

The session will commence at 6pm
Please ensure microphones and cameras are turned off



Information Session 2025 HSC

Acknowledgement of Country



Year 12, 2025 Parent/Carer Information Session

The HSC explained

- Marisa Carolan (Deputy Principal)

Supporting your child through the HSC

- Lucienne Herft (Year Advisor)

ATAR and Post HSC / University 2024

- Rebecca Fee (Career Advisor)



Requirements for the HSC

The Year 11 and HSC (year 12) patterns must include:

- at least 12 units in Year 11 and **10 units at HSC level**
- at least 6 units that are Board Developed Courses
- at least 3 courses of 2 unit value or greater
- at least 4 subjects
- 2 units of English.



Satisfactory completion

Students must:

- follow the course developed or endorsed by NESA
- apply themselves with diligence and sustained effort
- achieve some or all of the course outcomes

Make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for the HSC courses only.



Satisfactory completion

Students not meeting requirements may receive an N-Award. For this to occur, students would:

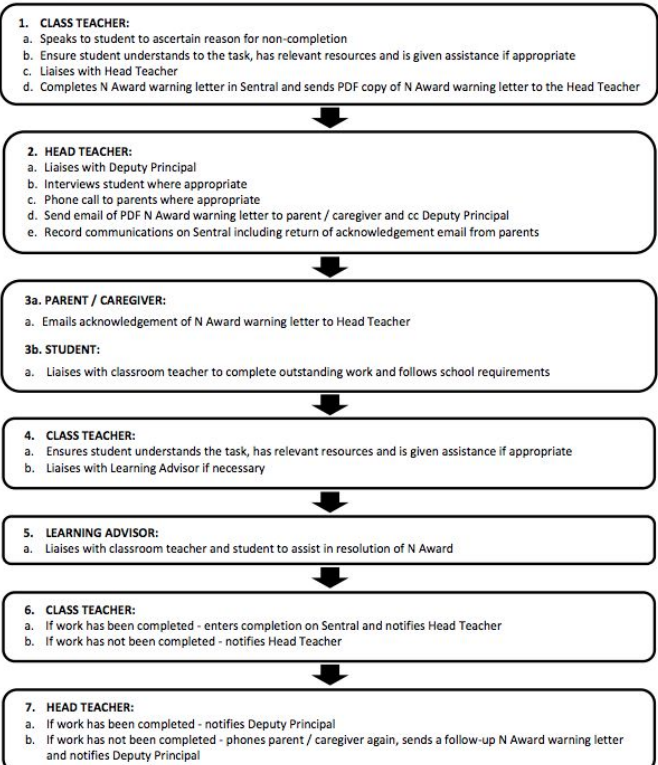
- Have received at least two N-Warnings for a course that have not been redeemed

N-Warnings are not a punishment - but essential way to communicate when students are at risk of not meeting course requirements.

Students should work closely with their teachers and, if applicable, a Learning Adviser to make sure that they are on track.

APPENDIX 3 – NBSC Manly Campus Process for N Awards

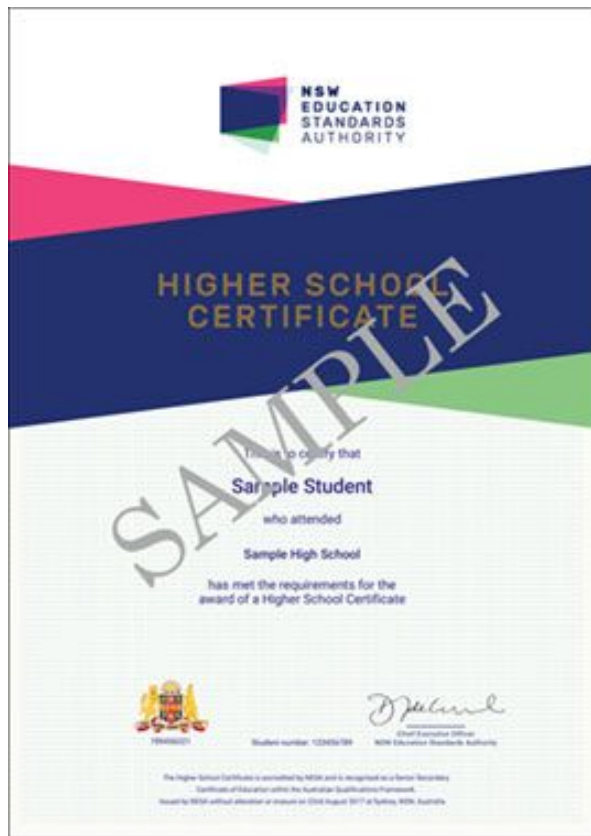
When **student** is not completing class tasks, assessment tasks or not meeting course outcomes due to frequent unexplained absences, the below procedure for N Awards is followed.



Only **one** N Award warning letter will be sent for each issue or task where a student is not meeting NESAs requirements. When **two** N Award warning letters have been sent in one course (i.e. two different issues or tasks) intervention from the executive team will take place and the N Award process may begin.

HSC credentials

- Higher School Certificate
- Stage 6 HSC Courses Record of School Achievement (RoSA)
- Stage 6 Preliminary (Year 11) RoSA - Common Grade Scale
- Stage 5 (Year 10) RoSA - Course Performance Descriptors



HIGHER SCHOOL CERTIFICATE		
Record of Achievement		
<p>This is to certify that Sample Student of Sample High School has met the requirements of the Higher School Certificate and has received the results shown below.</p>		
STAGE 6 HSC COURSES		
Year	Course	Examination Average
Board Developed Courses		
2016	Ancient History (2 unit)	70/100
	English (Advanced) (2 unit)	85/100
	English Extension 1 (1 unit)	67/100
	History Extension (1 unit)	45/100
	Latin Continuers (2 unit)	51/100
	Mathematics (2 unit)	57/100
	Modern History (2 unit)	76/100
2015	Studies of Religion 1 (1 unit)	45/100

HIGHER SCHOOL CERTIFICATE		
Record of Achievement		
<p>This is to certify that Sample Student of Sample High School has met the requirements of the Higher School Certificate and has received the results shown below.</p>		
STAGE 6 PRELIMINARY COURSES		
Year	Course	Result
Board Developed Courses		
2016	Ancient History (2 unit)	B
	English (Advanced) (2 unit)	A
	English Extension (1 unit)	A
	Latin Continuers (2 unit)	A
	Mathematics (2 unit)	A
	Modern History (2 unit)	A
	Studies of Religion 1 (1 unit)	A

HIGHER SCHOOL CERTIFICATE		
Record of Achievement		
<p>This is to certify that Sample Student of Sample High School has met the requirements of the Record of School Achievement and has received the results shown below.</p>		
STAGE 5 COURSES		
Year	Course	Result
Board Developed Courses		
2016	English (200)	A
	Mathematics (200)	A
	Science (200)	B
	Australian Geography (100)	B
	Australian History (100)	A
	French (200)	A
	Latin (200)	A
	Personal Development, Health and P.E. (200)	B
Board Endorsed Courses		
2016	Christian Studies (100)	A
Years 7 to 10 Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Biology and its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

HSC Record of Achievement (RoSA)

HSC RoSA includes:

- Assessment Mark
- Examination Mark
- HSC Mark
- Performance Band



HIGHER SCHOOL CERTIFICATE
Record of Achievement

NSW
EDUCATION
STANDARDS
AUTHORITY

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Higher School Certificate and has
received the results shown below.

