

FRANCIS GREENWAY

HIGH SCHOOL



HSC ASSESSMENT

POLICY

Meeting HSC eligibility requirements

To be eligible for the HSC, students must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a **NSW Education Standards Authority** recognised school outside NSW, or a TAFE college
- complete [HSC: All My Own Work](#) (or its equivalent) before submitting any work for Preliminary or HSC courses, unless the student is only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the required HSC exams
- meet the [HSC minimum standard of literacy and numeracy](#) within five years of starting your HSC course .

Certain patterns of study and course requirements apply

Students must satisfactorily complete:

- a Preliminary pattern of study that includes at least 12 units
- a HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

Some courses have certain rules and prerequisites. For example, students can include English Studies in their 6 units of Board Developed Courses, but can only count it as the 2 units of English that UAC uses to calculate an ATAR if they sit the optional HSC examination.

Types of HSC courses

Board Developed courses are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR. View a list of all [Board Developed Courses broken down by subject](#).

Board Endorsed courses are developed by schools, TAFE and universities. They count towards the HSC but do not have an HSC examination and do not contribute towards the calculation of an ATAR.

Special education (Life Skills) - If students have special education needs they can attain their HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and students still need to meet the general eligibility and study patterns to earn their HSC.

Vocational Education and Training (VET) - VET courses can be studied either at school or through TAFE NSW and other training providers. Students will need to check with the school about which courses are available and the requirements of the different courses. For example, all VET courses involve a minimum of 35 hours in the work place per year.

VET courses contribute towards the HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if students choose to sit the exam, their results can also count towards an ATAR. Only one of the VET courses can contribute to the calculation of an ATAR. If a student is also doing English Studies, then the mandatory exam for ATAR calculation will be in English Studies.

Understanding HSC pathways

While most students complete their HSC over two years during Years 11 and 12, there are other options. If a student wants to study while you work, care for your family or, for example, take part in elite sports or cultural activities, one of these five pathways may be suitable for you.

Pathway	Description
1. Accumulating	A student can take up to five consecutive years to finish their studies, starting from the first year they complete a HSC course. After five years, they must have met all HSC requirements, including the HSC minimum standard
2. Repeating	A student can repeat one or more courses within the five years (see pathway 1) without penalty. A Record of Achievement will show the results of all attempts. The Universities Admissions Centre (UAC) will calculate an Australian Tertiary Admission Rank (ATAR) from the results of the most recent attempt.
3. Transferring credit and recognition of prior learning (RPL)	A student may be able to count courses studied at TAFE or other educational institutions towards their HSC as 'credit transfer'. Or, they may not need to complete some course components if they can show that they have met the necessary outcomes in another way, such as through interstate study, as 'RPL'. This may apply to a Preliminary course, part of a Preliminary course or part of an HSC course.
4. Accelerating	A student may be able to accelerate in a course, sit for the HSC exam for that course (usually at the end of Year 11) and accumulate their results.
5. Studying during an apprenticeship or traineeship	A student can complete a school-based apprenticeship or traineeship while they study. These combine paid work and training, lead to a recognised Vocational Education and Training (VET) credential and count towards the HSC.

Preliminary HSC Course and HSC Course

The Higher School Certificate program is divided into two courses, a Preliminary HSC Course and an HSC Course. **Satisfactory completion** of the Preliminary HSC Course is a **prerequisite** for entry into the HSC Course. For examining purposes, the Preliminary HSC Course is to be regarded as assumed knowledge which has been covered by all candidates. Examination specifications ensure that the major focus of the examination will be on HSC Course content.

The HSC Course is to be defined in terms of course content, i.e. the knowledge, skills and understanding of achievable outcomes.

Preliminary HSC and HSC syllabuses are structured into two approximately equal components. Formal assessment to determine the Higher School Certificate assessment mark awarded by the school takes place only during the HSC Course. At Francis Greenway High School the changeover from Preliminary HSC Course to HSC Course will take place after completion of the Preliminary HSC Course, which for most courses is at the end of the first week of Term 4. Formal HSC assessment will start at this time and continue to the completion of the HSC Course. Since assessment is progressive, each student should be able to determine his/her relative position in each course at any time throughout the course.

The internal assessment of a course for the Higher School Certificate is to be conducted in relation to the HSC Course only, except for mathematics courses. For Mathematics, no more than 20 percent of the assessment is to be based on the Preliminary HSC Course. Assessment for Mathematics Extension 1 can be based on the whole of the Extension 1 course (Preliminary HSC and HSC).

Satisfactory completion of a Preliminary or Higher School Certificate course: course completion criteria

The following **course completion criteria** refer to both Preliminary and HSC courses.

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:

1. followed the course developed or endorsed by NESAC; and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the Principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' determination. An appeal process exists for students – details of this are contained later in this booklet.

Preliminary HSC Courses

Satisfactory completion of the Preliminary HSC Course, or its equivalent, is a prerequisite for entry into a HSC Course (for the exception regarding HSC Mathematics Extension 1 see *Assessment and Curriculum Information for the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 Courses* on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>. In cases of non-completion of course requirements, an 'N' determination will be submitted. Courses that were not satisfactorily completed will not be printed on the Record of Student Achievement.

The Extension courses in English and Mathematics comprise 60 hours of Preliminary HSC, 60 hours of HSC Extension Course 1 and 60 hours of HSC Extension Course 2. HSC Extension Course 1 may not be completed without completion of the Preliminary HSC Extension Course. HSC Extension Course 2 may not be completed without completion of the Preliminary HSC Extension Course and HSC Extension Course 1. With the exception of VET, in all other subjects where extension courses are available, they comprise a 60 hour HSC Course which may not be commenced until the related Preliminary HSC Course has been completed.

Principals may allow a student who has received an 'N' determination to proceed to the HSC Course provisionally while concurrently satisfying any outstanding Preliminary HSC Course requirements. Principals will be required to confirm, at the time of HSC entries, that the student has now satisfactorily completed Preliminary HSC Course requirements and that their entry for the HSC Course is valid.

Students who have received an 'N' determination have a right of appeal.

Credentialing

NESA will withhold a course if a student is found to have engaged in malpractice or a non-serious attempt at the examination(s). The basis for withholding the Higher School Certificate is the Education Act 1990, Section 95.

Note: An 'N' determination or Board decision to withhold a course will have the following consequences:

- in a 1 or 2 unit course, that course will not contribute in that year to the required pattern of study;
- in the common component of a related course, neither that course nor the related extension course will contribute in that year to the required pattern of study;
- in the extension course, that course only will not contribute in that year to the required pattern of study.

Attendance in relation to the satisfactory completion of a course

For post-compulsory students, Principals may determine an appropriate attendance pattern that will allow each student to achieve the outcomes of each course being studied. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Granting of leave

Granting of leave is a matter for the individual school Principal to determine. The Principal has discretion in granting leave provided that he or she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

Where the period of leave requested is extensive, the student must demonstrate to the Principal that outcomes in each course will be achieved.

Preliminary HSC and HSC Courses

Satisfactory completion of the Preliminary HSC Course or its equivalent is a prerequisite for entry into an HSC Course (the exception being HSC Mathematics Extension 1. Topics from the *Mathematics Extension 1* HSC Course may be taught before all the topics of the *Mathematics Extension 1* Preliminary HSC Course have been taught).

For HSC examining purposes, the Preliminary HSC Course is regarded as assumed knowledge that has been covered by all candidates. Examination specifications ensure that the major focus of the examination will be on HSC Course content.

The HSC Course is defined in terms of course content (i.e. knowledge, skills and understanding outcomes) achievable following completion of the Preliminary HSC Course or its equivalent.

The study of prescribed texts (in any medium) for the Higher School Certificate must not commence until the relevant Preliminary HSC Course has been completed.

Work on the following projects must not commence until the relevant Preliminary HSC Course has been completed:

- Design and Technology major design project;
- Drama group performance or individual projects;
- HSC English Extension 2 major work;
- Industrial Technology major project;
- Music performances, elective compositions, elective musicology essays or Viva Voces;
- Society and Culture personal interest project;
- Textiles and Design major textiles project;
- Visual Arts body of work.

With the exception of the general mathematics and mathematics courses, internal assessment of a course for the Higher School Certificate is to be conducted in relation to the HSC Course only. Assessment for Mathematics Extension 1 can be based on the whole of the Extension 1 Course (Preliminary HSC and HSC).

Changes of Courses/Units, HSC Courses

Students studying an HSC Course may not change courses unless the Principal is satisfied that they:

- have satisfactorily completed the Preliminary HSC Course (or equivalent) of the course they wish to enter; and
- will be able to complete all HSC Course requirements, including assessment.

No changes in HSC entries may occur after September in the Higher School Certificate examination year, except that the Principal may approve withdrawal from a course up until the due date for the submission of assessments (see *Higher School Certificate Events Timetable*).

In Mathematics, a change from Extension 2 to Extension 1 or the 2 unit course is permitted only if the school can provide a valid assessment for the 2 unit course. Such changes are permitted up until the due date for submission of assessments.

What is the Purpose of Assessment?

The purpose of assessment is to judge competence on the basis of performance. This judgement is made on the basis of evidence which may be in a variety of forms.

Teachers will assess the student's actual performance, not potential performance. Assessment marks will not be modified to take into account possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks.

Note: An exam estimate mark is required for VET courses.

VET courses are competency based. No internal assessment mark is required for these courses. NESAs and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency based approach to assessment be used and that a record be held by the registered training organisation (RTO) of the competencies achieved by students. A student's performance is judged against a prescribed standard, not against the performance of other students.

Commencement of HSC Internal Assessments

With the exception of Mathematics Extension 1, assessments for the HSC Course must not commence until after the completion of the Preliminary HSC Course. Students who have been allowed to enter the HSC Course on probation will need to complete outstanding Preliminary HSC assessment tasks concurrently with HSC assessment tasks.

Assessment for the Mathematics Extension 1 HSC Course can be based on the whole of Mathematics Extension 1 (both Preliminary HSC and HSC Courses). Assessment for Mathematics Extension 1 should not begin until the school program of HSC assessments for other subjects begins (i.e. no earlier than term 4 of Year 11).

Completion of HSC Internal Assessment Tasks

The Board expects students to attempt all assessment tasks set.

For all Board Developed Courses (except VET courses and life skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they are enrolled. The minimum requirement is that the student must make a genuine attempt at assessment tasks which **contribute in excess of 50 percent** of available marks in the course. A student who does not comply with the assessment requirements in a course will have neither an assessment mark nor an examination mark awarded for that course. In the case of extension courses, students who fail to meet the assessment requirements for the co-requisite 2 unit course will not receive a result in either course.

Internal Assessment at Francis Greenway High School

Assessment tasks will be scheduled to be completed and submitted to teachers for marking on or by specified dates throughout the Year 11 and 12 Courses. At least two calendar weeks notice of the details of a task will be given. If a student is absent for the issuing of 'notice', it is the student's responsibility to obtain the task information. There will not be a staggered due date because of 'late' notice. Tasks are due in the lesson of that subject on the due date unless specified on the task notification. E.g. A whole cohort for Business Studies may be due by 2:50pm on a specific day. Attendance on the day the assessment task is either to be performed or submitted, is essential.

All year 11 and Year 12 students will receive a copy of their Assessment Booklet which is inclusive of:

- Preliminary and HSC rules and procedure for assessment – both NESA and school
- An outline of the tasks plotted by term
- A copy of all assessment tasks for all subjects studied in the each of the Year 11 and Year 12 courses at FGHS

The Assessment Task Notification will include:

- The number and name of the task
- The nature of the task
- The date due
- The weighting
- Outcomes being assessed
- A description / instructions about the task
- Marking guidelines / rubric
- Feedback
- Sign off by Head Teacher and Deputy Principal to verify the notification meets NESA and school requirements and is indicative of the information provided on the course assessment schedule

*** All courses should meet the specific information listed in the NESAs Assessment and Reporting document for each course, found in Assessment and examination materials on the NESAs site.*

In the Year 11 course no more than 3 tasks will be undertaken by students in each course studied. In the Year 12 course no more than 4 tasks will be undertaken by students in each course studied.

The assessment marks submitted by the school for each course are intended to indicate students' achievements at the end of the HSC Course. The assessment marks are based on achievements measured at points throughout the course. This measure of students' relative achievements is based upon:

- a wider range of syllabus outcomes than 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 at a single, final examination.

Measuring achievement at points during the course provides a better indication of student achievement than a single examination. It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

The assessment marks submitted by the school reflect the knowledge and skills objectives of the course and the related outcomes. The schools will not include measures of objectives and outcomes from the affective domain (i.e. values and attitudes) in their assessments. Assessments will not be influenced by factors such as student conduct.

A whole school assessment calendar is prepared for HSC courses detailing all assessment tasks and their scheduled dates. A minimum of two week's notification is given for formal assessment tasks. A register is maintained to indicate the date that each student receives such formal notification. If a student is absent, it is their responsibility to acquaint themselves with the details of any task notifications.

Where two or more classes undertake a common test, the relevant cohort will complete the test simultaneously. If not logistically possible, every endeavour will be made to ensure that no student is advantaged/disadvantaged.

Each faculty employs specific strategies in the marking of formal assessment tasks to ensure consistency of teacher judgement. As a minimum, check marking of formal assessment tasks is essential. Formal feedback is provided on all assessment tasks. This may involve exemplar scripts, marking grids, verbal discussion and written advice.

NESA standards will be adhered to in the marking of the Trial HSC examinations. In the event of any anomaly, moderation/standardisation may be undertaken to ensure that reported results are consistent with HSC standards. There is an expectation that provided an appropriate study program continues from the Trial to the HSC, student performances will improve.

HSC Monitoring at Francis Greenway High School

All Year 11 and Year 12 courses will have a monitoring folder containing all relevant resources, registers and communications for a particular course. The Head Teacher of faculties will meet with staff to review all mandatory documents and processes. The Line Leader's (Deputy Principal's) will have one meeting per term to check that NESAs requirements are being met for all senior courses.

