



HSC ASSESSMENT GUIDE

WELCOME TO THE HSC

2024/2025

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Important Dates 2024 - 2025

Term 4 2024	14/10/2024
Summer Break	23/12/2024
Term 1 2025	30/01/2025
Autumn Break	14/04/2025
Term 2 2025	28/04/2025
Winter Break	07/07/2025
Term 3 2025	21/07/2025
Spring Break	29/09/2025
HSC 2025	TBA

Note:

The official examination timetable for HSC examinations is published at the start of Term 2, 2025.

Major Work submission dates and external marking windows are published during late Term 1, 2025. These can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables/hsc-important-dates-practical-and-performance-exam>

Public Holidays 2025

New Year's Day	01/01/2025
Australia Day	27/01/2025
Good Friday	18/04/2025
Easter Monday	21/04/2025
ANZAC DAY	25/04/2025
King's Birthday	09/06/2025
Labour Day	06/10/2025

Preface

This booklet gives you information about what Engadine High School expects of you while studying Higher School Certificate courses.

You should also read the additional assessment information that will come to you from your teachers about the particular courses you are studying.

The NSW Education Standards Authority (NESA) Assessment Requirements for the Higher School Certificate are implemented by this school. A copy of NESA's Rules and Procedures for 2025 Higher School Certificate Candidates will be sent to you during your course. It can also be downloaded from:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables/hsc-important-dates-practical-and-performance-exam>

A message to all Year 12 students

As you embark on your HSC journey, we want to remind you of the importance of complying with the guidelines set out in your assessment booklet and the rules and regulations set out by New South Wales Education Standards Authority (NESA). These guidelines and rules are in place to ensure a fair and consistent assessment process for all students.

To achieve your best possible performance, it's essential to be organised and prepared, and to stay motivated and inspired to study. We know that the HSC can be challenging but remember that hard work and dedication will pay off in the end.

If you have any concerns or questions about the HSC assessment process, please do not hesitate to contact the Deputy Principal for assistance. They are here to support you and guide you through this exciting and rewarding time.

We wish you the best of luck in your studies and hope that your HSC experience is both fulfilling and enjoyable.



Ms Kerrie Jones

Principal

NSW Education Standards Authority (NESA) Students Online

During your Higher School Certificate year, the NESA Students Online service will be available for you to logon and view your HSC enrolment details. By using your student number and PIN provided by NESA, you will be able to check important details relating to your enrolment and view important information such as your personalised HSC written examination timetable, personalised Advice Line schedule, your Assessment Rank Order (after the final HSC examination) and information regarding your HSC results. In addition, Students Online has links to other relevant sites.

NSW Education Authority

(NESA) GPO Box 530

Sydney NSW 2001

Telephone 1300 138323

<https://studentsonline.nesa.nsw.edu.au>

Pattern of study

- The Higher School Certificate (HSC) is the highest educational award in New South Wales, Australia.
- The HSC course is a two-year program offered to students in their final two years of secondary school, typically in Years 11 and 12.
- Students must complete:
 - At least six units from Board Developed courses
 - At least two units of a Board Developed course in English
 - At least three sources of two units value or greater (either Board Developed or Board Endorsed Courses)
 - At least four subjects
- A unit of study represents approximately 120 hours of learning and assessment.
- Each Board Developed Course is designed and assessed by NESA and is subject to external examination.
- Board Endorsed Courses are courses developed by schools or TAFE colleges and endorsed by NESA. They are not externally examined.
- VET courses are vocational education and training courses that provide students with practical skills and workplace experience.
- Students must achieve satisfactory completion of each course to earn the units toward their HSC.
- The HSC also includes a set of requirements known as the HSC Credential. This includes a minimum standard of literacy and numeracy (HSC Minimum standards).
- In 2 unit subjects, students are ranked against their peers using a six-point scale, from Band 1 (the lowest) to Band 6 (the highest), based on their performance in each course.
- In a 1 unit subject, students are ranked against their peers using a four-point scale, from Band 1 (the lowest) to Band 4 (the highest), based on their performance in each course.
- A student's HSC results are used for university admission and may also be used by employers to assess their skills and qualifications.
- To satisfy the pattern of study requirements for the HSC, a student may count a maximum of 6 units from courses in Science in Year 11 and 7 Units in Year 12.
- For more information on pattern of study and HSC requirements, please see the school's subject selection policy documents. Available on our school website
- For more information: <https://ace.nesa.nsw.edu.au/higher-school-certificate/eligibility/pattern-of-study>

Higher School Certificate Course Assessment Information

General information

All students will be required to complete a program of assessment tasks for each of their courses. These tasks will be used to determine a student's level of achievement in all of their subjects and whether they have met the minimum academic standard in their courses. Students' results will continue to be based on their performance in school assessment tasks and the HSC exam.

There are three types of courses approved for study for the HSC Course.

1. BOARD DEVELOPED COURSES have their syllabus and examination set by NESA.
2. BOARD ENDORSED COURSES are developed by NESA but are not examinable at the Higher School Certificate.
3. VOCATIONAL EDUCATION AND TRAINING COURSES are developed by VETAB and approved by NESA. There are no HSC examinations for TAFE-delivered VET courses, with the exception of Accounts – clerical, Electronics Technology and Travel. Students have the option of completing HSC examination for VET courses done at school.

The purpose of school assessment is to provide an indication of the student's attainment of course outcomes:

- With reference to specified standards of performance
- Measured over the entire course rather than at a single point in time.

All assessment marks will be derived from the performance of various set tasks during the HSC Course using prescribed syllabus weightings. These tasks will vary according to the particular subject but could include tests, essays, practical work, fieldwork, and oral tasks. The advantage to the student of this system is that it provides both an extended period of time and a variety of activities in which to demonstrate their ability.

Students should note that the successful completion of their courses depends not only on the completion of assessment tasks, but also on meeting the other requirements of each course. Students must apply themselves with diligence and sustained effort in all aspects of the course. Students need to participate actively in their courses, and to complete the work set both in class and for homework. Non-assessable tasks must also be completed.

Year 12 Assessment and the HSC mark

The HSC mark is the result of a combination of internal and external assessments that measure a student's performance across their chosen courses. The mark is expressed as a numerical score out of 50, which is then scaled by the New South Wales Education Standards Authority (NESA) to account for any differences in difficulty between courses.

The external assessments are usually in the form of written exams, and they are designed and marked by NESA. These exams are generally taken at the end of Year 12, and they contribute to a significant portion of a student's final HSC mark.

The internal assessments are usually conducted by the student's school throughout the HSC course, and they may include assignments, practical work, or other forms of assessment. The school is responsible for marking these assessments and submitting the results to NESA for moderation. These internal school assessments are outlined in this booklet.

In addition to the HSC mark, students also receive an Australian Tertiary Admission Rank (ATAR). The ATAR is calculated based on a student's HSC results and is used by universities to determine a student's eligibility for admission into their courses. The ATAR is calculated using a complex formula that takes into account a student's HSC marks, their course choices, and the demand for those courses among other students.

Students who complete vocational education and training (VET) courses as part of their HSC can also receive credit towards nationally recognised qualifications. These courses are designed to give students practical skills and workplace experience in a particular industry or field. VET courses are assessed internally by the school and externally by the relevant vocational training organisation.

Overall, the HSC mark is a reflection of a student's performance across their chosen courses and can have a significant impact on their future academic and career opportunities. Students should take their studies seriously, seek help when needed, and stay motivated throughout the HSC course.

Eligibility for the Higher School Certificate

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 (ACE manual 1999)

Engadine High School

Assessment Policy

This document sets out the Assessment Policy of Engadine High School (EHS). It provides a concise and consistent framework from which all students from Years 7-12, and their parents, can draw confidence. We will endeavour, where practical, to assist students who are experiencing difficulty, but we will apply this policy in a consistent manner across the school to ensure equity for every student.

Assessment at EHS is conducted in a formal and informal way. This policy applies to formal assessment tasks only. Informal assessment takes place on a daily basis in every lesson across the school. For the purposes of reporting both formal, and informal assessment is taken into consideration.

Disability Provisions

The Department of Education makes disability provisions available for those students who have specific learning and/or disabilities which are likely to affect their results at the HSC. These difficulties include hearing deficiencies, sight impairment as well as diagnosed learning difficulties. To claim disability provisions, students must speak to the Learning Support teachers, the Deputy Principal or a School Counsellor. In the HSC year, an application form for NESA must be completed by the end of Term 1 of a HSC calendar year, including documents required by NESA. The closing date for the submission of applications is usually late March. It is the responsibility of the student/parent/carer to make an application for disability provisions through the school.

