

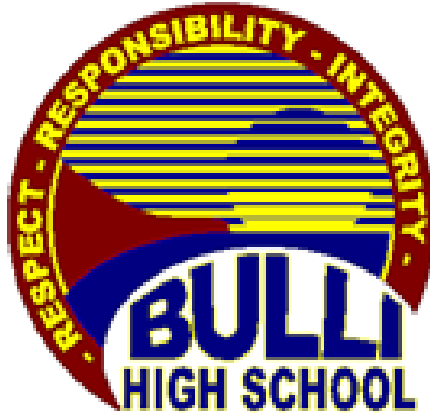
Bulli High School

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HSC ASSESSMENT GUIDE

2021 - 2022

Respect - Responsibility - Integrity

This booklet was published in mid-October 2021 and is subject to change. Students and parents are advised to refer to the school's website for the latest version:

<https://bulli-h.schools.nsw.gov.au/>

Bulli HS website



Learning at our school



Assessment and Reporting



HSC Assessment Guide 2022

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W	TERM 4 – 2021	TERM 1 – 2022	TERM 2 – 2022	TERM 3 – 2022
1	School resumes 5/10/21 – 8/10/21	SDD Friday 28/1/22	25/4/22 - Monday Public Holiday ANZAC Students resume 27/4/22 – 29/4/22 Chemistry Visual Arts	Students resume 19/7/22 – 22/7/22 Trial HSC exams TBC
2	11/10/21 – 15/10/21	Students return: Tuesday 1/2/22 – Friday 4/2/22 Chemistry	2/5/22 – 6/5/22 Eng Adv, Stan & Studies Visual Arts	25/7/22 – 29/7/22 Trial HSC exams TBC
3	18/10/21 – 22/10/21	7/2/22 – 11/2/22 Eng Adv, Stan & Studies	9/5/22 – 13/5/22 EES	1/8/22 – 5/8/22 Eng Ext 2
4	25/10/21 – 29/10/21 SLR	14/2/22 – 18/2/22 Biology Vis Arts & Eng Ext 1 Vis Design	16/5/22 – 20/5/22 Business	8/8/22 – 12/8/22 D&T
5	1/11/21 – 5/11/21 SLR	21/2/22 – 25/2/22 Eng Ext 2	23/5/22 – 27/5/22 Biology Eng Ext 2 Adv Maths	15/8/22 – 19/8/22
6	8/11/21 – 12/11/21 Geography SLR Physics	28/2/22 – 4/3/22 CAFS	30/5/22 – 3/6/22 Ancient History Chemistry Maths Ext 1, Stan 2 & 1	22/8/22 – 26/8/22 Maths Ext 1
7	15/11/21 – 19/11/21 SLR	7/3/22 – 11/3/22 Geography PDHPE & SLR	6/6/22 – 10/6/22 CAFS Geography EES Physics Eng Ext 1 SOC	29/8/22 – 2/9/22
8	22/11/21 – 26/11/21 IT Multimedia & Timber PDHPE Vis Arts & Vis Design	14/3/22 – 25/3/22 Business, Modern D&T SLR Maths Adv, Stan 2 & 1	13/6/22 – 17/6/22 Ab Studies, Legal, PDHPE Modern, Eng Standard IT Multimedia & Timber	5/9/22 – 9/9/22
9	29/11/21 – 3/12/21 Biology D&T CAFS SOC Business Drama EES Maths Adv, Stan 2 & 1	21/3/22 – 1/4/22 Ancient History Drama SLR Adv Maths	20/6/22 – 24/6/22 Drama Eng Adv & Studies	12/9/22 – 16/9/22
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	Summer Break Monday 20/12/21 – Thursday 27/1/22			

Learning Expectations for Success

If you wish to exceed your own expectations in learning, the following non-negotiable rules of engagement apply:

1. Display a **positive attitude** and **strong work ethic** in every lesson.
2. Come fully prepared to learn and **take risks with your learning**.
3. **READ, READ, READ** – in class and beyond.
4. Work **collaboratively** with your peers and your teacher.
5. Develop a **habit of drafting, editing, refining** final versions of your work.
6. Complete all classwork and homework to a **high standard**.
7. **Reflect** on your progress and assess your work.
8. Show how you **incorporate feedback** into your work.
9. Use '**Checklist for Success**' table when you self-assess.
10. Understand that **ALL your work will contribute to your learning** and school reports. Every component counts – your class notes will be checked; your evidence of learning will be checked; your attitude and behaviours will be noted. See the pie chart below:



This booklet provides you with the GUIDELINES and PROCESSES to be a successful HSC student at Bulli High School.

It also outlines Bulli High School's and the NSW Education Standards Authority (NESA) policies to ensure equity for all students undertaking their HSC education at Bulli High School.

Use this booklet as a guide.
Meeting all requirements and expectations is now
YOUR RESPONSIBILITY

Your teachers are here to help...

Key Points to Remember:

- ❖ You must **hand in the task on or before the due date** to avoid a penalty. You should submit all tasks at the beginning of the due date, due period or time, as per scheduled on your Assessment Notification.
- ❖ Submitted tasks must be **a serious attempt** and be a reasonable standard according to your stage and ability.
- ❖ All submitted tasks must be **your own work**.
- ❖ If you are **unexpectedly sick or away on the day of a task you still have to hand in your task or attempt it on the next available day**.
- ❖ If you know you are going to be away because of a school event or another reason – **talk to your teacher before you go – you may hand in your task before the due date**.
- ❖ Reading the **correct due date and time/period** for tasks is **YOUR RESPONSIBILITY**.
- ❖ **TECHNOLOGY MALFUNCTION** is NOT A VALID REASON to hand work in late.

Read the notes on Policy on 'Technology Use for Assessment Tasks' **Click to go to Page 14**.

BULLI HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT GUIDE 2021 - 2022

INTRODUCTION

Welcome to the final year of your secondary education where you will be working towards attaining the Higher School Certificate – the highest qualification you can reach at school. In order to be successful and work towards realizing your potential, you need to be actively engaged in and aware of the following information about course and assessment requirements, policies and procedures, as outlined in this guide. You are encouraged to set high learning goals and to work closely and communicate with your teachers about the support you need to achieve your goals.

HSC CREDENTIALS

- ✓ Higher School Certificate
- ✓ Record of School Achievement
- ✓ RoSA transcript
- ✓ ATAR – optional Australian Tertiary Admissions Rank for University entry

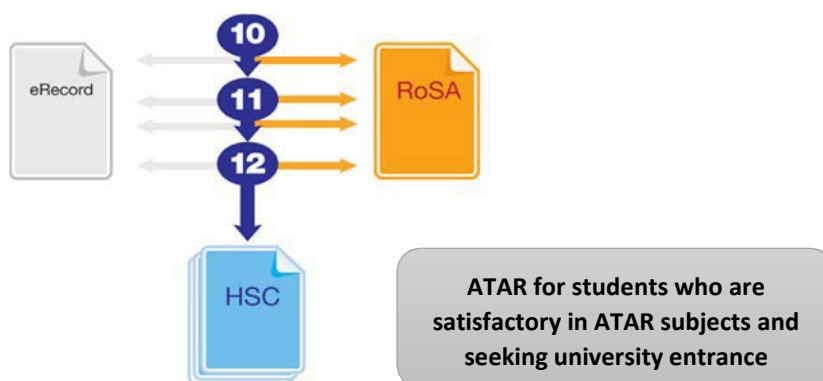
HSC COURSES

There are two types of HSC courses offered at Bulli High School:

- **Board Developed Courses** – which require students to sit for an external HSC examination, and
- **Board Endorsed Courses** – which do not have an external examination. This includes T-VET TAFE Courses, some two unit courses and 1 unit courses.

TO BE ELIGIBLE FOR THE HSC, YOU MUST:

- ✓ Complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- ✓ Satisfactorily complete courses and assessments in the patterns of study approved for the HSC
- ✓ Sit for and make a serious attempt at the required HSC exams.



All transcripts of your credentials are available for students on NESA's website, 'Students Online'.

TO ACTIVATE 'STUDENT'S ONLINE' ACCOUNT:

Students will require their own login details and **NESA student number** to activate their account.

Use this link to activate your account: <https://studentonline.nesa.nsw.edu.au/go/access/>

COURSE OUTCOMES AND ASSESSMENT TASKS

Bulli High School is required, by NESA (NSW Educational Standards Authority), to provide an assessment mark for each student's achievements in the courses they have chosen for the HSC. These tasks are important because they allow the school to measure a number of skills that cannot be measured in the HSC examination. The assessment tasks also provide students and teachers with opportunities to assess and discuss progress throughout the HSC courses.

Students enrolled in a Board Endorsed Course must also complete HSC assessment tasks. The school submits an assessment mark for each student enrolled in the course. This mark is not moderated by NESA and is reported on the "Record of Achievement".

ACHIEVING A 'HSC MARK'

Following the HSC examinations, each student's HSC examination mark and assessment mark are then moderated by NESA to bring assessment marks from different school / colleges to a common scale. Students receive a result notice containing their examination mark and their assessment mark from NESA Teaching and Educational Standards NSW. Because the school assessment mark has been moderated, the assessment mark on the HSC result notice is not the same as the mark provided by Bulli High School, but the rank and relative difference between each student within the course remains the same.

