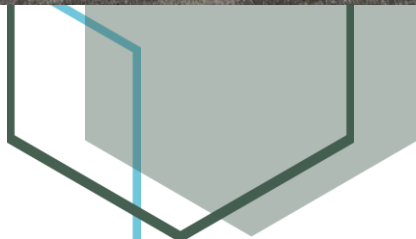




**LEETON HIGH SCHOOL
ASSESSMENT POLICY AND PROCEDURES**

YEAR 12

2025





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Welcome to the NSW Higher School Certificate

The Higher School Certificate (HSC) is the highest secondary school credential in NSW. It is a rigorous, inclusive, and internationally recognised credential that forms a strong platform for further study at a tertiary, vocational or workplace institution. This handbook is to be signed for and serves as official notification of your HSC assessments. Reminders and further information will be given at least two weeks in advance.

To be eligible for the Higher School Certificate, students must satisfy Preliminary and HSC course requirements in addition to sitting for state-wide HSC examinations.

Comprehensive information about assessment in the HSC year is available on the NESA website, <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide>

To be eligible for the award of the HSC, you must:

- a. have completed Year 10, and
- b. have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- c. have completed [All My Own Work \(AMOW\)](#) or its equivalent before you submit any work for Preliminary or HSC courses, and
- d. have demonstrated the [minimum standard of literacy and numeracy](#), and
- e. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- f. undertake and make a serious attempt at the requisite HSC exams.

Successfully completed [Vocational Educational and Training \(VET\)](#) and [Life Skills](#) course are reported differently to graded courses.

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 your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

Special education (Life Skills) - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses, and you still need to meet the

general eligibility and study patterns to earn your HSC. You will need to talk with your Year Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

Vocational Education and Training (VET) - VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the workplace.

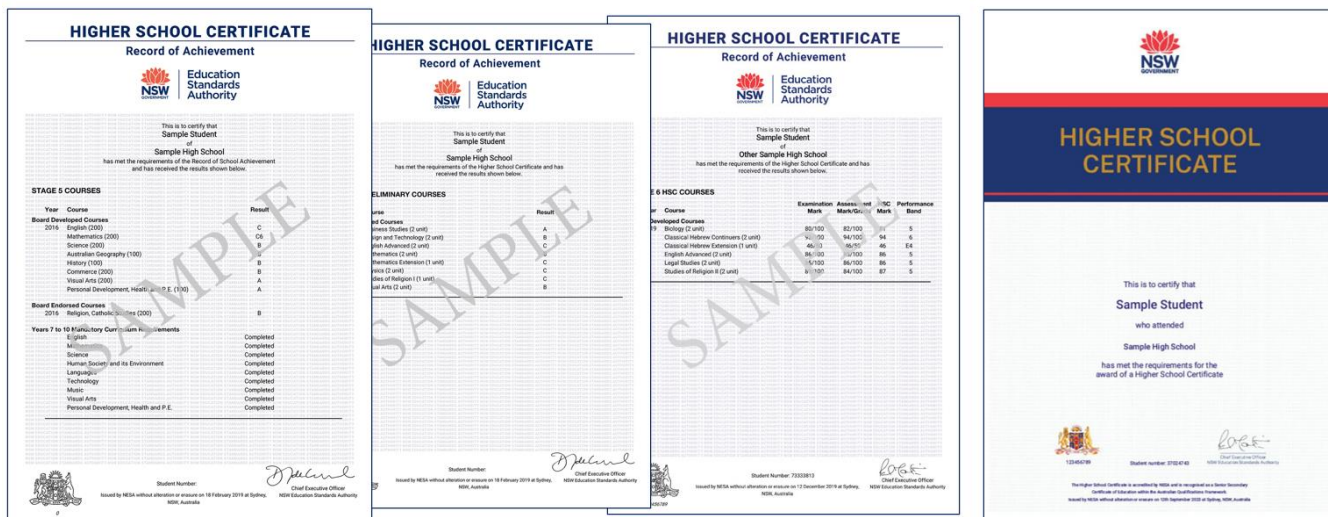
VET courses contribute towards your HSC and the Australian Qualifications Framework (AQF) VET credentials and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR.

Upon completion of your HSC studies, you will receive a testamur and a Record of Achievement (RoA), provided you have met the requirements for the award of the HSC.

The testamur shows that you are eligible for the Higher School Certificate. It includes your name, school and date of the award.

The Higher School Certificate (HSC) Record of Achievement (RoA) includes students' Year 12 HSC (Stage 6) results, Year 11 (Preliminary Stage 6) grades and, if applicable, Year 10 (Stage 5) grades. Results for each Stage appear on separate pages.

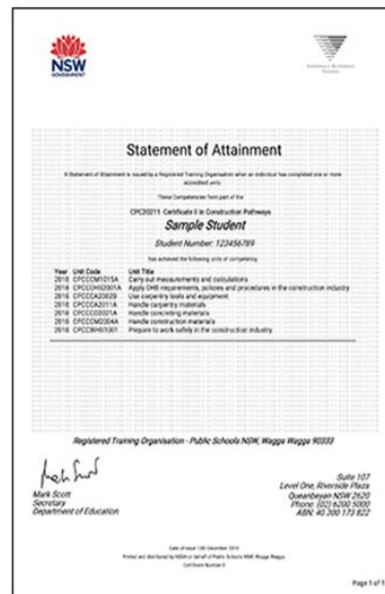
Sample NESAs credentials



VET Certificate and Statement of Attainment Samples

Certificate + Transcript of Competencies Achieved

Statement of Attainment



The HSC Record of Achievement

This provides formal recognition of students' senior secondary school achievements.

- **Moderated assessment mark (MA):** This is the final assessment mark from school-based assessment task, after NESA has put it through a process of [moderation](#) to allow a fair comparison of marks in each course across different schools.
- **Examination mark:** The examination mark for each course shows the student's performance in NESA's HSC examination for that course.
- **HSC mark:** The HSC mark in courses with a compulsory external examination is a 50:50 combination of a student's external examination mark and their school-based assessment mark for the course. In courses with optional examinations, the HSC mark is drawn from the external examination only.
- **Performance band:** A student's HSC mark is reported against standards described in the performance bands. For each 2-unit course there are six performance bands, where the highest achievement is Band 6 (90–100 marks) and where the minimum standard expected is Band 2 (50–60 marks). For 1-unit extension courses, four performance bands, E1–E4 are used to report student achievement.
- **Year 11 (Stage 6 Preliminary) grades:** Schools use the Common Grade Scale for Preliminary courses to award A–E grades for Year 11 courses (except Life Skills and Vocational Educational and Training (VET) courses).
- The HSC does not report a single, overall score.

