

**Pittwater High School
2024 Year 11 Accelerated
Course Guide
(for 2024 HSC)**



Front cover

“Eve”

By Lily Watt

Year 12

Visual

Artwork



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Principal: Alison Gambino

Deputy Principals: Sophia Bromley, Katrina Purvis, Carolyn Samojlowicz

Dear students and parents/carers of the 2024 Accelerated HSC Cohort,

Welcome to Term 4 and the start of your HSC course. We are excited to welcome you onto your official HSC journey for your Accelerated Course. Our aim is to support you to grow and reach your potential. One of the ways we can assist is to ensure you have a clear understanding of your assessment tasks, the policy and procedures for assessment and our expectations. We hope you enjoy this year as you embrace your learning and experience success that will, in turn, inform your Year 12 success too. We know you will continue to build positive relationships with your peers and teachers, and maintain and grow your curiosity, engagement and persistence throughout the academic year.

Expectations:

1. Study Periods and Senior Learning Centre

As a result of discontinuing a subject or undertaking an Extension Course, some students may have more study periods (**not** free periods) during normal school hours. During study periods, students need to sign in (and out) of the library to indicate whether they are working in the Senior Learning Centre, the outside study area or working with a teacher (e.g. on a major work). **Students are not to leave the school grounds.**

2. School Uniform

Seniors are expected to wear the correct school uniform **including black lace up school shoes at all times**. Our strong community reputation is advantageous to us all and is founded on respect and responsibility as evident in wearing the correct uniform. Please see the website for any clarification of uniform items.

3. Getting the most out of your learning by:

- a. attending school and all timetabled lessons every day
- b. being punctual to class
- c. demonstrating hard work and effort in all learning activities
- d. completing assessment tasks, assignments and homework punctually
- e. behaving appropriately at all times: in class, in the school grounds and on excursions
- f. becoming actively involved in the wider activities of school life.

All the best.

Alison Gambino

Principal

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ASSESSMENT CALENDAR

HSC Term 4 2023

HSC Term 4 2023												
Term 4	HSC	MONDAY			TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Weeks 1-4	2023	NO ASSESSMENTS			NO ASSESSMENTS		NO ASSESSMENTS		NO ASSESSMENTS		NO ASSESSMENTS	
Week 5	NOV	6	Investigating Science			7		8		9		10
Week 6	NOV	13				14		15		16		17
Week 7	NOV	20				21		22		23		24
Week 8	NOV DEC	27	Aboriginal Studies			28		29		30		1
Week 9	DEC	4				5		6		7		8
Week 10	DEC	11				12		13		14		15

ASSESSMENT CALENDAR

HSC Term 1 2024

Week 1-2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
				Industrial Technology (Multimedia) Investigating Science				Aboriginal Studies	

ASSESSMENT CALENDAR

HSC Term 2 2024

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9– 10 (TRIALS)
								Aboriginal Studies Industrial Technology (Multimedia) Investigating Science

ASSESSMENT CALENDAR

HSC Term 3 2024

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 - 10
Industrial Technology (Multimedia)				Investigating Science	Aboriginal Studies		

ASSESSMENT FOR THE HSC 2023 / 2024

The purpose of school assessment is to:

- assist student learning.
- evaluate and improve teaching and learning programs.
- provide information on student learning.
- provide evidence of satisfactory completion of courses
- provide multiple opportunities for students to demonstrate their achievements.

Student performance in the Higher School Certificate (HSC) is assessed in two ways – the HSC examinations and the internal (school) assessment. In some subjects, there are also external assessable components.

The HSC examinations are conducted by the NSW Education Standards Authority (NESA) during October and November each year. The internal assessment mark is based on achievement in a range of tasks developed by the school according to syllabus components and weightings. The tasks allow students to demonstrate the breadth and depth of their knowledge, skills and understanding in a variety of ways such as research, oral presentations, aural analysis, practical work and experiences appropriate to the outcomes in each course studied. Marks awarded for each task will align with the quality of the response; work that shows more complex development and higher order achievement will receive more marks than work that demonstrates a more basic level of achievement.

The final HSC assessment mark is a combination of the mark gained in each HSC exam (50%) and the moderated school assessment (50%). The internal (school) assessment for the HSC will commence after the Year 11 course during Term 4, 2023.