The following information sets out the Roles and Responsibilities of the School, Teachers, Students and Senior Review Panel. It is important that students are aware of their responsibilities so they can follow processes required to ensure success. When in doubt about the process or policy relating to course work, assessment tasks, attendance or absences from tasks, refer closely to the guide or see your Teacher, Head Teacher, Head Teacher (Teaching and Learning), Year Adviser or Deputy. The main message is that the student needs to be responsible and communicate with their teachers to ensure they are supported to meet all the requirements of the HSC in a successful manner.

Should you require further information or explanation, please do not hesitate to see the Head Teacher (Teaching and Learning) who is responsible for compiling this Assessment Guide.

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1 SCHOOL RESPONSIBILITIES

1. The school has the responsibility to ensure that all students enrolled in HSC courses are informed of the rules and requirements for HSC assessments tasks. This publication serves that purpose. Further information regarding the rules and regulations for the HSC can be obtained from the NESA Teaching and Educational Standards NSW website.
2. Each faculty will develop an assessment program for each HSC course it offers. This assessment program will be issued to all students enrolled in the course and will:
 - Inform each student of the requirements for each course
 - Indicate the type of task which will be used to measure performance in each component of the course
 - Specify values for each of these tasks and the component weightings
 - Provide information in regard to the term and week that tasks are due
 - A written copy of all course assessment outlines to be lodged with the Head Teacher (Teaching and Learning)
3. Each faculty will keep records of each student's performance in each task and will provide students with information regarding their progress. Students will be informed of individual ranks in each subject at the completion of the assessment task.
4. Student progress will be reviewed and warnings given to students at risk in regards to satisfactory course completion.
5. The school will distribute information regarding the HSC produced by the NESA Teaching and Educational Standards NSW in a timely fashion.

2 TEACHER RESPONSIBILITIES

Teaching staff are responsible for ensuring information concerning tasks is conveyed clearly to students.

1. Teachers will regularly check on the progress of all students. Course work, Major Projects and ongoing work will be checked at regular intervals. Subjects with major projects and ongoing work leading to the completion of major projects are:
 - Design & Technology
 - Industrial Technology
 - Community & Family Studies (IRP)
 - English (Extension 2)
 - History Extension
 - Visual Arts
 - Society & Culture (PIP)
 - Drama
2. Teachers will monitor student progress, document any concerns and parents will be notified. The Principal will interview students who are deemed to be unsatisfactory for any subject. Parents/Carers may invited to attend this meeting.

3. Students whose ongoing work or major projects fall seriously behind the expected progress rate are to receive an official NESA Teaching and Educational Standards “N” warning. Students who receive these warnings and who do not attempt to “catch-up” may be N-Determined for the HSC in that subject.
4. While students have been issued with assessment guidelines for each course, teachers will still need to notify students in writing at least **two weeks** in advance of a task being due. This notification must state the:
 - Actual date of assessment and task number
 - Specific nature and requirements of the assessment
 - Weighting of the assessment task.
5. The date for an assessment task can only be changed under **extenuating circumstances**. Teachers are to:
 - Discuss the circumstances with their Head Teacher
 - Negotiate a new date with students referring to the calendar of assessment tasks
 - Ensure all students in the course are informed of the change in writing and that each student signs to say they have noted the new date
 - Inform the Head Teacher (Teaching and Learning).
6. Higher School Certificate assessment tasks will not be set during the **one week prior** to the end of term prior to the Trial Higher School Certificate examinations. Except in the case of elements of major projects contributing to the examination mark.
7. Under NESA Teaching and Educational Standards NSW policy, **NO discounting** of marks is allowed for work handed in late. Zero marks are awarded.
8. If a student fails to submit a task on the due date, the procedure outlined in the following pages under **Student Appeal Process** should be followed or a non-attempt recorded and a letter sent to the student and the student’s Parent/Carer, if the student is under 18 years of age.
9. If a teacher receives a written request from a student regarding discrepancies or mistake in a grade or mark, the teacher must:
 - Check all marks and calculations relevant to the assessment task
 - Report the student request to their Head Teacher

If there has been an error, the whole class must be re-issued with a copy of their grade or mark showing the alteration **OR**

10. If the teacher can find **NO** error and the student is still not satisfied, then the matter must be referred to the Senior School Review Panel via the Faculty Head Teacher, accompanied by written documentation, for their consideration.

NOTE: This is NOT classified as an Accident/Misadventure/Illness/Special Circumstances, but will be considered by a Special Meeting of the full Senior School Review Panel

3 HEAD TEACHER RESPONSIBILITY

1. Faculty Head Teachers are responsible for ensuring that all assessment tasks issued to students by their staff are in accordance with the NESA Teaching and Educational Standards NSW guidelines.
2. Where students fail to present assessment tasks on the due date, a ZERO mark is to be awarded, warning letters issued and interviews with student and Parents/Carers organised, where applicable.
3. Appeals from students relating to assessment tasks are to be dealt with promptly. Appropriate documentation be completed. Copied and forwarded to the Head Teacher (Teaching and Learning) for deliberation by the Senior School Review Panel.
4. Decisions of the Senior School Review Panel to be communicated to their staff and follow up action monitored

4 YEAR ADVISER RESPONSIBILITY

Year Advisers can assist students to maintain a sense of focus or provide wellbeing support on the students' process towards achieving their HSC. They can provide the following:

1. Assist in the monitoring of student progress in HSC courses
2. Identify any student experiencing difficulties and refer these to the Deputy Principal (Year 12) and the Head Teacher (Teaching and Learning) or Faculty Head Teacher.

5 STUDENT RESPONSIBILITIES

1. It is a requirement that each student satisfactorily complete each course in which they are enrolled. In order to do this, students are required to demonstrate that they have:
 - Followed the course which has been developed or endorsed by NESA Teaching and Educational Standards.
 - Applied themselves with diligence and sustained effort to set tasks and experiences provided in the course, and
 - Achieved some or all of the course outcomes.
2. Each student is required to make a serious attempt of all tasks. This includes oral assessment tasks.
3. Students must submit their work on or before the due date. Note that students must attend all scheduled classes on the due date and any absences must be supported by appropriate documentation and a misadventure form submitted.
4. Students must present their own work at all times. See Appendix A for the School's Integrity Policy.
5. Malpractice, Invalid or Unreliable Task. The Senior Review Panel will determine the procedure to be implemented which may include an alternative task. A new date would be negotiated and the same course outcomes addressed. Malpractice is recorded on the NESA Administration site.
6. In courses where students are required to submit a major project for assessment they must:
 - Show consistent progress over a period of time
 - Provide all supporting evidence of where they obtained their information or carried out their work
 - Maintain a log or process diary detailing the progress of the project
 - Major projects that have not gone through the process of supervision and are only produced on the due date will not be validated for submission by the school.

7. In the event of a student failing to complete a set task on the due date, they must complete the **Bulli High School Application for Accident/Misadventure/Illness/Special Circumstances** following the procedures set out in this booklet if they wish to have the task considered for assessment purposes. (**Appendix B** sets out a summary of the procedure to be followed). The Senior School Review Panel will consider the request and determine whether:
- An estimate based on all other assessment tasks be given
 - A substitute task be set and completed
 - An extension of time be granted
 - A mark of zero be given
 - A 'non-attempt' awarded and an 'N-Determination Warning' be issued.

Regardless of the outcome of the Senior Review Panel, the student must still complete the task to a satisfactory standard to be deemed to have fulfilled course requirements.

8. Students will receive a ZERO mark for tasks:
- Which are not their own work
 - Which have not been submitted on the due date
 - Which have not been exempted by following the procedure in Point 5
 - Where student malpractice in an examination has been detected.
9. Students must make a genuine attempt at completing assessment tasks that contribute at least 51% of the available marks for that course. Students who do not meet this requirement will be deemed to have not completed the course.
10. If a student decides to question the grading or mark awarded on a HSC assessment task, a request must be made to the course teacher within **two school days** of the task being returned.
11. Students are also required to complete non-assessable tasks as determined by their teachers. Non-compliance with this requirement may result in the student not having satisfactorily completed the relevant course.
12. Bulli High School will inform students and their Parents/Carers in writing concerning non-completion of courses. Students who have been given an 'N' determination for the non-completion of any course will have the right to appeal to the NESA Teaching and Educational Standards.
13. Unless specifically requested by the teacher, assessment should be presented in 'hard copy' – that is on paper.
14. Students must make a serious attempt in all examinations. The School may award zero for an examination if a student is found to have engaged in malpractice or made a non-serious attempt at the examination.
15. Students must follow the procedures set out in the "Examination Rules" (**Appendix B**) in relation to their conduct during examinations. Failure to follow these rules will, in the case of a serious or repeated breaches, lead to students being removed from the examination and awarded zero.