The Australian Tertiary Admission Rank (ATAR)

The ATAR is a rank, not a mark.

The ATAR is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (namely all 16 to 20 year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group).

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank (your ATAR + any applicable adjustments). Most universities also use other criteria when selecting students (such as a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).

How is the ATAR calculated?

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising your:

- best 2 units of English
- best 8 units from your remaining units, which can include no more than two units of Category B courses.

Although eligibility for an ATAR requires completion of at least four subjects, the aggregate may be based on fewer subjects: for example, English Advanced, English Extension 1 and Extension 2, Mathematics Extension 1 and Extension 2, and one other 2-unit course. **You must still satisfactorily complete at least four subjects to be eligible for an ATAR.**

HSC Course completion criteria

In accordance with the NSW Education Standards Authority, Assessment Certification Examination (ACE) Rules, a student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESA; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

School assessment

The assessment program for each course is determined by the school. This handbook includes the assessment schedules for all HSC courses offered at Leeton High School. The schedules show:


- The number and type of assessment tasks, and
- Syllabus outcomes assessed in each assessment task, and
- The components and weightings allocated to each assessment task, and
- When each assessment task is to be attempted or submitted.
- The nature of each assessment task (e.g., assignment, class essay, oral task, research project).
- Assessment tasks with more than one part will have the same due date.

HSC Assessment will begin at the start of the HSC course, normally in Term 4 of Year 11.

The purpose of school assessment in Stage 6 (Year 11 and Year 12) is to provide measures of your achievement in each of your Preliminary and HSC Courses. These assessment marks are based on:

- A wider range of syllabus outcomes than may be measured by the external examination alone, and
- Multiple measures and observations made throughout each course rather than at a single, final examination.

In this way, it is intended that the assessment marks will give a better indicator of your achievement in each subject, rather than relying solely on your performance in one examination at the end of the course.



In cases of accident or misadventure near the time of the HSC Examinations, the NSW Education Standards Authority (NESA) may need to rely entirely on your HSC assessment grades. For this reason, you should develop the habit of maximising your assessment marks as insurance against the risk posed by illness or misadventure during the HSC examination period.

Notification of assessment tasks

A written notification will be issued for each assessment task. It is the student's responsibility to be alert to the notification and due date of tasks by reference to the Assessment Schedule.

Notification of school-based assessment tasks:

- A minimum of **two weeks written notice** will be given prior to the due date of each assessment task.
- A scheduled date and time for attempting or submitting the task will be provided.
- Assessment tasks with more than one part will have the same due date.
- Students will sign an assessment task register to acknowledge receipt of the assessment task notification.

Students are encouraged to write the assessment dates for each of their subjects in a diary or use the Assessment Task Summary provided (Appendix III).

There may be occasions when assessment schedules are adjusted. This will be done by negotiation with the School Executive at least two weeks prior to the original set date. Students will receive written notification of changes. It is important to note that students will need to be aware of their schedules and the impact of any changes to them.

Student responsibilities

- i. It is the responsibility of each student to know the assessment dates and to be in attendance.
- ii. Students returning to School after an absence must check with each of their subject teachers as to whether any additional information regarding assessment dates and tasks have been issued.

- iii. When the initial calendar is issued, any problems should be immediately notified in writing to the Head Teacher concerned.
- iv. When the precise details of the nature of the task are given, any concern related to these details must be brought to the attention of the Head Teacher.
- v. Any unexpected clashes that arise, e.g., due to an excursion or sporting fixture must be immediately communicated to the Head Teacher.
- vi. It is the responsibility of the student to be prompt and present for an assessment task, and to submit non-examination assessment tasks by the due date, according to instructions given about the method and timing of submission. Failure to do this may result in zero marks for that task.
- vii. In the case of illness, or any other reason for absence or non-submission of an assessment task, students must telephone the school on the due date of the assessment task and submit an illness/misadventure claim within 48 hours of the task. Penalty for failure to adhere to the above-mentioned procedures could result in the award of a zero mark for that task. The onus is on the student to contact the Head Teacher of the subject immediately on return to School. Students should expect to sit/submit the task or a substitute task on the day of return to school.
- viii. All documentation used to support claims must be honestly obtained and used. Where there is no valid reason for non-completion of an assessment task, a zero mark will be recorded for that task. In the case of extension courses, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course.

If you have questions about any of your assessments, speak to your teachers. You can also find information about the [Rules and Procedures for the HSC](#) on the NESAs website.

Assessment and course requirements

A student's work must be consistent and of as high a standard as possible throughout the entire HSC course in assessment and non-assessment tasks. Non-assessment tasks must be completed to meet course completion requirements as set out by NESAs. Such tasks are also designed to prepare students for assessable tasks and examinations.

Where a student is in danger of not meeting the course requirements in one or more criteria, normal procedures for contacting parents will apply.

Late submission of non-examination assessment tasks

If a student submits a non-examination assessment task late or fails to submit an assessment task without a legitimate reason, he/she will be awarded a mark of zero and an N-Award Warning will be issued. (See student responsibilities).

Technology failure is not a valid reason for failure to submit an assessment task on time.

Students should:

- Ensure backups and hard copies are made well in advance of the due date of the assessment task. Failure to back up your work is not a valid reason for misadventure.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that data can be accessed at school.
- Check the compatibility of your home software with the school's technology. Malfunctions of computer technology, even theft, without evidence of 'work in progress' are NOT valid reasons for the late submission of an assessment task.
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your first.surname@education.nsw.gov.au email account).

Examination tasks

If a student fails to sit for an examination without legitimate reason, he/she will be awarded a mark of zero and an N-Award Warning will be issued. Students will not be permitted to leave during an examination. Failure to adhere to this rule will result in zero (0) marks being awarded. (See student responsibilities).