STAGE 6 HSC COURSES

Year	Course	Examination Mark	Assessment Mark	HSC Mark	Performance Band
Board Developed Courses					
2016	Ancient History (2 unit)	93/100	93/100	95	5
	English (Advanced) (2 unit)	94/100	94/100	94	5
	English Extension 1 (1 unit)	97/100	95/100	96	E4
	History Extension (1 unit)	46/50	45/50	47	E4
	Latin Continuers (2 unit)	87/100	85/100	84	5
	Mathematics (2 unit)	80/100	81/100	81	5
	Modern History (2 unit)	95/100	93/100	94	5
2015	Studies of Religion 1 (1 unit)	43/50	45/50	44	5

Student Number: 80012012

Chief Executive Officer

Issued by NSW without alteration or erasure on 22 August 2017 at Sydney, NSW. NSW Education Standards Authority, Australia



HSC Record of Achievement

Assessment Mark - a mark issued by the school, based on the formal internal assessment and moderated by the HSC examination performance. The assessment mark comprises 50% of the HSC mark.

Examination Mark - the mark gained by the student in the HSC examination. The Examination mark comprises 50% of your HSC mark.



HSC Record of Achievement

HSC Mark – a mark which is a 50:50 combination of the external examination mark and school-based assessment mark for each course.

Performance band:

A student's HSC mark for each course will fall within one of six performance bands, where the highest achievement is Band 6 (90–100 marks) and where the minimum standard expected is 50 marks.

A performance band range of E1–E4 is shown for Extension courses.



HSC Extension courses

- Mathematics Extension 2
- English Extension 2
- History Extension
- Music Extension
- Language Extension
- Science Extension

NBSC Manly Campus SUBJECT/LINE CHANGE FORM STUDENTS (YEARS 9, 10, 11, 12)

Students must apply to change subjects through their Deputy Principal. Changes will not be initiated unless there is a good reason to do so following discussion with the Deputy Principal.

STUDENTS: Please ensure this form is signed by all of the teachers below and your parents before seeing the timetable co-ordinator to have the changes finalised and receive a new timetable.
Years 11 and 12 also need to complete the reverse side of this form.
N.B. Students must continue to attend their regular class until this form is returned.

Student's name: Year:

Deputy Principal:
(signature) (date)

YEAR 11 & 12 STUDENTS MUST ALSO FILL OUT THE BACK OF THIS FORM

FROM OLD SUBJECT	TO NEW SUBJECT
Class Code:	Class code
Head Teacher (name) (initial)	Head Teacher (name) (initial)
Teacher (name) (initial)	Teacher (name) (initial)
BOOKS/EQUIPMENT RETURNED? YES / NO	

[Head Teachers are only to sign this form when all books/equipment have been returned]

Parent/Guardian (signature) (date) (or attach note)

Timetable Co-ordinator
(signature) (date)

OFFICE USE ONLY: [] Change on ERN class lists
(signature) (date)

[] Change on LMBR finance
(signature) (date)

[] Change on NESA
(signature) (date)

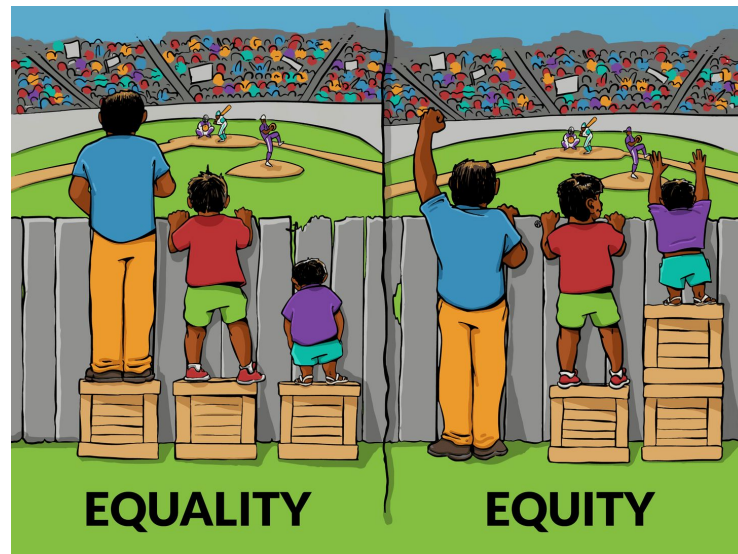
Office to file form in student files.

T:\016\ADMINISTRATION\OFFICE PROFORMAS\STUDENT PROFORMAS - ED LEAVERS - SUBJECT CHANGE\ETCHCHANGE OF SUBJECT



Disability Provisions

- Practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an assessment.
- may include smaller supervision grouping, rest breaks and extra time.



Disability Provisions

Students may need provisions for:

- a permanent condition, such as diabetes or learning difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

Applying for provisions:

- schools must submit an online application to NESA that includes recent evidence such as medical reports, reading and spelling results, writing samples and teacher comments.
- Contact Ms. Brien or Ms Carolan



Illness and Misadventure

An Illness and Misadventure application may be submitted if a student's ability to attend or submit an assessment, or their assessment performance has been impacted by:

- Illness or injury
- Unforeseeable accidents or adverse events

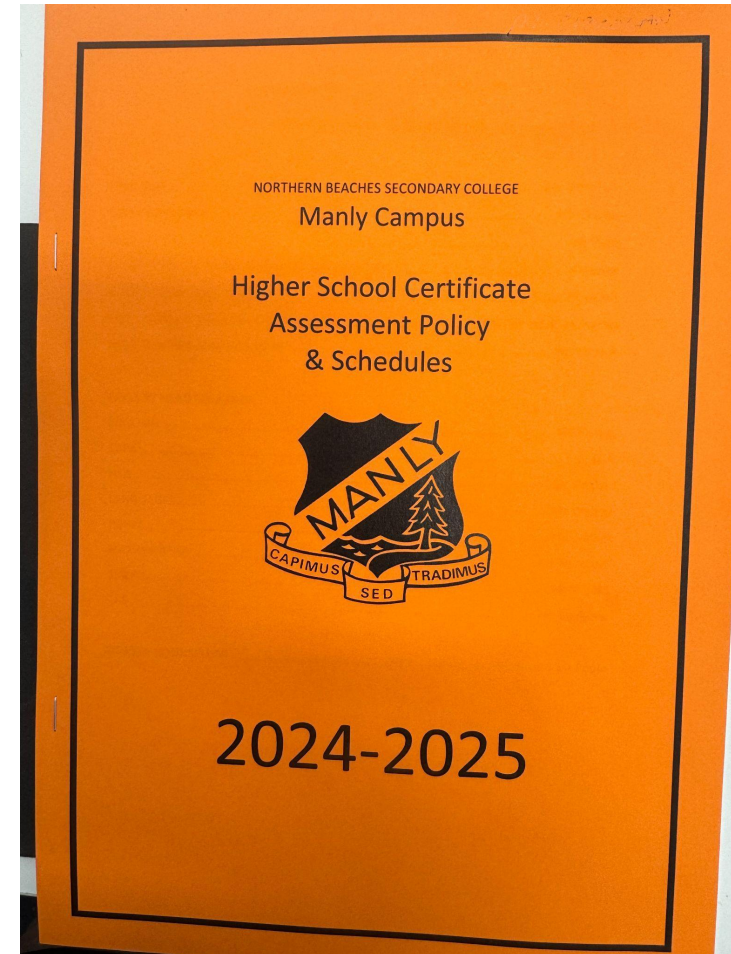
All applications must have supporting documentation (eg. a medical certificate or police accident report). NESAs require the exact nature of the illness (**NOT 'Medical Condition.'**)

If the above applies to you, the Deputy Principal must be contacted immediately. You will then be guided through the process.