6 POLICY ON TECHNOLOGY IN ASSESSMENT TASKS:

16. If the task requires electronic submission or by its nature must be submitted in digital format (e.g. a PowerPoint presentation, webpage, etc.), students are responsible for keeping a backup copy of the entire task.
17. Students who hand in their task using an electronic/digital storage device must demonstrate to the teacher **AT THE TIME** the task is submitted that the file can be opened and accessed by the teacher. Task guidelines are to be followed.
18. Technology malfunction is **NOT A REASON FOR APPEAL**. This includes, but is not limited to: poor or unreliable internet access, losing files on a device, files or storage devices that are unable to be read or opened by the teacher, problems with cloud-based storage, problems with mailing or uploading files, corruption of files or computer malfunction the day before or on the day of the due date of the task.

To mitigate technology issues, students are advised to ensure that they retain back-up copies and hard copies of draft work, feedback and final copies of their assessment task before submission.

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7 DISABILITIES PROVISIONS

NESA may approve disability provisions if you have a disability that would, in a normal examination situation, prevent you from:

- Reading the examination questions
- Communicating responses.

Any HSC student with a disability recognised in the Commonwealth Disability Standards for Education 2005 can apply for disability provisions. The definition of 'disability' in the Disability Discrimination ACT 1992 includes:

- Physical
- Intellectual
- Psychiatric
- Sensory
- Neurological, and
- Learning disabilities, as well as
- Physical disfigurement and
- The presence in the body of disease-causing organisms.

Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an examination situation. Students who become ill during an examination period may be eligible to make an illness/misadventure application rather than a disability provisions application.

Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA determines disability provisions for the Higher School Certificate examinations. At Bulli High School, disability provision examinations are usually conducted in the Library.

Speak to the LEARNING AND SUPPORT TEACHERS in the Library to find out more. Students can also get advice from the Principal, Deputy Principal, Year Adviser or School Counsellor regarding your situation. Students can apply from Term 4 in Year 11 and should apply as soon as possible.

The application should include recent evidence of student's disability, so students may need to organise testing early in the year so that they can apply by the closing date. Students may also need to include work samples. If there is not enough evidence, the decision may be delayed.

Emergency arrangements can be made if students have an illness or mishap just before the examination that affects their ability to read or respond in the examination. Please tell the Principal or Year Adviser immediately if this happens.

NESA cannot approve disability provisions to compensate you for:

- Difficulty completing a course or preparing for the examination
- Lack of familiarity with the English language.

More information is available on this NESA link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

8 STUDENT APPEAL PROCESS

1. ACCIDENT, ILLNESS AND MISADVENTURE

- If a student believes that their performance in a HSC assessment task has been affected by illness or an unforeseen accident or misadventure they may appeal to the Senior School Review Panel.
- Students may also appeal if an accident/illness and/or misadventure prevents them from attending an examination. Failure to attend an examination is serious. **The School must be informed at once if a student is unable to sit for an examination.** Parents/Carers/Student should ring the front office and ask for the message to be passed onto their teacher.
- Misadventure appeals include incidents which are outside the student's control but which allegedly affect performance in an examination or the ability to submit an assessment task. For example, the death of a family member or disruption at the examination centre, etc.

2. SPECIAL CIRCUMSTANCES

If a student knows that an assessment task is due when they will be absent from school due to "Special Circumstances", (e.g. representative sporting commitments/performing arts festivals, etc.) then the student must lodge an appeal at least **two days prior** to their departure, via their teacher or Faculty Head Teacher to the Senior School Review Panel for deliberation. Family holidays should be scheduled outside of assessment periods and will only be considered as cause for special consideration in exceptional circumstances.

3. THE APPEALS PROCESS DOES NOT COVER

- Matters relating to long-term loss of preparation time
- Matters that could have been avoided e.g. Misreading a timetable, missing a bus, misreading the due date, etc.
- Long-term illnesses such as glandular fever, anxiety attacks or similar unless there is a documented "flare up" during the time of the task or examination
- Technology failure such as computer malfunction, printer malfunction, internet failure, etc.

4. EVIDENCE FOR APPEAL

Students must be able to provide evidence that clearly identifies the disadvantage experienced. Supporting evidence must include:

- A detailed statement by the student explaining how she/he has been affected
- A detailed medical certificate with dates as well as a statement as to how performance has been affected. In the case of misadventure, a statutory declaration should be provided with dates and times
- Any other evidence the student believes to be appropriate

NOTE: Submission of a Medical Certificate does NOT mean that an Appeal will be automatically upheld.

5. TIME FRAME FOR LODGING AN APPEAL

Student absent on the day of the task submission/formal examination	The misadventure form and evidence must be supplied on the day that the student returns to school or within a week of the due date.
Student has prior knowledge of an absence coinciding with a task submission/formal examination	The misadventure form and written evidence must be supplied before the due date of the task/examination.

NOTE: Appeals lodged outside these times will only be considered by the Senior School Review Panel in EXCEPTIONAL cases.

Flowchart & Checklist for Appeals

Appeal Process for **PLANNED** ABSENCE

If you plan to be absent on the due date of the assessment or examination, you must complete each of the following steps:

1. Notify your teacher of the dates for your planned absence ASAP – or at least one week prior to the assessment or examination date.
2. Collect and complete all the details for the Appeal for Illness/Misadventure form and follow the guidelines regarding timeframe for lodging an appeal, and providing detailed and independent supporting evidence (this may include a medical certificate, statutory declaration signed by an independent observer, e.g. Police or Justice of Peace).
3. Give the completed form and supporting evidence to your class teacher/Head Teacher to complete. The teachers will finalise their recommendations then submit it to the Senior Review Panel.
4. Resolve the task by attempting it on the new due date or an alternative task as directed by your Teacher or Head Teacher of the course. Expect to be given a task to complete on your earliest return to school.
5. Once the task is attempted and submitted for marking by the new due date, you will be deemed satisfactory in this assessment task.
6. In order for you to have your mark awarded, the appeal form needs to be endorsed by the Senior Review Panel. You and your Parents/Carers will be notified of this in the written form.

[Click here to access the ONLINE APPEAL APPLICATION FORM](#)

Types of Planned Absences that may qualify for an Appeal

- ✓ **Involvement in extra-curricular activities:** If you are involved in a school competition, rehearsal for a school performance or any other extra-curricular activity **as a school representative**, to qualify for an appeal you must notify your teacher well ahead of the due date.
- ✓ **Extended Leave from school:** If you require time off school for an extended period of time you **MUST SEEK THE PRINCIPAL'S LEAVE**. You may not qualify for an appeal if you do not receive the Principal's permission for leave.

Types of planned absences that may not qualify for an Appeal

- ✗ **Work Placement** – Students undertaking Work Placement are responsible for checking the due dates of their tasks prior to booking in the dates for Work Placement.
- ✗ **School Excursion & Incursion** – Students who opt to attend a non-compulsory excursion or incursion (event at school) will be disqualified from seeking an appeal. Students are required to prioritise assessments and examinations above all other school commitments, **unless they are required as a representative of the school** for the event.

Appeal Process for **UNPLANNED** ABSENCE

If you are unexpectedly absent on the due date of the assessment or examination, you must complete each of the following steps:

1. Notify your teacher of your absence ON THE DAY OF or ONE DAY AFTER the assessment or examination date.
2. Notify your teacher of your anticipated return date to school.
3. Collect and complete all the details for the Appeal for Illness/Misadventure form and follow the guidelines regarding timeframe for lodging an appeal, and providing detailed and independent supporting evidence (this may include a medical certificate, statutory declaration signed by an independent observer, e.g. Police or Justice of Peace).
4. Give the completed form and supporting evidence to your class teacher/Head Teacher to complete. The teachers will finalise their recommendations then submit it to the Senior Review Panel.
5. Resolve the task by attempting it on the new due date or an alternative task as directed by your Teacher or Head Teacher of the course. Expect to be given a task to complete on your earliest return to school.
6. Once the task is attempted and submitted for marking by the new due date, you will be deemed satisfactory in this assessment task.
7. In order for you to have your mark awarded, the appeal form needs to be endorsed by the Senior Review Panel. You and your Parents/Carers will be notified of this in the written form.

[Click here to access the ONLINE APPEAL APPLICATION FORM](#)

Types of Unplanned Absences that may qualify for an appeal

- ✓ **Severe Illness on the day of the task:**
If you are severely ill on the due date of the task, you must take the following steps:
Contact the school and notify your teacher of your absence and your return date to school.
1. Get a support document, such as a medical certificate, to verify your illness.
 2. Collect an Illness/Misadventure Appeal form to appeal your mark of zero. Complete all the mandatory sections then hand it into your teacher.

Please note: Students who are absent on the day of the task are required to 'resolve'/attempt their missed assessment task on the earliest return date to school.

Types of Unplanned Absences that may not qualify for an Appeal

- ✗ **Illness without independent verification** – If you are ill and do not have an independent document, such as a doctor's certificate or a STATUTORY DECLARATION SIGNED BY A JUSTICE OF THE PEACE (JP).
- ✗ **Travel, car or misreading of timetable, assessment notification issues.**
- ✗ **Extra-Curricular activity without class teacher's permission** – if you did not notify *your class teacher for which you have an assessment due*, of an involvement in extracurricular activities, such as excursions, incursions, rehearsals, etc., you will not qualify to seek an appeal to your mark of zero.

