communicate remotely Create electronic presentations | E E E | M E E | 15 10 15 | Cluster C: Quality presentations Scenario, written task, case studies, self-assessment | 25% Year 11 Yearly Exam |
| Term 3-4 | 7 HSC UOCs | | | | | | |
| | BSBITU307 BSBITU211 | Develop keyboarding speed and accuracy Produce digital text documents | E E | E E | 25 20 | Cluster D: Fast and On Task Written task, teacher observation, portfolio of evidence, product assessment | 35 hrs Work placement 75% Trial HSC Exam |
| Term 5-6 | BSBITU212 BSBINM201 TLIP2029 | Create and use spread sheets Process and maintain workplace information Prepare and process financial documents | E E E | E M M | 15 20 20 | Cluster E: Minding Your Own Business Written task, scenario, observation of practical work, portfolio of evidence | The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams. |
| Term 7 | BSBINN201 BSBIND201 | Contribute to workplace innovation Work effectively in a business environment | E E | M M | 15 25 | Cluster F: Back to the Future Written task, case study, scenario | |

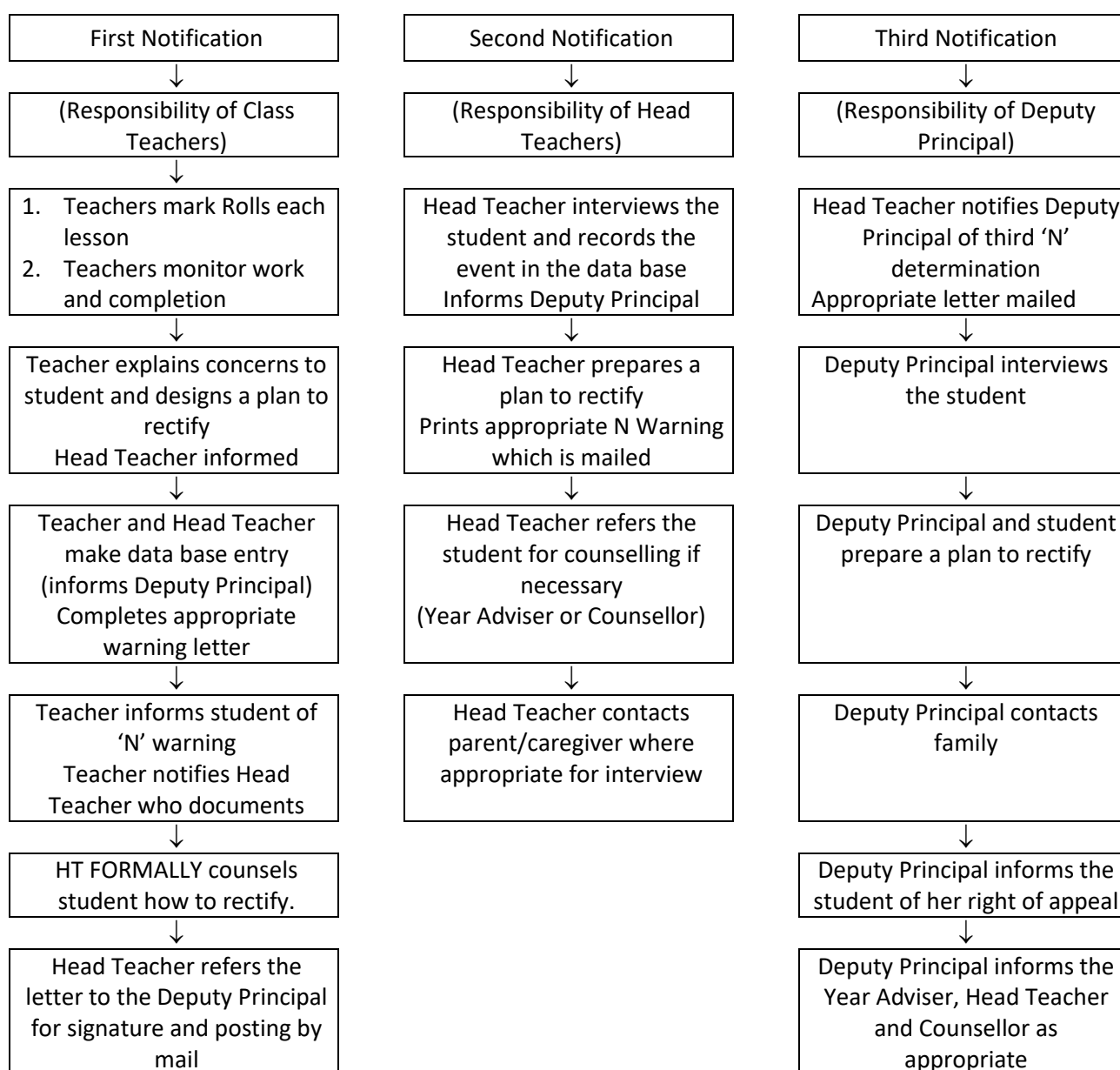
| | | |
|--|-----------------|--|
| NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements. | Total hours 240 | Units of competency from the HSC focus areas will be included in the optional HSC examination. |
|--|-----------------|--|