The award of an HSC is dependent upon a student's satisfactory progress and completion of course work regarding both formal assessment and assessment for learning tasks. Students should appreciate that assessment for learning tasks are very important in the context of the whole course, both as practice for assessment tasks and as preparation for the HSC examination.

SATISFACTORY COMPLETION OF COURSES

The following course completion criteria refer to both the Year 11 and HSC courses.

Course Completion Criteria

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:

- a) **Followed** the board developed or board endorsed by NESA; and
- b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **Achieved** some or all of the course outcomes.

Should a student not satisfy the course requirements, they will be at risk of being given an 'N' Determination (non-completion of course requirements). The Principal or delegate, will warn the student as soon as possible and advise the parent or guardian (if the student is less than 18 years of age) in writing. Refer to 'Non-Determination'.

REQUIREMENTS OF STUDENTS

It is expected that:

- Student attendance, conduct and progress will be satisfactory. To successfully complete the HSC course student attendance should not drop below a minimum 85% of timetabled lessons.
- Continuity of learning is an essential element of senior high school education. The standards set by the school and expectations of its staff are such that only unavoidable absence due to illness, bereavement etc. should come in the way of attending school. Students who miss school must catch-up work and are expected to develop a plan to do so for any missed work, so that learning opportunities are maximised.
- Students will complete **classwork, homework, assigned work and set tasks and experiences** to the satisfaction of each faculty's requirements.
- Students will make a **serious attempt** at all set work and participate in all experiences provided in courses run by the school.
- Students will **apply themselves with diligence and sustained effort** throughout the course.
- Students will have achieved some or all of the course outcomes.

SCHOOL RESPONSIBILITIES

NESA outlines the requirement that schools establish an HSC assessment program for each course we teach within the guidelines outlined in each syllabus. We are expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- **encourage students to take greater responsibility for their own learning**
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents, employers and others, in ways that meet their needs

INTERNAL ASSESSMENT

The school is required to submit an assessment mark for each subject undertaken by the students. The assessment marks submitted by a school for each course are intended to indicate achievement at the end of the HSC course, based on:

- a wide range of syllabus outcomes that can be measured by the external examination, although internal assessment must cover all the objectives measured by the examination;
- multiple measures and observations made throughout the HSC course rather than a single, final examination.

Each student must attempt tasks worth in excess of 50% of the course. If students fail to attempt tasks in excess of 50% in any course the Principal will certify that the course outcomes have not been studied satisfactorily and will indicate the outcomes still to be completed. Students and parents will be informed in advance if a student has placed himself/herself in such a position.

The internal assessment schedule will commence during Term 4 2023 at the completion of the Year 11 Course.

A maximum number of formal assessment tasks of 4 in Year 12 will be allocated in each subject's assessment schedule. An individual task would not normally be worth less than 10 per cent, or more than 40 per cent, of the total weighted mark.

This booklet outlines the approximate timing of internal assessment marks. They have been scheduled with students' workloads and school events in mind. Information regarding the exact timing of assessment tasks will be communicated to students via the class teacher. At Pittwater High School we aim to give students a minimum of three weeks notification of assessment tasks. If a student is absent on the day that notification is distributed to the class, they can sign and collect a copy from the relevant faculty staff room upon their return.

Students will acknowledge the receipt of this Assessment Policy by initialling a receipt sheet. It is recommended that students keep a photocopy of all materials handed out for assessment.

The internal assessment mark is based on the HSC course only (**except in Mathematics**). Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the Mathematics assessment is to be based on the Year 11 course.

COMPLETION AND SUBMISSION OF ASSESSMENT TASKS

Students are expected to perform all tasks required on the set date and to sit for all tasks scheduled as part of the assessment program. The number of assessment tasks given is decided by the school and details of these tasks are provided in the course assessment program that follows. Students should sign a receipt sheet to indicate submission of the task.

Assessment tasks must be submitted **no later than 8:30am on the day they are due**. Students can hand in tasks before the due date. Please ensure if submitted early, that students sign to say handed in early.

If an assessment task is handed in late or a student fails to attend an in-class task, the task will incur a zero result. If students have an explanation such as illness, bereavement, for their lateness, they may complete an illness / misadventure form with accompanying documentation and hand this to the Head Teacher.