9 SENIOR REVIEW PANEL RESPONSIBILITIES

1. The Senior School Review Panel will oversee:
 - The implementation of Bulli High School's HSC Assessment Policy
 - Monitor student progress in Higher School Certificate courses
 - Make determinations on appeals relating to Student Assessment
2. The Panel will comprise of the Head Teacher (Teaching and Learning) and one or both of the following:
 - Deputy Principal in charge of Year 12
 - Year 12 Adviser.
3. The convener of the Senior School Review Panel will communicate decisions relating to student appeals to the Faculty Head Teacher and the Class Teacher.
 - It will be the Head Teacher's responsibility to communicate this decision to their staff and ensure any recommendations are implemented
 - It will be the Class Teacher's responsibility to communicate this decision to the student and to liaise with the Faculty Head Teacher to ensure the student understands the decision and complies with any subsequent tasks
 - A written notification will be sent to the student's Parents/Carers in cases where the student is under 18 years of age.
4. If a student or Parent/Carer continues to dispute the decision of the Senior School Review Panel, or continues to question the appeals process, then a **SPECIAL MEETING** will be convened to resolve the issue. This meeting must be convened within **one week** of the original decision.

This meeting will:

- Be chaired by the Principal or nominee
- Receive and consider only written documentation and evidence relevant to the appeal in dispute
- Hear only relevant verbal and/or written representations from the student or their Parent/Carer pertaining to the dispute or complaint
- Give fair deliberation to the evidence presented by all parties concerned and make a decision based on the guidelines provided by the NESA Teaching and Educational Standards NSW.

NOTE: The decision of this special meeting will be binding and a full report on the procedures and all relevant documentation will be forwarded to the:

- Faculty Head Teacher and the subject teacher
- Student, Parent/Carer
- School Education Director

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10 REVIEW OF OVERALL RANKING IN HSC COURSES

Students may seek a review of their position in the order of merit (ranking). This would be based on information given to the student by the teacher during the assessment period. The review will be in relation to the order of merit only. A review of assessment task marks will not be undertaken.

The Principal can determine, as a result of absence from class and/or lack of sustained effort, that a student be awarded a Non-Completion of Course or “N-Determination”, for a particular course. Should a student be awarded an N-Determination, the course will not appear on the Higher School Certificate results notice. This may result in the students having their HSC withheld until they can meet HSC requirements.

The school is required to warn students and their Parents/Carers in writing, and allow sufficient time for the student to correct the problem which has placed them at risk. In general, a student will receive two or more warnings before the Principal will recommend to the NESA Teaching and Educational Standards NSW that an N-Determination be awarded.

What are N-Warning notifications?

Students must be ‘satisfactory’ in their course in order to receive a HSC mark and rank. Students who do not comply by completing course work (class tasks) or (assessment tasks) may be at risk of being ‘unsatisfactory’ in their course. Teachers are responsible for reminding or alerting students to their unsatisfactory status, but it is the student’s responsibility to ensure they resolve tasks to rectify the situation and become satisfactory by following the teacher’s instructions on N-warning notifications.

FIRST WARNING LETTER:

This N-Award Warning will be recommended by the class teacher and issued by the Head Teacher and Principal. The class teacher and /or Faculty Head Teacher who will explain the reasons for the warning and indicate what has to be done to correct the situation will interview the student. Parents/Carers will be informed in writing.

SECOND WARNING LETTER:

This N-Award Warning indicates that the student must speak immediately with his /her class teacher and make every effort to correct the problem. The Head Teacher and/or Head Teacher (Teaching and Learning) or Principal or Deputy Principal will interview the student. Parents/Carers will be contacted and/or may be asked to attend the interview.

CONTINUED OR FURTHER CONCERN:

If the N-Award Warnings have not been resolved, the student may receive a formal N-Award Determination for that subject. Students will be notified and/or interviewed by the Principal who will explain what actions, if any, the student can take to meet requirements. The Principal will notify Parents/Carers.

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ASSESSMENT SCHEDULES

The following pages outline the assessment schedules for each subject. They are listed in alphabetical order. The schedule should be considered a guide – your teacher will issue you with an updated and detailed assessment notification at least two weeks before each task with the exception of examinations falling within the scheduled examination period.

It is the school's intention to ensure that the dates listed in this schedule will be maintained where possible, however, it is sometimes necessary to change the dates due to circumstances beyond the control of your teacher.

To assist with your planning, you should fill in the summary calendar on the back page.

PLEASE NOTE:

Although great effort was made to ensure this document is error free at the time of publication, there may be some typographical errors.

Where there is variation between this booklet and the final ASSESSMENT notification or VERBAL INSTRUCTION given to you by your teacher – the final notification and teacher's amendment will stand.

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Assessment Schedules](#)

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COURSE: ABORIGINAL STUDIES				KLA: HSIE	
UNITS: 2 (Board Developed - ATAR)				2022 HSC ASSESSMENT SCHEDULE	
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Comparative research task on Social Justice and Human Rights Issues.	Major Project	Essay response based on Heritage and Identity	Trial HSC Examination. 3-hour written examination assessing all course content.	
Proposed Date	Term 4, 2021 Week 10	Term 1, 2022 Week 10	Term 2, 2022 Week 8	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	H1.1, H1.2, H3.1, H3.2, H4.1	H1.2, H2.1, H4.1, H4.2	H2.1, H3.3, H4.1,	H1.1, H1.2, H2.2, H3.2, H4.3	
Course Components					Weightings
Knowledge & understanding of course content	-	10	10	20	40
Investigation & analysis of sources	5	10	5	5	25
Inquiry methods including Major Work	5	15	-	-	20
Communication of information and ideas	5	5	-	5	15
Marks	15	40	15	30	100

COURSE: ANCIENT HISTORY				KLA: HSIE	
UNITS: 2 (Board Developed – ATAR)				2021 - 2022	
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Personality study - Xerxes	Topic assessment with in class responses based on seen questions Sparta and P + H	Pompeii and Herculaneum source analysis/study	Trial HSC Examination 3 hour written examination assessing all course content	
Proposed Date	Term 4, 2021 Week 10	Term 1, 2022 Week 9	Term 2, 2022 Week 6	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	AH12-1, AH12-2, AH12-3, AH12-5, AH12-6, AH12-9	AH12-1, AH12-3, AH12-4, AH12-5, AH12-6, AH12-10	AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-7, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-10	
Course Components					Weightings
Knowledge & understanding of course content	5	15	5	15	40
Historical skills, analysis and interpretation of sources	-	5	10	5	20
Historical inquiry & research	10	5	-	5	20
Communication & historical understanding	5	5	5	5	20
Marks	20	30	20	30	100

COURSE: BIOLOGY					KLA: SCIENCE
UNITS: 2 (Board Developed – ATAR)					2021 - 2022
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	In-class test: Analysis of Secondary Data	Topic Test Module 5	Depth Study Module 7	Trial HSC Examination 3 hour written examination assessing all course content	
Proposed Date	Term 4, 2021 Week 9	Term 1, 2022 Week 4	Term 2, 2022 Week 5	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	BIO11/12-1, BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6	BIO11/12-1, BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-1, BIO11/12-7, BIO11/12-4, BIO11/12-5, BIO12-14	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	
Course Components					Weightings
Skills in working scientifically	20	10	20	10	60
Knowledge & understanding of course content	5	10	5	20	40
Marks	25	20	25	30	100

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COURSE: BUSINESS STUDIES					KLA: HSIE
UNITS: 2 (Board Developed – ATAR)					2021 - 2022
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Marketing Case Study: Jamberoo Action Park. Students research and present a marketing plan.	Topic Test: Stimulus and knowledge-based questions on Marketing and Operations – Business report format.	Case Study Extended Response: Extended response question requiring students to integrate case study examples.	Trial HSC Examination 3 hour written examination assessing Operations, Marketing and Finance topics.	
Proposed Date	Term 4, 2021 Week 9	Term 1, 2022 Week 8	Term 2, 2022 Week 4	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	H1-2, H4-6, H8-9	H1-3, H5-6, H9	H2, H5-9	H1-6, H8-10	
Course Components					Weightings
Knowledge & understanding of course content	10	10	-	20	40
Stimulus-based skills	-	10	-	10	20
Inquiry & research	-	-	20	-	20
Communication of business information & ideas	20	-	-	-	20
Marks	30	20	20	30	100

COURSE: CHEMISTRY				KLA: SCIENCE	
UNITS: 2 (Board Developed – ATAR)				2021 - 2022	
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Analysis of Secondary Data – In-class test Module 5	Depth Study Module 6	Practical Task Module 8	Trial HSC Examination 3 hour written examination assessing all course content	
Proposed Date	Term 1, 2022 Week 2	Term 2, 2022 Week 1	Term 2, 2022 Week 6	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12	CH11/12-1 to CH11/12-7, CH12-13, CH12-15	CH11/12-2, CH11/12-3, Ch12-5, Ch12-6, CH11/12-7, CH12-15	CH11/12-2 to CH11/12-7, CH12-12, CH12-13, CH12-14	
Course Components					Weightings
Skills in working scientifically	10	25	15	10	60
Knowledge & understanding of course content	10	5	5	20	40
Marks	20	30	20	30	100