HOSPITALITY (KITCHEN OPERATIONS) VET CURRICULUM FRAMEWORK

| <div>NSW GOVERNMENT</div> <div>ULTIMO 90072 HOSPITALITY- KITCHEN OPERATIONS ASSESSMENT SCHEDULE Preliminary Year 2019 - HSC 2020 QUALIFICATION: SIT20416 Certificate II in Kitchen Operations Training Package: SIT Tourism, Travel and Hospitality (version 1.2)</div> | | | | | | | NESA course code 2 U X 2 YR - 26511 LMBR code 11SIT20416126511B |
|---|--------------------|---|---------------------------|---------------|---|---|--|
| TERM | Unit Code | Units Of Competency | AQF CORE / ELECTIVE | HSC STATUS | HSC Hrs. | Assessment Task Cluster & Methods of Assessment | HSC requirements Exam estimate mark & weighting to total 100% |
| Term 1 | 9 PRELIMINARY UOCs | | | | | Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i> | 240 Indicative Hours over 2 years |
| | SITXFSA001 | Use hygienic practices for food safety | C | M | 10 | Cluster A: Getting Ready for Work Written task/scenario, case study & observation of practical work | 25% Year 11 Yearly Exam 35 hrs Work placement |
| | SITXWHS001 | Participate in safe work practices | C | M | 15 | | |
| | SITHCCC003 | Prepare and present sandwiches | E | E | 20 | | |
| Term 2 | SITXFSA002 | Participate in safe food handling practices | E | S | 15 | Cluster B: Sustainable Kitchen Practices Scenario, Written task, Observation of practical work | 75% Trial HSC Exam |
| | BSBSUS201 | Participate in environmentally sustainable work practices | E | E | 10 | | |
| | SITHCCC002 | Prepare and present simple dishes | E | E | 15 | | |
| Term 3 | SITHKOP001 | Clean kitchen premises and equipment | C | S | 10 | Cluster C: Maintain a Clean & Safe Kitchen Written task, Observation of practical work including temperature checks & completion of HACCP documentation. | 35 hrs Work placement The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams. |
| | SITHCCC001 | Use food preparation equipment | C | S | 20 | | |
| | SITXINV002 | Maintain the quality of perishable items | C | E | 5 | | |
| Terms 4 - 6 | 5 HSC UOCs | | | | | Cluster D: Quality Meals Written task & observation of practical work Portfolio of evidence including service periods. NOTE: person with THREE years' Industry Experience must be involved in assessment. | |
| | SITHCCC005 | Prepare dishes using basic methods of cookery | C | S | 40 | | |
| | SITHCCC006 | Prepare appetisers and salads | E | E | 25 | | |
| | SITHCCC011 | Use cookery skills effectively | C | E | 20 | | |
| Terms 6 & 7 | BSBWOR203 | Work effectively with others | C | M | 15 | Cluster E: Working Effectively with Others Written task and reflection | |
| | SITHIND002 | Source and use information on the hospitality industry | E | M | 20 | | |
| NESA requires students to study a minimum of 240 hours to meet | | | Total Hours 240 | | Units of competency from the HSC focus areas will be included in the optional HSC | | |

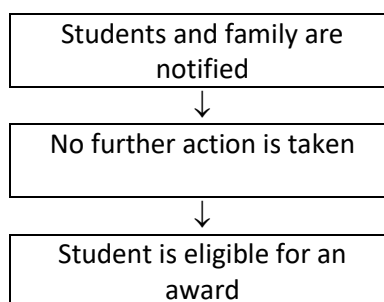
| | | |
|--|--|---------------------|
| <i>Preliminary and HSC requirements.</i> | | <i>examination.</i> |
|--|--|---------------------|

‘N’ Determination For Year 11 & 12 Courses

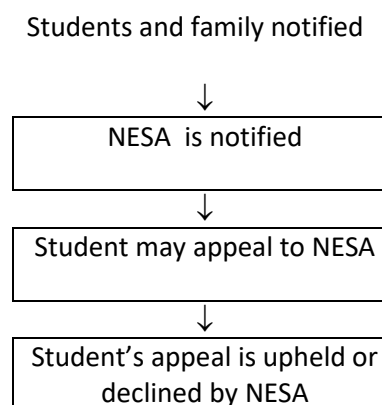


On the due date the Principal and Deputy Principal consider any student appeals:

When a student’s appeal at school is upheld:



When a student’s appeal at school is declined:



The HSC All My Own Work Program (AMOW)

The HSC: All My Own Work program is designed to help Higher School Certificate 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.

The program has been developed as part of the NSW Government's *Respect and Responsibility Strategy* and complements other approaches such as brochures for teachers, students and parents and strengthened student and teacher declarations for the HSC.

The HSC: All My Own Work program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules.

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

Each module contains:

- Information and advice on the module focus questions
- Quiz questions
- Summary
- Frequently Asked Questions (FAQs)
- Link to a glossary
- Links to relevant websites

There is a Sitemap available if you wish to see a more detailed view of how the site is organised, and a Program Guide with detailed information on how to use the program.