For More information: <https://ace.nesa.nsw.edu.au/disability-provisions>

Assessment Tasks Policy

Each subject faculty has developed its own Assessment Program which specifies the relative weightings to be given to each component of the course.

Students will be assessed with reference to standards of performance. The marks achieved by students will reflect the standard they have achieved in a course.

A more specific assessment schedule for each course will be provided for students in Term 4 (the commencement of the HSC) as well as a general outline of the Assessment Program for each subject at the commencement of that Program provided in this booklet.

1. Handing out and submission of assessment tasks

- Students in Years 10, 11 and 12 must sign their name on a class roll when they receive notification for a submitted assessment task.
- Students in Years 10, 11 and 12 must sign their name on a class roll when they submit an assessment task.
- If a class teacher is absent on the day of submission the Head Teacher, or Head Teacher nominee, will facilitate the above process.
- When submitting an assessment task, students must also complete an assessment cover sheet. These can be found in the school library, school library Google classroom and available on the school website.
- If a student is absent on the day an assessment task is handed out it is the students responsibility to ensure that they see the class teacher, or the relevant Head Teacher on the day of their return to get their copy of the task or, they download a copy of the task from the Google Classroom. Staff are to follow up with absent students in subsequent lessons. Student absence on the day a task is handed out is NOT necessarily grounds for an extension.
- Electronic submission of assessment tasks is acceptable only when negotiated with the classroom teacher prior to the due date.

NB. Staff will provide students with a minimum of two weeks' notice of formal assessment tasks in Years 10, 11 and 12 (including for the Trial HSC and other formal examination periods outlining what is in the examination). Where the day for an assessment has to change from its published date, students will be given written notification outlining these changes.

2. Rule for attendance on the due date of an assessment task

- Students must attend all timetabled lessons (including period 0 for senior extension classes) on the day an assessment is due, even if electronic submission of the task has been negotiated with the teacher.
- Students must arrive at all timetabled lessons on time on the day an assessment task is due.
- Failure to fulfil these requirements will result in the application of the penalties for late submission as set out in *Point 7* of this document.
- NB. Students will NOT be permitted to work on or prepare assessments during other classes.

3. Rule for extensions, Illness/Misadventure for assessment tasks and examinations

- All applications for an extension MUST be submitted in writing, with appropriate documentation supporting the application, to the Deputy Principal Curriculum where possible at least two days prior to the due date.
- Appropriate documentation for illness/misadventure will be required, this may include a doctors or death certificate.
- If a student is absent on the day a task is due, it is the student's responsibility to submit the assessment task and appropriate documentation (the school's Illness/Misadventure form, medical certificate) to the Head Teacher, or Head Teacher nominee on the first day they return to school even if they don't have a timetabled lesson for that class on that day.
- Technology breakdowns are NOT considered a legitimate reason for late submission and therefore any such application may be declined.

NB. Where practical, students who are organising work experience or work placement must endeavour to avoid clashes with published assessment and examination dates. They must also still apply for Illness/Misadventure if there is a clash.

4. Nature or form of the extension

For senior students, the Faculty Head Teacher will determine which of the following is the appropriate course of action for an extension:

- An extension of time for submission.
- Completion of an alternate task submitted at a later date.
- An estimate (if authorised by the Principal or Principal nominee) based upon the student's relative achievement in the course in *like* tasks.
- Zero mark awarded.

NB. Once notified of the decision, students have the option to appeal the decision as per Point 8 in this document.

5. Acceptable reasons for an extension

- Any school related business.
- Illness or injury where the nature of the injury or illness directly inhibits the student's capacity to fulfil the task's requirements.
- Family bereavement.

NB. Examination periods and formal assessments are published on Sentral and the school's website, as well as in the assessment booklets handed out to Years 11 and 12. As a result of this advanced notification, family holidays are certainly discouraged during these periods, and they will not be endorsed as a justified absence.

6. Family holidays

- For students working towards the RoSA (Years 9, 10, 11) or the HSC, extensions generally WILL NOT be granted for family holidays nor alternative tasks offered.

7. Penalties for late submission

Years 10-12

- Students will be awarded a mark of zero for any task not submitted by the specified time on due date or, for non-submitted tasks, not completed during the timetabled lesson, unless a valid extension or misadventure have been approved (see Point 3).
- Failure to submit an assessment task, or non-serious attempts made on assessment tasks, may result in a warning of an N Award Warning or a N Determination being issued.

8. Assessment Appeals

Students who have concerns regarding an assessment task are encouraged to first discuss the matter with their class teacher to seek clarification or resolution. If the concern remains unresolved after this initial contact, the student should then approach the Head Teacher responsible for the course in question.

In cases where the issue persists, or if the student believes there has been a breach in the validity or fairness of the assessment process, they have the right to lodge a formal appeal. Appeals must be submitted in writing and can be initiated by the student, their parent or guardian, or a teacher.

Grounds for an Appeal:

Appeals may be made on the following grounds:

- **Validity of Assessment:** If the student believes that the task was not appropriately aligned with the syllabus outcomes or that the content assessed was not covered during the course.
- **Marking Criteria:** If the student feels that the published marking criteria were not applied consistently or were not adhered to during the marking process.
- **Process of Assessment:** If there is a concern that the assessment process was compromised, such as through administrative errors, bias, or failure to provide reasonable adjustments for students with documented needs.

Assessment Appeals Panel:

The written appeal will be reviewed by an Assessment Appeals Panel, which will consist of:

- A Deputy Principal, who will serve as the chairperson of the panel.
- Two Head Teachers from faculties not involved in the subject of the appeal.

The panel will undertake a thorough investigation, which may include:

- Reviewing the assessment task and its alignment with syllabus outcomes.
- Examining the marking criteria and how they were applied.
- Interviewing relevant parties, including the student, teacher, and Head Teacher.
- Reviewing any additional evidence provided by the student or their representatives.

The panel's role is to determine whether the assessment task was valid, whether the marking criteria were properly followed, and whether the process was conducted fairly and

without bias. It is important to note that the panel will **not** re-mark the assessment or adjust the marks assigned. The appeal focuses solely on the integrity of the assessment process.

Possible Outcomes of an Appeal:

Depending on the findings of the Assessment Appeals Panel, one of the following outcomes may be recommended:

- **Re-sitting of the Assessment Task:** The entire cohort or single student may be required to re-sit the assessment if it is found that the original task was invalid or compromised.
- **Substitute Assessment:** A new assessment task may be provided to the entire cohort or single student if the original task is deemed inappropriate or unfair.
- **Adjustment to the Assessment Process:** Changes may be implemented for future assessments if procedural issues are identified (e.g., clearer instructions, adjustments in marking criteria).
- **No Change:** If the panel finds that the assessment was valid, marking criteria were followed, and the process was fair, no further action will be taken.

Outcome:

The ruling of the Assessment Appeals Panel is binding and final. The panel will communicate its decision to all parties involved.

NB: Students may **not** dispute the type of assessment tasks set by teachers nor the professional judgement of teachers concerning the allocation of marks. The appeals process is strictly limited to the validity and procedural fairness of the assessment.

9. Plagiarism

- Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating and considered malpractice.
- Students are not permitted to use Artificial intelligence (AI) to write or contribute to assessment tasks unless it is specifically outlined in the course instructions.
- Detected malpractice will see the following apply: zero marks for part or all of the assessment and the student being added to the HSC malpractice register.
- If a teacher suspects a student has engaged in plagiarism, the responsibility lies with the student to demonstrate that their work is original and has not been plagiarised. Students must provide evidence of the development of their work, including drafts, time stamped drafts, research notes, additional writing samples, and sources used. Failure to provide such evidence may result in a determination that plagiarism has occurred.
- The teacher will review the evidence provided by the student. If the evidence is insufficient or if the work clearly reflects unacknowledged sources or AI-generated content, plagiarism penalties will be applied.
- In cases where plagiarism is suspected, consequences may include receiving a zero mark for the task, being required to re-submit the work under supervision, or other penalties as outlined in the school's academic integrity policy.

- If a student wishes to dispute a teacher's professional judgement regarding plagiarism, they may follow the appeals process as outlined above. However, the student must provide substantial evidence to support their appeal for it to be considered by the Assessment Appeals Panel.
- Please see the section on 'All my Own Work' and 'Malpractice' for more specific examples and information.