Failure of computers, printers or software **will not be accepted** as a reason for the lateness of a task, as students are expected to use good management practices such as USB storage, devices, email and keeping draft copies of work. Students have access to computers and printers at school. Work already undertaken for the task and a USB containing the task may be submitted to the teacher or Head Teacher for consideration in this case.

If a Head Teacher is not able to determine the legitimacy of a lateness explanation, it will be presented to the Assessment Review Panel (ARP) for determination. If the ARP determines that the reason for late submission is not acceptable, the task will score zero.

ILLNESS MISADVENTURE & LATE SUBMISSIONS

If you have a valid reason for missing an in-school assessment task or late submission of a task you need to complete an Illness Misadventure or Late Submission form. The forms are available online at the school website, from the Year Adviser, student services office or Head Teachers.

When completing the form attach as much supporting information as possible e.g. Doctor's certificates, funeral notices etc. and return the completed form to your teacher or Head Teacher as soon as possible after your return to school.

The faculty Head Teacher will make a recommendation in the appropriate place on the form for the Assessment Review Panel and forward the application to the Panel Convener.

A copy of the Illness Misadventure form can be found at the end of this document.

MEDICAL CERTIFICATES

When requesting a medical certificate, please give the following information to the doctor to ensure the necessary documentation is provided without further inconvenience to busy professionals.

- the time and date of the consultation
- the nature of the student's illness
- an explanation of how this illness would affect the student's performance on an assessment task or in completing an assignment.

School assessments are the principal means of determining satisfactory completion of the HSC course outcomes in the senior school.

At a time when competition for the very best results is sought by so many students for acceptance into tertiary education, business cadetships and apprenticeships, it is important for the school's Assessment Review Panel to be able to accurately ascertain the extent to which the student has been disadvantaged by illness and therefore how much extra time he/she be given to complete a task.

Should you have any concerns please telephone the Principal on 9999 4035.

THE ASSESSMENT REVIEW PANEL (ARP)

The Principal of Pittwater High School selects several Head Teachers to monitor and review the procedures set down for the Pittwater High School HSC Assessment program. It also meets, if required, to consider student appeals on the grounds of unexpected illness, misadventure, or accident. The Principal is the final arbiter in all appeals.

ATTENDANCE

A student will score zero marks if absent from an in-school assessment task unless they have a valid reason supported by documentation (e.g. a medical certificate in case of illness) and completes an Illness, Misadventure & Late submission form.

- Whole day or partial truancy on the day of an assessment task, or when an assessment task is due, will automatically score a zero mark.
- A student knows in advance of their absence on a date an assessment task is due should, where appropriate, submit the task ahead of time.
- The Principal has discretion in granting leave for legitimate reasons (e.g. school approved activities such as DoE representation). Requests for leave on an assessment task due date or during an assessment period need to be made in writing to the Principal with supporting documentation. It is the responsibility of the student to show the notification of approved leave to the teacher concerned or exam coordinator before the due date of the assessment task(s).
- Vacations taken outside the normal school holidays will generally not be accepted as a valid reason for absence from an assessment task. Leave that has not been approved will automatically result in a zero mark for any missed assessment tasks. Any requests for leave must be submitted in writing to the Principal with documentation as noted above.
- Students are to be in attendance for all timetabled classes on the day an assessment task is due or assessed. Students may not be in the library or use other school resources during timetabled lessons on the day the task is to be undertaken or examined.

MALPRACTICE (INCLUDING PLAGIARISM)

Dishonesty and unfair advantage during an assessment task will be directed to the subject's Head Teacher, who will report the matter to the ARP. The panel may elect to give a zero result for the task. No student should gain an unfair advantage by having all or part of the task produced by another person. Teachers and Head Teachers must be satisfied that the work is the student's own.

To avoid Malpractice (including plagiarism) students should:

- Take careful notes when researching and reading and use your own words when summarising and paraphrasing information.
- Use proper citation styles, as guided by your teachers, to give credit to the original author of the work. If you are unsure about how to cite something, ask your teacher for help.
- Avoid using AI tools to generate or summarise content, as these tools often produce content that is not original and can lead to plagiarism.
- Avoid using material directly from books, journals, or the internet without reference to the source.
- Be sure not to buy, steal or borrow another person's work and presenting it as your own. Or submit work to which another person such as a parent, coach or subject expert has prepared.