(see *following schedule*) The FGHS HSC Monitoring process is outlined in detail at the end of this document.

Leadership Meeting Schedule 2021

Term1

Week	HT / CT	Line Leader	Principal
1&2		<ul style="list-style-type: none"> • Orientation • Staff: Planning and PDP discussion 	
3&4	<ul style="list-style-type: none"> • PDP Meetings: link to APST, School and Faculty Plans • Year 11 monitoring documents in place • Evidence of positive parent contact • 	<ul style="list-style-type: none"> • HT PDP 	<ul style="list-style-type: none"> • Staff: new staff/concerns/accreditation/first time teaching HSC • NAPLAN Preparation • Stage 4 program - evidence of the teaching of literacy • Parent Contact: Positive and informative • HSC Data analysis: early findings and programming implications
5&6	<ul style="list-style-type: none"> • Year 11 and Year 12 HSC Monitoring Folders check • Time frames for accreditation • PDP's: link to APST, School and Faculty Plans • Literacy & Numeracy: evidenced in programs • Resources for 2021 required • Evidence of – daybook, work samples, student class profiles • Alignment with teaching standards • 	<ul style="list-style-type: none"> • HT development 	<ul style="list-style-type: none"> • [Deputy Principal PDPs]
7&8	<ul style="list-style-type: none"> • All lesson observations completed and loaded to faculty staff notebook 	<ul style="list-style-type: none"> • HT lesson observation • Year 11 and Year 12 HSC Monitoring Folders check • PDPs • CT Lesson observations completed and discussed 	
9&10		<ul style="list-style-type: none"> • Faculty plan finalised • Review lesson observations 	

Term 2

Week	HT / CT	Line Leader	Principal
1&2			
3&4		<ul style="list-style-type: none">• Programming, registers and assessment in Stage 4 / 5 courses• PDP progress, lesson observation complete• Year 12: Revision program• HSC monitoring and sign off	<ul style="list-style-type: none">• Faculty plan: budget alignment and expenditure• Year 12: Revision program• Stage 5: Program example• 2022: Curriculum
5&6	<ul style="list-style-type: none">• Year 11 and Year 12 HSC Monitoring Folders check	<ul style="list-style-type: none">• Discuss curriculum offering for 2022	
7&8		<ul style="list-style-type: none">• Elective books finalisation• Year 11 and Year 12 HSC Monitoring Folders check	
9&10			

Term 3

Week	HT / CT	Line Leader	Principal
1&2	<ul style="list-style-type: none">• PDP mid-year review: goals (attaining, need assistance, realign)		<ul style="list-style-type: none">• [Deputy Principal PDPs]
3&4			<ul style="list-style-type: none">• Head teacher sets agenda
5&6	<ul style="list-style-type: none">• Year 11 and Year 12 HSC Monitoring Folders check		
7&8	<ul style="list-style-type: none">• All lesson observations completed and loaded to faculty staff notebook	<ul style="list-style-type: none">• HT lesson observation• Year 11 and Year 12 HSC Monitoring Folders check	
9&10	<ul style="list-style-type: none">• PDP completed• Year 11 and Year 12 HSC Monitoring Folders check	<ul style="list-style-type: none">• Year 12 Monitoring Folders established• HSC 2022 assessment schedule complete	

Term 4

Week		Line Leader	Principal
1&2			
3&4			<ul style="list-style-type: none">• Faculty evaluation and achievements• Leadership growth• Budget - 2022• Staffing and timetable - 2022
5&6		<ul style="list-style-type: none">• Year 11 and Year 12 HSC Monitoring Folders check	
7&8	<ul style="list-style-type: none">• PDP goals completed, sign off PDP	<ul style="list-style-type: none">• 2022 assessment schedules completed	
9&10	<ul style="list-style-type: none">• Year 11 and Year 12 HSC Monitoring Folders check• Evaluation of Stage 4 / 5 programs, registers complete	<ul style="list-style-type: none">• Year 11 monitoring folders established	

Senior course compliance folders will contain the following:

Class Rolls
Formal Marks/assessment rank/cumulative rank
Course Scope & Sequence
Teaching program/ Registration/Evaluation
Course assessment schedule
Course Document Receipt Register
Assessment tasks notification
Assessment tasks mapped to course outcomes
Assessment task register
N Award Monitoring / Parent Contact
Samples of student work
Data analysis/Student Profile sheet to inform teaching
Revision/Homework program
Special Provisions
Glossary of Key Verbs
NESA Documents/Updates
Past papers/ notes from marking centre
Preparing Students for the HSC
2020 HSC Rules and Procedures
2020 Monitoring Advice
FGHS Senior Assessment and Reporting Policy
Assessment and Reporting Document (subject)
For Practical Subjects
Practical Project Record
For VET Subjects
VET Document Receipt

The Higher School Certificate

The Higher School Certificate awarded will show 2 marks for each course studied, an examination mark and a moderated assessment mark.

The HSC report will show the HSC mark earned, ranging from 0 to 100 in each 2 unit course studied or ranging from 0 to 50 in 1 unit courses. A mark of 50 out of 100 on the performance scale will correspond to the minimum standard expected as determined by the examiners in each course. A mark of 50 will separate Band 1 and Band 2 descriptor statements. Marks of 60, 70, 80 and 90 will similarly separate Bands 3, 4, 5 and 6 respectively. A student's achievement in a course will place his or her performance into one of six bands. A descriptor associated with each band will summarise the attainments typically demonstrated by students. The report will also show graphically the state-wide distribution of all students' achievements in each course. Information about how many students in the cohort have achieved a particular standard will also be provided. In extension courses the minimum standard will correspond to a mark of 25 out of 50 on the performance scale. It will separate Band E1 and E2 descriptor statements. Marks of 35 and 45 will similarly separate Bands E3 and E4 respectively.

Francis Greenway High School HSC Reporting and Examination Policy

Formal examinations will be held for some subjects, possibly including a:

1. Mid-Course Examination; and/or
2. Trial Higher School Certificate Examination

School reports will be issued twice during the HSC year, with an assessment ranking in each course shown on both the mid-HSC course report and the end of year report. In addition, the report will show the student's level of achievement of relevant outcomes for each course.

For detailed information of reporting processes, please refer to the FGHS Academic Reporting 2019 document.

Francis Greenway High School Policy for Non-Completion of Assessment Tasks

The NSW Education Standards Authority (NESA), expects students to attempt all assessment tasks set. It requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they may be enrolled.

Students studying a HSC Course must make a genuine attempt at assessment tasks, which **contribute in excess of 50% of the available marks**. The minimum requirement is that the student makes a genuine attempt at assessment tasks which contribute in excess of 50 percent of available marks in that course. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. If a candidate does not attempt tasks worth in excess of 50%, the Principal must indicate that the course has not been satisfactorily completed. If this was to happen in a 2 unit course for a student who had 11 Units of study, then that student would not have studied satisfactorily the required minimum of 10 units, and so the student would become ineligible for the award of the Higher School Certificate.

Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

In the case of extension courses, students who fail to meet the assessment requirements for the co-requisite 2 unit course will not receive a result in either course.

1. If a student is unable to complete any assessment task by the due date, he or she may hand it in unfinished and receive marks according to the quality of the work done.
2. If however, the student
 - (a) does not hand in any evidence of work by the due date; or
 - (b) is absent from an assessment task, he or she will automatically be awarded zero.
3. If a student is found to have engaged in malpractice in an assessment task a zero mark will be awarded.

In either 2 (a) or (b) above, the student may request **consideration for illness or misadventure**. This request is to be submitted using the prescribed school form to the class teacher or head teacher within two school days following the specified due date for the task or by the second day of return to school after an absence which encompasses the due date. Students are required to supply independent evidence to support consideration of their claim in such circumstances.

Class teachers will make a recommendation regarding the request in consideration of NESA and school assessment guidelines. The relevant Faculty Head Teacher will then make a comment and

refer the application to the relevant Senior Executive (Deputy Principal for that Year) for consideration.

If an application for Misadventure Consideration is not lodged under these conditions then the awarded mark will stand.

Copies of the Application for Misadventure Consideration are in this HSC Assessment Booklet and are also available at the school office.

After considering the reasons for an application for Misadventure, the Senior Executive will decide whether:

- a. the candidate will be given an estimate based on evidence and is to complete the same task to meet course outcomes at a time arranged by the teacher, or
- b. the student will have the confirmed the mark of zero
- c. there is another determination based on NESAs Guidelines.

The Head Teacher of the faculty concerned will inform the student of the result of their application when consulted by the student and maintain a file of all application forms lodged. Any 'estimate based on evidence' will result in the final mark for the task being determined at the end of the assessment program.

Notes

- A. There is no ground for appeal against the value of the mark awarded.
- B. Computer, printer or technology malfunction will not be considered as valid reasons which impact on assessment submission. Students are encouraged to make regular backups and retain draft copies.
- C. Medical certificates and/or other supplementary evidence will be requested to cover absences.
- D. The NSW Education Standards Authority (NESA), guidelines of illness and misadventure shall form the basis for determination of applications.
- E. In the event of a student missing a significant number of tasks, other assessment avenues may be explored.

Appealing the Outcome of an Application for Misadventure Consideration

Students may lodge an appeal regarding the outcome of an application for Misadventure Consideration. This appeal will be considered by the Appeals Committee which comprises the Principal, the other Deputy Principal and an impartial member of the executive.

The outcome of the appeal will be communicated to the student after the determination is made.

What is Malpractice?

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Examples of behaviour considered to be cheating include:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as their own. (*See appendix 1 for guidelines for assessment referencing*)
- using material directly from books, journals, CDs or the Internet without acknowledging the source
- submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged;
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.
- Taking time off school to prepare assessment tasks on the due date, working on tasks during other lessons and working on individual tasks in collaboration with other students

These examples are generally referred to as plagiarism.

Students who submit work for assessment purposes that contain evidence of plagiarism will have their task marked with the plagiarised component removed. Where it is deemed that the entire task is not a student's own work, they will be awarded a 'zero'.

Example: If a student submits a task and 15% of the task is evidenced as being plagiarized or not their own work, the task would be marked out of the possible 85% of the content remaining deemed to be the student's own work.

A student may appeal against the value of the mark awarded if plagiarism is believed to exist. It will be the student's responsibility to prove to the appeal's panel at the school that the submitted work in question is their own. The Malpractice Register must be signed off in NESAs each year by the Deputy Principal regardless of whether students have been identified or not for that cohort.

'N' Determination

The Principal will submit an 'N' determination if a student fails to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course.

The Principal must advise the student of the determination, its consequences and the student's right to a school review and subsequent appeal to the Board using the form supplied by the Board

Review of 'N' Determination

The procedures for a school review of an 'N' determination will follow those laid down for other school reviews of assessments as follows:

- a student seeking a review of an 'N' determination must apply to the Principal by the date listed in the *Higher School Certificate Events Timetable*.
- if the school upholds the appeal, the school advises the NSW Education Standards Authority (NESAs) by the date stipulated in the *Higher School Certificate Events Timetable*.
- if the appeal is declined, the student may appeal to NESAs. NESAs's review will focus on whether the school review properly and correctly considered the matters before it.

- appeals must reach the NSW Education Standards Authority (NESA) by the date stipulated in the *Higher School Certificate Events Timetable*. The Board will advise students and Principals of the outcome of any appeal as soon as possible after the Higher School Certificate examinations.

Courses Studied at another School or Institution

Schools are not required to submit internal assessments for students studying courses at a school or college other than their own (ie courses studied at the Open High School, OTEN, the Department of Education and Communities' Saturday School of Community Languages, or another secondary school or TAFE). These schools or colleges will submit the assessments. For the purpose of moderation, students will be considered as being part of the course candidature at the school or college where the course is being studied.

In schools where common study programs exist across two or more schools and where the schools require that assessments be moderated as part of a combined group, schools must make special arrangements with the NSW Education Standards Authority (NESA).

Higher School Certificate Assessment Reviews

The NSW Education Standards Authority (NESA) will make available online an individual assessment rank order notice for each student, to be available at the completion of the Higher School Certificate examination. The assessment rank is of the school group for each course.

If the student believes a ranking to be incorrect, an appeal may be lodged with the school for an assessment review. This must be done on the prescribed NSW Education Standards Authority (NESA) form available from the Deputy Principal, and must be submitted by a specified date.

The Assessment Review Panel within this school, consisting of the Head Teacher of the subject concerned, the Year Adviser and Deputy Principal will meet, and will notify the student in writing of the outcome of the review.

Students are not entitled to seek a review of teachers' judgements. An assessment review will relate only to the order of merit, and should focus on the school's procedures as follows:

- a. has the school followed the NSW Education Standards Authority (NESA)' specified weightings in its assessment program?
- b. have the assessment procedures been followed as detailed by the school?
- c. has a computational or clerical error occurred?

If the school is satisfied that these conditions have been met, no change to the assessment will be made.

The school will inform the student of the outcome of the review. It will also advise the student of their right to appeal to the Board on the grounds as outlined below.

Appeals to the NSW Education Standards Authority (NESA)

If an appeal is not resolved within the school the student may appeal to NESA. There is no appeal against the marks awarded for individual assessment tasks. NESA will consider only whether:

- a. the school review process was adequate as outlined in (a), (b) and (c) above;
- b. the conduct of the review was proper in all respects.

The appeal to NESA should be submitted by the date stipulated in the *Higher School Certificate Events Timetable* on the appropriate form.

Submission of Assessments to the NSW Education Standards Authority (NESA)

To enable the moderated assessment marks to give an accurate presentation of student performance, it is important that marks submitted to NESA establish the rank order and reflect the relative differences between students' performance for the course. Grades will be provided to the Deputy Principal for Year 10, 11, 12 courses one week prior to the cut-off date for NESA. Grades should indicate the demonstrated ability of the student compared to performance descriptors for that course.