10. Non-Serious attempt

- Non-serious attempts may include not writing in an assessment task, writing something inappropriate, failing to attempt to complete an examination paper, or failing to submit work that could legitimately be called a serious effort based on your prior ability. These behaviours can lead to disappointing results and may have consequences such as receiving a mark of zero or an N award warning or an N determination for a course.

11. In Class tasks on the same line

- When a subject has two classes that are on different lines and the assessment task is completed in class, the task will be completed on a Wednesday afternoon during periods 5 and 6. Details regarding this task will be on the assessment notification, provided at least two weeks prior to the task.
- **Students must make themselves available to sit this task at the appropriate time.**

12. Use of Electronic Devices

- Only NESA-approved calculators may be used in examinations. NESA provides a list of approved calculators that may be used in the HSC. Electronic dictionaries, translators, mobile phones, programmable watches, including smartwatches, and other devices that can contain formulae or can be used to assist in accessing an examination or assessment task are not permitted under any circumstances.
- If students are found to have used such a device in an assessment task or examination, the task or examination will be cancelled, a mark of zero awarded and an 'N' warning letter sent.
- The student may be placed on the HSC Malpractice register.

Malpractice Policy

At Engadine High School, any form of malpractice in school-based assessment is unacceptable and will be dealt with in accordance with NESAs guidelines (ACE 10.1). Malpractice is defined as any activity that gives a student an unfair advantage over others. All students are responsible for understanding and adhering to the school's malpractice policy.

What Constitutes Malpractice?

Malpractice includes, but is not limited to:

- **Plagiarism:** Submitting or presenting another person's work or ideas as your own without proper acknowledgement.
- **Cheating during exams or assessments:** Copying or attempting to copy another student's work.
- **Unauthorised use of electronic devices:** Using mobile phones, smartwatches, or any other unauthorised electronic device during an assessment task or examination.
- **Collusion:** Collaborating with others during an individual assessment or examination where collaboration is not permitted.
- **Falsifying data or results:** Manipulating or inventing data or information in an assessment.
- **Misrepresentation:** Providing false information regarding illness, misadventure, or other grounds for special consideration.
- **Distraction:** Intentionally distracting or disturbing other students during an assessment or examination.
- **Bringing unauthorised materials:** Having unauthorised notes, materials, or technology in the examination room.

These examples represent common forms of malpractice, but other forms may also be considered malpractice if they provide an unfair advantage.

Investigation of Malpractice

Any allegation of malpractice will be referred to the Deputy Principal Curriculum by the Head Teacher of the relevant faculty. The investigation will involve gathering evidence, including interviews and written statements from students, neutral parties, and staff, as well as reviewing work samples. Engadine High School ensures that the process is impartial, and any senior executive member may adjudicate on the case.

Penalties for Malpractice

One or more of the following penalties may apply if a student is found to have engaged in malpractice:

- Reduced marks for part or all of the assessment task or examination.
- A zero mark for part or all of the assessment task or examination.
- An interview with a 'malpractice' panel at NESAs.
- Loss of one or more courses towards the Record of School Achievement (RoSA), Preliminary, or HSC award.

- Potential damage to the student’s ability to apply for TAFE or university courses or scholarships.

Results of the investigation will be communicated to the student by their classroom teacher. If the student is recorded in the HSC Malpractice Register, the Deputy Principal of the student’s year group will notify their parents or carers.

Appeals

Students have the right to appeal a malpractice decision. The appeals process is outlined in the 'Appeals Process' section of this booklet. Students are encouraged to review this section for guidance on how to proceed with an appeal.

Record of Malpractice

Where a student is found guilty of malpractice, this will be recorded in the NESAs Malpractice Register via Schools Online (ACE 10.1.3).

‘N’ Determination [Non Award]

If a student fails to comply with NESAs requirements for the HSC course, they will receive an ‘N’ Determination. This means that the relevant course will not appear on the student’s Record of Achievement and in some cases, this will mean that the student may not meet the pattern of study requirements and therefore, will be ineligible for the award of the HSC in that year.

- Students are required to meet course completion criteria as well as assessment criteria. A student will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:
 - followed the course developed or endorsed by NESAs; and
 - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - achieved some or all of the course outcomes.
- Students who are likely to travel overseas during the HSC year should note that they need to demonstrate regular engagement with their courses of study until the end of the academic year, in order to fulfil these NESAs requirements.
- Students are expected to complete all tasks which are part of the assessment program in each course of study. School-based HSC assessment contributes 50% of the final Higher School Certificate mark and is reported on the Higher School Certificate Record of Achievement.
- Students are also required to complete assessment tasks worth more than 50% of the total assessment marks to qualify for the Higher School Certificate. Students cannot qualify for a Higher School Certificate in a course where they do not meet these minimum assessment requirements.

Official Warning Letters

Where a student fails to comply with NESAs or school requirements for the satisfactory completion of the Higher School Certificate course, the supervisor will receive an official warning letter from the school outlining the nature of any outstanding learning responses or assessment tasks. The warning letter is designed to give the student the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student must comply with the letter's requirements in full.

If a warning letter is issued for an assessment task, and the student has an appeal related to that task upheld, then the appeal decision overrides the warning letter for that task.

Failure by the student to respond to the requests made in official warning letters may lead to the issue of an N Determination in that course, indicating non-completion of course requirements. An N Determination will mean that the student may not be eligible for the award of the Higher School Certificate.

All My Own Work

What is cheating in an Assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Here are some examples of plagiarism and behaviour considered to be cheating:

- Copying, buying, stealing or borrowing part or all of someone else's work, presenting it as your own.
- Using material directly from books, journals, CDs or the internet without acknowledging the source.
- Submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author.
- Paying someone to write or prepare material that is associated with a task, such as drafts, processes, diaries, logs and journals.
- Sharing your assessment task with another student to use as their own work.

What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest, and it will jeopardise your RoSA, Preliminary or HSC results.

The following are common questions about plagiarism.

Q. Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A. Definitely yes!

Q. Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A. Yes. You are using someone else's thoughts and words without acknowledgement.

Q. Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my exam?

A. Yes. This is plagiarism.

Q. Is it plagiarism if someone else proofreads my written work and changes my final draft?

A. It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your work.

Q. Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A. No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Q. Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A. This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

Q. Can I use Artificial intelligence to write all or parts of my assessment task?

A. Students are not permitted to use Artificial intelligence (AI) to write or contribute to summative assessment tasks unless it is specifically outlined in the course instructions. This policy is in place to ensure that students are demonstrating their own knowledge and skills, rather than relying on technology to complete their work.

Honesty in HSC Assessment – the Standard

This standard sets out the NSW Education Standards Authority (NESA) requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

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.

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

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

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

- Rules and Procedures for Higher School Certificate Candidates
- HSC: All My Own Work

These documents are publicly available on the NSW Education Standards Authority (NESA) website at <https://ace.nesa.nsw.edu.au/ace-9022>

Register of Malpractice in HSC Assessment Tasks

For many years, the NSW Education Standards Authority (NESA) has collected and published information on malpractice in HSC examinations. NESA has now instituted a Register of Malpractice in HSC Assessment Tasks that will build on that body of knowledge.

All instances of proven malpractice in HSC assessment tasks must be entered into the Register. All schools are required to participate by entering information on proven cases of malpractice in HSC assessment tasks.

At the end of the year, NESA will aggregate the data provided by schools without identifying either the school or the students involved.

The key data included in the Register is:

- the course involved.
- the type of offence.
- the nature of the assessment task.
- the penalty applied.

Malpractice is any attempt to gain an unfair advantage over other students. Types of malpractice in HSC assessment tasks may include, but are not limited to:

- being in possession of unauthorised notes or electronic devices during a test or examination
- using the words, ideas, designs or workmanship of others without acknowledgement
- copying from another student
- paying someone to write or prepare an assessment task
- late submission of an assessment task where it is proven to be a deliberated mechanism to gain advantage over other students
- a non-serious attempt that is deemed to be frivolous or offensive

The implementation of this Register is supported by the Independent Commission Against Corruption.

Final Assessment Rank Reviews and Appeals

During the year, Higher School Certificate students are ranked in each assessment task in each course. The overall rank for each course is calculated on an ongoing basis following each task. The final rank reflects the student's position in the group at the end of the assessment program.

Final assessment marks are not released to students. However, after the final HSC examination, you can obtain your final rank order for assessment in each course via Students Online. If, in any course, your final Higher School Certificate assessment rank is significantly different from the rank you expected, the NSW Education Standards Authority (NESA) allows you to request a School Review of your ranking in that subject.

Remember: Your final Higher School Certificate assessment rank will be based on the results of all assessment tasks in that course.