- Avoid having someone to write or prepare material.
- Refrain from breaching school examination rules.
- Avoid using non-approved aides during an assessment task.
- Avoid making false claims to explain work not handed in by the due date.
- You are not to assist another student to engage in malpractice.

Regarding AI and assessment tasks:

- The use of AI tools to generate or summarise content is strictly prohibited.
- If a student is found to have used AI tools and presented this as their own work, the student will receive a zero for the task and may face additional consequences. In the case of HSC students, all schools are required to keep a register of malpractice. Malpractice is any attempt to gain an unfair advantage over other students.
- The use of AI tools for citation and grammar checking is permitted, but students should not rely solely on these tools to check their work.

Misbehaviour during an exam or assessment task will be reported to a Deputy Principal and the ARP. The ARP may award a mark of zero.

Remember that academic success comes from hard work, dedication, and original thinking.

ALTERNATE TASKS

- If an unfair advantage is gained by a student in completing a task after the due date or if a doubt exists as to the security of a task, then an alternate task will be given.
- If a task fails to discriminate among candidates, the teacher may decide to reduce the mark value of the task or set an extra task. In extreme cases, an invalid task will be discarded completely. At least one week's notice will be given of an extra task.
- In exceptional circumstances where a student has missed a task and the completion of a substitute task is not feasible, the Principal may authorise the use of an estimate for that particular task. This will be used to determine the student's position in the order of merit for that task.
- When the position is determined, the student will be awarded and have recorded the mark that is most appropriate to that position according to the outcomes being assessed.

'N' DETERMINATIONS

Students studying an HSC course must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks. It is emphasised that completion of tasks worth exactly 50% is not sufficient: tasks worth in excess of 50% must be attempted. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed.

In cases of non-satisfactory completion, an 'N' Determination will be submitted by the Principal to NESAs. Courses which are not satisfactorily completed will not be printed on Records of Achievement or Results notices.

Students who have received an 'N' determination, have the right to appeal.

APPEAL PROCEDURES FOR 'N' DETERMINATIONS

The Principal's Report will be completed, and a copy given, together with the Student Appeal Form to the student, or forwarded to the student's home address. The Principal will advise the student's parent or guardian in writing (if the student is under 18 years of age) of their right to appeal against the Principal's determination. NESAs will review appeals only on the information submitted with the Principal's report and the Student Appeal Form. No further information will be sought.

If the student's appeal is successful at the school level, notification of the removal of the 'N' determination must be sent to the NESAs, so that the 'N' can be removed from the unsatisfactory completion of course schedule. If the student's appeal to the school should be unsuccessful, then the Principal's Report form and Student Appeal form and other relevant information will be sent to the NESAs.

The Principal will:

- advise the student in writing in time for the problem to be corrected.
- advise the parent or guardian in writing (if the student is under 18 years of age)
- request from the student/parent a written acknowledgement of the warning
- retain copies of the warning notice(s) and other relevant documentation.

CREDENTIALS

NESA is a statutory Authority that determines the structure and areas of study for the Year 11 and Year 12 courses. It has the power to award to students the credential of a Higher School Certificate. Students must comply with the entry requirements, course guidelines and the rules and regulations set down by the NESA. The assessment guidelines for Pittwater High School as outlined in this booklet comply with NESA requirements.

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

The HSC *Record of Achievement* is awarded to students who have satisfactorily completed a HSC course. In addition to the course name(s) and unit value, the *Record of Achievement* will also show, as appropriate, an examination mark and/or performance band for each NESA developed HSC course.

A *Certificate of Competence* is awarded to students who successfully complete all requirements of a two-year, 2-unit course in Vocational Education and Training (VET course). The Certificate lists all modules satisfactorily achieved and is issued by NESA on behalf of the Vocational Education and Training Accreditation Board.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

Students who have completed requirements for the Australian Tertiary Admission Rank (ATAR) will also receive a further document reporting their ATAR unless they have taken the option to not have an ATAR provided. The ATAR is a rank not a mark. Accelerated students can leverage their early sitting to give them extra time to commit to learning in Year 12, as they can choose to do eight units in Year 12 as they have already completed two units. Otherwise, they can still choose to study ten units in Year 12 and their best ten units contribute to their final ATAR rank.

To be eligible for an ATAR a student must satisfactorily complete at least ten units of ATAR courses, that is, NESA developed courses for which there is an examination conducted by NESA that has a graded assessment.