Disruption

Any student found deliberately disrupting an assessment task or examination shall be warned once about the consequences of such behaviour. If this behaviour or similarly disruptive behaviour continues, the student shall be excluded from that task and be given a zero mark for that task. This will also result in an N-Award Warning being issued.

Malpractice

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. 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 print or digital mediums without reference to the source.
- building on the ideas of another person without reference to the source.
- plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own.

- submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially.
- using words, ideas, designs, or the work of others in practical and performance tasks without appropriate acknowledgement.
- breaching school examination rules.
- cheating in an in-class assessment/examination, including having access to mobile devices.
- using non-approved aids during an assessment task.
- providing false explanations to explain work not handed in by the due date.
- assisting another student to engage in malpractice.
- unauthorised use of artificial intelligence technologies.

Malpractice in school-based assessment is a serious offence. It distorts legitimate measures of a student's achievements by advantaging the individual and disadvantaging other students. Malpractice may affect the order in which HSC students are ranked and distort the moderation process applied to internal assessment marks.

Students guilty of malpractice during an assessment task will be penalised by the loss of some or all marks.

Schools are required to maintain a register of all instances where a student was found to have engaged in malpractice in a school-based assessment task, the subject concerned, the nature of the offence and the penalty applied.

Plagiarism

Plagiarism is defined as the practice of taking someone else's work and claiming it as your own. Using another's work as your own is not only bad practice, but it also means that you have failed to complete the learning process. Intentional plagiarism is unethical and can have serious consequences, including receiving an n-award warning letter and a zero mark. Plagiarism includes, but is not limited to:

- Quoting word for word from another's work without clear acknowledgement.
- Paraphrasing the work of others by altering a few words, changing their order or closely following their structure without acknowledgement.
- Failing to acknowledge the sources you use to produce your work.
- Inaccurate referencing/citation of another's work.
- Unauthorised collaborating and colluding with other students.
- Copying, buying, stealing or borrowing someone else's work in part or in whole.
- Copying from the Internet, books, journals, and other types of printed and electronic media.
- Submitting work that contains a large contribution from another person, such as, a parent, tutor or another student.

In the case of suspected malpractice and plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- Providing electronic documents that show edits and version history.

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

The Head Teacher together with the Deputy Principal will make the final determination to record a mark of zero. An N Warning letter will be issued and the student will be required to re-attempt the task or complete an alternative task.

All Stage 6 students must have completed the NESA 'All My Own Work' mandatory program at the start of Stage 6. A Year 12 student guilty of suspected malpractice will have their name recorded on the NESA Register of Malpractice for HSC assessment tasks and a N Warning letter will be issued.

You can refresh your understanding at this link:

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

Non-serious attempt of assessment tasks

A non-serious attempt is considered as failing to submit a reasonable attempt at a task. This may include, but is not limited to, the following:

- failure to complete significant sections of an assessment (e.g. only attempting the multiple choice and not attempting extended response questions),
- making minimal effort to complete an in-class or take-home assessment task,
- using inappropriate language (such as, obscene language, derogatory remarks, obscene diagrams etc.) or purposefully writing irrelevant information,
- re-writing questions rather than responding to them,
- Inappropriate behaviour during an examination

The Head Teacher, in consultation with the teacher/s involved, shall determine whether the attempt is non-serious. If the Head Teacher agrees that the attempt is non-serious, an N-Award Warning will be given, and the student will receive a mark of zero for the task.

Illness / Misadventure or Extension Requests

On some occasions, you may have a legitimate reason to be absent for a task, or you may experience difficulty in submitting a task. You are advised to lodge an application for Illness/Misadventure or Extension depending on your circumstances. (See APPENDIX I). All decisions will be recorded in writing and communicated to the student.

Acceptable cases for special consideration for assessment tasks are as follows:

- **Medical reasons** - Should you be sick and not attend on the day of an assessment task or not be able to submit the task you must provide a Medical Certificate as evidence of your illness. Contact must be made with your teacher on or before the due date, documents are to be submitted to the Head Teacher of the subject within **48 hours** of the task due date. You must notify the school of your absence for an assessment task or examination due to illness.
 - On the day you return to school, you must be prepared to sit your assessment task.

- **Misadventure** - Should an accident, or a mishap occur, students are to submit a written statement and provide supporting evidence such as a Statutory Declaration. The statement and Illness/Misadventure Form should be submitted to the Principal.
- **School Excursions/Sports Trips/VET Work Placement** - The school encourages participation in these activities. Students should prioritise school-based assessment over non-essential excursions. However, it is vital that activities do not overwhelm students when studying for the Higher School Certificate. As a result, the following rules apply:
 - Notify your teacher if you have a school endorsed activity that clashes with an assessment task. Notice must be provided no less than five (5) days before the due date, to make alternative arrangements where possible. It is not appropriate to miss an in-class task or examination without previously notifying your teacher.
 - Assignment tasks must be submitted prior to or on the due date to the teacher.

Where the Head Teacher and Deputy Principal decides that a valid reason has been supplied, the following special procedures may be implemented in all courses in all subjects:

- an extension of time, or
- providing the student with a substitute assessment task, or
- where neither is feasible nor reasonable, or where the missed task is difficult to duplicate, the Head Teacher and Deputy Principal may authorise the use of an estimate for that task based on other appropriate evidence.

NB: Students who do not make a serious attempt at more than 50% of assessment tasks within a course will receive an 'N' determination for the final assessment submitted to NESAs.

Review of assessment

A review of the mark awarded in a particular task may be requested within two school days of the return of the task. The teacher and, if necessary, Head Teacher will review the marking of the task and associated recording of marks. See Appendix II.

Review of rank order or grades

After students have completed their final HSC written examination, they are able to access the NSW Education Standards Authority's website via the Student Portal and check if the assessment ranks or grades provided to the NSW Education Standards Authority in each course were correct.

Students, who consider that their placement in the order of merit for any course is not correct, on the basis of feedback on their performance during the course, may seek a school review at the time the task is returned to the student but no more than two school days after this time.

Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. As such the marks or grades awarded for individual tasks will not be subject to review as part of this process.

Appeals and any reviews undertaken as a result, are designed to correct any errors affecting the assessments for the entire school group despite, the fact an appeal may have been initiated by individual students.