Request for Review

Requests for School Review of your final HSC assessment rank must be based on one of the following three official grounds:

- The weightings that were used are not those specified by NESA in the subject Assessment Guides
- The school's procedures for determining assessments do not conform with its stated policy and programs
- There are clerical or computational errors.
- Marks awarded by any teachers for individual tasks are not subject to review as part of this process. Concerns relating to individual tasks must be raised within one week of receipt of the marked task.

Requests for review of your final Higher School Certificate assessment rank must be made on a special form called Application for School Review of Assessment Ranking. This is available via Schools Online on the last day of the HSC examinations. The completed form should reach Sydney Distance Education High School by the date specified by NESA. This date is available on the NSW Education Standards Authority (NESA) website at

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables>

The school will make arrangements to ensure that your request proceeds without delay. The school will advise you of the outcome of its review and will advise NESA of any changes to assessment marks.

Appeals

If your rank is reviewed by the school, and you are not satisfied with the result, you can appeal to the NSW Education Standards Authority (NESA). Your appeal must be made on the official form which you should obtain by contacting the school or the nearest District Office of the Department of Education.

In the event that you believe that you are entitled to appeal against your ranking in a subject, you may do so in the following manner:

1. Advise the Principal of the school of your intention by emailing or telephoning and requesting that a form be sent to you.
2. Complete the form and deliver it immediately to the school.

The timeframe for Reviews and Appeals is very short.
Please apply to the school for the appropriate form promptly.

Glossary of Key Terms

Assessment tasks and examination have **key words** that every student should know the meaning of

Account	State reasons for, report on. Give account of: narrate a series of events or transactions.	Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Analyse	Identify components of a relationship between them; draw out and relate impressions	Evaluate	Make a judgement based on criteria; determine the value of
Apply	Use, utilise, employ in particular situation	Examine	Inquire into
Appreciate	Make a judgement about the value of	Explain	Relate cause and effect; make a relationship between things evident; provide why and/or how
Assess	Make a judgement of value, quality, outcomes, results or size	Extract	Choose relevant and/or appropriate details
Calculate	Ascertain/determine from given facts, figures or information	Extrapolate	Infer from what is known
Clarify	Make clear or plain	Identify	Recognise and name
Classify	Arrange or include in classes/categories	Interpret	Draw meaning from
Compare	Show how things are similar or different	Investigate	Plan, inquire into and draw conclusions about
Construct	Make; build: put together items or arguments	Justify	Support an argument or conclusion
Contrast	Show how things are different or opposite	Outline	Sketch in general terms; indicate the main feature of
Critically	Add a degree or level of accuracy, depth, knowledge and analyse/understanding, logic, questioning, reflection and quality to evaluate (analysis /evaluation)	Predict	Suggest what may happen based on available information
Deduce	Draw conclusions	Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Define	Show by example	Recall	Present remembered ideas, facts or experiences
Describe	Provide characteristics and features	Recommend	Provide reasons in favour
Discuss	Identify issues and provide points for and/or against	Summarise	Express, concisely, the relevant details
		Synthesise	Putting together various element

Course Assessment Overview Schedule

Term 4, 2024: Assessment schedule

Week	Subjects
1	<ul style="list-style-type: none"> • VET Sports Coaching
2-3	
4	<ul style="list-style-type: none"> • Earth and Environmental Science
5	
6	<ul style="list-style-type: none"> • Biology • PDHPE • Society & Culture • Investigating Science
7	<ul style="list-style-type: none"> • English Extension 2 • Modern History • Chemistry • Visual Arts • Sports Lifestyle and Recreation
8	<ul style="list-style-type: none"> • Food Technology • Engineering • Mathematics Advanced • Mathematics Standard 1 • Mathematics Standard 2 • VET Entertainment
9	<ul style="list-style-type: none"> • Ancient History • Dance • Drama • English Standard • English Studies • English Advanced • Legal Studies • Mathematics Extension 1 • VET Entertainment
10	<ul style="list-style-type: none"> • Aboriginal Studies • Community and Family Studies • English Extension 1 • Geography • Industrial Technology Timber & Furnishings and Multimedia • Mathematics Extension 2 • Visual Design • VET Construction

Term 1, 2025: Assessment schedule

Week	Subjects
1	
2	<ul style="list-style-type: none"> • Business Studies • Dance • Physics • Textiles and Design
3	<ul style="list-style-type: none"> • Earth and Environmental Science • Industrial Technology Timber & Furnishings and Multimedia • VET Sports Coaching
4	<ul style="list-style-type: none"> • Drama
5	<ul style="list-style-type: none"> • Chemistry • Investigating Science • Society and Culture • Visual Arts
6	<ul style="list-style-type: none"> • English Extension 2 • Music 1
7	<ul style="list-style-type: none"> • Ancient History • Mathematics Standard 1 • Mathematics Standard 2 • Mathematics Advanced • Modern History
8	<ul style="list-style-type: none"> • Food Technology • Geography • Legal Studies • Mathematics Extension 1 • Sports Lifestyle and Recreation • PDHPE
9	<ul style="list-style-type: none"> • Business Studies • Biology • Community and Family Studies • English Studies • Mathematics Extension 2
10	<ul style="list-style-type: none"> • Aboriginal Studies • Drama • Engineering • Physics • Visual Design
11	<ul style="list-style-type: none"> • English Advanced • English Standard • VET Hospitality • VET Construction

Term 2, 2025: Assessment schedule

Week	Subjects
1	
2	<ul style="list-style-type: none"> • Dance • Music 1
3	<ul style="list-style-type: none"> • Aboriginal Studies • English Extension 1
4	<ul style="list-style-type: none"> • Earth and Environmental Science • Sports Lifestyle and Recreation • VET Entertainment
5	<ul style="list-style-type: none"> • Ancient History • Biology • Industrial Technology Timber & Furnishings and Multimedia • VET Sports Coaching
6	<ul style="list-style-type: none"> • Business Studies • Physics
7	<ul style="list-style-type: none"> • Chemistry • Community and Family Studies • English Studies • Food Technology • Geography • Investigating Science • Legal Studies • Modern History • Textiles and Design
8	<ul style="list-style-type: none"> • Extension History
9	
10	<p>HSC TRIAL EXAMS:</p> <ul style="list-style-type: none"> • Dance • Drama • English Advanced • English Standard • English Extension 1 • Engineering • Industrial Technology Timber & Furnishings and Multimedia • Mathematics Extension 2 • Music 1 • Society and Culture • Textiles and Design • Visual Arts • Visual Design • VET Entertainment • VET Hospitality • VET Construction

Term 3, 2025: Assessment schedule

Week	Subjects
1	HSC TRIAL EXAMS: <ul style="list-style-type: none"> ● Aboriginal Studies ● Ancient History ● Biology ● Business Studies ● Chemistry ● Community and Family Studies ● Earth and Environmental Science ● Extension History ● Food Technology ● Geography ● Investigating Science ● Legal Studies ● Mathematics Standard 1 ● Mathematics Standard 2 ● Mathematics Advanced ● Mathematics Extension 1 ● Modern History ● PDHPE ● Physics
2	<ul style="list-style-type: none"> ● English Extension 2
3	<ul style="list-style-type: none"> ● VET Sports Coaching
4	
5	<ul style="list-style-type: none"> ● English Advanced ● English Standard ● Engineering ● Mathematics Extension 1 ● Music 1 ● Visual Arts
6	<ul style="list-style-type: none"> ● English Studies ● Visual Design ● Mathematics Standard 1 ● Mathematics Standard 2 ● Mathematics Advanced
7	<ul style="list-style-type: none"> ● Mathematics Extension 2 ● Society and Culture ● Textiles and Design ● VET Hospitality
8-9	
10	<ul style="list-style-type: none"> ● VET Entertainment ● VET Construction

Course Assessment Schedules

This section details the assessment schedules for each course.

See this guide to help understand how to read an assessment schedule for your course.

The terms/weeks scheduled for tasks are provided as a guide to help you plan your workload and study. Tasks should fall in this week or very close to the week specified. Some variation on task timing may be necessary. The official course assessment task notification will provide the exact timing and details of the task.