These ATAR course must include at least:

- two units of English
- ten units of Board Developed courses
- three NESA developed courses of two units or more
- at least four subjects

DISABILITY PROVISIONS

If a student requires disability provisions, it is their responsibility to apply to the school counsellor and / or Learning Support teacher to establish eligibility through the NESA processes. The student must apply well in advance to allow sufficient time for the disability provisions that are required to be put in place. Except for circumstances of illness or misadventure the only students that will be granted disability provisions are those who have applied for and been granted disability provisions by NESA.

HSC RANKINGS

At the end of the course the school will submit an assessment mark for each student in each subject. To ensure validity between schools NESA moderates this mark with the school's performance in the external examination. Although the mark that appears on the Record of Achievement may change, the position (rank order) of each student will not.

ASSESSMENT SCHEDULES

ABORIGINAL STUDIES

ASSESSMENT TASKS 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 8 27/11/2023	Assessment Task 1 Global Perspectives task In class and hand in	H1.2, H1.3, H2.2	5	5		5	15
Term 1 Week 10 3/4/2024	Assessment Task 2 Major Project and Logbook	H4.1, H4.2 H4.3	5	15	15	5	40
Term 2 Weeks 9/10	Assessment Task 3 Trial HSC Examination	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3	20	5	5		30
Term 3 Week 6	Assessment Task 4 Aboriginality and the Land In-class task	H2.1, H2.2, H3.3	10			5	15
		Total	40	25	20	15	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25
C	Research and inquiry methods, including aspects of the Major Project	20
D	Communication of information, ideas and issues in appropriate forms	15

OUTCOMES

H1.1	Evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
H1.2	Analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
H1.3	Assesses the representation of Aboriginal peoples and cultures for bias and stereotyping.
H2.1	Examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
H2.2	Analyses the importance of Country as a contemporary issue impacting Aboriginal and other Indigenous peoples' cultural, political, social and economic life.
H3.1	Assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
H3.2	Evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities.
H3.3	Evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
H4.1	Plans, investigates, analyse, synthesis and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
H4.2	Undertakes community consultation and fieldwork and applies ethical research practices
H4.3	Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

INDUSTRIAL TECHNOLOGY (MULTIMEDIA)

ASSESSMENT TASKS 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4, Week 6 17/11/23	Assessment Task 1 Project Design and Planning	H3.1, H3.2, H5.2		20	20
Term 1, Week 6	Assessment Task 2 Project Development	H3.3, H4.1, H4.2, H4.3, H5.1, H6.2	25		25
Term 2, Week 9/10	Assessment Task 3 Trial HSC Examination	H1.1 - H7.2	15	10	25
Term 3, Week 1	Assessment Task 4 Record of production & evaluations	H3.3, H4.1, H4.2, H4.3, H5.1, H6.2		30	30
		Total	40	60	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge and skills in the design, management, communication and production of a major project	60

OUTCOMES

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 effectively through the production of a Major Project
H4.1	Demonstrates competence 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

INVESTIGATING SCIENCE

ASSESSMENT TASKS 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 5	Assessment Task 1 Literature Review	INS12-3, INS 12-5, INS12-7, INS12-12	10	10	20
Term 1 Week 6	Assessment Task 2 Depth Study	INS12-1, INS 12-2, INS12-3, INS 12-4, INS 12-5, INS12-7, INS 12-12, INS 12-14	20	10	30
Term 2 Week 9/10	Assessment Task 3 Trial Examination	INS12-1, INS12-2, INS12-3, INS12-4, INS12-5, INS 12-6, INS12-7, INS 12-12, INS12-13, INS12-14	20	10	30
Term 3 Week 5	Assessment Task 4 Research & Long Response	INS12-1, INS12-2, INS12-3, INS12-4, INS12-5, INS 12-6, INS12-12, INS12-14, INS12-15	10	10	20
Total			60	40	100

COMPONENTS & WEIGHTINGS

A	Skills in working scientifically	60%
B	Knowledge and understanding of course content	40%

OUTCOMES

INS12-1	develops and evaluates questions and hypotheses for scientific investigation
INS12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS12-5	analyses and evaluates primary and secondary data and information
INS12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS12-12	develops and evaluates the process of undertaking scientific investigations
INS12-13	describes and explains how science drives the development of technologies
INS12-14	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12-15	evaluates the implications of ethical, social, economical and political influences on science



2023 Illness/Misadventure Application
Student Checklist, Information & Declaration
[Student to complete]

Answer **all** fields in this form to support the consideration of your application.