The Appeals Panel consists of the Principal, Deputy Principal and the Head Teacher. The Panel will consider

the written information supplied by the appealing student and the Assessment Policy.

Students appealing a final course rank or grade in a Stage 6 course must:

- Submit their appeal, in writing, to the principal and
- Provide evidence that the course rank or grade awarded is inconsistent with the progressive reporting from the school.

The Panel will make a prompt decision and determine whether:

- The weightings specified conform with NESAs requirements as stated in the syllabus
- The weightings for tasks are not consistent with those specified by the published policy; and/or
- There are no computational or other clerical errors in the determination of the assessment mark.

The Panel will inform the student of the outcome of the review of their assessment.

The N-Warning Process

If a student is not meeting the course requirements or fails to complete an assessment task by the due date they are given what is termed a non-completion warning letter. A copy of the N Warning letter is issued to the student and posted home, the letter outlines:

- Any issues of concern or outstanding work.
- The date by which students should redeem the outcomes of the missed work.
- If a student is to be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50% of the final assessment marks in that course, the principal will inform NESAs.

If a student fails to meet course completion criteria, they may be at risk of not successfully completing their course.

A student who is N-Awarded for assessment tasks weighting 50% or more may be given an N-Determination. If this occurs, the student would be ineligible to receive the HSC credential.

An N-Award Warning letter will be issued for a range of reasons, including:

- Missing an assessment task, or failure to submit an assessment task as indicated on the assessment notification. Please note that failure of technology is not deemed a reasonable excuse for non-submission of a task.
- Making a non-serious attempt to complete a task or course work.
- Engaging in malpractice or failing to demonstrate sustained effort to complete coursework
- Significant absence which could show unsatisfactory completion of a course as required by NESAs.

First warning

The student warning will be conducted as follows:

- A first N-Award Warning Letter will be sent home. In this letter, the opportunity to fulfil the requirements of the tasks or missed work will be given.
- The student may be interviewed by the Class Teacher or Head Teacher. In this interview the student will be informed of the need to fulfil his/her responsibilities as a senior student.
- The N-Award Warning provides a minimum of two weeks for the student to submit/sit the missed task. If the student submits/sits the missed task within the N-Award timeframe and the teacher

deems the response of appropriate standard then the N-Award will be cleared; however, the student will receive a zero mark, as a result of not sitting/submitting the task by the original due date.

Second warning

- If the task is not completed by the date stated, a second N-Award Warning Letter will be sent home. In this letter the opportunity to fulfil the requirements of the tasks or work missing will be given again.
- An interview with parents may be sought to additionally support students at risk of not satisfactorily completing a course as per school and NESAs requirements.
- If the student submits/sits the missing task within the N-Award timeframe and the teacher deems the response of appropriate standard then the N-Award will be cleared, however, as a result of not sitting/submitting the task by the original due date, the student will receive a zero mark.
- If the student does not redeem the N-Award warning, the Head Teacher will complete a referral to the Senior Review Panel.

If a student does not redeem two or more N-Award warnings for a subject, he/she can receive an N-Determination, as they have not met NESAs requirements. This may preclude the student from obtaining the HSC.

Students at Leeton High School who have outstanding N-Award warnings cannot represent the school as per our School Representation Agreement.

Senior Review Panel

Students who appear to be in danger of not meeting course requirements, through lack of application and/or attendance, will be referred to the Senior Review Panel. This panel consists of the Year Adviser, Deputy Principal and Head Teacher – Learning and Welfare. The role of the panel is to provide guidance and support, with the aim to help students better their learning outcomes.

Attendance Policy

The NSW Department of Education's attendance policy states:

"All students who are enrolled at school, regardless of their age, are expected to attend that school. Regular attendance at school is essential to assist students to maximise their potential."

Under legislation in NSW, students are required to remain at school until they turn 17.

Until the age of 17 students must be:

- in school or
- in approved education or training or
- in full time paid employment.

School attendance is monitored. When a student is identified as causing concern in this area a letter will be sent to students and parents/caregivers advising of failure to meet attendance requirements and the consequence of not doing so.

Enrolled students 17 years and over are required to attend school regularly to meet Higher School Certificate course requirements.

Leave may be granted to cover periods of absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards the course outcomes will not be unduly affected.

If it appears that a student is at risk of receiving an "N" determination due to lack of attendance and/or application the Principal or nominee will:

- advise the student in time for the problem to be corrected. If the student has been classified as an 'independent student' this advice will be in writing.
- advise the parent or guardian in writing if the student is less than 18 years of age and is not an 'independent student'.
- request from the parent/guardian/student a written acknowledgment of the warning.
- develop a program of improvement in conjunction with the student.
- retain copies of relevant documentation.

The school is responsible for confirming that attendance requirements have been met for Commonwealth funded schemes, such as Ab Study and Youth Allowance. If a student is absent from school for unapproved reasons for more than 5 days in a term this may affect their allowance.

Assessment Advice for Life Skills Courses

Evidence of achievement of outcomes is gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes. Life Skills outcomes and content will be assessed on the student's achievement of selected outcomes.

Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed "Competent" if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESAs Courses. Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. Refer to the Student Guide for additional advice. You will also receive a report

from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency-based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure

Hospitality – Qualification: SIT20322

Assessment Schedule – Year 11 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1	Task 2	Preliminary Yearly Exam** (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 6 Term 2	Week 5 Term 3	Week 9 Term 3
Code	Unit of Competency	Date	Date	Date
		7/6/24	23/8/24	
SITXFSA005	Use hygienic practices for food safety	x		
SITXWHS005	Participate in safe work practices	x		
SITXFSA006	Participate in safe food handling practices	x		
SITHCCC025	Prepare and present sandwiches	x		
SITXCOM007	Show social and cultural sensitivity		x	
SITXCCS011	Interact with customers		x	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards SIT20322 Certificate II in Hospitality.**

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

This means a course mark is not allocated.