To assist students at Francis Greenway HS

- The year 12 cohort will receive a copy of the current Higher School Certificate Rules and Procedures – at the start of the HSC course in Term 4 each year, students will receive a copy of this document, and sign off on a register.
- Students in Year 11 and Year 12 will be issued with a copy of the FGHS Assessment Booklet – a register of receiving this will be signed by students.
- Information through the school Facebook page and School Website will be available to students and families for the Minimum Standards Tests. Opportunities will be provided for students in Years 10-12 to undertake both practice and actual Minimum Standards Testing. Students identified as requiring support to meet the standard will participate in structured programs during either study periods or RYP periods. An application for Special Provisions will be made for those students deemed eligible to support them in the process of completing the minimum standard.
- 'All my own work' program will be conducted during Year 10 transition programs in Term 4. A register of completion will be kept centrally on the shared drive of the schools system.
- Special Provisions will be monitored and supported by the LAST staff. Students who are eligible will work in consultation with their parents and the LAST staff to apply to NESA for provisions by the end of Term 1 for both Year 11 and Year 12 students. A process of: IDENTIFY, ADJUST, IMPLEMENT AND REFER is undertaken to determine the need for Disability Provisions. Information from parents and teaching staff are considered, and the process begins in Year 7. New students entering the senior school may be referred to the LAST staff for testing, based on information provided from their previous school or parents.
- Year 11 and Year 12 compliance with requirements will be checked at least once:

- ✓ in the first term of Year 11 and Year 12 courses
- ✓ whenever students change their pattern of study
- ✓ whenever NESAs confirmation of entry documents are generated. Students will receive a copy of their Confirmation of Entry in the first term of their Year 11 and Year 12 courses. Students will sign for verification of individual programs of study and receive a copy which will be kept in their IEP folder.

To support staff in the implementation of this policy

- ✓ Staff of Year 11 and 12 students and Head Teachers are provided with a copy of the '2021 HSC Monitoring Advice document and register that they have read and understand the document. This is kept in the HSC Monitoring Folder for the course.
- ✓ A full copy of this document is kept in the HSC Monitoring Folder
- ✓ The PDP and HSC monitoring process outlined previously ensures compliance is maintained and staff are supported
- ✓ A copy of the Assessment and Reporting document for the course is kept in the HSC Monitoring folder.
- ✓ CAT staff member and HT supports staff in the delivery of VET courses and ensures that NESAs information regarding students undertaking course delivery through external providers is updated
- ✓ Senior students complete IPL and Planning for Success documents. All are stored in the Learning Hub and accessible to all staff.
- ✓ DP meets with LAST staff for updated information regarding Disability Provisions and supporting students in courses. Adjustments are disseminated regularly to staff by LAST staff
- ✓ Professional Learning through Masterclasses, staff meetings and faculty meetings includes: data analysis, Quality Feedback Procedures, NESAs compliance and course specific information
- ✓ School processes and procedures supporting syllabus implementation, including teaching programs, units of work and program registration include: Internal Validation, FGHS Meeting Schedule, HSC Hub teachers, Stage 6 Deputy Principal

Supporting Documents

FRANCIS GREENWAY HIGH SCHOOL

HSC MONITORING

IMPLEMENTATION PROCEDURES



Francis Greenway High School

HSC Monitoring

Rationale

The HSC is a high stakes external examination. Any breach can result in severe consequences for students, classroom teachers, school executive, principals and DE. Explicit and systematic systems are required for the teaching of the HSC and to support all stakeholders. Practices and guidelines need to be:

- Consistent
- Accessible
- Equitable
- Supportive of staff & students
- Formal and documented
- Rigorous

Following is a framework of monitoring procedures that must be adhered to by all staff teaching a Preliminary and/or HSC course.

HSC Monitoring Guidelines

Content

- All mandatory components of the syllabus are being met
- Students have received a copy of the syllabus, either in whole, or as each unit is started.
- Indicative hours are met for each component
- Texts are approved and meet course requirements
- Students notes are comprehensive and reflect the components of the syllabus

Assessment

- Assessment schedule timing allows for report & NESA deadlines
- No assessments two weeks prior to the Trial HSC
- Assessment schedules measure the weightings as outlined in the syllabus
- Assessment schedules reflect the outcomes & objectives of the course
- Assessment notifications are signed by HT and DP before issuing to students
- Students receive two weeks notification of assessment tasks
- Assessment schedules are adhered to. Any changes can only take place after consultation with the Line Manager. Students are notified in writing and sign to say they are in agreement.
- Assessment tasks are outlined in assessment schedules and reflect outcomes to be measured
- There is definitive marking criteria and rubric.
- Checks such as double marking are in place to monitor authenticity of marking
- A minimum of two week turnaround for marking
- Written feedback is provided to each student- how marks were attained, what needs to be improved and how
- Marks are recorded both manually in a day book and electronically and show the mark for each task, the rank for each task and the cumulative rank following each task.
- Work samples are filed in the HSC monitoring Folder and stored digitally (samples of grading pattern) Samples for Mathematics St1 and English Stud need to reflect grades A-E specifically

Reports

- Reports include what the student knows and is able to do. The focus of a senior report should be on strategies to move the student forward. Do not make personal comments or predict what result the student will get in the HSC.

Programs & Registers

- Programs are written for FGHS and are reflective of the current syllabus
- Scope & Sequence is provided to all students and is in line with NESA requirements
- Registration clearly shows what is taught and when- dated & signed by the teacher

- Day books reflect what is being taught and remain the property of FGHS.

Support Material

- Students have been given access to NESA Support Documents, Sample answers, Past papers, Glossary of key verbs
- Updates from NESA are evident
- HSC calendar deadlines
- 2021 HSC Rules and Procedures
- FGHS NESA HSC Compliance policy
- Responsibilities of CT,HT and Senior Executive

Practical

- Students have all relevant guidelines from NESA
- Teachers are aware of the specific requirements for the practical component of the subject they teach
- Student work meets NESA requirements
- Regular feedback is provided to students regarding their progress

NB: FOLDERS ARE TO BE SET OUT IN LINE WITH APPENDIX 1

HSC MONITORING FOLDERS WILL BE CHECKED BY HEAD TEACHERS PRIOR TO THE PERFORMANCE & DEVELOPMENT MEETING IN EACH TERM AND COMPLETE APPENDIX I

LINE MANAGERS WILL CHECK FOLDERS PRIOR TO THE PERFORMANCE AND DEVELOPMENT MEETINGS FOR HEAD TEACHERS IN WEEK 7-9 OF EACH TERM AND COMPLETE APPENDIX 1.

HSC Monitoring Policy And Procedures Timeline

When	Person	Action	Evidence	Principle
Annually	Principal/ Deputy Principal HT	Review HSC Monitoring Policy in line with NESAs requirements Identify inexperience HSC teachers	HSC Monitoring Policy Assessment Policy Appendix 2	Principal is accountable for ensuring HSC NESAs requirements are met
Term 3 Week 6	HT/CRT DP	Update Assessment Schedule ensuring they meet NESAs requirements Checks and collates assessment booklet	Updated Assessment Booklet	All assessment requirements are met and reflect syllabus component weightings
Term 3 Week 9	CRT/HT	Establish HSC Monitoring folder for each HSC course	Accessible by Line Managers at all times	HSC course requirements are evident
Term 4 Week 1-3	CRT DP/ NESAs Person	Students provided with a copy of syllabus document, Scope & Sequence, Practical Guidelines in class DP Meeting- Assessment Booklet, Rules & Regulations Booklet, HSC Timetable, NESAs Students online information Staff receive copy of Stage 6 assessment requirements and Rules and Procedures	Students sign document showing they have received them Appendix 5 Appendix 6 for VET Appendix 4	All students are aware of NESAs requirements
Week 5-6 Every term	CRT/HT	HSC Monitoring meetings with HT	HSC Monitoring Folder Appendix 7	NESAs Guidelines being adhered to
Week 7-9 Every term	HT/Snr Exec	HSC Monitoring meeting with Snr exec	HT has documented checking of folder	NESAs Guidelines being adhered to
End of Course	CRT HT	Complete Appendix 7 HSC Monitoring Folder Contents sent to Principal for archiving	Archive	Document Register Requirement



Appendix 1 (Preliminary)

Preliminary Monitoring Folder Checklist

Preliminary Course: _____ Teacher: _____

Evidence/record of:	T1	T1	T2	T2	T3	T3	T4	T4
Class Rolls								
Formal Marks/assessment rank/cumulative rank								
Course Scope & Sequence								
Teaching program/ Registration/Evaluation								
Course assessment schedule								
Course Document Receipt Register Appendix 5								
Assessment tasks notification- Appendix 9								
Assessment tasks mapped to course outcomes Appendix 11								
Assessment task register Appendix 10								
N Award Monitoring / Parent Contact Appendix 12								
Samples of student work								
Data analysis/Student Profile sheet to inform teaching								
Revision/Homework program								
Special Provisions								
Glossary of Key Verbs								
NESA Documents/Updates								
Past papers/ notes from marking centre								
Preparing Students for the HSC Appendix 7								
For Practical Subjects								
Practical Project Record Appendix 8								
For VET Subjects								
VET Document Receipt Appendix 6								

	CRT- sign/date	HT- sign/date	Line Manager- sign/date
Term 1			
Term 2			
Term 3			
Term 4			



Appendix 1 (HSC)

HSC Monitoring Folder Checklist

HSC Course: _____ Teacher: _____

Evidence/record of:	T1	T1	T2	T2	T3	T3	T4	T4
Class Rolls								
Formal Marks/assessment rank/cumulative rank								
Course Scope & Sequence								
Teaching program/ Registration/Evaluation								
Course assessment schedule								
Course Document Receipt Register Appendix 5								
Assessment tasks notification- Appendix 9								
Assessment tasks mapped to course outcomes Appendix 11								
Assessment task register Appendix 10								
N Award Monitoring / Parent Contact Appendix 12								
Samples of student work								
Data analysis/Student Profile sheet to inform teaching								
Revision/Homework program								
Special Provisions								
Glossary of Key Verbs								
NESA Documents/Updates								
Past papers/ notes from marking centre								
Preparing Students for the HSC Appendix 7								
For Practical Subjects								
Practical Project Record Appendix 8								
For VET Subjects								
VET Document Receipt Appendix 6								

	CRT- sign/date	HT- sign/date	Line Manager- sign/date
Term 4			
Term 1			
Term 2			
Term 3			



Appendix 2

Inexperienced/Unsupervised Teacher Support

Outline Support in place for the teacher/s

Teacher	Class	Details of support provided

Are there any other supports required and not able to be provided by the Head Teacher/Faculty/School?



Appendix 3

Teacher/Head Teacher Term Meeting

Preliminary/HSC

Course: _____

Teacher: _____

Date	Notes from Conference	Action Required /Date Due



Appendix 7

Preparing Students for the HSC

Course: _____

Teacher: _____

Teacher to sign in the right hand column that the following have been completed	
Students have signed receipt of syllabus excerpt, assessment schedule and scope & sequence for the course	
Students have been given and taught the outcomes	
Students have been given a study guide for each topic ie revision	
Students have been given/have access to past HSC papers	
Students have had the structure of the HSC paper shown and explained to them	
Students have been shown and used online support available to them ie standards package, NESAs	
Students have been shown sample answers from various bands	
Rubrics have been explicitly addressed	
Key verbs have been explicitly taught	
Students have had regular opportunity to practise skills that are assessed in the HSC exam	
Students have been given prompt and formative written feedback	
Knowledge & skills were revised in class prior to assessment task, test & exams	
Students have had the opportunity in class to perform HSC questions under exam conditions	
Students were assessed against a set of Standard Referenced Performance Bands	
Students received their rank for each task and their accumulative rank for all assessment tasks	



Appendix 8

Practical Project Record

Subject: _____ **Student:** _____

Teacher- I have provided the student with the relevant guidelines for the project work. The projected work falls within the BOSTES and HSC guidelines

Teacher Sign/date: _____

Student- I have been provided with and read the guidelines for my project work. I will stay within these guidelines.

Student Sign/date: _____

Project name/explanation/dimension/number of pieces etc

Progress check	Teacher Comments	Sign/date
% complete		
Progress Check 1		
Progress Check 2		
Progress Check 3		
Folio Check		



FRANCIS GREENWAY HIGH SCHOOL

FACULTY

ASSESSMENT TASK NOTIFICATION

COURSE:

TASK NUMBER:

TASK TITLE:

WEIGHTING:

OUTCOMES ASSESSED:

(refer to the HSC Assessment Book 2019/2020 or your Assessment Schedule for details of outcomes)

DATE DUE:

TASK DESCRIPTION / INSTRUCTIONS:

CRITERIA AND MARKING RUBRIC:

Marking Criteria	Marks

FEEDBACK:

HT Sign: _____

Deputy Principal: _____



Appendix 11

FGHS - ASSESSMENT OUTCOME MAPPING GRID

Preliminary HSC

Course: _____

TASKS	OUTCOMES	Enter outcomes e.g. H1.1																		
Enter type of task & weight e.g. Research (20%)																				
2.																				
3.																				
4.																				
5.																				
6.																				



Appendix 12

Monitoring N-Awards

Student: _____ Course: _____

Teacher: _____

Action	Outcome	Date
Parent Contact		
N Award Letter 1		
Parent Contact		
N Award Letter 2		
Parent Contact		
N Award Letter 3		
Parent Contact		
N Award Letter 4		
Parent Contact		
N Award Letter 5		
Parent Contact		

STAGE 6 SCHOOL-BASED ASSESSMENT

The [Stronger HSC reforms](#) provide an opportunity to review school-based assessment practices. Teachers will continue to use various approaches to assessment and develop a range of school-based assessment task types for Stage 6 courses. School-based assessment tasks are not intended to mimic the structure and style of HSC examinations.

Assessment and Reporting documents

Information about assessment and reporting in Year 11 and Year 12 courses is contained in the Assessment and Reporting documents available on individual [syllabus pages](#).

The Assessment and Reporting documents outline course-specific advice and requirements regarding:

- Year 11 and Year 12 school-based assessment requirements
- Year 11 and Year 12 mandatory components and weightings
- External assessment requirements including Higher School Certificate examination specifications.