How is HSC: All My Own Work related to HSC Eligibility?

All students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed HSC: All My Own Work or its equivalent. This requirement excludes students who are only entered for Life Skills courses or NESA Endorsed courses although the program would still be available as an option for these students if this was seen as appropriate by their school.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

If any student has enquiries relating to All My Own Work, they should contact Ms Manton, the School's Teacher Librarian.

Glossary of Key Words

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

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

Useful Websites For Study: General Curriculum

| | |
|---|---|
| The official NESA site for new syllabuses. This contains details of all the HSC subjects as well as links to other useful sites | http://syllabus.nesa.nsw.edu.au/ |
| Online multiple choice trials for several HSC subjects | http://www4.boardofstudies.nsw.edu.au |
| NESA All My Own Work program which all HSC students must complete before they commence year 11 course work. | http://amow.boardofstudies.nsw.edu.au |

Media Sites

| Media Publication | Link |
|--|--|
| ABC News Australia's most trusted source of local, national and world news. Comprehensive, independent, in-depth analysis, the latest business, sport, weather and more. | www.abc.net.au/news/ |
| The Sydney Morning Herald Breaking news from Sydney, Australia and the world. Features the latest business, sport, entertainment, travel, lifestyle, and technology news. | www.smh.com.au |
| The Australian (requires paid subscription; or subscription accessed via State Library) The Australian National and International News with in-depth Business News and Political coverage including Lifestyle, Arts and Sports and more online at The Australian. | www.theaustralian.com.au/ |
| SBS Australia Australia's multicultural and multilingual broadcaster. Includes news, sport, entertainment, documentary, film, food, radio and television schedule with program information. | www.sbs.com.au |
| International Business Times International Business Times (IBTimes) is a growing digital global news publication that delivers international business news to an audience of over 7 million in the U.S. and 13 million people worldwide every month through its network of digital publishing platforms. | www.ibtimes.com.au/ |
| Online Newspapers Thousands of newspapers from around the world, at your fingertips. | www.onlinenewspapers.com |

Public Library Access to Online Databases

One of the advantages of joining your local Public Library is that you get:

- free access to a number of online databases to assist with research
- Homework Assistance programs
- HSC support programs.

Public Library membership is free and open to everyone. If you are under the age of 18 you need:

- parent or guardian's signature on a permission form
- photo ID
- proof of current address

Application and permission forms are available from the Library section of the relevant Council website (see details below) or in person at the Library.

| Library | Link |
|---|---|
| The State Library of NSW Phone: 9273 1414 | www.sl.nsw.gov.au In order to use the online databases you need to join the State Library and be issued with a Library Card – this is free but takes a few days to process. <ol style="list-style-type: none"> 1. Log in to the State Library website – see URL above. 2. Select the “Using the Library” tab from the top menu bar. 3. Select “Search our collections”. 4. Select “Electronic Resources”. 5. Click on the “access to databases from home link” 6. Click on the “apply online” link if you haven’t already joined the Library 7. Log in to the required database and search for the information you need. |
| Canterbury City Library Phone: 9789 9405 Branches: Campsie, Earlwood, Lakemba and Riverwood. | www.cbccity.nsw.gov.au/community/library-knowledge-centres |
| Marrickville Council Libraries Phone: 9335 2173 / 9335 2174 Branches: Marrickville, Dulwich Hill, Stanmore and St. Peters / Sydenham | https://www.innerwest.nsw.gov.au/explore/libraries |
| Ashfield Public Libraries Phone: 9716 1810 Branches: Ashfield and Haberfield | https://www.innerwest.nsw.gov.au/explore/libraries |



ATTACHMENT 1

Student Medical/Misadventure Certificate

Purpose of this Certificate

This form is used by students to apply for Illness/Misadventure in examinations or other assessable work in their studies at Canterbury Girls High School. Approval of applications is granted to students who are legitimately disadvantaged in their assessment due to factors beyond their control. To enable the validity of applications to be evaluated, this form should be completed by a doctor, dentist, or other appropriate authority (e.g. police officer, solicitor).

STUDENT NAME _____

I agree to Canterbury Girls High School requesting verification of the information provided on this certificate, if required.

Student Signature _____ Contact No: _____

Parent /Guardian Signature _____ Contact No: _____

PRACTITIONER DETAILS (to be completed by the doctor, dentist or other relevant authority)

NAME _____

ADDRESS _____

PHONE _____

Stamp of practitioner or organisation

I, _____, certify that I have seen
_____ on ____/____/____.

In my opinion, the student has a medical condition or is experiencing matters which did/will affect their studies as follows:

| | Tick as applicable | Provide applicable dates |
|-----------------------------------|--------------------|---------------------------------------|
| Unable to attend classes | | From ____/____/____ to ____/____/____ |
| Unable to undertake private study | | From ____/____/____ to ____/____/____ |
| Unable to sit examinations | | From ____/____/____ to ____/____/____ |

Additional Comments:

Signature of Practitioner _____ Date _____