Assessment Schedule – Year 12 2025

Assessment Tasks for		Task 1	Task 2	Task 3	½ yearly Exam**	Trial Exam**
SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 11 Term 1 Date: 11/4/25	Week 10 Term 2 Date: 4/7/25	Week 8 Term 3 Date: 12/9/25	Week Term Date:	Week Term Date:
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	x				
SITHFAB024	Prepare and serve non-alcoholic beverages		x			
SITHFAB025	Prepare and serve espresso coffee		x			
SITHFAB027	Serve food and beverages		x			
BSBTWK201	Work effectively with others			x		
SITHIND007	Use hospitality skills effectively			x		

Depending on the achievement of units of competency, the possible qualification outcome is **SIT20322 Certificate II in Hospitality**

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

Assessment Schedules

Assessment Schedules begin on the next page.

Agriculture

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Farm Product Study	Microbes and Invertebrates	Farming in the 21st Century	Trial HSC Examination	
	Term 4 2024 Week 8	Term 1 2025 Week 7	Term 2 2025 Week 9	Term 3 2025 Week 2/3	
	Outcomes: H3.1, H3.2, H3.3, H3.4	Outcomes: H1.1, H2.1, H2.2	Outcomes: H3.4, H4.1, H5.1	Outcomes: H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	
Knowledge and understanding of course content	10	10	10	10	40
Knowledge, understanding and skills required to manage agricultural production systems	5	10	10	15	40
Skills in effective research, experimentation and communication	5	5	5	5	20
Total %	20	25	25	30	100

Syllabus outcomes

A student:

H1.1 explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production

H2.1 describes the inputs, processes and interactions of plant production systems

H2.2 describes the inputs, processes and interactions of animal production systems

H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products

H3.2 critically assesses the marketing of a plant OR animal product

H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products

H3.4 evaluates the management of the processes in agricultural systems

H4.1 justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations

H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

Ancient History

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Historical Analysis	Essay	Source Analysis	Trial Examination	
	Term 4 2024 Week 9	Term 1 2025 Week 9	Term 2 2025 Week 8	Term 3 2025 Week 2/3	
	Outcomes: AH12-6, AH12-7, AH12-8, AH12-9	Outcomes: AH12-3, AH12-5 AH12-6, AH12-9	Outcomes: AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	Outcomes: AH12-2, AH12-3, AH12-4, AH12-9, AH12-10	
Knowledge and understanding of course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	10	5	5	0	20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	25	25	20	30	100

Syllabus outcomes

A student:

AH12-1 accounts for the nature of continuity and change in the ancient world

AH12-2 proposes arguments about the varying causes and effects of events and developments

AH12-3 evaluates the role of historical features, individuals and groups in shaping the past

AH12-4 analyses the different perspectives of individuals and groups in their historical context

AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world

AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7 discusses and evaluates differing interpretations and representations of the past

AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

Biology

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Modelling Task <i>Module 5 & 6</i>	Second-hand Investigation <i>Module 7</i>	Depth Study <i>Module 8</i>	Trial HSC Examination	
	Term 4 2024 Week 8	Term 1 2025 Week 11	Term 2 2025 Week 8	Term 3 2025 Week 2/3	
	Outcomes: BIO12-4, BIO12-6, BIO12-7, BIO12-12	Outcomes: BIO12-3, BIO12-5, BIO12-7, BIO12-14	Outcomes: BIO12-1, BIO12-3, BIO12-5, BIO12-6, BIO12-7, BIO12-15	Outcomes: All outcomes may be assessed	
Knowledge and understanding of course content	10	5	15	10	40
Skills in working scientifically	10	20	15	15	60
Total %	20	25	30	25	100

Syllabus outcomes

A student:

BIO12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO12-5 analyses and evaluates primary and secondary data and information

BIO12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Business Studies

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Operations Extended Response	Marketing Research Task	Finance Case Study / Report	Trial HSC Examination	
	Term 4 2024 Week 9	Term 1 2025 Week 11	Term 2 2025 Week 8	Term 3 2025 Week 2/3	
	Outcomes: H1, H2, H3, H5, H7	Outcomes: H3, H6, H7, H8, H9	Outcomes: H4, H6, H7, H8, H9, H10	Outcomes: H2, H3, H4, H5, H6, H9, H10	
Knowledge and understanding of course content	5	10	10	15	40
Stimulus based skills	5	0	10	5	20
Inquiry and research	5	10	5	0	20
Communication of business information, ideas and issues in appropriate forms	5	5	0	10	20
Total %	20	25	25	30	100

Syllabus outcomes

A student:

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations

Chemistry

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task Poster <i>Module 5</i>	Depth Study Module 6	Research Task <i>Module 7</i>	Trial HSC Examination	
	Term 4 2024 Week 10	Term 1 2025 Week 9	Term 2 2025 Week 5	Term 3 2025 Week 2/3	
	Outcomes: CH12-3, CH 12-5, CH 12-7, CH12-12	Outcomes: CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-13	Outcomes: CH12-1, CH12-4, CH12-5, CH12-6, CH12-7, CH12-14	Outcomes: All outcomes may be assessed.	
Knowledge and understanding of course content	10	10	10	10	40
Skills in working scientifically	10	20	10	20	60
Total %	20	30	20	30	100

Syllabus outcomes

A student:

CH12-1 develops and evaluates questions and hypotheses for scientific investigation

CH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH12-4 selects and processes appropriate qualitative and quantitative data and information using range of appropriate media

CH12-5 analyses and evaluates primary and secondary data and information

CH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems

CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models

CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds

CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

Design and Technology

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Project Proposal Presentation /	Innovation and emerging technology case study	Project development and management report	Trial HSC Examination	
	Term 4 2024 Week 8	Term 1 2025 Week 10	Term 2 2025 Week 9	Term 3 2025 Week 2/3	
	Outcomes: H2.1, H4.1, H4.2	Outcomes: H2.2, H3.1, H3.2, H6.2	Outcomes: H4.3, H5.1, H5.2, H6.1	Outcomes: H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Knowledge and understanding of course content		20		20	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	60
Total %	20	20	30	30	100

Syllabus outcomes

A student:

H1.1 critically analyses the factors affecting design and the development and success of design projects

H1.2 relates the practices and processes of designers and producers to the major design project

H2.1 explains the influence of trends in society on design and production

H2.2 evaluates the impact of design and innovation on society and the environment

H3.1 analyses the factors that influence innovation and the success of innovation

H3.2 uses creative and innovative approaches in designing and producing

H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project

H4.2 selects and uses resources responsibly and safely to realise a quality major design project

H4.3 evaluates the processes undertaken and the impacts of the major design project