School-Based Assessment

Why is it so important?

- Contributes 50% of HSC mark
- Is a course completion requirement
- Is used to calculate the HSC mark in the case of a upheld Illness and Misadventure appeal



Major works & Practical Examinations

The following course require you either undertake practical examinations or to submit major works or projects:

- | | |
|---|---|
| <ul style="list-style-type: none">• Design and Technology• Dance• Drama• English Extension 2• History Extension• Languages | <ul style="list-style-type: none">• Music 2• Music Extension• Science Extension• Society and Culture• Textiles & Design• Visual Arts |
|---|---|

Time management skills are important!

School-based assessment is based on portfolio work set
SMART goals - be consistent and up-to-date.

All My Own Work

- All students have completed and understood NESAs rules about:
 - Scholarship Principles and Practices
 - Acknowledging Sources
 - Plagiarism
 - Copyright
 - Working with others

Assessment Rules & Procedures

- Make sure you have read and understood the school booklet thoroughly.
- Students engaging in malpractice may receive a zero for a task.

NBSC Manly Campus

HSC Assessment Policy 2023-2024

RULES AND PROCEDURES FOR ASSESSMENT TASKS

NESA hopes that, through the process of continuing assessment, it will be able to reward sustained effort on the part of senior students and sample a wider (and therefore more accurate) range of student attainments. Sound performances in Assessment Tasks over the four terms also help to prepare students for the actual HSC examinations which are used to moderate their school assessment.

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

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NBSC Manly Campus takes allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own.

The following rules will be followed at NBSC Manly Campus:

1. Students must demonstrate they are serious candidates for both the Year 11 and HSC Course by their regular attendance at school and in lessons and through their satisfactory performance in assessment tasks. They must present themselves on time at the place specified for each assessment task or hand in each assessment task at the time specified.
2. Take home tasks must be submitted by 9am on the due date unless prearranged with the teacher. Students must keep a copy of all their completed assessment tasks.
3. Students are expected to have a **back-up digital copy** of any work created digitally. Technology failure is not an acceptable excuse for missing an assessment task due date.
4. All assessment tasks must be submitted with a cover sheet with a completed declaration of All My Own Work statement (see **Appendix 4**).
5. All hand in tasks must contain a bibliography if appropriate. Guidelines are included in **Appendix 5**.
6. Students who **fail to submit or attend an Assessment Task** by the due date and time, or who fail to attend an Assessment Task with **no valid reason** will be given zero.
7. Students who **fail to submit or attend an Assessment Task** by the due date and time but who have a **valid reason** may be allocated an extension of time or an alternative task. In exceptional circumstances it may be necessary to give an estimated mark.
8. Students who are absent from any Assessment Task must submit an Illness and Misadventure form with a written explanation for their absence. A doctor's certificate must be attached for illness and supporting documentation may be required for misadventures. See **Appendix 1** Illness and Misadventure form.
The Illness and Misadventure form must be handed in to the relevant Deputy Principal on the morning of the first day back at school. If the Head Teacher and Deputy Principal decide that the student should do the original or substitute task, the student may be required to sit for the task immediately. Failure to follow Illness and Misadventure policy may result in zero marks for that task.
9. Where a student requests an extension for an assessment task due to illness and/or misadventure, an Illness and Misadventure form must be completed and handed to the relevant Deputy Principal.
10. Leave for absence other than Illness and Misadventure may not be granted for assessment tasks. In exceptional circumstances, and with the approval of both the relevant Deputy Principal and the Principal, leave applications will be considered provided the task can be completed with no advantage over other students.
11. Where a student is going to be absent from an assessment task with prior knowledge, the student or parent/caregiver must contact the relevant Deputy Principal before the task takes place. If unexpectedly absent on the day of the task the student must phone the school and inform the relevant Deputy Principal.
12. Where a student becomes ill or suffers an accident that affects their performance during an assessment task, the task supervisor and Deputy Principal should be notified immediately. On return to school, an Illness and Misadventure form (see **Appendix 1**) must be completed with an attached doctor's certificate

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NBSC Manly Campus

HSC Assessment Policy 2023-2024

for the day of the examination and/or supervisor's report completed. The student may need to re-sit the task or an estimated mark may be used.

13. If a student submits a task which is deemed to be a **non-serious** attempt by the teacher, then zero marks may be awarded.
14. If a student misses any timetabled lesson, for an unexplained reason, on the day an assessment task is due, they will receive zero mark for that task.
15. When a student is absent on the day before an assessment task is due they must have a medical certificate in the case of illness. In the case of Misadventure or an explained absence, they must supply supporting documentation. If a student's absence is unexplained they will receive zero mark for that assessment task.
16. **Malpractice** – A zero mark may be recorded for tasks where malpractice is involved. Malpractice is defined as any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:
 - copying someone else's work in part or in whole, and presenting it as your own
 - using material directly from books, journals, media files or the internet without reference to the source
 - building on the ideas of another person without reference to the source
 - buying, stealing or borrowing another person's work and presenting it as your own
 - submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
 - using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
 - paying someone to write or prepare material
 - breaching school examination rules
 - cheating in an examination
 - using non-approved aids during an assessment task
 - contriving false explanations to explain work not handed in by the due date
 - assisting another student to engage in malpractice
 - re-submitting a task you have previously submitted.

Submitting work generated by an Artificial Intelligence App or Bot as your own work constitutes malpractice. Even where students have written their own responses and run these through AI, this is unethical and will be treated as malpractice. This also includes, but is not limited to, using AI to format any part of the submitted response, including bibliographies.

All work that is derived from another source must be cited at the point where another's ideas have been used, and in the Bibliography. If the marker or your teacher suspects that you have plagiarised or used AI writing tools to compose your response, it is your responsibility to prove that your assessment is all your own work, as per NESA guidelines (ACE 9023).

It is the responsibility of the student to keep records of all drafting and electronic version histories. These must be presented if the work presents as AI generated through anti plagiarism software. In the case of suspected malpractice, a student may receive a mark of zero for the task in question or be required to present this evidence to the faculty Head Teacher or Deputy Principal.

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17. Any assignments/Assessment Tasks submitted must be the student's own work. **Plagiarism** is the theft of someone else's work. This includes copying the work of another person directly and intermingling it with your own work or simply presenting something that you didn't write as your own.