1. Student details	
Student Name	
Student Number	

Eligibility check

Check if any of the following are your reason for this application:

- difficulties in or loss of preparation time, e.g. due to an earlier/pre-existing illness
- long-term illnesses, e.g., glandular fever, unless you suffer a flare-up during the exam
- the same grounds for which you received disability provisions, except for other difficulties during the exam
- alleged deficiencies in teaching, e.g., extended teacher absences
- loss of studytime or facilities during Year 12
- misreading the exam timetable - if you miss an exam or arrive late to an exam because you misread the timetable, contact your principal immediately. They may make a submission to NESA on your behalf
- misreading exam instructions
- failure to enrol/enter for the exam in the correct course
- illness and/or misadventure in a course that is undertaken as a self-tuition student
- other commitments, such as participation in entertainment, family holiday, work or sporting events, or attendance at exams conducted by other education organisations

Note: If one or more of the reasons above are ticked ✓ **you cannot submit** an application

Contact Ms. Bromley or the Head Teacher of the Subject you are applying for Illness/Misadventure for:

- **check** if you are eligible
- **submit** your application.



PITTWATER HIGH SCHOOL ILLNESS, MISADVENTURE OR LATE SUBMISSION APPEAL

Submit this form to the Head Teacher of the subject concerned by roll call on the first day back following the illness, misadventure or late submission. Complete one form for each subject.

SECTION A (Student to complete)

Student Full Name	Appeal Type (Tick one) <input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Late Submission Appeal		
Date & Time of Appeal Submission	Course Level (Tick ONE) <input type="checkbox"/> ROSA <input type="checkbox"/> Preliminary <input type="checkbox"/> HSC		
Subject	Assessment Task Title		Weighting
Teacher	Original Due Date	Date Submitted	
Reason for appeal – Briefly state the reason for your appeal			
Supporting documentation – List the documentation that you have attached in support of your appeal			
Student Signature	Parent Print Name	Parent Signature	Date

SECTION B (Head Teacher & Class Teacher to complete)

Student phoned school before 9am to advise of illness, misadventure or late submission Office to enter initial details on Sentral	YES <input type="checkbox"/> NO <input type="checkbox"/>
Student submitted form on the first day of return and either submitted task OR made arrangements to complete the task in class	YES <input type="checkbox"/> NO <input type="checkbox"/>
Teacher Comment	Teacher Signature
Head Teacher Recommendation	Head Teacher Signature
Appeal Panel Recommendation	Delegate Signature
Student advised by	Date

Office to enter illness, misadventure or late submission into Sentral once the form has been completed. Keep a Copy of this form and any supporting documents in the relevant ROSA, Preliminary or HSC Monitoring folder; give the original to your Head Teacher.

ILLNESS, MISADVENTURE OR LATE SUBMISSION CHECKLIST

If a student has a valid reason for not submitting an assessment task or not completing an in-class assessment task on the due date, the following procedure is to be followed.

If you know before the due date:

1. Complete the Illness, Misadventure or Late Submission appeal as soon as you know there is a problem or no later than the day before the due date for all affected tasks.
2. Submit the form to the Head Teacher no later than the day before the due date.
3. Head Teacher will arrange an alternative date and/or refer to the Assessment Review Panel.

If you DO NOT know before the due date:

1. **Phone the school before 9:00 am** on the day the task is scheduled or due, providing the following details:
 - Name
 - Subject and type of assessment task
 - Class teacher
 - Brief detail of the Illness / Misadventure / late submission
2. **For illness see a doctor** for a medical certificate (NB doctors will not postdate certificates and post-dated certificates will not be considered)
3. **Complete the Illness, Misadventure or Late Submission Appeal form.**
4. The first day the student returns to school, **report to the Head Teacher immediately**
5. **Submit the completed form to Head Teacher** attaching the medical certificate or other documentation.
6. **Hand in the assessment task OR arrange a time to complete the task.**
 - Be prepared to complete the task on the first day of your return to school.
7. Head teachers will submit their recommendation to the Principal who will decide and/or consult with the Assessment Review Panel.