H5.1 manages the development of a quality major design project

H5.2 selects and uses appropriate research methods and communication techniques

H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices

H6.2 critically assesses the emergence & impact of new technologies & the factors affecting their development

Drama

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Analytical Essays <i>Black Comedy & Australian Theatre</i>	Individual Project <i>Progressive</i>	Group Performance <i>Progressive</i>	Trial HSC Examination	
	Term 4 2024 Week 9	Term 1 2025 Week 9	Term 2 2025 Week 8	Term 3 2025 Week 2/3	
	Outcomes: H1.3, H1.6, H3.1, H3.2, H3.3	Outcomes: Outcomes to be advised depending on IP chosen	Outcomes: H1.1, H1.2, H1.4, H1.5, H2.2	Outcomes: H1.4, H1.5, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
Making	10	10	10	10	40
Performing	0	10	20	0	30
Critically Studying	10	0	0	20	30
Total %	20	20	30	30	100

Syllabus outcomes

A student:

- H1.1 uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- H1.4 collaborates effectively to produce a group-devised performance
- H1.5 demonstrates directorial skills
- H1.6 records refined group performance work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9 values innovation and originality in group and individual work
- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media
- H2.4 appreciates the dynamics of drama as a performing art
- H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance
- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
- H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

English Advanced

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multimodal <i>Texts and Human Experiences</i>	Critical Response <i>Textual Conversations</i>	Trial HSC Examination	Imaginative Response and Reflection <i>Craft of Writing</i>	
	Term 4 2024 Week 10	Term 1 2025 Week 11	Term 3 2025 Week 2/3	Term 3 2025 Week 5	
	Outcomes: EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	Outcomes: EA12-3, EA12-5, EA12-7, EA12-8	Outcomes: EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	Outcomes: EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	
Knowledge and understanding of course content	10	15	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	25	30	25	100

Syllabus 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 Extension 1

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Weighting %
	Imaginative Response and Reflection <i>Literary Worlds</i>	Critical response with Related Text <i>Worlds of Upheaval</i>	Trial HSC Examination	
	Term 1 2025 Week 3	Term 2 2025 Week 8	Term 3 2025 Week 2/3	
	Outcomes: EE12-2, EE12-4, EE12-5	Outcomes: EE12-1, EE12-2, EE12-3, EE12-4	Outcomes: EE12-2, EE12-3, EE12-4, EE12-5	
Knowledge and understanding of texts and why they are valued	20	15	15	50
Skills in complex analysis composition and investigation	20	15	15	50
Total %	40	30	30	100

Syllabus outcomes

A student:

EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

EE12-3 independently investigates, interprets and synthesises critical and creative texts

to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that

underpin those perspectives, are represented in texts

EE12-5 reflects on and evaluates the development of their conceptual understanding and the

independent and collaborative writing and creative processes

English Standard

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multimodal <i>Texts and Human Experiences</i>	Analytical Written Response <i>Language, Culture and Identity</i>	Trial HSC Examination	Imaginative and Reflective Response <i>Craft of Writing</i>	
	Term 4 2024 Week 10	Term 1 2025 Week 11	Term 3 2025 Week 2/3	Term 3 2025 Week 5	
	Outcomes: EN12-1, EN12-2, EN12-3, EN12-4 EN12-7	Outcomes: EN12-1, EN12-3, EN12-5 EN12-7	Outcomes: EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8	Outcomes: EN12-2, EN12-3, EN12-4, EN12-9	
Knowledge and understanding of course content	15	10	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	25	30	25	100

Syllabus outcomes

A student:

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

English Studies

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multimodal <i>Texts and Human Experiences</i>	Analysing Texts Digital Worlds	Collection of Class Work <i>All Modules</i>	Trial HSC Examination <i>All Modules</i>	
	Term 4 2024 Week 10	Term 1 2025 Week 10	Term 2 2025 Week 10	Term 3 2025 Week 2/3	
	Outcomes: EN12-1, EN12-5, EN12-5, EN12-8	Outcomes: EN12-3, EN12-5, EN12-7, EN12-9, EN12- 10	Outcomes: EN12-1, EN12-2, EN12-3, EN12- 4, EN12-5, EN12- 6, EN12-7, EN12- 8, EN12-9, EN12- 10	Outcomes: EN12-2, EN12-3, EN12- 4, EN12-5, EN12- 9	
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	10	15	10	15	50
Total %	20	25	30	25	100

Syllabus outcomes

A student:

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short, extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts & purposes

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Geography

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Oral Report	Fieldwork and Analysis	Extended Response	Trial HSC Examination	
	Term 4 2024 Week 10	Term 1 2025 Week 9	Term 2 2025 Week 6	Term 3 2025 Week 2/3	
	Outcomes: H1, H2, H5, H8, H10	Outcomes: H1, H2, H5, H6, H9, H10, H11, H13	Outcomes: H1, H3, H8, H9, H10, H12, H13	Outcomes: H2, H3, H5, H6, H9, H10, H11, H12, H13	
Knowledge and understanding of course content	5	5	10	20	40
Geographical tools and skills	5	5	5	5	20
Geographical inquiry and research, including fieldwork	5	10	5	0	20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Syllabus outcomes

A student:

H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity

H2 explains the factors which place ecosystems at risk and the reasons for their protection

H3 analyses contemporary urban dynamics and applies them in specific contexts

H4 analyses the changing spatial and ecological dimensions of an economic activity

H5 evaluates environmental management strategies in terms of ecological sustainability

H6 evaluates the impacts of, and responses of people to, environmental change

H7 justifies geographical methods applicable and useful in the workplace and relevant to a changing world

H8 plans geographical inquiries to analyse and synthesise information from a variety of sources

H9 evaluates geographical information and sources for usefulness, validity and reliability

H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts

H11 applies mathematical ideas and techniques to analyse geographical data

H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples

H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.

