



# **ELDERSLIE HIGH SCHOOL HSC ASSESSMENT GUIDELINES**

**2024 – 2025**

*To guide students towards the realisation of their personal best.*

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## Year 12: 2024-2025 Calendar

Term 4 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
10 Weeks  Term begins: Monday 14th Oct	14.10.24	21.10.24	28.10.24	4.11.24	11.11.24	18.11.24	25.11.24 <b>Assessment Period 1</b> Lines 5,6 Japanese Eng Ext 1 Eng Ext 2 Maths Ext 1	2.12.24 <b>Assessment Period 1</b> Lines 1,2 Legal Studies Maths Ext 2	9.12.24 <b>Assessment period 1</b> Lines 3, 4 Science Ext Dance	16.12.24  <i>Entertainment Industry</i>	
<b>Term 1 2025</b>  11 weeks  Term begins: Tuesday 4th Feb	27.1.25  Staff only	3.2.25	10.2.25	17.2.25	24.2.25	3.3.25 <b>Assessment Period 2</b> Lines 5,6 Japanese Eng Ext 1 Eng Ext 2	10.3.25 <b>Assessment Period 2</b> Lines 1,2 Legal Studies Maths Ext 2	17.3.25 <b>Assessment period 2</b> Lines 3, 4 Science Ext Dance	24.3.25	31.3.25  <i>Entertainment Industry</i>	7.4.25
<b>Term 2 2025</b>  10 Weeks  Term begins: Wednesday 30th Apr	28.4.25  Year 12 reports Issued	5.5.25  Parent Teacher Night	12.5.24	19.5.25	26.5.24	2.6.25  <i>Eng Ext 2 Design and Technology</i>	9.6.25	16.6.25	23.6.25	30.6.25	
									<b>Assessment Period 3</b> Trial HSC Examinations		
<b>Term 3 2025</b>  10 Weeks  Term begins: Tuesday 22nd July	21.7.25	28.7.25  Parent Teacher Night	4.8.25  <b>Major works Performances periods begin</b>  <i>History Ext</i>  <b>HSC CAPA Evening</b> <i>Visual Arts Dance</i>	11.8.25  <b>Assessment Period 4</b> Lines 1, 5, 6 Japanese Maths Ext 2	18.8.25  <b>Assessment Period 4</b> Lines 2, 3, 4 Legal Studies Science Ext Dance Maths Ext 1	25.8.25	1.9.25	8.9.25  <i>Entertainment Industry</i>	15.9.25	22.9.25  Year 12 Reports Issued	

# Assessment Guidelines

## 1. Definition of Assessment

**Assessments measure students' achievements over a wider range of syllabus outcomes than can be measured by the external examination and are based on multiple measures and observations made throughout the HSC course rather than a single assessment event.**

Assessment tasks are your opportunity to show what you know, understand and can do. School-based assessments also give you the chance to identify and improve any weak areas in your knowledge before you sit your external HSC exams. Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus.

In all courses, assessment tasks will be designed so that you can demonstrate your level of achievement of the course outcomes. There will be a variety of task types that may include formal examinations, practical tests, oral tests, research projects, process diaries, etc, appropriate for the outcomes being assessed.

The maximum number of tasks in any 2-unit course will be **four** including the Trial HSC Examination. The maximum number of tasks in any 1-unit course, including any extension course, will be **three**. In the case of Extension courses, if you fail to meet the assessment requirements for the co-requisite 2-unit course you will not receive a result in either course. All weightings and components are listed according to the relevant syllabus.

Assessments measure performance in the whole course, but do not take into account interests, attitudes or conduct.

## 2. Issuing and Receiving the Assessment Guidelines, Assessment Outline and Assessment Notification

- All Year 12 students are issued this Assessment Guideline at the commencement of the HSC Course. You will sign that you have received your copy.
- All Year 12 students are then issued with the Assessment Outline for each subject at the commencement of each HSC course. You will be required to sign that you have received a copy. Staff will explain the Assessment Outline when it is issued. Ongoing assistance is available from the class teacher, Head Teacher, and the relevant Deputy Principal.
- HSC Assessment tasks do not commence until the completion of the Preliminary Course.
- **You will be given at least two weeks' notice of an assessment task in writing on an Assessment Notification.** The Assessment Notification will include the task number, topic or area of study, date received, the date and time for its completion or submission, rationale, the value or weighting of the task, outcomes to be assessed, task description, details of task format eg essay, oral presentation etc, and assessment criteria. **If you are absent for the issuing of an assessment notification, it is your responsibility to obtain the task information.** There will not be a change to the due date because of your absence.
- Assessment Periods are set out on an Assessment Calendar (Page 5) according to subject lines to ensure that a minimum number of assessment tasks are due at the same time. Assessment tasks will not be set with a due date that is in the week prior to any examination period.