This information should be read in conjunction with requirements on the Assessment Certification Examination (ACE) website.

Additional advice is available in the [Principles of Assessment for Stage 6](#). (see last page for this)

Do assessment schedules for Year 12 have to change?

The new assessment requirements for Year 11 commenced from Term 1, 2018 and Year 12 commenced from Term 4, 2018. Assessment schedules will require review to ensure they reflect new mandatory requirements including:

- minimum and maximum task weightings
- course components and weightings

- the weighting and limit on the number of optional formal written examinations
- any mandatory task types.

Why is there a cap on the number of formal tasks?

Placing a cap on the number of assessment tasks rebalances the emphasis on assessment to allow more time for teaching and learning.

The purpose of school-based assessment is to provide feedback to students to improve their learning. Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations.

How can every content area, topic or module in a course be formally assessed in 3 to 4 tasks?

It is not a requirement to formally assess every content area, topic or module in a course. Teachers will continue to assess a wide range of syllabus outcomes to gather evidence to determine how well students are achieving in relation to the outcomes.

While informal assessment does not contribute to grades or marks, it is a valid tool to assist teacher judgement about student achievement and to improve student learning.

Do assessment tasks need to increase in weight towards the end of a course?

There is no requirement for assessment schedules to include tasks with a greater weighting towards the end of the course.

Can a course include more than one formal written examination each year?

In most courses, only one formal written examination can contribute to a formal assessment program in Year 11 and in Year 12. Typically, this examination would be a

Half Yearly, Yearly or Trial HSC Examination, completed during a designated examination period.

Schools should refer to the assessment and reporting materials for each course to clarify this requirement.

Schools will continue to be able to schedule more than one formal written examination to provide opportunities for students to prepare for and experience examination conditions. Any additional formal written examinations would be considered informal assessment and would not contribute to a formal assessment schedule.

What is the difference between a formal written examination and a test?

A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas, topics or modules.

Tests of limited scope (eg, those with a small number of content areas, topics or modules) continue to be relevant and appropriate methods of formal assessment. These types of tasks are not considered formal written examinations.

Can a school-based formal written examination task mimic more than one of the requirements of HSC written, performance and speaking examinations?

During a Year 12 designated examination period, schools may assess students in a way that reflects the structure of an HSC examination for a particular course.

This applies to Year 12 courses in Dance, Drama, Music and Languages, for example:

- a Dance performance and a written examination
- a Drama group and/or individual performance and a written examination
- a Music performance and a written/aural examination
- a Languages oral examination and a written examination.

For these Year 12 courses, conducting performance/oral examinations and written examinations is considered to be one formal written examination task in an assessment schedule. The total weighting for this type of task must not exceed 30%. For example, a course may include a formal written examination task in an assessment schedule that comprises a performance or oral examination weighted at 20% and a written paper weighted at 10%.

Can a formal task have parts and more than one due date?

Formal assessment tasks assess student achievement at a single point in time.

A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together with a single due date.

A task that has parts, with multiple due dates spanning weeks or months, is not a single formal assessment task. Such tasks are separate individual formal assessment tasks, each with their own weighting. Each task is to be represented separately in an assessment schedule and each will contribute to the maximum number of tasks allowed for the course.

Can teachers provide feedback to students throughout the development of an assessment task?

While it is not a requirement for teachers to provide informal feedback to students during the development of student work for a formal assessment task, it may be a valuable way for teachers to monitor student progress and the authorship of student work.

Marks or grades are not to be attributed to informal feedback.

Schools will make decisions regarding the provision of informal feedback ensuring equal opportunity for all students to receive feedback from teachers.

Principles of effective assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

Assessment:

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

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

More on assessment:

- [Stage 6 standards-referenced assessment](#)
- [Assessment for, Assessment as, Assessment of Learning](#)
- [Adjustments for students with disability](#)
- [Life Skills](#)

2021 HSC monitoring advice

The 2021 HSC monitoring advice is consolidated into one document as shown in Table 1.

Table 1 – structure of 2021 HSC monitoring advice

2021 Section	Contents
Section 1 – HSC monitoring procedures	1.1 What schools must and should do School-based assessment To assist students To support staff 1.2 Further guidance on HSC monitoring Best practice Maintenance of Year 11 and Year 12 records Responsibilities Sample Year 11 and Year 12 timeline
Section 2 – HSC checklist and reminders	Pattern of study checklist HSC All My Own Work Eligibility for English EAL/D and languages Exclusion of course combinations School based assessment and reporting Students with disability English Studies and Mathematics Standard 1 ATAR eligibility HSC Minimum Standard Reminders
Appendix 1 Excerpts – Education Act	Excerpts – Education Act
Appendix 2 HSC monitoring confirmation	HSC monitoring confirmation

For the 2021 HSC, School Planning and Reporting Online (SPaRO) is to be used:

- for principal confirmation and Director, Educational Leadership endorsement of the HSC monitoring declaration (see [Appendix 2](#))
- to input the HSC teacher support data collection for inexperienced or unsupervised teachers. HSC teacher support data collection in SPaRO enables targeted support for schools with inexperienced or unsupervised teachers of HSC subjects through more consistent identification of the need for curriculum support by subject and geographical proximity.

Section 1 – HSC monitoring procedures

The Higher School Certificate (HSC) is an internationally recognised credential awarded to students who successfully complete a comprehensive program of study, including Year 11 and Year 12 courses. Schools need to develop programs of study and assessment, as well as reporting processes, which comply with the requirements of the NSW Education Standards Authority (NESA). These must be able to be understood by students and their families.

Breaches of HSC requirements, inaccurate information and inequitable practices can result in serious consequences for students and their families, teachers, school executives and the NSW Department of Education. Additionally, breaches may attract significant public scrutiny.

School processes for the HSC should be time efficient and managed in a way which supports teachers, students and families. Section 1.1 describes what schools ‘must’ and ‘should’ do to comply with NESA’s requirements for HSC credentialing. It provides guidance to assist senior executive, head teachers and teachers to develop whole school processes and procedures for monitoring the requirements for Year 11 and Year 12 courses. Section 1.2 provides further assistance and suggestions.

School-based processes, including retention of records, must reference the Department’s [Curriculum planning and programming, assessing and reporting to parents K-12 policy](#) and the associated policy standards. They should comply with the HSC credentialing requirements of NESA’s [registration process for monitoring the government schooling system](#), the [Stronger HSC standards](#) and HSC [disability provisions](#). Section 1.1 [What schools must and should do](#) sets out how schools can comply with these requirements.

The [NESA Stage 6 syllabuses](#) describe Year 11 and Year 12 courses that may be undertaken as part of the HSC pattern of study. All schools are required to deliver programs of study that comply with the requirements of NESA syllabuses for the 2021 HSC. This includes coverage of all the essential content and the course prescriptions of these syllabuses.

The [Assessment Certification Examination \(ACE\)](#) website and NESA [official notices](#) describe the rules and procedures set by NESA for the HSC. These include the mandatory requirements for the [development of HSC school-based assessment programs](#) and the reporting of student performance. Further information is also provided in [Section 2 – HSC checklist and reminders](#).

The NESA website and NESA [official notices](#) should be referred to for the latest updates on [coronavirus advice](#). Any changes to 2021 HSC exams in line with health advice will be communicated directly to schools by NESA.

1.1 What schools must and should do

This section describes what schools ‘must’ and ‘should’ do to comply with NESA’s requirements for HSC credentialing. It provides guidance to assist senior executive, head teachers and teachers when developing whole school processes and procedures to monitor the requirements for Year 11 and Year 12 courses. School processes should be time efficient and managed to support teachers, students and families. The following section [1.2 Further guidance on HSC monitoring](#) provides more detailed assistance and suggestions.

School-based assessment

Schools must comply with the rules and regulations published on the [ACE website](#). According to [ACE 8072](#), schools are required to develop an assessment program for each of their HSC courses and provide students with written advice about the school's requirements for assessment in each course. The advice must include:

- the number of tasks and general nature of each task
- components and weightings in relation to the total weighted mark for the course
- a schedule of when assessment tasks are to take place, with adequate notice of the precise timing of each task
- details of administrative arrangements as listed in [ACE 8072. These arrangements include:](#) absence from an assessment task, late submission of tasks, illness or misadventure, malpractice, invalid or unreliable tasks, student appeals arising from assessment tasks and non-completion ('N') determinations
- procedures for marking, recording and reporting with provision for clear feedback to students on their performance. This includes attainment relative to outcomes and relative position in the school group.

Schools should ensure they are aware of the most current information from NESA, by checking the NESA [coronavirus advice](#) page, reading NESA [official notices](#) and by subscribing to [NESA news](#).

NESA has given principals and system authorities the power to determine the number, type and weighting of tasks for HSC and Year 11 school-based assessment until 30 September 2021. This advice can be found in [COVID changes for 2021](#). NESA's principles of assessment continue to apply.

To assist students

In accordance with NESA requirements, all senior students must:

- Be issued with the '2021 Higher School Certificate Rules and Procedures' (October 2020). This is available at [Rules and Processes](#).
- Sign the declaration on the Confirmation of Entry form (to be retained by the school).
- Complete 'HSC All My Own Work'.

Other actions should include:

- providing all senior students with information about HSC requirements including [Section 2](#) and [Appendix 1](#) from this document
- providing all senior students, parents and carers with information about the HSC minimum standard
 - explaining the NESA minimum standard policy and its implications for the award of the HSC
 - providing information about opportunities to attempt the minimum standard online tests
 - monitoring individual student achievement of the HSC minimum standard
 - providing advice about disability provisions for the minimum standard online tests

- issuing the available translated information to students, parents and carers as required
- explaining HSC requirements and displaying them, for example, in senior students' classrooms, study areas and the library, as relevant to the school context
- providing all senior students with course outlines and school-developed HSC assessment requirements
- providing timely advice to all students with disability, in relation to HSC [disability provisions](#) and associated application processes
- checking individual student compliance with requirements at least once:
 - in the first term of Year 11 and Year 12 courses
 - whenever students change their pattern of study
 - whenever NESA confirmation of entry documents are generated
- issuing students with printouts of their courses with variations to the approved pattern of study highlighted (for example where students may not be eligible for the HSC, or the ATAR as applicable). Printouts should include different formats, such as braille, as required
- encouraging students to use the NESA [Students Online](#) service, which provides access to:
 - personal information held by NESA
 - HSC entry information
 - personalised examination timetables
 - past examination papers
 - HSC minimum standard test and practice test results
 - HSC results
- providing support where necessary to enable students to access the NESA [Students Online](#) service
- displaying accessible copies of the HSC Exam Timetable and either enabling students to access their personalised timetable online or issuing students with individual copies of the timetable.

To support staff

Procedures should include:

- providing all head teachers and teachers of Year 11 and Year 12 with a current copy of this document
- systems to ensure the scope and sequence and implemented learning program, including teaching activities for all Year 11 and Year 12 courses, are mapped against the syllabus outcomes for the 2021 HSC
- implementing systems to ensure the assessment program for each Year 11 and Year 12 course meets NESA requirements. These are to be informed by the components and weightings for school-based assessment described in the current 'Assessment and Reporting' documents for each syllabus
- issuing the school-developed assessment programs and course outlines to all head teachers and teachers of Year 11 and Year 12

- ensuring a clear understanding of negotiated whole school processes and procedures and NESA requirements including retention of records. This might include conducting workshops for relevant staff (for example deputy principals, head teachers, Year 11 and Year 12 course classroom teachers, year advisors, careers advisors, VET coordinators)
- establishing systems to oversee the delivery of courses by outside tutors and the delivery of courses by external providers (TAFE and other Registered Training Organisations (RTOs)) as required by NESA
- putting in place systems to ensure students are entered into courses whether delivered by school, outside tutors or external providers, as well as for optional HSC examinations
- enabling systems to support students with disability:
 - reviewing school-based procedures and staff responsibilities in relation to the [collaborative curriculum planning](#) process for students with disability, including personalising learning and support and the application process for HSC disability provisions
 - checking that all staff are aware of students with disability. Ensuring all staff are providing the adjustments required to support access to, and participation in, all areas of learning, including school-based assessment tasks and VET courses. Students in VET courses must be able to demonstrate competence in the course work and be able to participate in mandatory work placement regardless of disability.

1.2 Further guidance on HSC monitoring

Best practice

Key aspects to consider when developing negotiated whole school processes to monitor the delivery of HSC courses, and demonstration of the HSC minimum standard, are listed below.

- Where a student has an identified disability, teachers communicate with students, parents or carers, and the learning and support team, to develop reasonable adjustments. These adjustments will enable the student to participate in the full range of educational activities.
- Curriculum delivery, including content and assessment, is differentiated to support the needs of all students.
- All teachers analyse the school's HSC results, and HSC minimum standard data, and use this data to inform decision making.
- Departmental requirements for professional learning are implemented and a system exists to enable HSC teachers to engage in relevant professional learning.
- Senior executive provide support. They meet with head teachers, teachers and students as required to review and monitor issues with students' work, such as 'N' determination warnings.
- Negotiated whole school processes and procedures are in place to track syllabus implementation, including teaching programs, units of work and program registration.

- Teachers, head teachers and senior executive check the implementation of the school's processes and procedures for supporting and monitoring the delivery of the HSC, as negotiated.
- Strategies are implemented consistently across the school to identify students' needs, identify and record adjustments, and monitor progress to inform teaching and learning.
- Teachers who are developing confidence with the delivery of HSC courses, as well as first-time HSC teachers, are supported in delivering the course and fulfilling the negotiated whole school processes and procedures. Support could include professional learning, mentoring and team teaching.
- Student progress is monitored towards the achievement of the HSC minimum standard in the three domains of reading, writing and numeracy. Students are provided with targeted support and opportunities to meet the HSC minimum standard through the online tests, as required. HSC minimum standard reports are available within the HSC App in Scout.