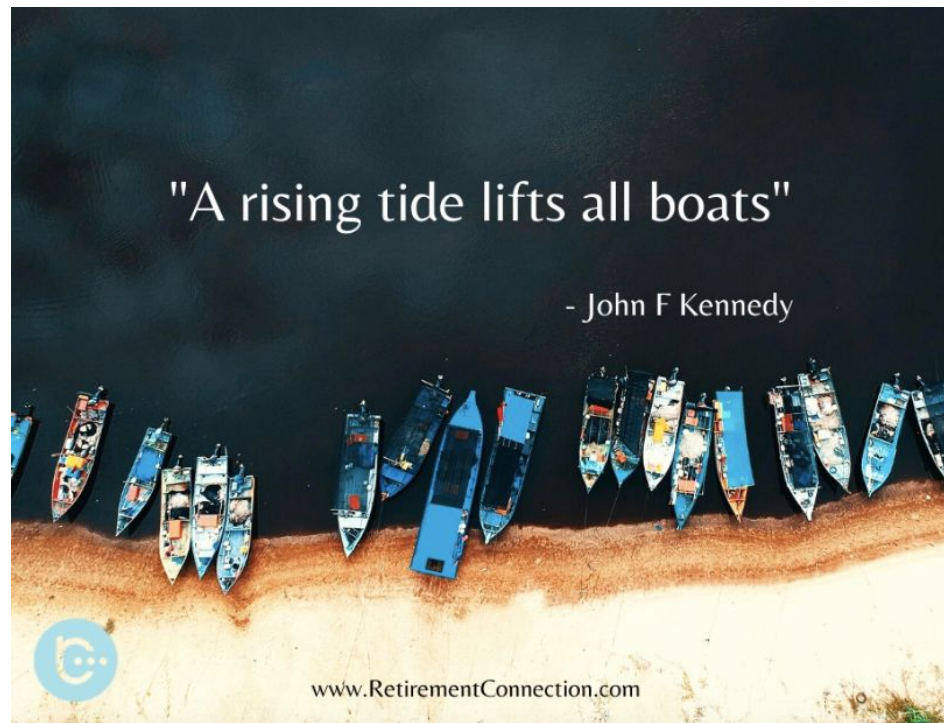
Plagiarism may result in the student receiving zero marks for that task. Students who are found to have knowingly allowed their work to be copied or who have given their work to another student may also receive zero marks for that task.

Students found to have copied another student's work will also receive a NESA "N" determination Official Warning Letter. All students have the responsibility to protect their intellectual property (their own work).

Where advised by the teacher, all hand-in assessment tasks must be submitted electronically via the program "Turnitin" available on <https://www.turnitinadmissions.com/login> as well as providing a hard copy with HSC: All My Own Work declaration form (Appendix 4).

Work Together

- It is **important that you work together as a team** to maximise the performance of the cohort as this boosts HSC results for all (this will be further unpacked in Careers Adviser presentation).



Working together vs plagiarism

Plagiarism includes:

- Copying the work of another person directly and intermingling it with your own work or simply presenting something that you didn't write as your own.
- Students who allow their work to be copied or have given their work to another student.

DO SHARE	DON'T SHARE
<ul style="list-style-type: none">• General class and revision notes not directly related to an assessment submission	<ul style="list-style-type: none">• Any work to be included in assessment submissions

If in doubt - ask your teacher!

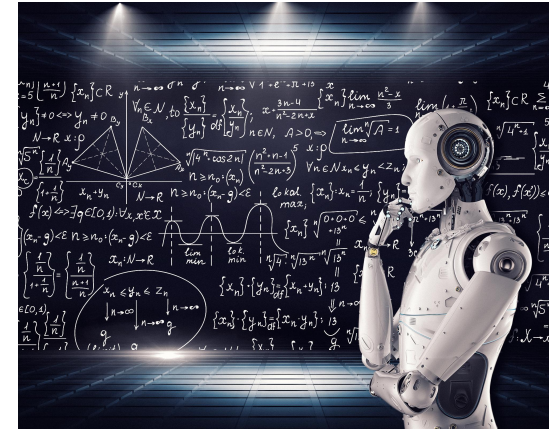
Use of AI

Submitting work generated by an Artificial Intelligence App or Bot as your own work constitutes malpractice. This includes:

- using AI to format any part of the submitted response, including bibliographies.
- Writing own responses and running these through AI
- All work that is derived from another source must be cited at the point where another's ideas have been used (using APA referencing outlined in assessment booklet and in next session)

If anti-plagiarism software identifies AI generated work or the marker suspects that a student has plagiarised or used AI writing tools to compose their response, **it is the student's responsibility to prove that their assessment is all their own work** as per NESA guidelines (ACE 9023). Students are advised to:

- keep records of all drafting and electronic version histories.



Assessment schedules - Mark your Calendar!

NBSC Manly Campus

HSC Assessment Policy 2023-2024

ENGLISH ADVANCED

Outcomes

A student:

- EA12-1** independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3** critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA12-4** strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6** investigates and evaluates the relationships between texts
- EA12-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA12-8** explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9** reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner.

ENGLISH ADVANCED ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Texts and Human Experiences Multimodal Vlog	Craft of Writing Examination	Textual Conversations Extended Response	Trial HSC Examination Craft of writing (5%)	
Date	Term 4 Week 8	Term 1 Week 10 / 11	Term 2 Week 6	Term 3 Week 3 / 4	
Outcomes Assessed	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
Components					
Knowledge and understanding of course content	12	10	13	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	13	10	12	15	50
Weighting	25	20	25	30	100

NBSC Manly Campus

HSC Assessment Policy 2023-2024

APPENDIX 6 - School Based Assessment Calendar Year 12 – 2023/2024

The scheduled weeks for assessment task may not be changed without advanced warning.