English Faculty

English Advanced

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
1	Term 4 Week 9	Related Text Analytical Responses	Common Module: Texts and Human Experiences	EA12-1, EA12-3, EA12-6, EA12-7	25%	15%	10%
2	Term 1 Week 11	Extended Response	Module A: Textual Conversations	EA12-3, EA12-5, EA12-6, EA12-7, EA12-8	25%	15%	10%
3	Term 2 Week 10	Trial HSC Examination	All Modules	All	25%	10%	15%
4	Term 3 Week 5	Multimodal Task	Module C: Craft of Writing	EA12-2, EA12-4, EA12-5, EA12-9	25%	10%	15%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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

Board Developed, 1 Unit, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of complex texts and how and why they are valued	Skills in complex analysis, sustained composition and independent investigation
1	Term 4 Week 10	Imaginative Writing and Tutorial Presentation	Common Module: Literary Worlds	EE12-2, EE12-5	35%	20%	15%
2	Term 2 Week 3	Critical Response	Elective: Literary Homelands	EE12-1, EE12-2, EE12-3, EE12-4	35%	15%	20%
3	Term 2 Week 10	Trial HSC Examination	All Modules	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	30%	15%	15%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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 Extension 2

Board Developed, 1 Unit, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Skills in extensive independent research	Skills in sustained composition
1	Term 4 Week 7	Viva Voce	Major Work	EEX12-1, EEX12-4	30%	20%	10%
2	Term 1 Week 6	Literature Review	Major Work	EEX12-1, EEX12-2, EEX12-3, EEX12-4	40%	20%	20%
3	Term 3 Week 2	Critique of the Creative Process	Major Work	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	30%	10%	20%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

EEX12-1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea

EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

English Standard

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
1	Term 4 Week 9	Related Text Analytical Responses	Common Module: Texts and Human Experiences	EN12-1, EN12-3, EN12-6, EN12-7	25%	15%	10%
2	Term 1 Week 11	Extended Response	Module A: Module, Identity and Culture	EN12-3, EN12-5, EN12-7, EN12-8	25%	15%	10%
3	Term 2 Week 10	Trial HSC Examination	All Modules	All	25%	10%	15%
4	Term 3 Week 5	Multimodal Task	Module C: Craft of Writing	EN12-2, EN12-4, EN12-5, EN12-9	25%	10%	15%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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

Board Developed, 2 Units, ATAR Eligible, Category B

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in comprehending texts, communicating ideas, using language accurately and effectively
1	Term 4 Week 9	Multimodal	Common Module: Texts and Human Experiences	ES12-1, ES12-2, ES12-3, ES12-5, ES12-6	25%	15%	10%
2	Term 1 Week 9	Examination	Module A: We Australian	ES12-4, ES12-5, ES12-8, ES12-9	20%	10%	10%
3	Term 2 Week 7	Viewing Representing	Module E: English and Sport	ES12-2, ES12-5, ES12-9	25%	10%	15%
4	Term 3 Week 6	Portfolio of Classwork	All	ES12-6, ES12-7, ES12-9, ES12-10	30%	15%	15%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and 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 and 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

Mathematics Faculty

Mathematics Standard 1

Board Developed, 2 Units, ATAR Eligible, Category B

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 4 Week 8	Investigative Task	Purchasing a car	MS1-12-4, MS1-12-9	20%	10%	10%
2	Term 1 Week 7	Class test (open book)	Ratios and rates, Interest and depreciation, Correlation and regression	MS1-12-1, MS1-12-5 MS1-12-6, MS1-12-7	25%	12.5%	12.5%
3	Term 3 Week 1	Trial HSC Examination	All course content to date	MS1-12-1, MS1-12-2 MS1-12-3, MS1-12-4 MS1-12-5, MS1-12-6 MS1-12-7, MS1-12-8	30%	15%	15%
4	Term 3 Week 6	Class test	Networks Non-linear relationships	MS1-12-1, MS1-12-6 MS1-12-8	25%	12.5%	12.5%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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

Mathematics Standard 2

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 4 Week 8	Investigative Task	Purchasing a car	MS2-12-1, MS2-12-5, MS2-12-9	20%	10%	10%
2	Term 1 Week 7	Class test (open book)	Ratios and rates, Interest and depreciation, Correlation and regression	MS2-12-1, MS2-12-3, MS2-12-5 MS2-12-7	25%	12.5%	12.5%
3	Term 3 Week 1	Trial HSC Examination	All course content to date	MS2-12-1 to 7, MS2-12-9	30%	15%	15%
4	Term 3 Week 6	Class test	Networks Non-linear relationships	MS2-12-1, MS2-12-6, MS2-12-8	25%	12.5%	12.5%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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

Mathematics Advanced

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 4 Week 8	Investigative Task	Calculus, Statistics, Trigonometry	MA11-3, MA12-3, MA12-6, MA12-8, MA12-9, MA12-10	20%	10%	10%
2	Term 1 Week 7	Class test (open book)	Sequences and series, Financial Mathematics, Integration, Geometrical applications of calculus	MA12-2, MA 2-3, MA12-4, MA12-7	25%	12.5%	12.5%
3	Term 3 Week 1	Trial HSC Examination	All course content to date	MA11-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7	30%	15%	15%
4	Term 3 Week 6	Class test	Displaying and interpreting data, Continuous probability distributions, Motion and rates	MA12-5, MA12-6, MA12-7, MA12-8	25%	12.5%	12.5%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

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 Extension 1

Board Developed, 1 Unit, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 4 Week 9	Investigative Task	Mathematical induction	ME12-1, ME12-6 ME12-7	20%	10%	10%
2	Term 1 Week 8	Class test (open book)	Further trigonometry	ME12-1, ME12-3 ME12-4	25%	12.5%	12.5%
3	Term 3 Week 1	Trial HSC Examination	All course content to date	ME12-1, ME12-2 ME12-3, ME12-4 ME12-7	30%	15%	15%
4	Term 3 Week 5	Class test	Vectors Differential equations	ME12-2, ME12-4	25%	12.5%	12.5%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

ME12-1 applies techniques involving proof or calculus to model and solve problems

ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems

ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME12-5 applies appropriate statistical processes to present, analyse and interpret data

ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts

ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Mathematics Extension 2

Board Developed, 1 Unit, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 4 Week 10	Investigative Task	Complex numbers	MEX12-4, MEX12-8	20%	10%	10%
2	Term 1 Week 9	Class test (open book)	Proof Vectors	MEX12-1, MEX12-3	25%	12.5%	12.5%
3	Term 2 Week 10	Trial HSC Examination	Complex numbers Proof Vectors Integration	MEX12-1, MEX12-2 MEX12-3, MEX12-4 MEX12-5, MEX12-7 MEX12-8	30%	15%	15%
4	Term 3 Week 7	Class test	Mechanics Proof	MEX12-1, MEX12-6	25%	12.5%	12.5%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts

MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings

MEX12-3 uses vectors to model and solve problems in two and three dimensions

MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems

MEX12-5 applies techniques of integration to structured and unstructured problems

MEX12-6 uses mechanics to model and solve practical problems

MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems

MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

Science Faculty

Biology

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding	Skills in working scientifically
1	Term 4 Week 6	Depth Study	Infectious disease	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-7, BIO12-14	30%	5%	25%
2	Term 1 Week 9	In class task	Non-infectious disease	BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-15	20%	10%	10%
3	Term 2 Week 5	Skills task	Inheritance and genetics	BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-15,	20%	5%	15%
4	Term 3 Week 1	Trial HSC Exam	All modules knowledge and skills content	BIO12-1 to BIO12-15	30%	20%	10%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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 analysis 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

Chemistry

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding	Skills in working scientifically
1	Term 4 Week 7	Depth study	Module 7 & Module 8	CHEM 12-1 to CHEM 12-7, 12-14	20%	5%	15%
2	Term 1 Week 5/6	In class task	Module 7 & Module 8	CHEM 12-1 to CHEM 12-7, 12-14	25%	20%	5%
3	Term 2 Week 7	Skills	All Modules	CHEM 12-1 to CHEM 12-7	25%	5%	20%
4	Term 3 Week 1	Trial HSC Exam	All modules knowledge and skills content	CHEM 12-1 to 12-7 CHEM 12-15	30%	10%	20%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

CHEM 12-1 develops and evaluates questions and hypotheses for scientific investigation

CHEM12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CHEM12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CHEM12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CHEM12-5 analyses and evaluates primary and secondary data and information

CHEM12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CHEM12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CHEM12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems

CHEM12-13 describes, explains and quantitatively analyses acids and bases using contemporary models

CHEM12-14 analyses the structure of, and predicts reactions involving, carbon compounds

CHEM12-15 describes and evaluates chemical systems used to design and analyse chemical processes