COURSE: COMMUNITY & FAMILY STUDIES					KLA: PDHPE
UNITS: 2 (Board Developed – ATAR)					2021 - 2022
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Option: Individuals and Work	Independent Research Project	Investigation Positive influences on community attitudes towards a group	Trial HSC Examination 3 hour written examination assessing all course content	
Proposed Date	Term 4, 2021 Week 9	Term 1, 2022 Week 6	Term 2, 2022 Week 7	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	H2.2, H2.3, H3.3, H3.4, H5.2, H6.1, H6.2	H4.1, H4.2	H2.2, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1	H1.1 – H6.2	
Course Components					Weightings
Knowledge & understanding of course content	10	10	10	10	40
Skills in critical thinking, research methodology, analysing and communicating	15	10	15	20	60
Marks	25	20	25	30	100

COURSE: CONSTRUCTION PATHWAYS CERTIFICATE II			KLA: VET
UNITS: 2 (Board Developed – ATAR optional)			2021 - 2022
<p>This Industry Curriculum Framework course is accredited for the HSC and also provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. To achieve both credentials different assessment methods are utilised. In Industry Curriculum Framework courses assessment is competency-based which requires students to develop the competencies, skills and knowledge described by each unit of competency listed below. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor. To gain a full Certificate II credential, all units of competency must be achieved or a statement of attainment will be awarded.</p>			
Name of Task	Task 1	Task 2	Weighting
Task Description	Mandatory completion of 35 hours of industry work placement	Trial HSC Examination 1 ½ hour written examination assessing course content	
Proposed Date	Dates vary dependent on student sourced placements	Term 3, 2022 Weeks 1 - 2	
Marks	N/A	100	100
<p>All tasks are viewed as equally important. All tasks must be completed satisfactorily to be considered by the NSW Educational Standards Authority</p>			
Units of Compulsory Competency		Elective	
CPCCCM1012A	Work effectively and sustainably in the construction industry	CPCCCA2002B - Use carpentry tools and equipment	
CPCCCM1013A	Plan and organise work	CPCCCA2003A - Erect and dismantle formwork for footings and slab on ground	
CPCCCM1014A	Conduct workplace communication	CPCCCA2011A - Handle carpentry materials	
CPCCCM1015A	Carry out measurements and calculations	CPCCBL2001A - Handle and prepare bricklaying and blocklaying materials	
CPCCCM2001A	Read and interpret plans and specifications	CPCCBL2002A - Use bricklaying and blocklaying tools and equipment	
CPCCOHS1001A	Work safely in the construction industry	CPCCCM2004A - Handle construction materials	
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPCCCM2006B - Apply basic levelling procedures	

COURSE: DESIGN & TECHNOLOGY				KLA: TECHNOLOGY	
UNITS: 2 (Board Developed – ATAR)				2021 - 2022	
Name Of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Project Proposal, Management & Development Presentation	Innovation and Emerging Technology Case Study	Trial HSC Examination 1 ½ hour written examination assessing all course content	Project Evaluation & Promotion Presentation	
Proposed Date	Term 4, 2021 Week 9	Term 1, 2022 Week 8	Term 3, 2022 Weeks 1 - 2	Term 3, 2022 Week 4	
Syllabus Outcomes	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	H4.3, H5.1, H5.2, H6.1	
Course Components					Weightings
Knowledge & understanding of course content	-	10	20	10	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20	-	10	30	60
Marks	20	10	30	40	100

COURSE: DRAMA				KLA: CAPA	
UNITS: 2 (Board Developed – ATAR)				2021 - 2022	
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	<i>Contemporary Australian Theatre Practice:</i> Extended essay response and experimental investigation.	<i>Studies in Drama Theatre:</i> Verbatim Theatre: Extended essay response and experiential investigation into	Practical Projects process: Group Performance – Development of the GP and Logbook Individual Project process - Development of IP and Logbook	Trial Examination 1½ hour written examination based on topic areas studied Practical Projects Submission of IP and GP (Performance Night)	
Proposed Date	Term 4, 2021 Week 9	Term 1, 2022 Week 9	Term 2, 2022 Weeks 9 - 10	Term 3 - Weeks 1 – 2 Term 3 - Week 4	
Syllabus Outcomes	H3.1, 1.2, 1.3, 3.2, 3.3, 3.4, 3.5, 2.4	H1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 1.2, 2.4	H1.1, 1.2, 1.3, 1.5, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3, 3.5 H3.1, 3.2, 3.3, 3.4, 3.5	H1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 1.2, 2.4	
Course Components					Weightings
Making	5	5	30	-	40
Performing	-	-	10	20	30
Critically Studying	10	10	-	10	30
Marks	15	15	40	30	100

COURSE: EARTH & ENVIRONMENTAL SCIENCE				KLA: SCIENCE	
UNITS: 2 (Board Developed – ATAR)				2021 - 2022	
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	1 hour assessment based on interpreting data and secondary information	Practical test based on aspects of practical work covered in modules 5 & 6	Depth Study – Students will conduct a field work investigation based on human impacts	Trial HSC Examination 3 hour written examination assessing all course content	
Proposed Date	Term 4, 2021 Week 9	Term 1, 2022 Week 7	Term 2, 2022 Week 3	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	EES11/12-4, EES11/12-6	EES11/12-3, EES11/12-5	EES11/12-1, EES11/12-2, EES11/12-6, EES11/12-7, EES12-14	EES12-12, EES12-13, EES12-14, EES12-15	
Course Components					Weightings
Skills in Working Scientifically	15	15	20	10	60
Knowledge and understanding of course content	5	5	10	20	40
Marks	20	20	30	30	100

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COURSE: ENGLISH ADVANCED				KLA: ENGLISH	
UNITS: 2 (Board Developed – ATAR)				2021 - 2022	
Name of Task	Task 1 Common Module: <i>Texts and Human Experiences</i> Analytical Response	Task 2 Module A: <i>Textual Conversations</i> Multimodal Presentation	Task 3 Module C: <i>The Craft of Writing</i> Writing Portfolio and Reflection Piece	Task 4 Trial HSC Examination	
Task Description	Students are to compose an in-class analytical response based on their prescribed text and related material of their own choosing. The question will be provided prior to the scheduled date of the task.	Students will compose and deliver a multimodal presentation based on their study of the prescribed texts.	Students will compose an imaginative and discursive text for the Writing Portfolio based on their study of <i>Module C: The Craft of Writing</i> and <i>Module B: Critical Study of Literature</i> . They will also be required to reflect on their writing process for each piece. The task consists of a take-home and in-class test component.	Trial HSC Examination consisting of: Paper 1: <i>Common Module – Texts and Human Experiences</i> (1½ hours + 10 mins reading time) Paper 2: <i>Modules</i> (2 hours + 5 mins reading time)	
Proposed Date	Term 1, 2022 Week 3	Term 2, 2022 Week 2	Term 2, 2022 Week 9	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	EA12-1, EA12-4, EA12-5, EA12-6, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4, EA12-6, EN12-8	EA12-1, EA12-4, EA12-5, EA12-7, EA12-9	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7	
Components					Weightings
Knowledge & understanding of course content	10	15	10	15	50
Skills in responding and communicating across all modes	10	10	15	15	50
Marks	20	25	25	30	100

COURSE: ENGLISH (STANDARD)				KLA: ENGLISH	
UNITS: 2 (Board Developed – ATAR)				2021 - 2022	
Name Of Task	Task 1 Common Module: <i>Texts and Human Experiences</i> Analytical Response	Task 2 Module A: <i>Language, Identity and Culture</i> Multimodal Presentation	Task 3 Module C: <i>The Craft of Writing</i> Imaginative Text & Reflection Piece	Task 4 Trial HSC Examination	
Task Description	Students are to compose an in-class analytical response based on their prescribed text and related material of their own choosing. The question will be provided prior to the scheduled date of the task.	Students will compose and deliver a multimodal presentation based on their study of Module A: <i>Language, Identity and Culture</i> .	Students will compose an imaginative text based on their knowledge and understanding of Module C: <i>The Craft of Writing</i> . Students will also submit a reflection piece on the due date	Students will sit a Trial HSC Examination consisting of: Paper 1: <i>Common Module – Texts and Human Experiences</i> (1 ½ hrs + 10 mins reading time) Paper 2: <i>Modules</i> (2 hrs + 5 mins reading time).	
Proposed Date	Term 1, 2021 Week 3	Term 2, 2022 Week 2	Term 2, 2022 Week 8	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	EN12-1, EN12-3, EN12-5, EN12-6	EN12-1, EN12-2, EN12-4, EN12-8	EN12-1, EN12-5, EN12-7, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	
Course Components					Weightings
Knowledge & understanding of course content	10	15	10	15	50
Skills in responding and communicating across all modes	10	10	15	15	50
Marks	20	25	25	30	100