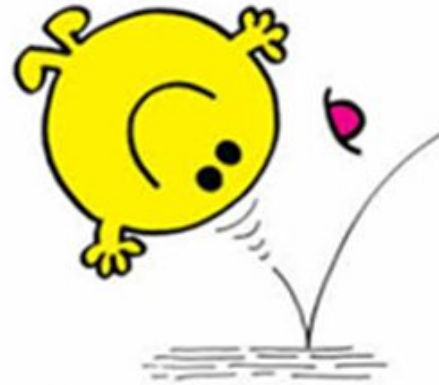
Term Week	Assessment Tasks	Week Beginning
T4 W1		9 October 2023
T4 W2		16 October 2023
T4 W3		23 October 2023
T4 W4		30 October 2023
T4 W5	Mathematics Advanced, Mathematics Standard 2	6 November 2023
T4 W6	Biology, Mathematics Advanced, Mathematics Standard 2, PDHPE	13 November 2023
T4 W7	Business Studies, Society and Culture	20 November 2023
T4 W8	Design and Technology, Economics, English Advanced, French Continuers, Legal Studies, Mathematics Extension 1, Mathematics Extension 2, Physics	27 November 2023
T4 W9	Chemistry, English Extension 2, Japanese Continuers, Mathematics Extension 2, Modern History, Music 2, Music Extension, Textile and Design, Visual Arts	4 December 2023
T4 W10	Ancient History, Dance, Drama, Engineering Studies	11 December 2023
T4 W11	PUPIL FREE – Staff Development Days 18 & 19 December	18 December 2023
School Holidays		
T1 W1	30/1/24 and 31/1/24 Pupil Free	First day of Term 1 for students is Thursday 1 February 2024
T1 W2	Science Extension	30 January 2024
T1 W3		5 February 2024
T1 W4	Design and Technology, History Extension	12 February 2024
T1 W5	English Extension 1	19 February 2024
T1 W6	Biology, Music 2, Software Design and Development	26 February 2024
T1 W7	English Extension 2	4 March 2024
T1 W8	Music Extension	11 March 2024
T1 W9		18 March 2024
T1 W10		25 March 2024
T1 W11	Ancient History, Business Studies, Chemistry, Dance, Economics, Engineering Studies, English Advanced, French Continuers, Japanese Continuers, Japanese Extension, Legal Studies, Mathematics Advanced, Mathematics Standard 2, Mathematics Extension 1, Mathematics Extension 2, Modern History, PDHPE, Physics, Society and Culture, Software Design and Development, Visual Arts	1 April 2024
		8 April 2024
School Holidays		
T2 W1	29/4/24 Pupil Free	First day of Term 2 for students is Tuesday 30 April 2024
T2 W2	Textile and Design	29 April 2024
T2 W3	Software Design and Development	6 May 2024
T2 W4		13 May 2024
T2 W5	Music 2	20 May 2024
T2 W6	Biology, Dance, English Advanced, Legal Studies, Mathematics Advanced, Modern History, Science Extension	27 May 2024
T2 W7	Ancient History, Business Studies, Chemistry, Engineering Studies, Mathematics Extension 1	3 June 2024
T2 W8	Economics, English Extension 2, Mathematics Standard 2, Mathematics Extension 1, Mathematics Extension 2, Society and Culture	10 June 2024
T2 W9	English Extension 1, French Continuers, History Extension, Japanese Continuers, Japanese Extension, Physics	17 June 2024
T2 W10	Design and Technology, Drama, Japanese Extension, PDHPE, Visual Arts	24 June 2024
T2 W11		1 July 2024
School Holidays		
T3 W1	22/7/24 Pupil Free	First day of Term 3 for students is Tuesday 23 July 2024
T3 W2	Music 2, Music Extension, Textile and Design	22 July 2024
T3 W3	Drama	29 July 2024
T3 W4	Ancient History, Biology, Business Studies, Chemistry, Dance, Design and Technology, Drama, Economics, Engineering Studies, English Advanced, English Extension 1, French Continuers, History Extension, Japanese Continuers, Japanese Extension, Legal Studies, Mathematics Advanced, Mathematics Standard 2, Mathematics Extension 1, Mathematics Extension 2, Modern History, Music 2, PDHPE, Physics, Society and Culture, Software Design and Development, Textile and Design, Visual Arts	5 August 2024
T3 W5		12 August 2024
T3 W6	Science Extension	19 August 2024
T3 W7		26 August 2024
T3 W8		2 September 2024
T3 W9		8 September 2024
T3 W10		16 September 2024
T3 W11		23 September 2024



Communication

- **School eNews App** - this is where all urgent HSC information is communicated.
- **Student Department of Ed emails** - important updates on HSC requirements and processes.
- **G25 Classroom** - important documents distributed

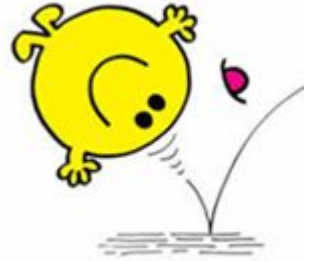
Supporting Year 12



Five ways to
wellbeing



5 Ways of Wellbeing



Connect

School Counsellors

- Support each other
 - The HSC is a team effort
 - Ask for help - teachers, mentors, parents, friends, siblings, neighbours
- Dudley Poole, Paul McBride and Kerri McTernan. are experienced psychologists working in both primary and secondary school settings.
 - They are part of the welfare team at Manly Campus and our primary focus is the wellbeing of the students and supporting them in relation to both personal and educational matters.

Other Options Continued

RUOK?



For more tips and resources,
scan the QR code or head to
ruok.org.au/friendbetter

KYDS

FREE Youth Counselling

KYDS is here to support young people with FREE, confidential counselling for as long as it's needed.

We can help you understand and manage difficult times in your life, such as friendship problems, school and study stress, family breakups, anxiety, bullying, self-harm, grief and depression.

You don't need a doctor's referral or Medicare card to access help from KYDS. No problem is too big or too small – our support is tailored just for you and will help you get back on track.

Other Options Continued

The Safe Haven is a drop-in space for young people who are facing suicidal crisis or distress. It offers support by peer workers, and hope for those in need. No referral needed. The Safe Haven is open from 4:00pm to 8:00pm, 7 days a week, 365 days a year (including public holidays)

Safe Haven - Brookvale Community Health Centre

Brookvale Community Health Centre
Ground Level
612-624 Pittwater Rd
Brookvale
2100



Headspace



Mental health online support

Create a free account, join group chats, or talk to a qualified professional online or by phone on [1800 650 890](tel:1800650890)

Mental health support



Work and study support

Get support to plan a career, find employment or work towards further education

Work and study support



Find a headspace centre

With locations in over 150 communities across Australia, we're here to help

Find a centre



Explore mental health topics

Learn about mental health challenges and ways to maintain a healthy headspace

Explore topics

Other Options Continued

Young Carers Network

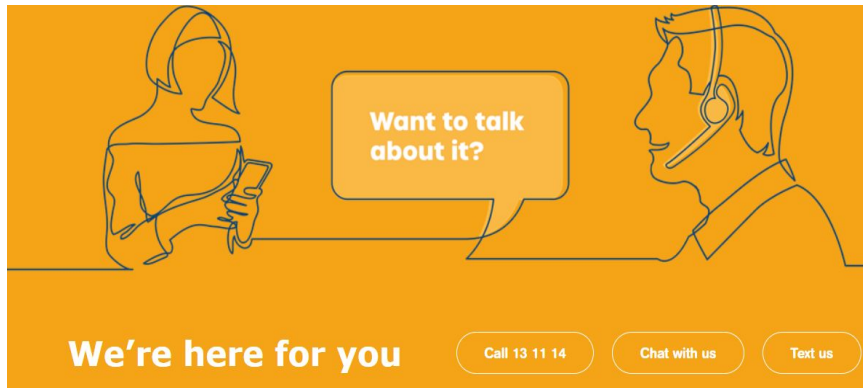
What is the Young Carer Bursary?

The Young Carer Bursary Program supports young carers to continue with their education and reduce their need to undertake paid work at the same time as their study and caring duties.

The program offers 1,592 bursaries of \$3,768 each year to assist with education needs and resources.



Lifeline

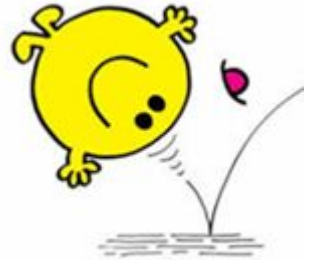


Kids Helpline





5 Ways of Wellbeing



Take Notice

- How are you travelling through year 12? How are your friends and family?
- Acknowledge what you have accomplished and how far you have come.

Keep Learning

- Different ways to approach the HSC game - swap hacks, ideas and strategies
- How do you learn best?
- Always have a goal and be positive



5 Ways of Wellbeing



Be Active

- Move your body, move your mood
- Minimise stationary time
- Limit device time

Give

- Be a good friend to others and support those that need it
- Volunteer & support school initiatives

How to make an Appointment

- Knocking on the office door. **Office Location:** Level 1, Maths Block
- Sending an email with your request to one of the counsellors:
 - dudley.poole@det.nsw.edu.au
 - kerri.mcternan@det.nsw.edu.au
 - paul.mcbride11@det.nsw.edu.au
- Leaving a note under the counsellors' door. Please leave your name, contact details and preferred day and times you would like to meet.
- If a student has any difficulties making an appointment by themselves, it is ok if they wish for a friend, relative or member of staff to assist in contacting the counsellors on their behalf.
- Parents are able to contact the school counsellors directly if they wish to discuss concerns in relation to their child.
- Appointment times are arranged during school hours and class times. However, if this is difficult for some reason, it may be possible to meet in a break or other alternative time. These arrangements need to be made in direct consultation with the counsellor.