Maintenance of Year 11 and Year 12 records

A list of records should be kept centrally, with all records securely located, regularly backed up and accessible to the school executive. The records may be kept centrally or in faculties in a folder that is readily accessible, however needless duplication should be avoided. The list of records may provide links to web-based records (such as NESA documents). Similarly they may refer to the location of master records, such as course-based attendance (for example available through the school's electronic systems) to avoid inefficient duplication or unnecessary creation of hard copies. The list and associated records will support the teaching of Year 11 and Year 12 courses in instances of unexpected or prolonged teacher absences or other misadventure.

The following list of records includes the requirements of the [policy standards](#) and the HSC credentialing requirements of NESA's [registration process for monitoring the government schooling system](#). It is not intended to cover all aspects of [school excellence and accountability](#) or all of NESA's requirements for school registration. These matters are addressed in other policies and procedures.

Records kept centrally or in faculties should include:

- the course scope and sequence and implemented learning program. This should include teaching activities mapped against NESA syllabus outcomes and content, and including registration and evaluation
- the school assessment program, policy and procedures. These must comply with NESA requirements and include statements of school procedures for the allocation of grades in Year 11 courses and Year 12 English Studies and Mathematics Standard 1
- work samples as required by NESA to support the allocation of grades in Year 11 and in Year 12 English Studies and Mathematics Standard 1
- the school's procedures for accessing disability provisions in accordance with NESA requirements. In addition records of adjustments made for students with disability, including disability provisions for the HSC minimum standard online tests
- assessment notifications, assessment tasks and marking guidelines including notification of any changes
- student performance and achievement including ranks and cumulative ranks

- records of students receiving course outlines including a high-level scope and sequence with links to the correct syllabus
- records of students receiving notification of tasks, notification of any changes to tasks, submitting tasks and receiving feedback
- records of conferencing with students, parents or carers and head teachers or senior executive
- specific records on student progress required for courses with major projects
- records related to students causing concern and documentation of interventions to support these students, including:
 - absence from an assessment task
 - late submission of tasks due to illness or misadventure
 - ‘N’ determination (non-completion) warnings and determinations
- student appeals against assessment rankings
- course based attendance records
- NESA documents and official notices related to the course, including the syllabus
- HSC calendar deadlines from NESA.

In addition, the senior executive should ensure the delegated authority keeps records of:

- timetables showing the allocation of time and teachers for each year and class
- the total number of hours allocated to each Year 11 and Year 12 course
- student confirmation of entry forms, showing compliance with pattern of study for Year 11 and Year 12
- students’ acknowledgement of receiving written advice about the school’s requirements for assessment in each course
- records, or links to records, related to monitoring and student achievement of the HSC minimum standard as well as student exemption from the HSC minimum standard.

Table 2: responsibilities of senior executive, head teachers and teachers supporting and monitoring delivery of HSC courses

Senior executive	Head teacher	Teacher
<ul style="list-style-type: none"> <input type="checkbox"/> Consult with head teachers and teachers to develop explicit, consistent, systematic and clearly articulated negotiated whole school processes. These are to align with NESA requirements for HSC credentialing, the policy standards and staff and students' needs, including students with disability, personalised learning and support. <input type="checkbox"/> Support teachers and head teachers in implementing the school's processes for the delivery and monitoring of HSC courses <input type="checkbox"/> Support head teachers in monitoring the delivery of HSC courses. <input type="checkbox"/> Subscribe to and read NESA news. <input type="checkbox"/> Maintain accountability for ensuring that the school meets all NESA HSC requirements. <input type="checkbox"/> Maintain oversight over changes to assessment schedules under NESA's COVID Changes for 2021 for Year 11 and HSC. <input type="checkbox"/> Principal to comply with Appendix 2 HSC monitoring confirmation and submit in SPaRO as instructed. <input type="checkbox"/> Notify their Director, Educational Leadership in a timely manner of any concerns relating to meeting HSC requirements. 	<ul style="list-style-type: none"> <input type="checkbox"/> Engage in, and contribute to, consultations. With appropriate support implement the negotiated school processes and procedures, including record keeping. <input type="checkbox"/> Ensure courses of study comply with the NESA syllabus and related documents. <input type="checkbox"/> Subscribe to and read NESA news. <input type="checkbox"/> Ensure staff have knowledge of course content, including options, in NESA syllabuses for the 2021 HSC. Ensure teaching programs show compliance with content and options of NESA syllabuses for the 2021 HSC, including the teaching of 2021 prescribed texts. <input type="checkbox"/> Ensure adjustments are in place for students with disability to access and participate in the full range of education activities, including assessment tasks. <input type="checkbox"/> Ensure English language demands of assessments are reviewed so students learning English as an additional language are assessed on subject knowledge. <input type="checkbox"/> Ensure teaching programs comply with NESA requirements for submitted works and practical performances. <input type="checkbox"/> Ensure VET courses are delivered within the scope of registration. <input type="checkbox"/> Communicate to senior executive any concerns about the monitoring or delivery of the HSC in a timely manner. 	<ul style="list-style-type: none"> <input type="checkbox"/> Engage in and contribute to consultations to develop negotiated whole school processes and procedures. <input type="checkbox"/> Maintain records consistent with negotiated school processes and procedures. Ensure these are regularly backed up, stored centrally and readily accessible to the executive and senior executive. <input type="checkbox"/> Implement, with appropriate support, all NESA syllabus requirements for course content, objectives and outcomes. <input type="checkbox"/> Subscribe to and read NESA news. <input type="checkbox"/> Implement course specific assessment programs according to negotiated school processes and procedures and NESA requirements. <input type="checkbox"/> Ensure that students have access to all relevant course documents. <input type="checkbox"/> Ensure teaching and learning is based on relevant materials and meets student needs and syllabus requirements. <input type="checkbox"/> Identify students causing concern and, in a timely manner, implement strategies to support them and communicate with parents or carers. <input type="checkbox"/> Communicate to their head teacher any concerns about the monitoring or delivery of the HSC in a timely manner, including students causing concern.

Sample Year 11 and Year 12 timeline

The following tables show key events for each term of the HSC cycle and the necessary actions for schools. They are provided to guide the development, monitoring and review of negotiated, whole school processes and procedures. Care should be taken to include processes for Year 10 students who are early commencers of Stage 6 courses, including VET.

Review and plan for students who still need to demonstrate the HSC minimum standard in reading, writing and/or numeracy and schedule opportunities for students to sit the online tests, as required, throughout Year 11 and Year 12.

Term 4 – 2020

Year 11	Year 11 commencing Year 12 courses	Year 12 sitting HSC examinations
<ul style="list-style-type: none"> <input type="checkbox"/> Finalise Year 11 monitoring processes and procedures. <input type="checkbox"/> Evaluate Year 11 processes and procedures to inform course development for the following year. <input type="checkbox"/> Develop Year 11 2021 assessment schedule to meet NESAs requirements for each Board Developed Course. <input type="checkbox"/> Enter VET competency outcomes in line with NESAs processes and timelines. 	<ul style="list-style-type: none"> <input type="checkbox"/> Year 12 courses commence for new cohort. <input type="checkbox"/> Establish a record keeping system consistent with negotiated school processes and procedures. <input type="checkbox"/> Ensure eligibility requirements for course enrolment have been met and records kept <input type="checkbox"/> Ensure all students and Year 12 course teachers receive NESAs '2021 Rules and Procedures Guide'. Record and retain student signatures to indicate they have sighted the rules and procedures. <input type="checkbox"/> Distribute 2021 HSC monitoring advice document to head teachers and Year 12 course teachers. Include Section 2 – HSC checklist & reminders. <input type="checkbox"/> Check assessment schedule and weightings comply with NESAs requirements for each Board Developed Course (BDC) noting COVID Changes for 2021. <input type="checkbox"/> Students studying Year 12 courses sign to acknowledge receipt of relevant syllabus information, course scope and sequence, assessment schedule for each course, school assessment policy and guidelines for submitted works and practical performances. <input type="checkbox"/> Schools online is open for entry of VET competencies. <input type="checkbox"/> Students meet with their teachers to establish processes to monitor progress of submitted works and practical performances. <input type="checkbox"/> Encourage students to use NESAs Students Online service. 	<ul style="list-style-type: none"> <input type="checkbox"/> HSC examinations. <input type="checkbox"/> HSC assessment ranks available from Schools Online. <input type="checkbox"/> NESAs HSC results inquiry centre opens. <input type="checkbox"/> HSC results available to students via internet, SMS and phone. <input type="checkbox"/> View students' results, including merit lists such as first-in-course and HSC all-rounders.

Term 1 – 2021

Year 11	Students studying Year 12 courses	Year 12 HSC - previous year
<ul style="list-style-type: none"> <input type="checkbox"/> Establish record keeping system for Year 11 classes. <input type="checkbox"/> Distribute assessment schedule and assessment policy information to students, consistent with school processes and procedures. <input type="checkbox"/> Check assessment schedule complies with NESA requirements for each BDC. <input type="checkbox"/> Students sign to acknowledge receipt of relevant syllabus information, course scope and sequence, assessment schedule for each course, school assessment policy, and guidelines for submitted works and practical performances. <input type="checkbox"/> Certify student entries and confirm completion of 'HSC: All My Own Work'. <input type="checkbox"/> Certify that students are in the correct Year 11 course on Schools Online. <input type="checkbox"/> Enter VET course details according to NESA processes and timelines. <input type="checkbox"/> Finalise VET outcomes for students who have withdrawn from a course as required. <input type="checkbox"/> Communicate with parents/carers of students yet to achieve the HSC minimum standard. 	<ul style="list-style-type: none"> <input type="checkbox"/> Review the implementation of processes and procedures to ensure that students satisfy the requirements for the award of the HSC and meet NESA syllabus objectives. This includes being taught the prescribed electives and texts. <input type="checkbox"/> The principal confirms Appendix 2 HSC monitoring confirmation in SPaRO. <input type="checkbox"/> The principal determines subjects taught by staff who are teaching a HSC course for the first time (inexperienced) or where there is no direct supervision or support from a head teacher with relevant subject and HSC expertise (unsupervised teachers). The principal identifies how those teachers are being supported and enters the HSC teacher support data in SPaRO. <input type="checkbox"/> Enter students into Year 12 courses on Schools Online according to the timetable of actions for secondary schools published at HSC key dates and exam timetables. Take note of separate course codes for BDCs with optional examinations, including VET Framework courses, English Studies and Mathematics Standard 1. <input type="checkbox"/> Issue students with printouts of their Confirmation of Entry with variations to an acceptable pattern of study highlighted and confirm students are entered in the correct Year 12 courses. Students are to sign their Confirmation of Entry forms. (This can also be done Term 4 2020.) <input type="checkbox"/> Students to sign to confirm they have read the '2021 HSC Rules and Procedures Guide'. <input type="checkbox"/> Certify student entries and practical examination options. <input type="checkbox"/> Enter VET course details in accordance with NESA processes and timelines. <input type="checkbox"/> Finalise VET outcomes for students who have withdrawn from a course as required. <input type="checkbox"/> Submit disability provision applications for all known cases (applications open Term 4 2020 and close 1 April 2021). <input type="checkbox"/> Finalise HSC marker applications. <input type="checkbox"/> Nominate the HSC Presiding Officer who will administer the HSC written examinations. <input type="checkbox"/> Document meetings between class teachers and students to monitor progress of submitted works and practical performances, including the provision of clear, written feedback. 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyse HSC data for each course and develop teaching and learning strategies to move students into higher performance bands.

Year 11	Students studying Year 12 courses
<ul style="list-style-type: none"> <input type="checkbox"/> Conduct Year 11 student report interviews to focus on students' academic progress and identify and support students with learning plans. <input type="checkbox"/> Review records for each class teacher (see Maintenance of Year 11 and Year 12 records). <input type="checkbox"/> Update VET competency outcomes where applicable and enter Work Placement hours as required. <input type="checkbox"/> Finalise VET outcomes for students who have withdrawn from a course as required. 	<ul style="list-style-type: none"> <input type="checkbox"/> Read the 'Higher School Certificate Requirements for Term 3' memorandum regarding procedures for HSC trial examinations; continuity of teaching and effective student preparation; monitoring student entries and HSC and ATAR eligibility; monitoring assessment tasks and submitted works; and monitoring compliance with the NESA requirements in teaching, curriculum and assessment. <input type="checkbox"/> Distribute Year 12 student reports and conduct interviews to focus on students' academic progress; identify and support students with learning plans and refine strategies to move students up through performance bands. <input type="checkbox"/> Encourage students to use Students Online. <input type="checkbox"/> Update VET competency outcomes where applicable and enter Work Placement hours as required. <input type="checkbox"/> Finalise VET outcomes for students who have withdrawn from a course as required. <input type="checkbox"/> Document progress meetings between class teachers and students to monitor submitted works and practical performances, including the provision of clear, written feedback. <input type="checkbox"/> Access HSC examination timetable published on Students Online and Schools Online. <input type="checkbox"/> Access scheduling of Languages oral exams. <input type="checkbox"/> Complete elective survey and provide the number of students in each course studying each text, elective option or topic. <input type="checkbox"/> Update Life Skills outcomes profiles. <input type="checkbox"/> Complete the school readiness IT survey for Science Extension as required.