Earth and Environmental Science

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding	Skills in working scientifically
1	Term 4 Week 4	Research and presentation	Earth's Processes	EES 12-6, EES 12-7, EES 12-12	20%	10%	10%
2	Term 1 Week 3	Depth study	Hazards and Climate Science	EES 12-1 to 12-7, EES 12-13, EES12-14	30%	10%	20%
3	Term 2 Week 4	Practical Skills	Resource Management	EES 12-1 to 12-7	20%		20%
4	Term 3 Week 1	Trial HSC Exam	All course knowledge and skills content	EES 12-1 to 12-15	30%	20%	10%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

EES12-1 develops and evaluates questions and hypotheses for scientific investigation

EES12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES12-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES12-5 analyses and evaluates primary and secondary data and information

EES12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history

EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems

EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate

EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's system

Investigating Science

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding	Skills in working scientifically
1	Term 4 Week 6	Research Task	Scientific Investigations	INS 12- 1,2,3, INS 12-12	20%	10%	10%
2	Term 1 Week 5/6	Practical Investigation	Working Scientifically Skills	INS 12-1 to 11	20%		20%
3	Term 2 Week 7	Depth Studies	Fact or Fallacy	INS 12-5, 12-7, 12-14	30%	25%	5%
4	Term 3 Week 1	Trial HSC Exam	All course knowledge and skills content	INS 12-1 to 15	30%	5%	25%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

INS12-1 develops and evaluates questions and hypotheses for scientific investigation

INS12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

INS12-3 conducts investigations to collect valid and reliable primary and secondary data and information

INS12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS12-5 analyses and evaluates primary and secondary data and information

INS12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

INS12-12 develops and evaluates the process of undertaking scientific investigations

INS12-13 describes and explains how science drives the development of technologies

INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis

INS12-15 evaluates the implications of ethical, social, economic and political influences on science

Physics

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding	Skills in working scientifically
1	Term 1 Week 2	Depth Study	Module 5	PH12.1, PH12.3 PH12.4, PH12.5	20%	5%	15%
2	Term 1 Week 9/10	Practical Task	Module 6	PH12.14, PH12.5, PH12.6, PH12.7, PH 12.13	25%	20%	5%
3	Term 2 Week 6/7	Research Task	All Modules	PH12.1, PH12.3 PH12.4, PH12.5, PH12.6, PH12.7	25%	5%	20%
4	Term 3 Week 1	Trial HSC Exam	All course knowledge and skills content	PH12.1 to PH12.15	30%	10%	20%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

PH12-1 develops and evaluates questions and hypotheses for scientific investigation

PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH12-5 analyses and evaluates primary and secondary data and information

PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

HSIE Faculty

Aboriginal Studies

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of content	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	Research and inquiry methods including aspects of the Major Project	Communication of information, ideas and issues in appropriate forms
1	Term 4 Week 10	In-class Test	Social Justice	H1.1, H1.2, H4.3	10%	5%			5%
2	Term 1 Week 10	Major Work	Major Work	H1.1, H1.2, H1.3, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3	40%	5%	10%	20%	5%
3	Term 2 Week 3	Extended Response	Aboriginality and the Land	H1.1, H1.2, H1.3, H3.1, H3.2, H2.2, H4.1, H 4.2, H4.3	20%	10%	5%		5%
4	Term 3 Week 1	Trial HSC Examination	All	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1	30%	20%	5%		5%
					100%	40%	20%	20%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples

H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples

H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping

H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity

H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life

H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination

H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities

H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples

H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives

H4.2 undertakes community consultation and fieldwork and applies ethical research practices

H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

Ancient History

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings			
						Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms
1	Term 4 Week 9	Presentation	Ancient Societies: Spartan society to the Battle of Leuctra 371 BC or Bronze Age Minoan Crete	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	25%	10%	5%	5%	5%
2	Term 1 Week 7	Source Analysis	Core: Cities of Vesuvius – Pompeii and Herculaneum	H12-5, AH12-6, AH12-9, AH12-10	20%	5%	10%		5%
3	Term 2 Week 5	Historical Analysis	Historical Periods: New Kingdom Egypt to the Death of Thutmose IV	AH12-2, AH12-3, AH12-6, AH12-7, AH12-8, AH12-9	25%	5%		15%	5%
4	Term 3 Week 1	Trial HSC Examination	All of the above plus Personality Study: Hatshepsut	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	30%	20%	5%		5%
					100%	40%	20%	20%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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

Business Studies

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms
1	Term 1 Week 2	Written response essay	Marketing	H2, H4, H5, H6, H8, H9	20%	15%			5%
2	Term 1 Week 9	Research	Operations	H1, H2, H4, H7, H9	30%	5%		20%	5%
3	Term 2 Week 6	Financial Statements and Analysis	Finance	H6, H8, H9, H10	20%	5%	10%		5%
4	Term 3 Week 1	Trial HSC Examination	All course content to date	H1, H2, H3, H4, H5, H8, H9, H10	30%	15%	10%		5%
					100%	40%	20%	20%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

- 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

Extension History

Board Developed, 1 Unit, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of significant historical ideas and process	Skills in designing, understanding and communicating historical inquiry and analysis
1	Term 2 Week 8	History Project Process	History Project	HE 12-1, HE12-2, HE12-3, HE12-4	30%	20%	10%
2	Term 2 Week 8	History Project Essay	History Project	HE 12-1, HE12-2, HE12-3, HE12-4	40%	20%	20%
3	Term 3 Week 1	Trial HSC Examination	Constructing history Case Study: JFK	HE 12-1, HE12-2, HE12-3, HE12-4	30%	20%	10%
					100%	60%	40%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Geography

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Geographical tools and skills	Geographical inquiry and research, including fieldwork	Communication of geographical information, ideas and issues in appropriate forms
1	Term 4 Week 10	Taronga Zoo Fieldwork Report	People and Economic Activity	H1, H4, H7, H8, H10, H11, H13	25%	5%	5%	5%	10%
2	Term 1 Week 8	Skills and Short-Answer Exam	Urban Places	H1, H3, H10, H11, H12, H13	20%	5%	10%	5%	
3	Term 2 Week 7	Research Essay	Ecosystems at Risk	H1, H2, H5, H6, H8, H9 H,13	25%	10%		10%	5%
4	Term 3 Week 1	Trial HSC Examination	All topics	H1, H2, H3, H6, H10, H11, H12, H13	30%	20%	5%		5%
					100%	40%	20%	20%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

- 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

Legal Studies

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, ideas and issues in appropriate forms
1	Term 4 Week 9/10	Analysis	Human Rights	H2, H3, H5, H9	20%	5%	5%	5%	5%
2	Term 1 Week 8	In-class Test	Crime	H1, H4, H6, H7, H9	25%	10%	5%	5%	5%
3	Term 2 Week 7	Research Essay	Family Law	H1, H5, H8, H9	25%	10%	5%	5%	5%
4	Term 3 Week 1	Trial HSC Examination	All course content to date	H4, H6, H8, H9	30%	15%	5%	5%	5%
					100%	40%	20%	20%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

H1 identifies and applies legal concepts and terminology

H2 describes and explains key features of and the relationship between Australian and international law

H3 analyses the operation of domestic and international legal systems

H4 evaluates the effectiveness of the legal system in addressing issues

H5 explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

H6 assesses the nature of the interrelationship between the legal system and society

H7 evaluates the effectiveness of the law in achieving justice

H8 locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents

H9 communicates legal information using well-structured and logical arguments

H10 analyses differing perspectives and interpretations of legal information and issues.