Wellbeing team

Thanks to all the members of our Fabulous wellbeing team

Principal: Kathy O'Sullivan

kathryn.osullivan4@det.nsw.edu.au

Deputy Principal: Marisa Carolan

marisa.carolan@det.nsw.edu.au

Year 12 Advisor: Lucienne Herft

lucienne.howard@det.nsw.edu.au

Head Teacher Wellbeing: Lucienne Herft

lucienne.howard@det.nsw.edu.au

Student Support Officer: Lauren Tie

lauren.tie@det.nsw.edu.au

School Counsellors:

- dudley.poole@det.nsw.edu.au
- paul.mcbride11@det.nsw.edu.au
- kerri.mcternan@det.nsw.edu.au bryony.wiseman@det.nsw.edu.au

Learning Support:

Head Teacher Student Engagement: Fiona Brien

fiona.c.brien@det.nsw.edu.au

Learning Advisor: Melinda Larsen

melinda.larsen3@det.nsw.edu.au

DoE Guide for Parents and Carers

<https://education.nsw.gov.au/parents-and-carers/going-to-school/preparing/getting-ready-for-year-11-12#Download2>



Welcome to Year 12

Ms R. Fee

Office in Library

rebecca.fee@det.nsw.edu.au



Google Classroom

GC2025 Year 11/12 Careers

Code: kqyz7kq

<https://classroom.google.com/c/NTkyNTMyMzczMzU4?cjc=kqyz7kq>

Book a meeting using Calendly:

<https://calendly.com/msc-careers>

HSC AND ATAR: WHAT'S THE DIFFERENCE?

HSC marks and the ATAR are two different measures of achievement. HSC marks tell you about your performance, whereas your ATAR tells you about your position, or ranking.

They are calculated separately using different methods.

The table below outlines the main differences between your HSC marks and your ATAR.

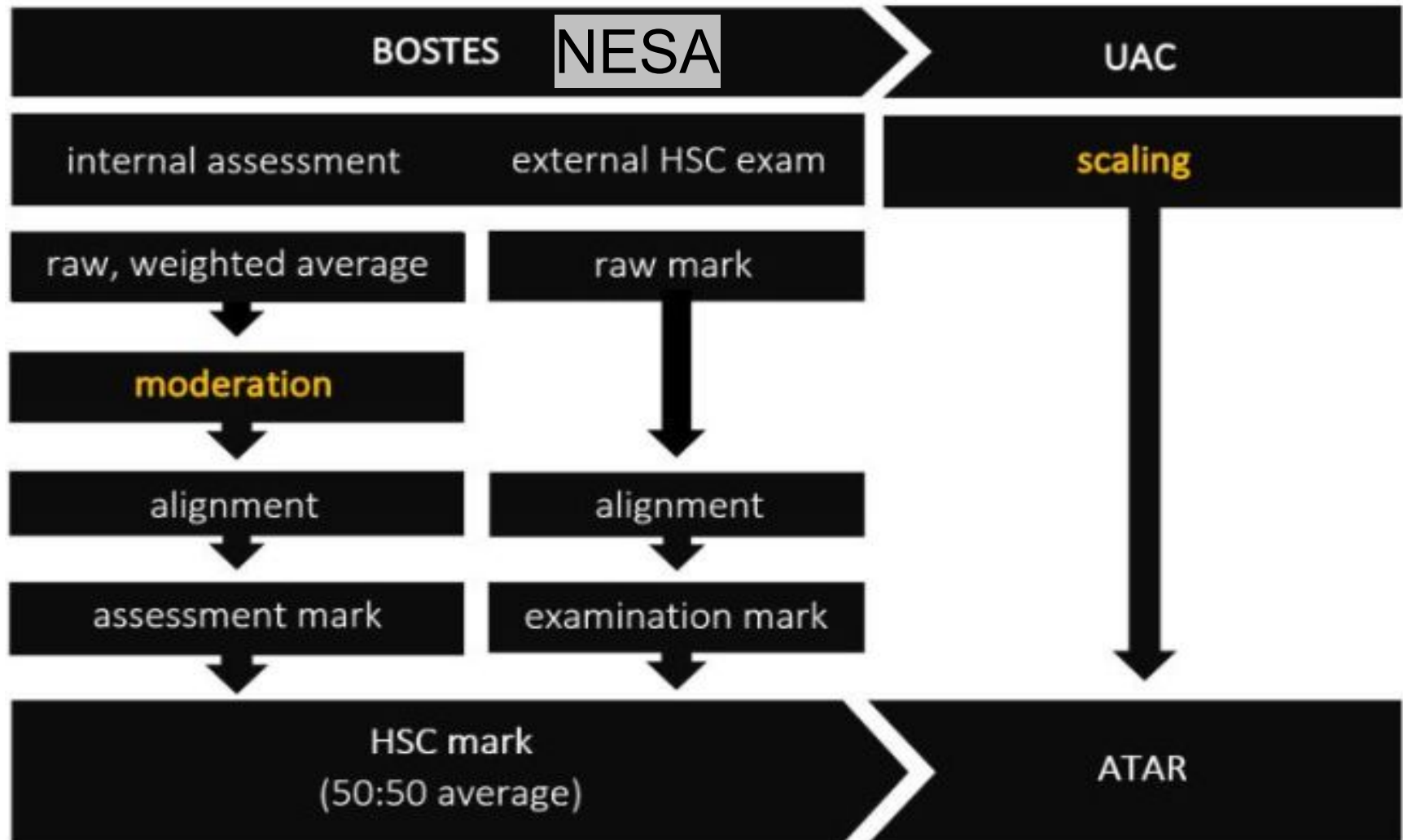
Your HSC marks	Your ATAR
Are presented as marks out of 100 .	Is a rank , not a mark or a percentage.
Tell you how well you've performed in each of your courses , according to standards set by NESA.	Tells you where you're positioned overall in relation to other students.
Can only be compared to the marks of students who completed the same HSC courses .	Tells you how you compare with other students who have completed different combinations of HSC courses .
Are provided by NESA .	Is provided by UAC .

Most HSC marks lie between 50 and 100. HSC marks between 70 and 79 are Performance Band 4 results. These are 'average' HSC marks, so a large percentage of students are in this category. This means that when students are ranked for their ATAR, those at the bottom of Band 4 are placed significantly lower than those at the top of Band 4 or higher.

HSC is for all students

**ATAR is for students wishing to go
to University**

The HSC Marking Process – To Solve The Problems of Comparison



Moderation, Alignment and Scaling Explanation Videos

1) Moderation

2) Alignment

3) Scaling and ATAR

Eddie Woo

- 1) HSC Marks (1 of 3): Why are they adjusted
- 2) HSC marks (2 of 3) Moderation
- 3) HSC Marks (3 of 3) Alignment and Scaling

5 facts about Scaling



HSC Marking Process and ATAR Cont..