Term 3 – 2021

Year 11	Students studying Year 12 courses	Year 11 commencing Year 12 courses in Term 4
<ul style="list-style-type: none"> <input type="checkbox"/> Complete and distribute Year 11 student reports. <input type="checkbox"/> Submit intention to issue 'N' determination for non-completion of course requirements. <input type="checkbox"/> Year 11 grade submission open in Schools Online. <input type="checkbox"/> Update VET competency outcomes where applicable and enter Work Placement hours as required. <input type="checkbox"/> Finalise VET outcomes for students who have withdrawn from a course as required. 	<ul style="list-style-type: none"> <input type="checkbox"/> Check NESA's timetable of actions for Year 12. <input type="checkbox"/> Review Year 12 record keeping as per the school's processes, procedures and assessment schedules as well as NESA and department requirements. <input type="checkbox"/> Complete and distribute Year 12 student reports. <input type="checkbox"/> Coordinate submitted works and practical performances for submission and marking. <input type="checkbox"/> Complete Universities Admission Centre (UAC) Schools Recommendation Schemes applications. <input type="checkbox"/> Submit intention to issue 'N' determination for non-completion of course requirements. Process appeals. <input type="checkbox"/> Submit and certify Year 12 assessment marks, VET examination estimates and Life Skills outcomes. <input type="checkbox"/> Submit grades and work samples for students studying English Studies and Mathematics Standard 1. <input type="checkbox"/> Check course entries for students sitting the optional examination for VET Framework courses, English Studies and Mathematics Standards 1 and submit estimated examination marks. <input type="checkbox"/> Finalise HSC exam committee applications. <input type="checkbox"/> Complete the second school readiness IT survey for Science Extension as required. <input type="checkbox"/> Update VET competency outcomes where applicable and enter Work Placement hours as required. <input type="checkbox"/> Finalise VET outcomes for students who have withdrawn from a course as required. <input type="checkbox"/> Finalise VET competency outcomes ready for entry into Schools Online in Term 4. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop Year 12 assessment schedule to meet NESA requirements and weightings for each BDC. <input type="checkbox"/> Map due date Year 12 assessment tasks to balance the load of tasks on students. <input type="checkbox"/> Ensure eligibility requirements for course enrolment have been met and records kept.

Section 2 – HSC checklist and reminders

Pattern of study checklist

Students who will complete the HSC in 2021 should meet the following pattern of study requirements:

- at least 12 units of Year 11 courses and
- at least 10 units of Year 12 courses.

Check that both patterns include:

- at least 6 units of Board Developed Courses
- at least 2 units of a Board Developed Course in English
- at least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed courses)
- at least 4 subjects
- a maximum of 6 Year 11 units and 7 Year 12 units from courses in science, where science is included.

Refer to:

ACE 8005: [Pattern of study for the Higher School Certificate](#)

ACE 8006: [Pattern of study for Higher School Certificate Science](#)

Also check the pattern of study to ensure:

- students meet eligibility requirements for English EAL/D and languages
- students have completed ‘HSC: All My Own Work’ (or its equivalent)
- there are no exclusions in the course combinations
- students seeking an Australian Tertiary Admission Rank (ATAR) meet eligibility requirements
- Board Endorsed Courses (BEC) have current endorsement.

Please note information on:

- [school-based assessment and reporting](#) requirements
- [students with disability](#).

Refer to:

School BEC decision letters or check BEC decisions via [Schools Online](#)

[Syllabuses A-Z \(Stage 6\)](#) for course descriptions of relevant syllabuses

HSC: All My Own Work

To be eligible for the HSC, students must complete the program 'HSC: All My Own Work' (or its equivalent) before they submit any work for Year 11 or Year 12 courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. This includes students entered for Stage 6 Board Endorsed Courses or Board Developed VET courses. If a student with disability has difficulty accessing the program 'HSC: All My Own Work', the school should devise an appropriate equivalent program if the student is undertaking a Year 11 or Year 12 course that is not a Life Skills course.

Refer to:

ACE 8006: [Eligibility requirements for the Higher School Certificate](#)

NESA: [HSC All My Own Work program](#)

Eligibility for English EAL/D and languages

Check that students meet eligibility requirements and have completed the NESA eligibility form, and that all documentation is retained by the school for:

- English EAL/D
- Continuers courses in those languages which also offer [Language] in Context courses and/or [Language] and Literature courses
- Beginners courses
- [Language] in Context courses.

Refer to:

ACE 8007: [Entry requirements for the HSC English as an additional language or dialect \(EAL/D\) course](#)

NESA: [Eligibility for Stage 6 Languages courses](#)

ACE 8008: [Entry requirements for Stage 6 Languages courses](#)

Exclusion of course combinations

Some course combinations are excluded by NESA as stated in the course descriptions under 'exclusions'. Check for NESA exclusions of course combinations for Board Developed Courses (BDCs), Content Endorsed Courses, TAFE delivered VET HSC Courses and Board Endorsed Courses (BECs).

Refer to:

ACE 8011: [Exclusions for Higher School Certificate courses: Languages, Mathematics, Studies of Religion](#)

ACE manual exclusions index: [Exclusions](#)

[Syllabuses A-Z \(Stage 6\)](#) to access the most up to date information on exclusions in the course descriptions.

School-based assessment and reporting

The 'Assessment and Reporting' documents for each syllabus outline the mandatory components and weightings for school-based assessment requirements for BDCs.

School-based assessment:

Year 11	Year 12
must be capped at 3 tasks	must be capped at 4 tasks
may only include 1 formal written examination; Mathematics courses 1-2 formal written exams	may only include 1 formal written examination with maximum weighting 30%

According to the NESA [COVID Changes for 2021](#) principals will continue to have the flexibility to decide on the number, type and weighting of school-based assessments. NESA's principles of assessment continue to apply so that school-based assessment should continue to be informed by the components identified in the assessment and reporting documents for each syllabus.

Refer to:

ACE 8072: [Development of HSC school-based assessment programs](#)

ACE 8069: [Higher School Certificate school-based assessment](#)

NESA: [Stage 6 school-based assessment](#) and [COVID Changes for 2021](#)

[Syllabuses A-Z \(Stage 6\)](#) for syllabus based components and weightings

Students with disability

Identifying and responding to the personalised learning and support needs of students with disability should be addressed through a collaborative curriculum planning process and should not be reliant on requests for support from the student, parents or carers. Planning should include course options, provision of reasonable adjustments and HSC disability provisions where required. This should be an ongoing process. Adjustments should enable equitable participation by students in the full range of education activities on the same basis as their peers without disability. The NESA website provides information about HSC disability provisions, including the application process and the due date in Term 1.

Students with disability can meet the requirements for the award of the HSC by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Before deciding that a student should access Life Skills outcomes and content, consider other ways of helping the student to engage with regular course outcomes. Principals will be required to certify on the Year 11 and Year 12 entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a collaborative curriculum planning process that addresses the student's transition from school to adult life.

Refer to:

ACE: [Studying HSC Life Skills courses](#)

NESA: [Collaborative curriculum planning](#)

NESA: [Disability Provisions](#)

Australian Government: [Disability Standards for Education 2005](#)

English Studies and Mathematics Standard 1

Student achievement in school-based assessment for the Year 12 English Studies and Mathematics Standard 1 courses is reported as a grade.

- To award grades, use the [English Studies Achievement level descriptions](#) and [Mathematics Standard 1 Achievement level descriptions](#).
- Upload Year 12 work samples in [Schools Online](#) (for grade monitoring purposes).
- For the optional HSC examinations, enter students separately and submit an estimated examination mark. Teachers are not required to derive the estimated mark from a formal written exam that is part of the school-based assessment program. This provides schools with greater flexibility in the design of the school-based assessment program.

ATAR eligibility

Students seeking an Australian Tertiary Admission Rank (ATAR) in 2021 must complete at least 10 units of BDCs with formal examinations conducted by NESAs, including:

- at least 2 units of English
- at least 8 units of Category A courses.

Only 2 units of Category B courses can contribute to an ATAR. Students must sit the optional HSC examination for the Category B course to contribute to the ATAR. Courses completed must include at least 3 BDCs of 2 units or greater and at least 4 subjects. Refer to the list of Category A and Category B courses published on the UAC website.

Students studying English Studies and seeking an ATAR must sit the optional HSC examination. Both English Studies and Mathematics Standard 1 are Category B courses. A student can sit the optional HSC examinations in both English Studies and Mathematics Standard 1, but in this case only the English Studies examination will contribute to the ATAR. Life Skills Courses, Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, do not satisfy requirements for the ATAR.

Refer to:

[UAC](#) in particular: [HSC courses that can be used in the ATAR calculation](#)

[English Stage 6](#) and [Mathematics Stage 6](#) for English Studies and Mathematics Standard 1 syllabus documents

HSC minimum standard

From 2020, students must demonstrate a minimum standard of literacy (reading and writing) and numeracy to be eligible for the award of the HSC credential. Students have up to four opportunities per year to sit each minimum standard reading, writing or numeracy test. Students can take the tests from Year 10 until up to five years after starting their first HSC course. Students enrolled in Life Skills courses may be exempt under certain conditions.

Refer to:

ACE 4060: [Demonstration of the HSC minimum standard](#)

NESA: [HSC minimum standard](#)

NESA: [Minimum standard online tests](#)

Department (staff only): [HSC minimum standard](#)

Reminders

- Schools are responsible for overseeing the delivery of courses by outside tutors (defined in ACE 8060) and external providers (including VET courses).
- Ensure that NESA requirements are met:
 - for commencement of Year 11 and Year 12 courses
 - for credit transfer and recognition of prior learning
 - for accumulation, acceleration and repeating
 - for satisfactory completion and non-completion of courses.
- Additional departmental curriculum requirements in the policy standards (Life Ready, religious education, physical activity including sport) or conditions of enrolment at individual schools are not requirements for NESA HSC credentialing.
- Consider the wellbeing of students when formulating assessment schedules including trial examinations, particularly in consideration of the completion of major works and performance examinations.
- Consider the English language proficiency of students, parents and carers when communicating HSC policies, procedures and assessment information.

Refer to:

ACE: [Commencement of Preliminary and HSC courses](#)

ACE 8060: [study with an outside tutor](#)

ACE 8061: [study with an external provider](#)

ACE: [Credit transfer and recognition of prior learning](#)

ACE: [Pathways](#) (Includes accumulating and/or repeating courses and acceleration)

ACE: [Satisfactory completion; non-completion; leave](#)

Appendix 1 Excerpts – Education Act

The following information from the [Education Act 1990 No 8](#) underpins NESA's rules and regulations. In the legislation, 'the Authority' refers to NESA. The numbers '95' and '12' refer to the corresponding sections of the legislation. More specific information is provided in Section 2 – HSC checklist and reminders.

12 Curriculum for Higher School Certificate candidates

(1) The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description determined by the Minister on the recommendation of the Authority are to be provided for each student in each Year,
- (b) those courses of study are to include a course of study in English,
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Authority,
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.

95 Higher School Certificate

(1) Higher School Certificates are to be granted by the Authority to students:

- (a) who have been granted a Record of School Achievement or who have attained such other qualifications as the Authority considers satisfactory, and
- (b) who:
 - (i) have attended a government school, or
 - (ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or
 - (iii) have attended a school outside New South Wales recognised by the Authority or a TAFE establishment, and
- (c) who have participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
- (d) who have been accepted by the Authority as having satisfactorily completed those courses of study, and
- (e) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment, and
- (f) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority.

(2) The requisite examination or other assessment must include a public examination conducted on a State-wide basis.

(3) The Authority may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of the Authority, be justified.

Appendix 2 HSC monitoring confirmation

To be read by the principal and confirmed in SPaRO

I confirm that at this school the following information has been disseminated to all Higher School Certificate (HSC) candidates and their teachers:

- ‘2021 Higher School Certificate Rules and Procedures’, NESAs [rules and processes](#)
- syllabus details, course outlines and the school-developed HSC assessment program, which complies with NESAs school-based assessment requirements, for all Board Developed Courses studied by each candidate for the 2021 HSC
- current course outlines and assessment program requirements for all Board Endorsed Courses studied by each candidate.

I confirm that:

- courses of study offered by this school for HSC candidates are being taught and assessed in accordance with NESAs syllabuses and related school-based assessment requirements for the 2021 HSC
- policies and procedures have been developed to comply with NESAs HSC assessment requirements
- any additional curriculum requirements as determined by the Minister are being met
- all Board Endorsed Courses offered by this school have current NESAs endorsement
- all VET courses delivered by the school have been issued with an “Authority to Deliver” by the relevant Public Schools NSW RTO
- all VET courses delivered by the school are being delivered in accordance with the relevant Course Information Guide and follow an RTO approved training and assessment strategy
- systems are in place to monitor and support student achievement of the HSC minimum standard
- procedures are in place to ensure that all HSC candidates at this school are eligible for the HSC and entered in their correct courses of study for the HSC
- all students seeking an ATAR satisfy the eligibility requirements
- all students enrolled in English EAL/D and Languages course meet the eligibility requirements
- all English Studies, Mathematics Standard 1 and VET students seeking an ATAR are entered into the corresponding optional HSC examinations
- all students have had the opportunity to read and sign their Confirmation of Entry form, and forms have been retained by the school
- all students with disability, in accordance with the [Disability Standards for Education 2005](#), are supported to participate in the HSC on the same basis as their peers. This includes providing reasonable adjustments where needed, including HSC disability provisions, in consultation and collaboration with the student, parents and carers
- students entered for one or more Year 11 or Year 12 courses have satisfactorily completed the ‘HSC: All My Own Work’ program (or its equivalent). Note: students entered **only** for Stage 6 Life Skills courses are exempt from this requirement
- school policies and procedures are in place to ensure
 - ongoing monitoring of student eligibility for the HSC and ATAR
 - appropriate monitoring of work presented by students in assessment tasks and submitted works
 - ongoing monitoring of school and teacher compliance with NESAs requirements for teaching, curriculum and assessment.

I confirm that I have discussed all of the above with all head teachers and supervising teachers at this school to ensure that NESA and department requirements in relation to students, teaching and assessment at this school are being met. These discussions included:

- compliance with assessment policies, programs and procedures including record keeping
- fulfilling all course objectives and outcomes of syllabuses for the 2021 HSC
- knowledge of and compliance with course content and options, including the teaching of prescribed texts and topics for the 2021 HSC
- application for [HSC disability provisions](#) for students who require them to access and participate in HSC examinations, in consultation with the student, parents and carers, as well as the principal's authority to provide adjustments for school-based assessment tasks
- compliance with requirements in respect to major works, projects and performance components (where applicable)
- student subject choice, patterns of study and eligibility for the HSC and ATAR
- meeting VET work placement requirements and following the department's workplace learning procedures and standards.

HSC monitoring declaration – confirmation and endorsement

The HSC monitoring declaration is in SPaRO on the HSC monitoring page under the new 'curriculum' tab.

Principals are to confirm the declaration in SPaRO by 1 April 2021.