Due to unforeseen circumstances, minor variations of the program may be necessary. These will be negotiated with the students and a **written statement of the changes signed by the class teacher, Head Teacher and all students.**

### **3. Completion of Assessment Tasks at School**

You have a responsibility to be present in class for all assessment tasks. **These tasks take priority over all other school activities.** If you are aware of circumstances that may prevent your attendance in class for a task **you must make these circumstances known to your class teacher and the appropriate Head Teacher before the day of the task and must use the Illness/Misadventure and Extension Application Form. You must ensure that arrangements have been made to complete the task or a substitute task.**

It is important that you attend on days with scheduled assessment tasks for the WHOLE DAY. Taking time off school to prepare assessment tasks on the due date is MALPRACTICE. It is a form of cheating. You will receive a **zero mark** for the task.

If you are late for school on the day of a scheduled assessment task you must report to the office and obtain a late pass before attempting an assessment task. You must go through the Illness/Misadventure and Extension Application Form (refer to point 6).

If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will determine whether the task can proceed with another teacher. If it needs to be rescheduled, all students will be appropriately informed and sign that they are aware of the new date and time.

Year 12 Trial HSC examinations will all involve anonymous marking. Students will be required to use their NESAs student number to identify themselves for these assessments.

### **4. Assessment of Separate Classes in the Same Course**

Where two or more classes study the same course, they may be timetabled at different times. Moderation procedures in the form of common assessment tasks and examinations will be used. Consult with the relevant Head Teacher for particular faculty moderation procedures. Revealing assessment content or assisting other students that have a similar task to complete later is a form of **MALPRACTICE**.

### **5. Submission of Assessment Tasks Completed at Home**

**You must submit assessment tasks yourself personally to the relevant teacher (or their delegate) by the date and time specified on the Assessment Task Notification** – tasks are not to be left in staff rooms, in classrooms or anywhere else. You must use the Illness/Misadventure and Extension Application Form if there is any variation.

If you are unable to attend school on the day the task is due you must submit the task before school on the next day you are at school. You must then go through the Illness/Misadventure and Extension Application Form process (refer to point 6) or a **zero mark** will be awarded.

You may arrange for delivery of the task to the school on the due day. The date and time of receipt of the task should be recorded and signed (by both the individual delivering and receiving) on the task cover sheet and the appropriate Head Teacher notified. You must then go through the Illness/Misadventure and Extension Application Form process (refer to point 6) or a **zero mark** will be awarded.

## **6. Illness/Misadventure Application for Extension/Appeal Process**

**If any assessment task is missed, is overdue or late or any other anomaly arises, the Illness/Misadventure and Extension Application Form process MUST be followed.** If you cannot attend school on the day of an assessment task to submit it or complete the task in person because of a **valid reason** (illness/misadventure) you **must** do the following:

1. **Ring the school on the day** and let the office know your name, the course in which you have an assessment task and the reason you will not be at school.
2. **(a) For Assessment Tasks completed at home – submit the assessment task before school on the next day you attend**  
**(b) For Assessment Tasks completed at school – report to the relevant Head Teacher before school on the next day you attend** and discuss when you will complete the task or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Head Teacher. The result of this task will depend on the Illness/Misadventure and Extension Application being upheld. If it is declined, a zero mark stands.
3. **Collect an Illness/Misadventure and Extension Application Form** from the Head Teacher of the subject/course where you missed the task, before school on the morning you return to school. Any student in these circumstances receives a ZERO mark until a valid reason has been provided and the application has been approved. **YOU HAVE ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPLICATION.**
4. **Complete the Illness/Misadventure Application form**, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person eg counsellor or police officer. (In the case of **illness**, health professionals should describe the student's symptoms and describe how these symptoms could prevent the student's attendance at school to complete/submit an assessment task – See point 9 regarding Medical Certificates). A parent signature must be on the form before it is processed.
5. **Lodge the completed Illness/Misadventure and Extension Application Form to the relevant Head Teacher *within one week of the due date of the task.***
6. **The Head Teacher** sights a medical certificate, notes it on the form and submits the medical certificate to the Roll Office. **The Head Teacher makes a written recommendation on the application form and meets with the relevant Deputy Principal** to discuss the application, liaising with the class teacher where necessary.
7. **Students will be notified of the result of their Illness/Misadventure and Extension Application Form by the Head Teacher/Class Teacher.**
8. If the application is successful (upheld), the completed assessment task will be marked as usual, and the mark will be recorded. If unsuccessful (declined), Students/Parents then have the right to appeal this decision within 5 school days. The **EHS Appeal Form** is available from the relevant



Head Teacher. In the case of an unsuccessful Appeal, the Class Teacher will notify the parents in writing (through an official NESAs letter) of the zero mark.

**9. Medical certificates** - Medical certificates from a qualified medical practitioner with whom the student has engaged in a face-to-face or telehealth consultation will be accepted as supporting documentation for Illness/Misadventure and Extension Application Form. Pharmacy certificates will be accepted at the discretion of the Deputy Principal. Online medical certificates will not be accepted.