COURSE: ENGLISH STUDIES				KLA: ENGLISH	
UNITS: 2 (Board Endorsed – ATAR Optional)				2021 - 2022	
Name Of Task	Task 1 Common Module: <i>Texts and Human Experiences</i> Analytical Response	Task 2 Elective Module: Multimodal Presentation	Task 3 All Modules: Collection of Classwork	Task 4 Trial HSC Examination	
Task Description	Students are to compose an in-class analytical response based on their prescribed text and related material of their own choosing. The question will be provided prior to the scheduled date of the task.	Students will deliver a 4-5 minute multimodal presentation based on their study of the prescribed elective module.	Students will publish a collection of their classwork.	Students will sit a Trial HSC Examination based on their study of the Common Module, Electives and Writing Skills (2½ hours + 10 mins reading time).	
Proposed Date	Term 1, 2021 Week 3	Term 2, 2022 Week 2	Term 3, 2022 Week 9	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	ES12-1, ES12-4, ES12-5, ES12-6, ES12-9, ES12-10	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7	
Course Components					Weightings
Knowledge & understanding of complex texts & their value.	10	15	10	15	50
Skills in complex analysis, composition & investigation.	10	10	15	15	50
Marks	20	25	25	30	100

COURSE: ENGLISH EXTENSION 1			KLA: ENGLISH	
UNIT: 1 (Board Developed – ATAR)			2021 - 2022	
Name Of Task	Task 1 Common Module - Literary Worlds: Imaginative Response and Reflection Piece	Task 2 Elective 4 - Literary Mindscales: Critical Response	Task 3 Trial HSC Examination	
Task Description	Students will be asked to imaginatively respond to stimulus based on their study of Literary Worlds. Students will also be asked to write a reflection on their imaginative response.	Students will compose a critical response. They will analyse two prescribed texts from the prescribed module as well as a related text of their own choosing.	Students will sit for a Trial HSC Examination comprising two sections: Section I – Common Module Section II – Electives (Literary Mindscales) The duration of the test is 2 hours plus 10 minutes reading time.	
Proposed Date	Term 1, 2022 Week 4	Term 2, 2022 Week 7	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Course Components				Weightings
Knowledge & understanding of complex texts & their value.	5	10	10	25
Skills in complex analysis, composition & investigation.	10	10	5	25
Marks	15	20	15	50

COURSE: ENGLISH EXTENSION 2			KLA: ENGLISH	
UNIT: 1 (Board Developed – ATAR)			2021 - 2022	
Name Of Task	Task 1 Viva Voce (including written proposal) and submission of Major Work Journal	Task 2 Literature Review and submission of Major Work Journal	Task 3 Critique of the Creative Process and submission of Major Work Journal	
Task Description	Students are to present a Viva Voce outlining their approach to their Major Work. This will be accompanied by a written proposal. Students are also required to submit their Major Work Journal.	Students are to conduct a Literature Review. This is a research and reflection task. Students are also required to submit their Major Work Journal.	Students are to compose a Critique of the Creative Process. They are also required to submit their Major Work Journal.	
Proposed Date	Term 1, 2022 Week 5	Term 3, 2022 Week 5	Term 3, 2022 Week 3	
Syllabus Outcomes	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-3, EEX12-5	
Course Components				Weightings
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Marks	30	40	30	100

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COURSE: ENTERTAINMENT			KLA: VET
Units: 2 (Board-Developed, Category B - ATAR optional)			2021 - 2022
Course: NTIS code – CUA30415 Certificate III in Live Production and Services 4 Preliminary and/or HSC units in total Board Developed Course - Category B status for Australian Tertiary Admission Rank (ATAR Optional)			
Course Description This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications for employment in the entertainment industry. This is known as dual accreditation. Students will be able to gain skills in communication, safe work practices, working with others staging and using audio, lighting and vision systems. This qualification is designed to reflect the role of individuals who work in technical production teams, who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations within the entertainment industry. Possible occupations include stage hand, lighting technician, set designer and sound technician.			
Students may apply for Recognition of Prior Learning provided suitable evidence is submitted. To meet ATAR and NSW BOSTES Standards students are required to complete the following 2 tasks at Bulli HS			
Name of Task	Task 1	Task 2	Weighting
Task Description	All students are required to complete 70 hours total over two years with year 12 consisting of 35 hours in-school work placement. A work place diary must be kept to log your hours and duties completed.	HSC Trial Examination. 2 hour written examination consisting of multiple choice, short answers and extended response from topics studied in the student assessment packages.	All tasks (written examination, theory, work placement) must be completed to be considered for the NSW Educational Standards Assessment award. Weightings, marks and ranks are not collected in this competency-based course.
Proposed Date	Term 3, Week 6, 2022 *Except for examination period	Term 3, 2022 Weeks 1-2	-
Marks	35 hours	100	-
Units of Competency Compulsory CUAWHS302 Apply work health and safety practices CUAPPRP304 Participate in collaborative creative projects SITXCCS303 Provide service to customers		Elective CUASTA301 Assist with production operations for live performances CUASMT301 Work effectively backstage during performances CUASTA202 Assist with bump in bump out of shows	

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COURSE: GEOGRAPHY				KLA: HSIE	
UNITS: 2 (Board Developed – ATAR)				2021 - 2022	
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Urban Places Take Home Task	Fieldwork Report: Ecosystems at Risk	In-class Essay: Economic Activity	Trial HSC Examination 3 hour written examination assessing all course content	
Proposed Date	Term 4, 2021 Week 7	Term 1, 2022 Week 7	Term 2, 2022 Week 7	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	H1, H3, H5, H8, H9, H10, H11, H12, H13	H1, H2, H5, H6, H8, H9, H10, H11, H12, H13	H1, H4, H5, H6, H7, H9, H12, H13	H1, H2, H3, H4, H5, H6, H 10, H11, H12, H13	
Course Components					Weightings
Knowledge & understanding of course content	10	10	10	10	40
Geography tools and skills	5	5	-	10	20
Geography inquiry & research, including fieldwork	10	10	-	-	20
Communication of geographical information & ideas	-	-	10	10	20
Marks	25	25	20	30	100

COURSE: HISTORY (EXTENSION)			KLA: HSIE	
UNITS: 1 (Board Developed – ATAR)			2021 - 2022	
Name Of Task	Task 1	Task 2	Task 3	
Task Description	Historical Process (Proposal, process log and annotated sources) – History Project	Major Project – Students are to research a topic of their choosing in conjunction with the teacher and submit a response	Trial HSC Examination 2 hour written examination assessing all course content	
Proposed Date	Term 1, 2022 Week 10	Term 2, 2022 Week 10	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	HE12-1, HE12-2, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	
Course Components				Weightings
Knowledge and understanding about significant historiographical ideas and processes	10	10	20	40
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60
Marks	30	40	30	100

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COURSE: INDUSTRIAL TECHNOLOGY (Multimedia)				KLA: TECHNOLOGY	
UNITS: 2 (Board Developed – ATAR)				2021 - 2022	
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Initial Project Proposal Presentation of Major Project Ideas and Development	Industry Study Report Written research report – Multimedia Industry Study	Presentation of Major Work. Presentation of practical and portfolio components of Major Project	Trial HSC Examination 1 ½ hour written examination assessing all course content	
Proposed Date	Term 4, 2021 Week 8	Term 1, 2022 Week 10	Term 2, 2022 Week 8	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	H3.1, H3.2, H3.3, H4.2, H5.1, H5.2	H1.1, H1.2, H1.3, H2.1, H3.2, H5.1, H6.1, H7.1, H7.2	H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H5.1, H6.1, H7.1, H7.2	
Course Components					Weightings
Knowledge & understanding of course content	10	5	10	15	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20	5	20	15	60
Marks	30	10	30	30	100

COURSE: INDUSTRIAL TECHNOLOGY (Timber)				KLA: TECHNOLOGY	
UNITS: 2 (Board Developed – ATAR)				2021 - 2022	
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Initial Project Proposal Presentation of Major Project Ideas and Development	Industry Study Report Written research report – Timber and Furniture Industries Study	Presentation of Major Work. Presentation of practical and portfolio components of Major Project	Trial HSC Examination 1 ½ hour written examination assessing all course content	
Proposed Date	Term 4, 2021 Week 8	Term 1, 2022 Week 10	Term 2, 2022 Week 8	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	H3.1, H3.2, H3.3, H4.2, H5.1, H5.2	H1.1, H1.2, H1.3, H2.1, H3.2, H5.1, H6.1, H7.1, H7.2	H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H5.1, H6.1, H7.1, H7.2	
Course Components					Weightings
Knowledge & understanding of course content	10	5	10	15	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20	5	20	15	60
Marks	30	10	30	30	100

COURSE: LEGAL STUDIES				KLA: HSIE	
UNITS: 2 (Board Developed – ATAR)				2021 - 2022	
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Annotated Media File: Crime	Topic Test: Crime and Human Rights. In-class test that will include extended response questions and multiple choice/short answers.	Family OR Consumer Essay: Research Task	Trial HSC Examination 3 hour written examination assessing all course content	
Proposed Date	Term 4, 2021 Week 10	Term 1, 2022 Week 10	Term 2, 2022 Week 8	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	H1, H4, H6, H7, H8, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10	H2, H3, H4, H5, H6, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Course Components					Weightings
Knowledge & understanding of course content	5	15	5	15	40
Analysis & evaluation (part of knowledge and understanding)	5	5	5	5	20
Inquiry & research	5	5	5	5	20
Communication of legal information & ideas	5	5	5	5	20
Marks	20	30	20	30	100