Directors, Educational Leadership are to endorse the declaration in SPaRO by 1 April 2021.

The principal declaration in SPaRO will include the following text:

I confirm that I have discussed the 2021 HSC requirements with all head teachers and supervising teachers at this school to ensure that NESA and department requirements as outlined in [Appendix 2 HSC monitoring confirmation](#) in relation to students, teaching and assessment are being met at this school.

I have reviewed the relevant documentation and confirm that the school is implementing curriculum policy, and all 2021 HSC requirements as outlined in [Appendix 2 HSC monitoring confirmation](#).

I confirm that monitoring processes are in place and that documentation is available at the school to demonstrate that these requirements are being met.

The Director, Educational Leadership (DEL) endorsement in SPaRO will include the following text:

I have met with the Principal and confirm that the school has processes in place to ensure that the school is complying with curriculum policy implementation and 2021 HSC requirements.

I confirm that monitoring processes are in place and that documentation is available at the school to demonstrate that these requirements are being met.

2021 NESA Timetable of Actions for Secondary Schools

This timetable of actions outlines the due dates each school must meet for submitting information via Schools Online and completing various NSW Education Standards Authority (NESA) related activities.

TERM 1				
YEAR	ACTION	DETAILS	OPEN / AVAILABLE	DUE DATE
12	Submit disability provisions applications	Due date for Disability Provisions applications for 2021 HSC. For support contact Student Support 02 9367 8117 or studentsupport@nesa.nsw.edu.au	Term 4 2020	01-Apr-21
12	Enter students - 2020 Term 4 Only	Term 4 entry ONLY for 2021 Year 12 (HSC) students, including personal details and courses. For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	02-Nov-20	18-Dec-20
12 - Release	HSC practical examination timetable released	2021 HSC practical examination timetable published on NESA website http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables	Late Term 4 2020	N/A
11	Certification of AMOW	Confirm your 2021 Year 11 students have completed the HSC: All My Own Work (AMOW) program. For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	27-Jan-21	12-Mar-21
11	Enter students	Enter all 2021 Year 11 (Preliminary) students, including personal details and courses For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	27-Jan-21	12-Mar-21
10	Enter students	Enter all 2021 Year 10 (Stage 5) students, including personal details and courses. For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	27-Jan-21	12-Mar-21
12	Enter students - 2021 Entry	For Entry of 2021 Year 12 (HSC) students who were not added in Term 4 2020, including personal details and courses. For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	27-Jan-21	12-Mar-21
9	Enter Y9 students for White Card competency ONLY	Enter Year 9 students into Schools Online who are undertaking the White Card competency through a school system RTO. You will not be able to enter students into courses. For support with RTO linked students contact the relevant RTO. For VET Curriculum Queries contact vet@nesa.nsw.edu.au For Student entries in Schools Online queries contact Student Records on 9367 8001 or records@nesa.nsw.edu.au	27-Jan-21	19-Nov-21
12	Complete HSC practical examination options	Submit HSC students' practical examination options (with the exception of Drama Group Performance). For support contact hscpracticals@nesa.nsw.edu.au	27-Jan-21	01-Apr-21

12	Upload HSC student photos	Schools are requested to upload a passport-type photograph for all HSC students on Schools Online. To be used by NESA for student identification in oral, performance and written exams. Photos should be uploaded via Schools Online Browse > Student Enrolments/Results and ticking "Show Student photographs and allow photograph management". For support contact: Presiding Officers: presidingofficers@nesa.nsw.edu.au or call 1800 200 955	27-Jan-21	30-May-21
Y10, 11 & 12	Download and install Lockdown Browser	Lockdown Browser becomes available for Download - This is required to complete HSC Online Minimum Standard Testing. For support contact Online test support 1800 200 955 or Insupport@nesa.nsw.edu.au	01-Feb-21	22-Nov-21
Y10, 11 & 12	Enter students into Minimum Standard tests and Practice Tests Open	Enter students into optional HSC minimum standard tests, Term 1 test window. Also, Practice Tests can be begun. For support contact Online Test Support 1800 200 955 or Insupport@nesa.nsw.edu.au HSC Minimum Standard tests are available on school days from 8am to 4pm.	01-Feb-21	01-Apr-21
12	Principal Certification of Year 12 student entry data	Complete the HSC certification of entry process including distribution of <i>Confirmation of Entry</i> form to each student Ensure students have read the <i>HSC Rules and Procedures</i> guide and return a signed <i>Confirmation of Entry</i> form to their school confirming their personal details and course entries are correct. For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	01-Feb-21	19-Mar-21
11	Principal Certification of Year 11 student entry data	Complete the Year 11 certification of entry process including distribution of <i>Confirmation of Entry</i> form to each student Students to return a signed <i>Confirmation of Entry</i> form to their school confirming their personal details and course entries are correct. For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	01-Feb-21	19-Mar-21
10	Principal Certification of Year 10 student entry data	Complete the Year 10 certification of entry process including distribution of <i>Confirmation of Entry</i> form to each student Students to return a signed <i>Confirmation of Entry</i> form to their school confirming their personal details and course entries are correct. For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	01-Feb-21	19-Mar-21
12	Complete HSC Written Examination Electives survey	Provide advice for the surveyed courses on the number of students studying the related text, elective, option or topic. This information assists NESA in the planning and marking operations for the 2021 HSC. For support contact Onscreen Marking onscreenmarking@nesa.nsw.edu.au	01-Mar-21	01-Apr-21

Y10, 11 & 12	Term 1 Minimum Standard test window	Optional HSC minimum standard tests, Term 1 test window. For support contact Online test support 1800 200 955 or Insupport@nesa.nsw.edu.au HSC Minimum Standard tests are available on school days from 8am to 4pm.	15-Feb-21	01-Apr-21
12	Submit Presiding Officer nominations	Nominate the Presiding Officer who will administer the HSC written examinations at your school. For information guides go to <i>Schools Online > Downloads > Memos and Documents > Presiding Officers</i> . For support contact Presiding Officers Support 1800 200 955 or presidingofficers@nesa.nsw.edu.au	01-Mar-21	26-Mar-21
12	Marking Applications	Applications to be a 2021 HSC Marker open. For support contact Markers Support 02 9367 8104 or markerssupport@nesa.nsw.edu.au	04-Mar-21	18-Mar-21
11 & 12	Request RoSAs for Term 1 school-leavers	Request a 'Participating' RoSA for eligible Year 11 students who have participated in Term 1 2021 or Year 12 students who have participated in Term 4 2020 but are now leaving school For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au - until this function opens please use FORM A	15-Mar-21	01-Apr-21
12	Enter competencies for VET qualification	Enter the associated competencies that students will be undertaking this year as part of their qualification for all HSC VET course entries. For support with RTO linked students Contact the relevant RTO. For VET curriculum queries contact 02 9367 8310 or vet@nesa.nsw.edu.au For Student entries in Schools Online queries contact Student Records on 9367 8001 or records@nesa.nsw.edu.au	15-Mar-21	08-Apr-21
11	Enter competencies for VET qualification	Enter the associated competencies that students will be undertaking this year as part of their qualification for all Year 11 VET course entries For support with RTO linked students Contact the relevant RTO. For VET curriculum queries contact 02 9367 8310 or vet@nesa.nsw.edu.au For Student entries in Schools Online queries contact Student Records on 9367 8001 or records@nesa.nsw.edu.au	15-Mar-21	08-Apr-21
10	Enter competencies for VET qualification	Enter the associated competencies that students will be undertaking this year as part of their qualification for all Year 10 VET course entries For support with RTO linked students Contact the relevant RTO. VET curriculum queries contact 02 9367 8310 or vet@nesa.nsw.edu.au For Student entries in Schools Online queries contact Student Records on 9367 8001 or records@nesa.nsw.edu.au	15-Mar-21	08-Apr-21
12	Finalise HSC Marker applications - Principals	Due date for Principals to finalise staff applications for HSC marking. For support contact Markers Support 02 9367 8104 or markerssupport@nesa.nsw.edu.au	19-Mar-21	26-Mar-21
12	HSC Science Extension Sample exam available	Enter HSC Science Extension students in the Sample exam. Go to Schools Online > Online Testing > HSC Science Extension. For information guides go to Schools Online > Memos and Documents > HSC Science Extension and for support contact Exam Support on 1800 200 955 or onlineexams@nesa.nsw.edu.au	End of Term 1	Day before Science examination

12	Nominate HSC Science Extension exam IT coordinator	Schools to nominate exam IT coordinator for HSC Science Extension exam via Schools Online. For information guides go to Schools Online > Memos and Documents > HSC Science Extension. For support contact Exam Support on 1800 200 955 or onlineexams@nesa.nsw.edu.au	Term 1	01-Oct-21
TERM 2				
YEAR	ACTION	DETAILS	OPEN / AVAILABLE	DUE DATE
11 & 12	Request RoSAs for Term 2 school-leavers	Request a 'Participating' RoSA for eligible Year 11 or Year 12 students who have participated throughout the first half of 2021 but are now leaving school. For Compressed students please use FORM C For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	19-Apr-21	25-Jun-21
Y10, 11 & 12	Enter students into Minimum Standard tests	Enter students into optional HSC minimum standard tests, Term 2 test window. For support contact Online test support 1800 200 955 or Insupport@nesa.nsw.edu.au HSC Minimum Standard tests are available on school days from 8am to 4pm.	19-Apr-21	25-Jun-21
12 - Release	HSC language oral examination timetable released	HSC language oral examination timetable published on NESA website http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables	19-Apr-21	N/A
12	Enter number of HSC Drama Group Performances	Due date to enter the number of groups presenting in the 2021 HSC Drama performance examinations. For support contact hscpracticals@nesa.nsw.edu.au .	19-Apr-21	11-Jun-21
12	Practical Student Declaration forms available	Download the course specific Student Declaration forms from Schools Online >> Memos and Documents >> HSC Practical Certification. Information regarding Practical Certification can be found on Schools Online >> Memos and Documents >> HSC Practical Certification. Contact the relevant subject coordinators or hscpracticals@nesa.nsw.edu.au for more information. See "2021 HSC Important Dates for Practical and Performance Examinations" for the relevant course submission date. https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables/hsc-important-dates-practical-and-performance-exam	19-Apr-21	Not Applicable
12 - Release	School & Student HSC written examination timetable released - a.m.	View your school's personalised HSC written examination timetable before the release of the full timetable Students can also see their personal examination timetable via Students Online	29-Apr-21	N/A
12 - Release	HSC written examination timetable published - p.m.	HSC written examination timetable published on NESA website http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables	29-Apr-21	N/A

12	Give authorised person access to download HSC exam audio files	Due date for principals to give authorised person access to download exam audio files for the HSC presiding officer. For information guides go to <i>Schools Online > Downloads > Memos and Documents > Examination Operations</i> . For support contact Presiding Officers Support 1800 200 955 or presidingofficers@nesa.nsw.edu.au	17-May-21	25-Jun-21
12	Schedule individual student's language oral examinations - VIEW ONLY PERIOD	Schools can view the time/date/venue available for their HSC students' oral examinations For support contact Languages Team on examlang@nesa.nsw.edu.au	26-May-21	01-Jun-21
12	Schedule individual student's language oral examinations - SCHEDULING PERIOD	Schools can nominate the time/date/venue for their HSC students' oral examinations Once scheduled, students need to download their confirmation letter and other important oral exam information via Students Online Automatic scheduling by NESA will occur to those not completed via this process For support contact Languages Team on 18 June 2021 examlang@nesa.nsw.edu.au	02-Jun-21	08-Jun-21
TERM 3				
YEAR	ACTION	DETAILS	OPEN / AVAILABLE	DUE D
12	Request RoSAs for Term 3 school-leavers	Request a 'Participating' RoSA for eligible Year 12 students who have participated in Term 3 2021 but are now leaving school and are unable to enter marks.grades. NOTE Only 2021 HSC students who do not intend to complete all HSC requirements should be included. For Compressed students please use FORM C. For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	12-Jul-21	06-Aug-21
12	Window to practise downloading HSC exam audio files	Authorised person to practise downloading HSC exam audio files via Schools Online. For information guides go to <i>Schools Online > Downloads > Memos and Documents > Examination Operations</i> . For support contact Presiding Officers Support 1800 200 955 or presidingofficers@nesa.nsw.edu.au	12-Jul-21	17-Sep-21
11	Request RoSAs for Term 3 school-leavers	Request a 'Participating' RoSA for eligible Year 11 students who have participated throughout Term 3 2021 but are now leaving school. For Compressed students please use FORM C. For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	12-Jul-21	17-Sep-21
Y10, 11 & 12	Enter students into Minimum Standard tests	Enter students into optional HSC minimum standard tests, Term 3 test window. For support contact Online test support 1800 200 955 or Insupport@nesa.nsw.edu.au HSC Minimum Standard tests are available on school days from 8am to 4pm.	12-Jul-21	17-Sep-21
12	Illness/misadventure applications open for practical & performance exams	HSC Illness/misadventure online applications via Schools Online open - For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	12-Jul-21	1 week after practical & performance exams