Modern History

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Historic skills in the analysis and evaluation of sources and interpretations	Historical Inquiry and research	Communication of historical understanding in appropriate forms
1	Term 4 Week 7	Source Based Writing Task	Power and Authority in the modern world	MH12-1, MH12-4, MH12-6, MH12-9	20%	5%	10%		5%
2	Term 1 Week 7	Historical Analysis	National Studies: Russia	MH12-3, MH12-5, MH12-7, MH12-9	30%	10%	5%	5%	10%
3	Term 2 Week 7	Historical Inquiry	Peace and Conflict: Indochina	MH12-2, MH12-3, MH12-5, MH12-8, MH12-9	20%	5%	5%	10%	
4	Term 3 Week 1	Trial HSC Examination	All course content to date	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-9	30%	10%	5%	5%	10%
					100%	30%	25%	20%	25%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

MH12-1 accounts for the nature of continuity and change in the modern world

MH12-2 proposes arguments about the varying causes and effects of events and developments

MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4 analyses the different perspectives of individuals and groups in their historical context

MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 discusses and evaluates differing interpretations and representations of the past

MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Society & Culture

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings		
						Knowledge and understanding of course content	Application and evaluation of social and cultural research	Communication of information, ideas and issues appropriate forms
1	Term 4 Week 6	In class short answer & annotations	Popular Culture: Hip Hop	H1, H3, H5, H9, H10	20%	15%		5%
2	Term 1 Week 5	PIP Marking & Annotations	Personal Interest project	H4, H5, H6, H7, H9, H10	25%	5%	15%	5%
3	Term 2 Week 10	Trial HSC Examination	Popular Culture Continuity and Change/ Vietnam	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	30%	20%	5%	5%
4	Term 3 Week 7	Presentation	Inclusion Exclusion	H6, H7, H8, H9, H10	25%	10%	10%	5%
					100%	50%	30%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

H1 evaluates and effectively applies social and cultural concepts

H2 explains the development of personal, social and cultural identity

H3 analyses relationships and interactions within and between social and cultural groups

H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy

H5 analyses continuity and change and their influence on personal and social futures

H6 evaluates social and cultural research methods for appropriateness to specific research tasks

H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias

H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex

H9 applies complex course language and concepts appropriate for a range of audiences and contexts

H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

TAS Faculty

Engineering Studies

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and skills in research, problem solving and communication related to engineering practice	Knowledge and Understanding of course content
1	Term 4 Week 8	Develop engineering report for civil structures	Civil Structures	H1.2, H2.1, H3.1, H3.2, H3.3, H4.2 H6.1, H6.2	20%	15%	5%
2	Term 1 Week 10	Research Assessment on personal and public transport	Personal and Public Transport	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H6.1, H6.2	20%	15%	5%
3	Term 2 Week 10	Trial HSC Exam	All course content to date	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2	30%	15%	15%
4	Term 3 Week 5	Reflection of engineering report	Communications Engineering Aeronautical Engineering	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1	30%	15%	15%
					100%	60%	40%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

H1.1 describes the scope of engineering and critically analyses current innovations

H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications

H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering

H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society

H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice

H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports

H3.3 develops and uses specialised techniques in the application of graphics as a communication tool

H4.1 investigates the extent of technological change in engineering

H4.2 applies knowledge of history and technological change to engineering-based problems

H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems

H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports

H5.2 selects and uses appropriate management and planning skills related to engineering

H6.1 demonstrates skills in research and problem-solving related to engineering

H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

Food Technology

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings		
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and skills in designing, researching, analysing and evaluating	Knowledge and Understanding of Course Content	Skills in experimenting with and preparing food by applying theoretical concepts
1	Term 4 Week 8	Practical & Theory Task	Australian Food industry	H1.2, H1.4, H3.1, H5.1	20%		10%	10%
2	Term 1 Week 8	Research on Practical Task	Food Manufacture	H4.2, H1.1, H5.1	20%	10%	10%	
3	Term 2 Week 7	Food product Design & Evaluation	FPD CNI	H2.1, H3.2, H4.1, H1.3	30%	10%	10%	10%
4	Term 3 Week 1	Trial HSC Exam	All content	H1.1, H1.3, H1.4, H2.1, H4.2	30%	10%	20%	
					100%	30%	50%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

H1.1 explains manufacturing processes and technologies used in the production of food products

H1.2 examines the nature and extent of the Australian food industry

H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations

H1.4 evaluates the impact of the operation of an organisation within the Australian food industry on the individual, society and environment

H2.1 evaluates the relationship between food, its production, consumption, promotion and health

H3.1 investigates operations of one organisation within the Australian food industry.

H3.2 independently investigates contemporary nutrition issues

H4.1 develops, prepares and presents food using product development processes.

H4.2 applies principles of food preservation to extend the life of food and maintain safety.

H5.1 develops, realises and evaluates solutions for a range of food situations.

Industrial Technology: Timber & Furnishings and Multimedia

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Knowledge and skills in the design, management, communication and production of a major project
1	Term 4 Week 10	Research, design and Planning Presentation	Research, design and Planning Presentation	H3.1, H3.2, H3.3, H5.1	20%	5%	15%
2	Term 1 Week 3	Industry report	Industry Study	H3.1, H3.2, H3.3, H5.1	20%	5%	15%
3	Term 2 Week 5	Project Production and Management Report	Design, Management and Communication Production	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	30%	20%	10%
4	Term 2 Week 10	Trial HSC	All course content to date	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	30%	10%	20%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

H1.1 investigates industry through the study of businesses in one focus area

H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry

H1.3 identifies important historical developments in the focus area industry

H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques

H3.1 demonstrates skills in sketching, producing and interpreting drawings

H3.2 selects and applies appropriate research and problem-solving skills

H3.3 applies and justifies design principles through the production of a Major Project

H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project

H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components

H5.1 selects and uses communication and information processing skills

H5.2 examines and applies appropriate documentation techniques to project management

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

H7.1 explains the impact of the focus area industry on the social and physical environment

H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Textiles & Design

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Skills and knowledge in the design, manufacture and management of a major textiles project
1	Term 1 Week 2	Designing and Planning Presentation	Design MTP	H2.1, H2.3, H4.2	20%		20%
2	Term 2 Week 7	Contemporary Designer Case Study	Properties and Performance	H3.1, H3.2, H4.1, H5.1	20%	20%	
3	Term 2 Week 10	Trial Exam	Properties and Performance, Design	H1.3, H3.1, H3.2, H4.1, H5.2, H6.1	30%	20%	10%
4	Term 3 Week 7	Project Development and Management Report	Major Textile Project	H1.1, H1.2, H2.2, H3.1, H4.2	30%		30%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project

H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements

H1.3 identifies the principles of colouration for specific end-uses

H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences

H2.2 demonstrates proficiency in the manufacture of a textile item/s

H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

H3.1 explains the interrelationship between fabric, yarn and fibre properties

H3.2 develops knowledge and awareness of emerging textile technologies

H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses

H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use

H5.1 investigates and describes aspects of marketing in the textile industry

H5.2 analyses and discusses the impact of current issues on the Australian textiles industry

H6.1 analyses the influence of historical, cultural and contemporary developments on textiles

Performing Arts Faculty

Music 1

Board Developed, 2 Units, ATAR Eligible, Category A or B

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings				
						Performance	Composition	Musico logy	Aural	Electives
1	Term 1 Week 6	Core performance & elective one + core musicology viva	Core	H1, H2, H3, H4, H5, H7, H9, H10, H11	35%	10%		10%		15%
2	Term 2 Week 2-3	Composition portfolio and final work	Core	H3, H7	10%		10%			
3	Term 2 Week 10	Trial HSC	Aural	H4, H6	25%				25%	
4	Term 3 Week 5	Elective - TBA-as per individual student program	Composition Performance Musicology	H1, H3, H9, H11, H3, H7, H4, H6	30%					30%
					100%	10%	10%	10%	25%	45%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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

Dance

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings			
						Core Performance	Core Composition	Core Appreciation	Major Study
1	Term 4 Week 9	Core Appreciation	Set texts	H4.1, H4.2, H4.4	20%			20%	
2	Term 1 Week 2	Performance and Composition	Core	H1.2, H2.2, H3.1, H3.2	20%	10%	10%		
3	Term 2 Week 2	Major study option presentation	Major Study	MS: TBA due to student choice	20%				20%
4	Term 2 Week 10	Trial HSC Performance Composition Major study	Core Major Study	H1.2, H2.1, H3.2, H3.4	40%	10%	10%		20%
					100%	20%	20%	20%	40%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form

H1.2 performs, composes and appreciates dance as an artform

H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances

H1.4 acknowledges and appreciates the relationship of dance and other media

H2.1 understands performance quality, interpretation and style relating to dance performance

H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices

H2.3 values the diversity of dance performance

H3.1 identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent

H3.2 demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent

H3.3 recognises and values the role of dance in achieving individual expression

H3.4 explores, applies, demonstrates the combined use of compositional principles, technological skills in a personal style in response to a concept/intent

H4.1 understands the concept of differing artistic, social and cultural contexts of dance

H4.2 recognises, analyses and evaluates the distinguishing features of major dance works

H4.3 utilises the skills of research and analysis to examine dance as an artform

H4.4 demonstrates in written and oral form, the ability to analyse and synthesis information when making discriminating judgments about dance