Mathematics Advanced

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Class Test <i>Topics: F2, T3</i>	Class Test <i>Topics: C2, C4</i>	Assignment/ Investigation <i>Topic: S2, S3</i>	Trial HSC Examination	
	Term 4 2024 Week 9	Term 1 2025 Week 8	Term 2 2025 Week 8	Term 3 2025 Week 2/3	
	Outcomes: MA12-1, MA12- 5, MA12-9, MA12-10	Outcomes: MA12-3, MA12- 6, MA12-7, MA12-9, MA12- 10	Outcomes: MA12-8, MA12- 9, MA12-10	Outcomes: All outcomes may be assessed	
Understanding, fluency and communication	10	10	15	15	50
Problem solving, reasoning and justification	10	10	15	15	50
Total %	20	20	30	30	100

Syllabus outcomes

A student:

MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

MA12-3 applies calculus techniques to model and solve problems

MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12-6 applies appropriate differentiation methods to solve problems

MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems

MA12-8 solves problems using appropriate statistical processes

MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Mathematics Standard 1

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In Class Task <i>Topic: M3, M4, M5</i>	In Class Task <i>Topic: S3</i>	Investigation <i>Topic: N1</i>	Yearly Exam	
	Term 4 2024 Week 10	Term 1 2025 Week 9	Term 2 2025 Week 4	Term 3 2025 Week 2/3	
	Outcomes: MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	Outcomes: MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	Outcomes: MS1-12-8 MS1-12-9 MS1-12-10	Outcomes: All outcomes may be assessed	
Understanding, fluency and communication	10	10	15	15	50
Problem solving, reasoning and justification	10	10	15	15	50
Total %	20	20	30	30	100

*Students who choose to do the Mathematics Standard 1 Higher School Certificate Examination will also complete a Trial HSC Term 3, Week 3/4.

Syllabus outcomes

A student:

MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS1-12-2 analyses representations of data in order to make predictions and draw conclusions

MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness

MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems

MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school

MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms

MS1-12-7 solves problems requiring statistical processes

MS1-12-8 applies network techniques to solve network problems

MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use

MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Mathematics Standard 2

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment and Class Test <i>Topic: M6, M7</i>	Assignment and Class Test <i>Topic: S4, S5</i>	Investigation <i>Topic: N2, N3</i>	Trial HSC Examination	
	Term 4 2024 Week 9	Term 1 2025 Week 9	Term 2 2025 Week 4	Term 3 2025 Week 2/3	
	Outcomes: MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-12	Outcomes: MS2-12-2 MS2-12-7	Outcomes: MS2-12-8 MS2-12-9 MS2-12-10	Outcomes: All outcomes may be assessed	
Understanding, fluency and communication	10	10	15	15	50
Problem solving, reasoning and justification	10	10	15	15	50
Total %	20	20	30	30	100

Syllabus outcomes

A student:

MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8 solves problems using networks to model decision-making in practical problems

MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Music 1

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Performance and Aural Analysis	Composition and Viva Voce	Elective 1 and Elective 2	Trial HSC Aural and Elective 3	
	Term 4 2024 Week 8	Term 1 2025 Week 6	Term 2 2025 Week 8	Term 3 2025 Week 2/3	
	Outcomes: H1, H2, H4	Outcomes: H3, H5, H6, H7, H8	Outcomes: TBA depending on electives chosen	Outcomes: H4, H5 plus outcomes depending on electives	
Core Performance	10	0	0	0	10
Core Composition	0	10	0	0	10
Core Musicology	0	10	0	0	10
Core Aural	10	0	0	15	25
Electives	0	0	30	15	45
Total %	20	20	30	30	100

Syllabus outcomes

A student:

H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied

H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied

H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

H5 critically evaluates and discusses performances and compositions

H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied

H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music.

H9 performs as a means of self-expression and communication

H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities.

H11 demonstrates a willingness to accept and use constructive criticism

Personal Development, Health and Physical Education (PDHPE)

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Application and Report <i>Core 2: Factors Affecting Performance</i>	Case Study <i>Option 3: Sports Medicine</i>	Research Task <i>Core 1: Health Priorities in Australia</i>	Trial HSC Examination	
	Term 4 2024 Week 9	Term 1 2025 Week 8	Term 2 2025 Week 10	Term 3 2025 Week 2/3	
	Outcomes: H8, H9, H16, H17	Outcomes: H8, H13, H16, H17	Outcomes: H1, H2, H3, H4, H14, H15, H16	Outcomes: H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	10	15	20	60
Total %	25	20	25	30	100

Syllabus outcomes

A student:

- H1 describes the nature and justifies the choice of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 demonstrates a range of personal health skills that enables them to promote & maintain health (Option 1)
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Science Extension

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Weighting %
	Research Proposal <i>Poster and Oral Presentation</i>	Data Analysis Task	Scientific Research Report and Portfolio	
	Term 1 2025 Week 3	Term 2 2025 Week 5	Term 3 2025 Week 1	
	Outcomes: SE-1, SE-3, SE-6, SE-7	Outcomes: SE-4, SE-5, SE-6	Outcomes: SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7	
Communicating scientifically	15	5	10	30
Gathering, recording, analysing and evaluating data	5	15	10	30
Application of scientific research skills	10	10	20	40
Total %	30	30	40	100

Syllabus outcomes

A student:

SE-1 refines and applies the Working Scientifically processes in relation to scientific research

SE-2 analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry

SE-3 interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan

SE-4 uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets

SE-5 analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research

SE-6 analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets

SE-7 communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

Sport, Lifestyle and Recreation (SLR)

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %	
	Coaching Profile <i>Sport Coaching and Training (Theory)</i>	Plan and Analyse Activity <i>Aquatics (Theory)</i>	Lesson Delivery <i>Games and Sports Application (Practical & Theory)</i>	Yearly Examination		
	Term 4 2024 Week 9	Term 1 2025 Week 11	Term 2 2025 Week 10	Term 3 2025 Week 2/3		
	Outcomes: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	Outcomes: 1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	Outcomes: 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	Outcomes: All outcomes may be assessed		
Knowledge and understanding	10	10	20	10	50	
Skills	10	10	20	10	50	
Total %	20	20	40	20	100	

Syllabus outcomes

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests, and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Visual Arts