Eddie Woo

- [1\) HSC Marks \(1 of 3\): Why are they adjusted](#)
- [2\) HSC marks \(2 of 3\) Moderation](#)
- [3\) HSC Marks \(3 of 3\) Alignment and Scaling](#)
-

[5 facts about Scaling](#)

Please refer to the UAC [scaling report](#)
and this [UAC video](#) for Year 12 students



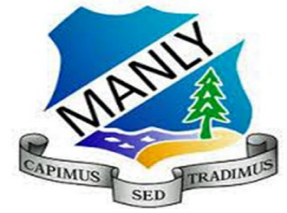
Example of Moderation from Manly's Mathematics Advanced 2021 results

School Assessment	Moderated Assessment	Exam Mark	HSC Mark	Band
81	87	93	90	6
92	95	97	96	6
87	92	89	91	6
89	93	94	94	6
94	97	95	96	6
94	97	94	96	6
95	98	97	98	6
72	79	77	78	4
86	91	95	93	6
88	93	92	93	6
83	89	92	91	6
89	93	97	95	6
85	90	96	93	6
95	98	95	97	6
85	90	91	91	6
94	97	97	97	6
74	80	85	83	5

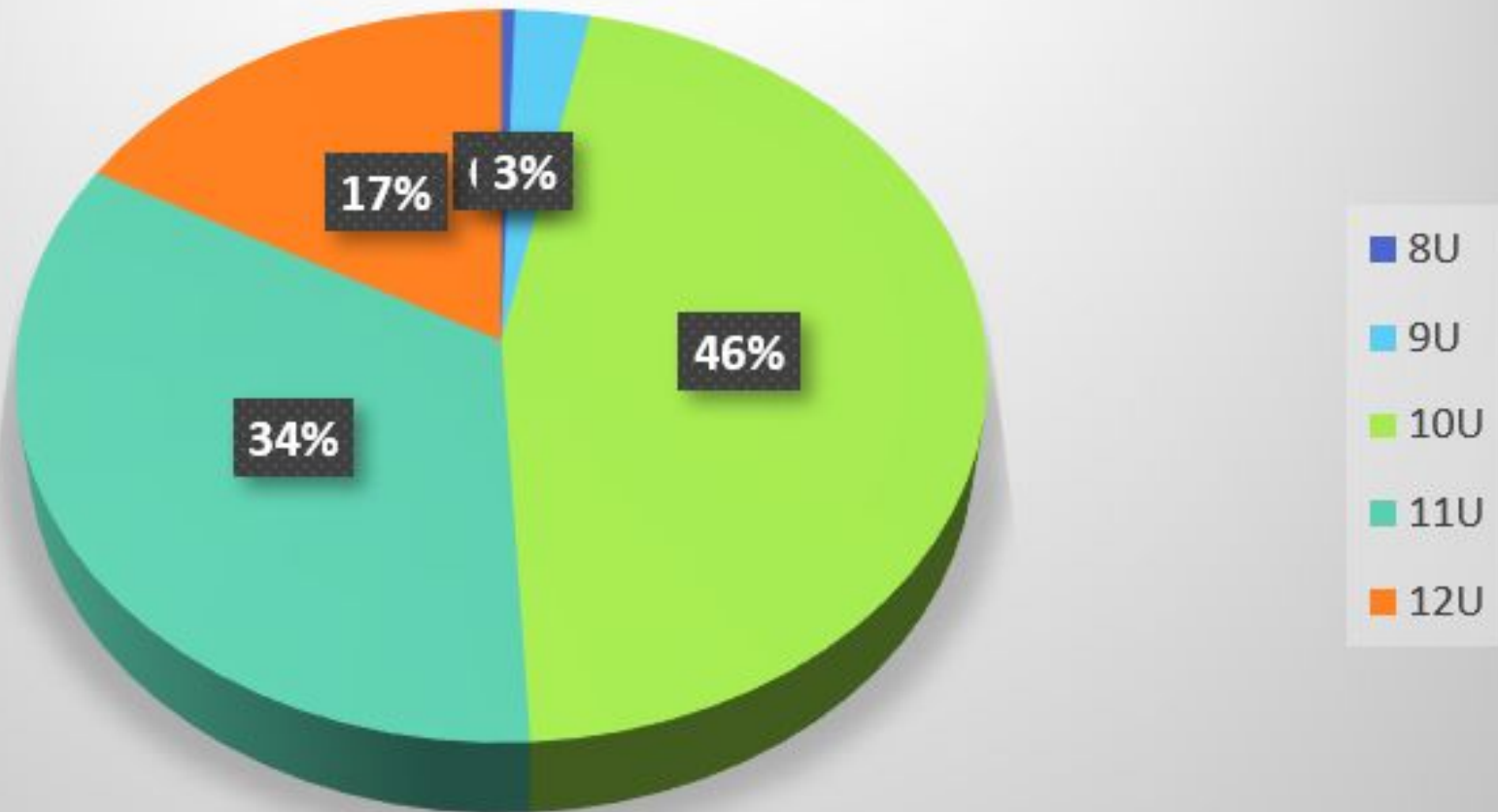
ATAR Mean	2023 91.27	2022 90.19	2021 93.07	2020 91.79
99+	12.1%	8.3%	12.23%	7.29%
98+	21.8%	18.6%	27.33%	16.06%
97+	31.5%	25.5%	39.56%	25.55%
96+	35.5%	33.1%	51.08%	38.69%
95+	41.9%	39.3%	60.43%	48.9%
90+	64.5%	62.1%	75.54%	73%

ATAR Analysis 2023

Number of HSC Units



of HSC Units 2022 Cohort took



Post School Plans: How to start exploring

It's perfectly normal to be unsure about what you might want to pursue post school. To help combat **unawareness, and influence**, please spend some time exploring these websites and complete the free career quizzes at home.

- [myfuture](#)
- [Yourcareer](#)
- [Skillsroad](#)
- [Labour Markets Insights](#)
- [Morrisby Profile \(re-do questionnaires - interests etc\)](#)

<https://www.smh.com.au/business/workplace/young-people-s-career-aspirations-are-a-to-b-but-should-be-a-to-z-2020928-p5blln.html>



How to research and discover University courses?

- Study the latest **UAC guide** [UAC Guide](#)
- Visit the 2025 university **Open Days** (Aug/Sept)
- Go to a **Career Expo** (normally June at Moore Park)
- Subscribe to every **University's future student** newsletter, social media
- Attend university **faculty/course info nights** (online and in person)
- Speak to alumni, teachers, family and friends (Network)
- Attend **lunchtime University presentations** at school (Term 1/2)
- [LinkedIn](#) to research educational history of people
- [Courseseeker](#)
- [Compared](#)
- [UAC Course Search](#)
- [Good University Guide](#)
- Complete a [MOOC](#) - road test a Uni Course
- **READ THE CAREERS NEWSLETTERS (googleclassroom)**



Comparing Universities and Courses

- Compare courses at various universities [Compared](#)
- [Choose your uni](#)
- Attend **open days** and **expo's** and online events
- Email or call the University (**Future students #**) to discuss courses and combinations. **BE PROACTIVE, THEY WANT YOU!!!**
- Compare the **ATAR requirements** (selection rank cut offs)
- What are the **different prerequisites/assumed knowledge** etc
- Keep your **options open** e.g. regional universities (ANU UON etc)
- Research the **course structure/content** (download faculty **handbook**): core/elective choices - available **degree combinations**
- Have realistic discussions regarding the **affordability** of university, especially if out of state or overseas
- Research what **scholarships** are available?
- What is the differences in course [Costs](#) **Arts v Science**
- What universities offer **Industry placements**, have the most links with industry and/or offer **international exchanges/experiences?**