H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

Drama

Board Developed, 2 Units, ATAR Eligible, Category A or B

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings		
						Making	Performing	Critically Studying
1	Term 4 Weeks 9-10	Workshops and Paragraphs	Contemporary Australian Theatre	H1.7, H2.1, H3.3	20%	5%	5%	10%
2	Term 1 Weeks 4 or 5	Individual project	Major Work	H1.2, H1.3, H1.7	20%	20%		
3	Term 1 Week 10	Performance & Log Book	Verbatim Theatre	H1.1, H1.4, H2.1, H2.2	30%	10%	20%	
4	Term 2 Week 10	Trial HSC	IP & Essay	H1.5, H2.2, H2.3, H3.1, H3.2	30%	5%	5%	20%
					100%	40%	30%	30%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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

Visual Arts & Languages

Visual Arts

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Artmaking	Art criticism and art history
1	Term 4 Week 7	Visual Arts Process Diary Submission	HSC Body of Work artmaking VAPD development/ progress	H1, H2 H3, H4	20%	20%	
2	Term 1 Week 5	Extended response to an HSC style question	Art criticism/Art History/Written Analysis of unseen images	H7, H8, H9	20%		20%
3	Term 2 Week 10	Trial HSC Examination	Art criticism and art history written examination	H7, H8 H9, H10	30%		30%
4	Term 3 Week 5	Body of Work submission	Resolving the Body of Work/ submission of artwork under development	H5, H6	30%	30%	
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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

Visual Design

Board endorsed, 2 Units, non ATAR, Category B

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Designing and Making	Critical and Historical Studies
1	Term 4 Week 10	Practical task	Illustration and/or cartooning book	DM2, DM3,	20%	20%	
2	Term 1 Week 10	Practical task	Furniture design piece	DM1, DM4	20%	20%	
3	Term 2 Week 10	Trial examination	Critical and historical studies	CH1, CH2, CH3, CH4	30%		30%
4	Term 3 Week 6	Practical Task	Individual Project	DM3, DM5	30%	30%	
					100%	70%	30%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

DM1 generates a characteristic style that is increasingly self-reflective in their design practice

DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works

DM3 investigates different points of view in the making of designed works

DM4 generates images and ideas as representations/simulations

DM5 develops different techniques suited to artistic and design intentions in the making of a range of works

DM6 takes into account issues of Work Health and Safety in the making of a range of work

CH1 generates in their critical and historical practice ways to interpret and explain design

CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations

CH3 distinguishes between different points of view, using the frames in their critical and historical investigations

CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

PDHPE Faculty

Community & Family Studies

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating
1	Term 4 Week 10	Independent Research Project	IRP	H4.1, H4.2	20%	5%	15%
2	Term 1 Week 9	In class task	Groups in Context	H2.2, H3.3, H5.1, H6.2	25%	10%	15%
3	Term 2 Week 7	Assignment	Parenting and Caring	H2.2, H5.2, H6.1	25%	10%	15%
4	Term 3 Week 1	Examination	All course content	H1.1, H2.1, H2.2, H3.1, H3.3, H3.4, H4.1, H4.2, H5.1, H5.1, H6.1	30%	15%	15%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities

H2.1 analyses different approaches to parenting and caring relationships

H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing

H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups

H3.2 evaluates networks available to individuals, groups and families within communities

H3.3 critically analyses the role of policy and community structures in supporting diversity

H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions

H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources

H5.2 develops strategies for managing multiple roles and demands of family, work and other environments

H6.1 analyses how the empowerment of women and men influences the way they function within society

H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

Personal Development, Health and Physical Education

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating
1	Term 4 Week 6	Investigation task	Health Priorities in Australia	H1, H2, H3, H16	30%	10%	20%
2	Term 1 Week 8	Critical Analysis of course content	Factors Affecting Performance	H7, H8, H10	30%	10%	20%
3	Term 3 Week 1	Trial Examination	All Course content	H4, H14, H11, H8, H13	40%	20%	20%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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 role 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 and maintain health

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

H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity

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 critical analysis of the factors that affect performance and safe participation

Sport, Lifestyle & Recreation

Content Endorsed, 2 Units

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of the factors that influence health and participation in physical activity	Knowledge and understanding of the principles and processes impacting on the realisation of movement potential	The ability to analyse and implement strategies that promote health, physical activity and enhanced performance	A capacity to influence the participation and performance of self and others
1	Term 4 Week 7	Practical	Aquatics	3.6, 4.4, 4.5	35%	5%		10%	20%
2	Term 1 Week 8	Assignment	Healthy Lifestyles	1.5, 3.5, 4.3	35%	15%	15%		5%
3	Term 2 Week 4	Practical / Event Management	Athletics	2.1, 2.5, 3.1, 3.3, 3.4	30%		5%	20%	5%
					100%	20%	20%	30%	30%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

- 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
- 1.5** 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
- 2.4** 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
- 3.5** analyses personal health practices
- 3.6** assesses and responds appropriately to emergency care situations
- 4.1** plans strategies to achieve performance goal
- 4.4** demonstrates competence and confidence in movement context
- 4.5** recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing any competencies achieved for the VET course undertaken.

Include for Stage 5 only:

Students in Years 9 and 10 (Stage 5) may access VET courses through two curriculum pathways:

- Stage 5 VET Board Endorsed courses
- Early commencement of Stage 6 VET courses.

All Stage 5 VET Board Endorsed Courses contribute 100 hours to the student's pattern of study. Work placement is not compulsory for these courses.

Include for Stage 6 (including early commencement):

Board Developed VET courses are classified as Category B subjects and ONLY ONE course can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

Vet Subjects

Sports coaching



Education

Sport Coaching
 Qualification: SIS30521 Certificate III in Sport Coaching
 Cohort 2024 - 2025
 Training Package SIS Sport, Fitness and Recreation

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: ENGADINE HIGH SCHOOL

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIS30521 Certificate III in Sport Coaching <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3B Inclusion for people with a disability	Task 4 Coaching the Individual	Task 5 Next Level Coaching	Task 6 First Aid
Code	Unit of Competency	Week 3 Term 1 Date: 22 nd Feb	Week 5 Term 2 Date: 31 st May	Week 3 Term 3 Date: 8 th August	Week 1 Term 4 (2024) Date: 18 th October
SISXDIS001	Facilitate inclusion for people with a disability	X			
SISSCO003	Meet participant coaching needs		X		
BSBOPS403	Apply business risk management processes		X		
SISSCO012	Coach sport participants up to an intermediate level			X	
HLTAID011	Provide first aid				X

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching.

*** This course is not HSC examinable**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Entertainment



Education

Entertainment Industry

Qualification: Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services

Cohort 2024 - 2025

Training Package CUA Creative Arts and Culture (Release 6.0)

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: ENGADINE HIGH SCHOOL

Assessment Schedule Year 12 - 2025

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 2	Task 5	Task 6	Task 7	HSC Trial Exam
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Plan a career	Work in the industry	To project and serve	Showtime	
		Week 8 Term 4	Week 9 Term 4	Week 4 Term 2	Week 10 Term 3	Week 10 Term 2
Code	Unit of Competency					HSC Examinable units of competency
CUAIND311	Work effectively in the creative arts industry		X			
SITXCCS006	Provide service to customers			X		
CUASOU306	Operate sound reinforcement systems			X		
CUAVSS312	Operate vision systems			X		
CUASTA311	Assist with production operations for live performances				X	
CUASMT311	Work effectively backstage during performances				X	
CUAIND314	Plan a career in the creative arts industry	Post WPL				

* Task 2 - Plan a career is not to be assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

The qualification outcome at the completion of Year 12 is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

Cohort 2024 - 2025 Stage 6 Entertainment Industry Qualification CUA30420 Certificate III in Live Production and Technical Services Training Package CUA Creative Arts and Culture (Release 6.0) Version 0.23



School Name: **ENGADINE HIGH SCHOOL**

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Working in the hospitality industry	HSC TRIAL EXAM
Code	Unit of Competency	Week 11 Term 1	Week 7 Term 3	Week 10 Term 2
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 a SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

* Examinable units to be confirmed by teacher.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".



School Name: **ENGADINE HIGH SCHOOL**

Assessment Schedule Year 12 - 2025

Assessment Tasks for			Task 5	Task 6	Task 7	HSC TRIAL EXAM
CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			Option 5.1, 5.2 or 5.3	Tools and equipment	Group project	
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 10	Week 11	Week 10	Week 10
			Term 4	Term 1	Term 3	Term 2
Code	Unit of Competency	HSC Examinable Unit				
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials					
CPCCBL2002	Use bricklaying and blocklaying tools and equipment					
CPCCWF2002	Use wall and floor tiling tools and equipment		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCJN2001	Assemble components					
CPCCJN3004	Manufacture and assemble joinery components					
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	√		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainability in the construction industry	√			X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".