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Art Practice	Artworks Beyond Studio Space	Body of Work	Trial Exam	
	Term 1 2025 Week 6	Term 2 2025 Week 8	Term 3 2025 Week 1	Term 3 2025 Week 2/3	
	Outcomes: H1, H2, H3, H4, H9	Outcomes: H1, H2, H3, H4, H5, H8, H9, H10	Outcomes: H1, H2, H3, H4, H6, H7, H8, H9, H10	Outcomes: H2, H3, H4, H5, H6, H7, H8, H9, H10	
Art Making	20		30		50
Art Criticism and Art History		20		30	50
Total %	20	20	30	30	100

Syllabus outcomes

A student:

H1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions

H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work

H3 demonstrates an understanding of the frames when working independently in the making of art

H4 selects and develops subject matter and forms in particular ways as representations in artmaking

H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways

H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

H7 applies their understanding of practice in art criticism and art history

H8 applies their understanding of the relationships among the artist, artwork, world and audience

H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art

H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

Work Studies

HSC Course 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Group Project <i>Team Enterprise Project</i>	Independent Research project <i>Managing Work Life Commitments</i>	Budget Plan <i>Personal Finance</i>	Case Study <i>Self-Employment</i>	
	Term 4 2024 Week 9	Term 1 2025 Week 8	Term 2 2025 Week 3	Term 2 2025 Week 10	
	Outcomes: 3, 5, 6, 7, 8, 9	Outcomes: 2, 3, 5, 6, 7, 8, 9	Outcomes: 4, 5, 7, 8, 9	Outcomes: 1, 2, 3, 5, 7, 8	
Knowledge and understanding	10	10	10	10	40
Skills	15	15	15	15	60
Total %	25	25	25	25	100

Syllabus outcomes


A student:

- 1 investigates a range of work environments
- 2 examines different types of work and skills for employment
- 3 analyses employment options and strategies for career management
- 4 assesses pathways for further education, training and life planning
- 5 communicates and uses technology effectively
- 6 applies self-management and teamwork skills
- 7 utilises strategies to plan, organise and solve problems
- 8 assesses influences on people's working lives
- 9 evaluates personal and social influences on individuals and groups

Appendix I: Application for Assessment Task Consideration – Illness/Misadventure/Extension

		<h2>ILLNESS/MISADVENTURE/EXTENSION APPLICATION FORM</h2>	
Student Name:		Year:	
Subject:		Teacher:	
Task Name:		Weighting: %	Date of Task:
<p>Details of Illness/Misadventure/Extension Request</p> 			
<p>Please tick all that apply:</p> <input type="checkbox"/> School contacted <input type="checkbox"/> Medical Certificates <input type="checkbox"/> Written Statements Provided			
<p>In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.</p>			
Student Signature:		Date:	
Parent Name:		Parent / Guardian Signature:	
Head Teacher Signature:		Date:	
<p>Decision – STAFF USE ONLY (tick one box only)</p> <input type="checkbox"/> Zero Score to be recorded (N Award Warning Letter to be issued)			
<input type="checkbox"/> Alternate Assessment Task to be set			
<input type="checkbox"/> Extension of time granted until _____			
<input type="checkbox"/> Estimate provided			
<input type="checkbox"/> Other Action			
Principal / Deputy Principal Signature:		Date:	

Appendix II: Appeal of Assessment Procedure

		<h2>APPEAL OF ASSESSMENT PROCEDURE</h2>	
Student Name:		Year:	
Subject:		Teacher:	
Task Name:		Weighting: %	Task Due Date:
<p>Details of Appeal</p>			

<p>In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.</p>	
Student Signature:	Date:
Parent Name:	Parent / Guardian Signature:
Head Teacher Signature:	Date:

<p>Recommendation of Teacher / Head Teacher</p>	
Head Teacher Signature:	Date:
<p>Decision</p>	
Principal / Deputy Principal Signature:	Date:

Appendix III: Year 12 Assessment Task Summary

Week	Term 4 2024
1	
2	
3	
4	
5	
6	
7	
8	Assessment Task 1: Agriculture, Biology, Business Studies, Chemistry, Design and Technology, Investigating Science, Modern History, Music 1
9	Assessment Task 1: Ancient History, Drama, Legal Studies, Mathematics Advanced, PDHPE, SLR, Work Studies
10	Assessment Task 1: Chemistry, English Advanced, English Standard, English Studies, Geography, Mathematics Standard 1, Mathematics Standard 2
11	

Week	Term 1 2025
1	
2	Note: Year 12 students commence school on Thursday February 1, 2024
3	Assessment Task 1: English Extension 1
4	Assessment Task 1: Science Extension, English Extension 2
5	
6	Assessment Task 2: Music 1
7	Assessment Task 1: Visual Arts Assessment Task 2: Agriculture, Modern History
8	Assessment Task 2: Mathematics Advanced, PDHPE, Work Studies
9	Assessment Task 2: Ancient History, Chemistry, Drama, Geography, Mathematics Standard 1, Mathematics Standard 2
10	Assessment Task 2: Design and Technology, Legal Studies
11	Assessment Task 2: Biology, Business Studies, English Advanced, English Standard, English Studies, Investigating Science, SLR.

Week	Term 2 2025
1	
2	Assessment Task 2: English Extension 2
3	Assessment Task 3: Work Studies
4	Assessment Task 2: Science Extension Assessment Task 3: Mathematics Standard 1, Mathematics Standard 2
5	Assessment Task 3: Chemistry
6	Assessment Task 2: English Extension 1 Assessment Task 3: Geography
7	Assessment Task 2: Visual Arts Assessment Task 3: Legal Studies
8	Assessment Task 3: Ancient History, Biology, Business Studies, Drama, Investigating Science, Mathematics Advanced, Modern History, Music 1
9	Assessment Task 3: Agriculture, Design and Technology
10	Assessment Task 3: English Studies, PDHPE, SLR Assessment Task 4: Work Studies

Week	Term 3 2025
1	Assessment Task 3: Science Extension, Visual Arts
2	Assessment Task 3: English Extension 2 (Week 2) Trial Examination:
3	Agriculture, Ancient History, Biology, Business Studies, Chemistry, Drama, Design and Technology, English Advanced, English Extension 1, English Standard, English Studies, Geography, Investigating Science, Legal Studies, Mathematics Advanced, Mathematics Standard 1, Mathematics Standard 2, Modern History, Music 1, PDHPE, SLR, Visual Arts.
4	
5	Assessment Task 4: English Advanced, English Standard
6	
7	
8	
9	
10	