COURSE: ADVANCED MATHEMATICS				KLA: MATHEMATICS	
UNITS: 2 (Board Developed, ATAR)				2021 - 2022	
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Test completed in normal lesson time (maximum of 1 hour duration)	Independent Project Submission	Test completed in normal lesson time (maximum of 1 hour duration)	Trial HSC Examination 3-hour written examination assessing course content.	
Proposed Date	Term 4, 2021 Week 9	Term 1, 2022 Week 9	Term 2, 2022 Week 5	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	S1, M1, F2, T3	C2, C3, C4,	S2, S3	All outcomes	
Course Components					Weightings
Concepts, skills and techniques used in wide range of theoretical and practical contexts.	10	10	10	20	50
Application and reasoning to construct arguments, proofs and interpretations of mathematical models.	10	10	10	20	50
Marks	20	20	20	40	100

COURSE: MATHEMATICS EXTENSION 1				KLA: MATHEMATICS	
UNITS: 1 (Board Developed, ATAR)				2021 - 2022	
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Test completed in normal lesson time (maximum of 1 hour duration)	Independent Project Submission	Test completed in normal lesson time (maximum of 1 hour duration)	Trial HSC Examination 2-hour written examination assessing course content.	
Proposed Date	Term 4, 2021 Week 10	Term 1, 2022 Week 10	Term 2, 2022 Week 6	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	V1	M1, T3, C2	C3, V2	All outcomes	
Course Components					Weightings
Concepts, skills and techniques used in wide range of theoretical and practical contexts.	10	10	10	20	50
Application and reasoning to construct arguments, proofs and interpretations of mathematical models.	10	10	10	20	50
Marks	20	20	20	40	100

COURSE: MATHEMATICS STANDARD 2				KLA: MATHEMATICS	
UNITS: 2 (Board Developed - ATAR)				2021 - 2022	
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	In-class task Chapters 1, 2 & 8	Independent Project Submission	In-class task Chapters 4, 6 & 7	Trial HSC Examination 2 ½ hour written examination assessing course content.	
Proposed Date	Term 4, 2021 Week 9	Term 1, 2022 Week 8	Term 2, 2022 Week 6	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	F1.1, F4.1, F4.2, M6, M7	A1, A2, S4,	F4.2, F5, N2, N3, M1.3, M7	All outcomes	
Course Components					Weightings
Concepts, skills and techniques used in wide range of theoretical and practical contexts.	10	15	10	15	50
Application and reasoning to construct arguments, proofs and interpretations of mathematical models.	10	15	10	15	50
Marks	20	30	20	30	100

COURSE: MATHEMATICS STANDARD 1					KLA: MATHEMATICS
UNITS: 2 (Board Developed - ATAR optional)					2021 - 2022
<p>Students studying Mathematics Standard 1 may elect to take an optional HSC examination. Should a student seek an ATAR, the examination mark may be used by UAC to contribute to the calculation of the ATAR.</p>					
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	In-class task Chapters 1, 2 & 8	Independent Project Submission	Portfolio initial assessment	All students must sit the Trial HSC 2-hour examination, including non-ATAR candidates.	
Proposed Date	Term 4, 2021 Week 9	Term 1, 2022 Week 8	Term 2, 2022 Week 6	Option 1 - Term 3 Weeks 1 – 2 Option 2 - Term 3 Weeks 4 – 5	
Syllabus Outcomes	F1.1, F4.1, F4.2, M6, M7	A1, A2, S4,	F4.2, F5, N2, N3, M1.3, M7	All outcomes	
Course Components					Weightings
Understanding, fluency and communication.	10	15	10	15	50
Problem solving, reasoning and justification.	10	15	10	15	50
Marks	20	30	20	30	100

COURSE: MODERN HISTORY					KLA: HSIE
UNITS: 2 (Board Developed – ATAR)					2021 – 2022
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Historical Analysis Core: Power and Authority in the Modern World.	Research Task Peace and Conflict.	Structured In-class Response National Study: 20 th Century USA.	Trial HSC Examination 3 hour written examination assessing all course content.	
Proposed Date	Term 4, 2021 Week 10	Term 1, 2022 Week 8	Term 2, 2022 Week 8	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	MH12-1, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	MH12-1, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	MH12-1, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
Course Components					Weightings
Knowledge & understanding of course content	5	15	5	15	40
Historical skills, analysis and interpretation of sources	5	5	5	5	20
Historical inquiry & research	5	5	5	5	20
Communication & historical understanding	5	5	5	5	20
Marks	20	30	20	30	100

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COURSE: PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION					KLA: PDHPE
UNITS: 2 (Board Developed – ATAR)					2021 - 2022
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Research Assessment Demands of specific athletes	In-class Assessment Critical analysis of training and nutritional program	Analysis Health Promotion/Public Health Evaluation	Trial HSC Examination 3 hour written examination assessing all course content	
Proposed Date	Term 4, 2021 Week 8	Term 1, 2022 Week 7	Term 2, 2022 Week 8	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	H11, H16, H17	H7, H8, H11,H16, H17	H4, H5, H14, H15	H1–H5, H7–H11, H14–H17	
Course Components					Weightings
Knowledge & understanding of course content	10	10	10	10	40
Skills in critical thinking, analysing and communicating	10	15	15	20	60
Marks	20	25	25	30	100

COURSE: PHYSICS				KLA: SCIENCE	
UNITS: 2 (Board Developed – ATAR)				2021 - 2022	
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Depth Study	Skills and Knowledge Test	Analyses of secondary sources and practical data	Trial HSC Examination 3 hour written examination assessing all course content	
Proposed Date	Term 4, 2021 Week 6	Term 1, 2022 Week 11	Term 2, 2022 Week 7	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	PH11/12-1, PH11/12-7, PH11/12-12	PH11/12-5, PH11/12-6, PH11/12-12, PH11/12-13	PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-14	PH11/12-1 to PH11/12-7, PH11/12-12 to PH11/12-15	
Course Components					Weightings
Skills in working scientifically	25	15	10	10	60
Knowledge & understanding of course content	5	10	5	20	40
Marks	30	25	15	30	100

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COURSE: SOCIETY & CULTURE				KLA: HSIE	
UNITS: 2 (Board Developed – ATAR)				2021 – 2022	
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Essay + Formal PIP Proposal Core: Social and Cultural Continuity and Change.	Belief Systems Booklet and in class responses based on seen questions Depth Study: Belief Systems and Ideologies.	HSC Style Structured Essay Depth Study: Popular Culture.	Trial HSC Examination 2 hour written examination assessing all course content.	
Proposed Date	Term 4, 2021 Week 9	Term 1, 2022 Week 10	Term 2, 2022 Week 7	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	H1-7, H9, H10	H1-3, H5, H7, H9, H10	H1-3, H5, H7, H9, H10	H1-7, H9-10	
Course Components					Weightings
Knowledge & understanding of course content	10	10	15	15	50
Application & evaluation of social research methods	10	10	5	5	30
Communication of information & ideas	5	5	5	5	20
Marks	25	25	25	25	100

COURSE: SPORT, LIFESTYLE & RECREATION STUDIES					KLA: PDHPE
UNITS: 2 (Board Endorsed – Non ATAR)					2021- 2022
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Pre-screening & fitness testing (partner task) followed by analysis of practical fitness data.	Design resistance training program to suit needs of specified athlete followed by demonstration of exercises within program.	Practical Application: Students demonstrate appropriate practical skills and game sense for required sports	Trial HSC Examination 1 hour written examination assessing all course content	
Proposed Date	Term 4, 2021 Weeks 4 - 7	Term 1, 2022 Weeks 7 - 9	Term 2, 2022 Weeks 1-10	Term 3, 2022 Weeks 1 - 2	
Syllabus Outcomes	2.2, 3.2, 4.1	1.3, 2.2, 2.3, 3.2	1.2, 1.3, 3.1, 4.4	1.1, 1.2, 1.3, 2.1, 2.2, 2.5	
Course Components					Weightings
Knowledge & understanding of course content	10	10	-	30	50
Skills outcomes and content	10	10	30	-	50
Marks	20	20	30	30	100

COURSE: VISUAL ARTS				KLA: CAPA	
UNITS: 2 (Board-Developed, ATAR)				2021 - 2022	
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Documentation of artmaking processes in VAPD. Research of an artist to support Body Of Work development.	Development of the Body of Work presentation and essay.	Trial HSC Examination. 1 ½ hour written examination assessing Art Criticism & Art History	Visual Art Body of Work & Process Diary.	
Proposed Date	Term 4, 2021 Week 8	Term 2, 2022 Week 4	Term 3, 2022 Weeks 1 - 2	Term 3, 2022 Week 5 (tbc)	
Syllabus Outcomes	H1, H2, H3, H4, H7, H8, H9	H1, H2 H3, H4, H5, H6, H7	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	
Course Components					Weightings
Artmaking	10	15	-	25	50
Art Criticism & Art History	10	15	25	-	50
Marks	20	30	25	25	100