Recommend creating a table to compare/contrast University courses

UNI	Course	ATAR/SR	Prerequisite	Early Entry	Adjustment Factors	Pros/Cons
E.g: UTS	Option A					
E.g. UTS	Option B Alternative pathway					
USyd	Option A					

Some of the pros/cons could be:

- Internships available/International exchanges/experiences available
- Current student satisfaction/Graduate satisfaction/Graduate employment rate ([Compared](#))
- Ease of commute
- Number of years to complete the course and cost
- Available course combinations (double degree combinations - double majors and honours)
- Better facilities - lower ATAR requirement



Do a deep dive into the courses and electives on offer by downloading course handbooks. Also figure out a Plan B if you are unable to initially get onto your dream course - i.e., start on a lower ATAR course and then transfer. **Look at alternative pathways too.**

And if you can't find the information you are looking for **ASK** the Uni. **YOU NEED TO BE PROACTIVE!!!!**



Additional selection criteria



- Be aware of course **Prerequisites**, and /or **Assumed/Recommended Knowledge**
 - **Sydney University** has an HSC **Advanced Maths** prerequisite for Engineering, Pharmacy and Advanced Computing courses - (Complete a [MOOC](#) - or start on a course without a Maths requirement, complete a Mathematics Unit and transfer)
 - [Portfolios](#): For some Art, Design and Architecture courses
 - **Auditions**: [Music](#)/[Drama](#) Courses
 - **Examinations** like the [UCAT*](#) for Undergraduate Medicine and [LAT](#) for Law at UNSW
 - Some courses may require students to attend an **interview**
 - **Health, Nursing/Midwifery and Education** courses now have new numeracy and literacy [requirements](#)
- * There will be some additional meetings for medicine applicants



University Early Entry (pre ATAR) - Alternative Entry

... the ATAR isn't the be all and end
all - even as a means of accessing
university.

[ANU - Direct applications \(Early Entry\)](#)

[UTS Early Entry](#)

[Macquarie University Leaders and Achievers](#)

+ many more!

UAC's Early Entry Scheme [Schools Recommendation
Schemes \(SRS\)](#) see [Institution Specific Information for SRS](#)

Emphasis is on Year 11 marks and extracurriculars

There are also many alternative entry pathways

**ATAR is slowly being devalued. You are more than
ATAR!**



Early Entry offers

UNIVERSITY	2023	2022	2021	2020
ANU	56	77	46	NA
UTS	83	97	86	NA
MQU	29	55	46	?
* SRS (post HSC)	17*	23	30	14
Total	185	252	208	14 +

ATAR/Post School Destination

Adjustment Factors (AF) to boost selection Rank (SR) $SR = ATAR + AF$

Subject Band Adjustment Factors (For predominantly bands 5 & 6 generally for Maths and English) - so +5 selection rank points

USyd - [Academic Advantage Scheme](#)

UNSW - [HSC Plus](#)

UTS - [Year 12 Adjustment Factors](#)

MQ - [Academic Advantage](#)



*Please note not all courses are eligible for Adjustment factors and all universities offer the points differently. Students must research this for each selected course

Elite Athlete/Performer/Leader - search each university website (additional AF on offer)

Geographical/Catchment Adjustment Factors: MQ and ACU + others (extra AF's)

[Educational Access Scheme](#) (UAC - any disadvantage in Year 11 and 12 illness, financial disadvantage etc.,)

[Categories of disadvantage](#) for EAS - please check to see if you are eligible - V.IMPORTANT (see overleaf)

UAC's Educational Access Scheme (Adjustment Factors)

Categories of Disadvantage



You may be eligible if you:

- Have an: illness/disability (Physical/Psychological including ADHD, ASD, Depression/Anxiety etc.)
- Study a subject via correspondence
- Are financially disadvantaged (Family Tax Benefit Part A, SEIFA code, have to work to support the family)
- Have been impacted by death/Illness in the family/separation of parents/have to care for a family member
- + many more - please check the above link

Alternative Pathways



If you don't get the ATAR required for your dream course there are always alternative pathways you can take to eventually access it:

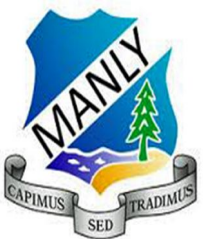
- Start on a lower ATAR course and transfer (For Example Flexible Engineering)
- Start with a single degree and add the double later
- Apply for the course through Early Entry programs or the [School Recommendation Scheme](#) (no ATAR, or lower ATAR required)
- Start the degree of choice at a lower ATAR University and transfer
- Complete a diploma course at [UTS College](#)/[MQ College](#) and matriculate to year 2 of your chosen degree upon completion
- Complete a [TAFE](#) certificate/diploma and access University upon completion
- Engineering/IT access schemes: [UTS](#); [UNSW](#)

Look at the alternative pathways section of each University's website

More Important Tertiary Info



- **TAFE Open Days** - #1 student at TAFE is a graduate
- **Private Colleges** (for e.g., JMC, AIE— work closely with industry, and offers some niche courses, but more expensive
- **Scholarships:** [USyd Scholarships](#); [UNSW Scholarships](#); [UTS Scholarships](#); [MQ Uni Scholarships](#); [Macquarie Co-op](#); [Hansen Melbourne Uni](#); [Ma & Morely](#) UON; [Cadetships](#); [Women in Engineering and IT UTS](#), [Equity scholarships](#) + many more. You can search on every institutions website as well as [here](#) (Good University Guide)
- How to apply to study **Overseas** ([UCAS](#) for UK and [Commons App](#) for US etc)





<https://jobs-au.pwc.com/au/en/higher-apprenticeship>

You must consider the opportunity cost of going to University.





with Careers info

- Read the weekly **Careers Newsletter (posted in google classroom)** -
- Subscribe to the Year 11/12 2025 Careers **Google Classroom**
- Check **notice boards** outside the Careers office
- Regularly visit the **careers resources** section in the library outside the office
- Book a one-on-one **interview** time - all year 12's are given a 1 hr interview at a minimum (normally scheduled in Term 2 and 3)
- Regularly check your DET email for careers messages
- Read the **daily notices** re events and speakers
- Subscribe to [Beyond](#) - on stop shop for transition



Have **fun** exploring your post school options. All the information is at your fingertips. If in doubt be proactive and contact someone who can help inform you. Remember, University etc., is your next **stepping stone** and you will continually pivot from here on in. **Lifelong learning** is here to stay and you will change tact many times. Good luck!

Contact: rebecca.fee@det.nsw.edu.au / (02) 99053982



University Contact Info - Be Proactive!

University of Sydney:

[Contact us - The University of Sydney](#)

Call 1800 SYD UNI (1800 793 864)

[Submit a prospective student enquiry](#)

UTS:

Call 1300 ASK UTS (1300 275 887)

[Make an undergraduate enquiry | Online undergraduate chat](#)

Macquarie Uni

+61 (2) 9850 6767

[Personal consultations - Macquarie University](#)

UNSW

+61 2 9385 1844

<https://www.unsw.edu.au/study/help/contact-us>

ANU

future.student@anu.edu.au

1800 620 032