12	Non-certification of HSC practical work forms available	Download the general Non-certification form and upload to Schools Online by the relevant course submission date. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	12-Jul-21	1 week after subn
10,11 & 12	Non completion of course requirements form available	Forms available from Schools Online>Memos and Documents > Non-completion of course requirements, and submit by email by the relevant due date. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	12-Jul-21	N/A
12 - EXAMS	HSC practical and language oral examination period	Principals will be notified of their practical subject marking dates at least three weeks prior to the relevant practical course marking periods. School Marking Advices will be made available via Schools Online >> Downloads >> My Reports. See NESAs website for 2021 HSC Practical and Performance Examination Schedule and 2021 HSC Languages oral examinations timetable http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables	See Practical and Language Oral examination timetable once it is released	N/A
10, 11 & 12	Early commencement/compressed curriculum delivery	Due date to apply for early commencement/compressed curriculum delivery of the HSC program. For support contact Contact Curriculum on curriculum@nesa.nsw.edu.au or Student Records on records@nesa.nsw.edu.au	Not Applicable	13-Aug-21
12	Request RoSAs for completed Year 12 school-leavers	Request a 'Completed' RoSA for eligible Year 12 students who have completed their 2021 Stage 6 requirements, are leaving school and will not be completing 2021 HSC. For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au NOTE Year 12 students who complete the HSC are not eligible for a RoSA	02-Aug-21	17-Dec-21
12	Submit HSC Optional Exam Estimated Marks - English Studies & Mathematics Standard 1 Entry	Complete entries of Optional English Studies and/or Mathematics Standard 1 Estimated marks via Schools Online. See Memos and Documents for Instructional video to support with entries For extra support in entering via Schools Online contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	02-Aug-21	10-Sep-21
12	Submit HSC Grades - English Studies & Mathematics Standard 1	Complete entries of HSC Grades for English Studies and/or Mathematics Standard 1 via Schools Online Contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	02-Aug-21	10-Sep-21
12	Upload English Studies and Mathematics Standard 1 Work Samples	Upload Work Samples for English Studies and/or Mathematics Standard 1 via Schools Online Contact Quality and Credentialling qc@nesa.nsw.edu.au	02-Aug-21	10-Sep-21
12	Submit HSC assessment marks	Complete Principal Certification processes and check that all assessment marks are correct For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	02-Aug-21	10-Sep-21

12	Submit HSC D&T, IndTech & Textiles and Design marks	Teacher provided marks for Design and Technology, Industrial Technology and Textiles and Design (product)	Not Applicable	Not Applicable
12	Submit HSC Visual Arts Body of Work Marks	Teacher provided marks for Visual Arts body of work	Not Applicable	Not Applicable
12	Submit HSC Dance Major Study Estimated marks	Estimated marks for Dance Major Study	Not Applicable	Not Applicable
12	Finalise HSC Malpractice register of assessment tasks	Must be finalised via Schools Online>Data Collection>HSC Assessment Task Malpractice Register For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not Applicable	22-Sep-21
12	Submit HSC Life Skills outcomes	Must be completed via Schools Online>Data Collection>Life Skills Outcomes For support contact Special Education 02 9367 8036 or 02 9367 8148	02-Aug-21	10-Sep-21
12	Submit HSC VET examination estimates	Submit a VET examination estimate for all Year 12 students intending to sit the respective HSC VET exam under Data Collection / Estimated marks. For support contact Student Records (02) 9367 8001 or email records@nesa.nsw.edu.au For students studying a VET course(s) through a private RTO, the school must obtain estimated marks from that private RTO.	02-Aug-21	10-Sep-21
12	Principal certification of HSC results data	Certify that HSC assessment marks, VET examination estimated marks, Life Skills outcomes, grades and estimated exam marks for English Studies and Mathematics Standard 1 as well as N Determinations data for each of your HSC students has been submitted correctly and without error For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	03-Aug-21	15-Sep-21
12 - Release	HSC assessment ranks available to schools	To assist with submitting HSC assessment marks, your school's HSC assessment ranks can be generated and reviewed	24-Aug-21	Not Applicable
12	Submit Science Extension Scientific Research Report	Submission to NESA and student acknowledgement of Science Extension scientific research report. For information guides go to Schools Online > Memos and Documents > HSC Science Extension and for support contact the Onscreen Marking Team (02) 9367 8833 or onscreenmarking@nesa.nsw.edu.au	01-Sep-21	08-Sep-21
12	Non-completion of course requirements – school to issue	Due date for principal to issue HSC student with a non-completion determination and to record the determination. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not Applicable	03-Sep-21
12	Non-completion of course requirements – student to appeal to school	Due date for HSC student to submit appeal to the principal against non-completion determination. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not Applicable	07-Sep-21

12	Finalise HSC student Records	Final opportunity to make corrections or alterations to Year 12 students' course entries For support contact Student Records on 02 9367 8001 email records@nesa.nsw.edu.au	Not Applicable	10-Sep-21
12	Non-completion of course requirements – school to review appeals	Due date for principal to advise HSC student of outcome of school review of non-completion determination. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not Applicable	13-Sep-21
12	Non-completion of course requirements – student to request NESA review	Via their school, due date for HSC student to request NESA review of appeal against non-completion determination. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not Applicable	14-Sep-21
12	Confirm HSC student personal details are correct	Schools are asked to check that all HSC student emails and postal address details on Schools Online match your school admin system and update where necessary by the DUE DATE For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	Not Applicable	15-Sep-21
12	Non-completion of course requirements – documentation to be submitted to NESA	Due date for school to submit documentation for NESA review of appeal. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not Applicable	22-Sep-21
12	Non-completion of course requirements – Schools Online to close	Due date for school to adjust Year 12 student's record if student's appeal against non-completion determination was successful. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not Applicable	22-Sep-21
11	Request RoSAs for completed Year 11 school-leavers	Request a 'Completed' RoSA for eligible Year 11 students who have completed their 2021. Preliminary requirements, are leaving school and will not be returning to complete the HSC in 2022 For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	13-Sep-21	17-Dec-21
11	Submit grades and Life Skills outcomes	Submit Year 11 (Preliminary) grades and Life Skills outcomes For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au or Special Education 02 9367 8036 or 02 9367 8148	13-Sep-21	15-Oct-21
11	Submit Work Placement Hours for Year 11 VET course	Record work placement hours for applicable Year 11 VET courses or apply Non-Completion Determination if course requirements have not been met. For support with RTO linked students contact the relevant RTO. For VET Curriculum queries contact (02) 9367 8310 or vet@nesa.nsw.edu.au For Student entries in Schools Online queries contact Student Records on (02) 9367 8001 or records@nesa.nsw.edu.au	13-Sep-21	20-Oct-21

11	Principal Certification of Year 11 results data	Complete the Year 11 certification of results process including reviewing 'Confirmation of Grade' report, confirming data has been submitted correctly and is ready for monitoring and release For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	13-Sep-21	20-Oct-21
TERM 4				
YEAR	ACTION	DETAILS	OPEN / AVAILABLE	DUE D
Y10, 11, 12	Enter students into Minimum Standard tests	Enter students into optional HSC minimum standard tests, Term 4 test window. For support contact Online test support 1800 200 955 or Insupport@nesa.nsw.edu.au HSC Minimum Standard tests are available on school days from 8am to 4pm.	05-Oct-21	22-Nov-21
12	Minimum Standard HSC credential deadline	Deadline to sit each test and receive the HSC credential by results day.	Not applicable	22-Nov-21
12 - EXAMS	HSC Written Examinations	Please regenerate your written examination schedule when you are aware of changes to student entry or the addition of an outside student to your examination centre to ensure updated student list. Ensure your Presiding Officer is aware of changes. During the written examination timeframe please direct all queries to Presiding Officers on 1800 200 955 or email presidingofficers@nesa.nsw.edu.au	12-Oct-21	04-Nov-21
11	Non-completion of course requirements – school to issue	Due date to issue Year 11 students with a non-completion determination and to record the determination. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not applicable	15-Oct-21
11	Finalise student records	Final opportunity to make corrections or alterations to Year 11 students' course entries For support contact Student Records on 02 9367 8001 email records@nesa.nsw.edu.au	Not applicable	15-Oct-21
11	Non-completion of course requirements – student to appeal to school	Due date for Year 11 students to submit appeal to the principal against non-completion determination. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not applicable	19-Oct-21
11	Submit competency outcomes for VET qualification	Submit the outcome for all entered competencies for VET qualifications. For support with RTO linked students contact the relevant RTO. For VET Curriculum queries contact (02) 9367 8310 or vet@nesa.nsw.edu.au For Student entries in Schools Online queries Contact Student Records on (02) 9367 8001 or records@nesa.nsw.edu.au	Not applicable	20-Oct-21
11	Non-completion of course requirements – school to review appeals	Due date to advise Year 11 students of outcome of school review of non-completion determination. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not applicable	22-Oct-21

10	Request RoSAs for completed Year 10 school-leavers	Request a 'Completed' RoSA for eligible Year 10 students who have completed their 2021 Stage 5 requirements, are leaving school and will not be returning in 2022. For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au NOTE Year 10 students who leave school prior to satisfactorily completing any Stage 5 requirements are not eligible for a RoSA	18-Oct-21	17-Dec-21
10	Submit grades and Life Skills outcomes	Submit Year 10 (Stage 5) grades and Life Skills outcomes For entry support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au For Life Skills queries - Contact Senior Project Officers, Special Education on 02 9367 8036 or 02 9367 8148	18-Oct-21	12-Nov-21
10	Principal Certification of Year 10 results data	Complete the Year 10 certification of results process, including reviewing 'Confirmation of Grade' report, confirming data has been submitted correctly and is ready for monitoring and release. For support contact Student Records 02 9367 8001 or email records@nesa.nsw.edu.au	18-Oct-21	12-Nov-21
11	Non-completion of course requirements – student to request NESA review	Via their school, due date for Year 11 students to request NESA review of appeal against non-completion determination. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not applicable	25-Oct-21
11	Non-completion of course requirements – documentation to be submitted to NESA	Due date for school to submit Year 11 documentation for NESA review of appeal. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not applicable	26-Oct-21
11	Non-completion of course requirements – Schools Online to close	Due date for school to adjust Year 11 student's record if student's appeal against non-completion determination was successful. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not applicable	26-Oct-21
11	2022 HSC student entries open	Create 2022 Year 12 student entries for those 2021 Year 11 students who are continuing to complete their HSC in 2022. For support contact Student Records on 9367 8001 or records@nesa.nsw.edu.au	01-Nov-21	Term 1 2022
11	Submit 2022 HSC disability provisions applications	Submit applications for 2022 HSC. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	01-Nov-21	08-Apr-22
10	Non-completion of course requirements – school to issue	Due date to issue Year 10 students with a non-completion determination and to record the determination. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not applicable	05-Nov-21
10	Non-completion of course requirements – student to appeal to school	Due date for Year 10 students to submit appeal to the principal against non-completion determination. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not applicable	09-Nov-21
12	Illness/misadventure applications due	Due date for schools to submit HSC illness/misadventure applications. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not applicable	Day after final 20 exams

12 - Release	HSC final assessment ranks/grades available to students	Provides a window for students to view their Assessment Ranks and English Studies/Mathematics Standard 1 Grades via <i>Students Online</i>	Released same day of, but after, final 2021 HSC examination has concluded	30-Nov-21
12	Appeal Against English Studies and Mathematics Standard 1 grades	Due date for schools to submit HSC English Studies and Mathematics Standard 1 grade appeals to NESA. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not applicable	1 week after final exam
12	HSC assessment rank appeals due	Due date for schools to submit HSC assessment rank appeals to NESA. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not applicable	1 week after final exam
11 - Release	Year 11 Results Release & Principal's Result Summary available	Available via Schools Online Year 11 students will see their results via Students Online	09-Nov-21	Not applicable
10	Finalise student records	Final opportunity to make corrections or alterations to Year 10 students' course entries For support contact Student Records on 02 9367 8001 email records@nesa.nsw.edu.au	Not applicable	12-Nov-21
11	Appeals against grades	Due date for Year 11 students to lodge appeal with the principal. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	12-Nov-21	19-Nov-21
10	Non-completion of course requirements – school to review appeals	Due date to advise Year 10 students of outcome of school review of non-completion determination. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not applicable	15-Nov-21
10	Non-completion of course requirements – student to request NESA review	Via their school, due date for Year 10 students to request NESA review of appeal against non-completion determination. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not applicable	16-Nov-21
10	Non-completion of course requirements – documentation to be submitted to NESA	Due date to submit Year 10 documentation for NESA review of appeal. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not applicable	19-Nov-21
10	Non-completion of course requirements – Schools Online to close	Due date for school to adjust Year 10 student's record if student's appeal against non-completion determination was successful. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	Not applicable	19-Nov-21
10	Submit competency outcomes for VET qualification	Submit the outcome for all entered competencies for VET qualifications. For support with RTO linked students contact the relevant RTO. For VET Curriculum queries contact (02) 9367 8310 or vet@nesa.nsw.edu.au For Student entries in Schools Online contact Student Records on (02) 9367 8001 or records@nesa.nsw.edu.au	Not applicable	19-Nov-21

12	Submit competency outcomes for VET qualification and Work Placement hours	Submit the outcome for all entered competencies for VET qualifications and finalise Work Placement hours. For support with RTO linked students contact the relevant RTO. For VET Curriculum queries contact (0)2 9367 8310 or vet@nesa.nsw.edu.au For Student entries in Schools Online contact Student Records on (02) 9367 8001 or records@nesa.nsw.edu.au	Not applicable	19-Nov-21
10 - Release	Year 10 Results Release & Principal's Result Summary available	Available via Schools Online Year 10 students will see their results via Students Online	26-Nov-21	Not applicable
10	Appeals against grades	Due date for Year 10 students to lodge appeal with the principal. For support contact Student Support (02) 9367 8117 or studentsupport@nesa.nsw.edu.au	03-Dec-21	10-Dec-21
10, 11 & 12	Results Analysis Package	Results Analysis Package 2021 data available Years 10 - 12. For queries related to the RAP package and other Results Analysis support contact Quality and Credentialling (02) 9367 8269 or email QC@nesa.nsw.edu.au	10-Dec-21	Not applicable
12 - Release	HSC Results Release & Principal's Result Summary available	Available via Schools Online and includes merit lists such as First-In-Course and All-rounders HSC students will also see their results via Students Online	10-Dec-21	Not applicable
12	HSC Results Inquiry Centre opens	The HSC Results Inquiry Centre is an opportunity for students to discuss any concerns they have about their marks or ask specific questions about their results Contact 1300 13 83 23	10-Dec-21	Not applicable

NESA '2021 Higher School Certificate Rules and Procedures'

<https://educationstandards.nsw.edu.au/wps/wcm/connect/93317702-e7e8-4f9a-be83-d5c04078b0a2/2020-hsc-rules-and-procedures.pdf?MOD=AJPERES&CVID>

(Stage 6 students are provided with a hard copy of this document that is supplied from NESA)