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COURSE: VISUAL DESIGN					KLA: CAPA
Units: 2 (Board Endorsed, Non-ATAR)					2021 - 2022
Name of Task	Task 1: Ceramic Container	Task 2: Research Task	Task 3: Design Task	Task 4: Major Design Task	
Task Description	Design and Construction Task. Students design and construct a ceramic container.	Module Research. Students engage in a research task based on the Module studied.	Design Task & Process Diary. Students complete a design task.	Major Design Task and Visual Diary. This task consists of documentation of class work, and development of ideas and techniques towards their Individual Design Task.	
Proposed Date	Term 4, 2021 Week 8	Term 2, 2022 Week 4	Term 2, 2022 Week 10	Term 3, 2022 Week 8	
Syllabus Outcomes	DM1, DM2, DM3, DM4, DM5, DM6	CH1, CH2	DM1, DM2, DM3, DM4, DM5, DM6	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	
Course Components					Weightings
Designing and Making	-	20	20	20	60
Critical and Historical Studies	20	-	15	5	40
Marks	20	20	35	25	100

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APPENDICES](#)

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Appendix A: BHS Academic Integrity Policy

School Responsibilities

- Provide students with assessment guidelines
- Provide advice for students on avoiding plagiarism, collusion and collaboration
- Provide guidance on referencing required
- Ensure that students are instructed on the academic skills required in all courses
- Ensure that all HSC students have an understanding of the Academic Integrity Policy
- Ensure that pertinent school publications (printed and electronic) have statements that:
 - State clearly that plagiarism and collusion are not acceptable;
 - Provide comprehensive rules on what constitutes collaboration;
 - Provide rules and guidelines on group work and assessment
- Implement suitable procedures on penalties
- Provide an appeals process
- Maintain records of academic misconduct
- Malpractice, Invalid or Unreliable Tasks are referred to The Senior Review Panel. The Panel will determine the procedure to be implemented that may include an alternative task. Malpractice is recorded on the NESA Administration site.

Student Responsibilities

- Must read, understand and respect the Academic Integrity Policy and rules concerning academic integrity
- Ensure understanding of the referencing requirements for courses
- Ensure that original work is submitted, without plagiarising or cheating
- Understand all aspects of Assessment guidelines
- Avoid all undertakings that could be considered instances of academic dishonesty

Procedures and Penalties for Suspected Plagiarism and/or Collusion

‘Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardize your HSC exam results.

(NESA, HSC Assessments and Submitted Works, Advice to Students, 2006)

‘Collusion occurs when two or more people work secretly for the purpose of deliberately misleading others’
(NESA, All My Own Work, 2006)

- When a staff member detects alleged plagiarism by a student, it must be reported to the Head Teacher
- The Head Teacher and member of staff must make an assessment of whether the alleged plagiarism is either;
Intended or Unintended plagiarism

Actions to be followed when:

1 Intended Plagiarism is detected:

- Review whether the student has received a previous written warning
- Compare the extent of the plagiarism with the student's original work
- Review how it will adversely affect other students
- Counsel the student by explaining the appropriate referencing guidelines and going through this policy with them.

2 Where the nature of the plagiarism is *not* considered very serious:

- Issue a written warning which refers to the consequences of any further actions of this nature
- The Head Teacher may also take the following action:
 - ✓ Student must re-submit the work
 - ✓ Student must re-submit another form of assessment
 - ✓ Give the student a fail mark

3 Where the nature of the Plagiarism *is* considered very serious:

- Refer the matter to the Principal, who may:
 - ✓ Issue a written warning which refers to the consequences of any further actions of this nature
 - ✓ Ask the student to re-submit the work
 - ✓ Ask the student to re-submit another form of assessment
 - ✓ Give the student zero marks for the work
 - ✓ The student may lose that course from their HSC award (see NESA, HSC Assessments and Submitted Works, Advice to Students, 2006)

Appeals Process

- A student may appeal against the Assessment and/or actions taken in cases of Plagiarism or Collusion
- The Appeals Committee will consist of: at least two of the Principal, Deputy Principal, Head Teacher (Teaching & Learning) and Year 12 Adviser
- The student must apply in writing to the Principal
- The Appeals Committee will confirm or vary any recommendations that were originally made
- The student will be notified in writing of the Committee's decision and their reasons for their decision

References

- Rules and Procedures Guide: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>
- Disabilities Provisions Policy: <http://ace.nesa.nsw.edu.au/ace-10001>
- Breaking HSC Rules: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/breaking-hsc-rules>
- HSC All My Own Work Modules and Guides: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>
- Academic Honesty & Plagiarism: <http://www.anu.edu.au/students/program-administration/assessments-exams/academic-honesty-plagiarism>
- UWS Code of Conduct: <https://policies.westernsydney.edu.au/view.current.php?id=00072>

Appendix B: BHS Examination Procedures

Formal examinations held in the school hall or other locations are an important part of the school's assessment policy.

Students are expected to conduct themselves in an appropriate manner. It is assumed that students will not cheat or disrupt others during the progress of an examination.

Students who breach the code of conduct by displaying disruptive, unco-operative or inappropriate behaviour will be warned. If the behaviour continues, they will be issued with a red card and will be isolated from the examination. The student may receive zero for the examination.

Students found to be cheating will receive zero for their examination.

Before the Examination:

- Check your timetable carefully. Misreading the timetable is not a reason for a misadventure appeal.
- Ensure that you allow sufficient time for travelling to the examination centre. Late arrival due to travel difficulties is not a reason for a misadventure appeal except under extreme circumstances.
- Ensure you have the appropriate equipment before your examination. You will not be permitted to borrow equipment during the examination.
- Carry your equipment in a clear plastic bag. You will not be permitted to use a pencil case.
- Do not bring mobile phones into the examination room. Using mobile phones during an examination (even if you have finished and even if you are just playing games) will result in a zero mark being awarded for the examination.
- Do not take paper or other written material into the examination.
- Bags for personal items must be left at the back of the room.

During the Examination:

- Enter the examination hall only after instructions from the supervisor.
- Sit in your allocated seat quickly.
- Do not touch/open the examination paper until instructed.
- Complete the attendance slip and place in the top right hand corner of your desk.
- Reading time is provided for all examinations. You must not write in this time.
- Write your student number on all examination papers. Do not write your name.
- Once the examination has commenced, you will not talk or communicate with other students in the room/hall.
- If you need to go to the toilet, raise your hand and wait for the permission of the supervisor.
- You will not be allowed to leave any examination before the end of the allocated time for that examination. If you finish early, sit quietly, check your paper and wait.
- At the end of the examination, check you have written your student number at the top of each page used; bundle your papers together neatly.
- Wait quietly until you are instructed to leave.
- Do not remove any papers from the examination room.

Appendix C: Honesty in Assessment

NESA have issued a statement in relation to Honesty in the HSC that includes the 'All My Own Work' program and special rules relating to submitted works such as major works.

The statement is reproduced below but you should also go to the website and read the attached documents. NESA and the School treat honesty very seriously – don't ignore their warnings!

The honesty of students in completing assessment tasks, examination and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The NESA NSW treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the NESA NSW will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

IMPORTANT LINKS TO NESA WEBSITE for more information on the following:

- **Student Checklist:** [NESA HSC Student Checklist Term 4 2021 to Term 4 2022](#)
- **Students Online:** <https://studentonline.nesa.nsw.edu.au>
- **HSC Exam Rules & Processes, including Exam Equipment List:**
 - [Rules and Procedures for Higher School Certificate Candidates](#)
 - [HSC Assessment and Submitted Works – Advice to Students](#)
 - [HSC Minimum Standards Tests - A Guide for Students](#)
 - [Breaking HSC Rules - What constitutes malpractice](#)
- **HSC All My Own Work – guide to best practice & working with integrity:**
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>
- **NESA's Exam Resources for Students:**
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsd/exam-advice-resources>
- **NESA's Guide to Preparing for Exams:**
<http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guides>

Appendix D: Personalised Assessment Planner

Week	TERM 4 – 2021	TERM 1 – 2022	TERM 2 – 2022	TERM 3 – 2022
1				Trial HSC exams
2				Trial HSC exams
3				
4				
5				
6				
7				
8				
9				
10				
11				

Appendix E: Mark Record Sheet

Subject/Course	Task 1	Task 2	Task 3	Task 4	Total Marks
1					
2					
3					
4					
5					
6					
7					

More Useful Links for the HSC Examination:

- **HSC in a nutshell:** [http://www.boardofstudies.nsw.edu.au/hsc/hsc in nutshell.html](http://www.boardofstudies.nsw.edu.au/hsc/hsc%20in%20nutshell.html)
- **Course Syllabuses** – read and be familiar with your course outline, rubric and outcomes:
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>
- **HSC Study Guide** Sydney Morning Herald & NESA (all major subjects):
<https://www.smh.com.au/national/nsw/essential-information-for-tackling-the-2021-hsc-20210609-p57zln.html>
- **HSC Credentials** (certificates and records you can achieve):
<http://www.boardofstudies.nsw.edu.au/hsc-results/credentials.html>