**10. Estimates - Year 12** - If the Illness/Misadventure and Extension Application is upheld, students will complete an alternate task to demonstrate their outcome achievement and to form the basis of an estimated mark. In Year 12, the estimated assessment task mark will be derived through consideration of tasks that are similar in nature or based upon the Principal's discretion.

## **7. Failure to Complete or Submit an Assessment Task**

Where a task is not completed and there is no valid reason, a **zero mark** will be recorded for that task and parents will be notified through an official NESAs 'N' Warning letter. Such tasks cannot be counted to satisfy the course completion criteria. Advice to satisfactorily meet course requirements will be outlined in the 'N' Warning letter.

***All zero tasks need to be submitted regardless of reasons so that performance on relevant outcomes can still be seen.***

If you have a prolonged absence or are physically unable to complete a task (eg. an accident) the Head Teacher will generate a substitute task upon your return, or in exceptional circumstances (and after consultation with the relevant Deputy Principal), an estimate in line with other proven performances may be issued.

If you are suspended, you must still submit tasks on the due dates. The Deputy Principal will negotiate alternative arrangements for in-class tasks and/or formal examinations.

## **8. Assessment Tasks and Other School Sanctioned Commitments**

In the event of an assessment task clashing with work placement or any other approved school activity (compulsory course excursions, school camps, representative sports, etc), which you are to attend, it is your responsibility to notify teachers of this commitment well in advance. You may apply for an extension using the Illness/Misadventure and Extension Application Form before the event occurs or submit the task prior to the engagement. Otherwise, you may be given approval to complete or submit the task in the first lesson in that subject upon your return or complete a substitute task. Approval for late submission/completion of a task must be requested at least one week in advance.

## **9. Extension of Time for an Assessment Task**

Through using the Illness/Misadventure and Extension Application Form, the Deputy Principal (acting on Head Teacher recommendation) may grant an

extension of time. **Extension must be sought at least one week before the due date.** No teacher is to grant an extension as this is unfair to the greater number of students.

## 10. Conduct during Assessment Tasks (Including Examination Periods)

You must follow the examination rules and teachers' instructions at all times during the conduct of an assessment task. You may not have electronic devices, mobile phones and/or notes without the specific approval of the teacher conducting the task. Notes must not be taken from an assessment task room without the approval of the teacher in charge. You must not behave in any way that is likely to disturb the work of any other student or upset the conduct of the task. If you engage in misconduct, you risk being excluded from an assessment task and/or receiving a **zero mark** for that task, and parents will be notified. The EHS Appeal Form can be submitted by the affected parties.

## 11. Malpractice

**Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating.** Dishonest behaviour includes plagiarism and the use of AI, regardless of the quantity. Proven cases of undertaking or assisting in cheating or dishonest practices may receive a **zero mark** for part or all of the task and parents will be notified. Students will be issued an N Warning Letter and the incident will be recorded on the NESMA Malpractice Register. If you facilitate cheating (eg. providing your work to be 'looked at' or copied), this is also malpractice. The EHS Appeal Form can be submitted by the affected parties. In the case of suspected malpractice, students will be required to provide evidence to show that the work is their own.

### Types of Malpractice

#### Misrepresentation

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:
  - a) making up journal entries for a project, and/or
  - b) submitting falsified or altered documents, and/or
  - c) referencing incorrect or non-existent sources, and/or
  - d) contriving false explanations to explain work not handed in by the due date.

#### Plagiarism

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. Plagiarism includes but is not limited to:
  - a) copying someone else’s work in part or in whole, and presenting it as their own, and/or
  - b) using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
  - c) building on the ideas or words of another person without appropriate acknowledgement, and/or
  - d) using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

### Collusion

1. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
2. Collusion includes but is not limited to:
  - a) sharing answers to an assessment with other students, and/or
  - b) submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
  - c) contract cheating by outsourcing work to a third party, and/or
  - d) unauthorised use of artificial intelligence technologies.

<https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice>

All students are aware of their obligation in relation to matters such as plagiarism as outlined in the HSC “All My Own Work” program.

### If your work is suspected of plagiarism, the following steps will be taken:

Action	Responsibility
The teacher uses their professional judgement and the school’s sanctioned plagiarism platform, Turnitin, to judge the academic integrity of students’ submitted work.	Classroom teacher
The teacher will discuss concerns around possible malpractice with their Head Teacher.	Classroom teacher
Where it is determined that an investigation should be conducted, parents will be contacted, preferably by phone, <b>prior</b> to discussing this matter with the student.	Head Teacher
The Head Teacher arranges to discuss the matter with the student and <b>offers a support person for that conversation</b> . This should ideally happen on the same day as the parent is contacted.	Head Teacher

<p>The Head Teacher conducts the discussion with the student to provide procedural fairness. The Head Teacher will request evidence to substantiate that the work is the student's own. Refer to NESA recommendations below for evidence sources to be requested.</p> <p><b><i>*In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:</i></b></p> <ul style="list-style-type: none"> <li>• providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts/version history to show the development of their ideas</li> <li>• answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.</li> </ul> <p><a href="https://ace.nesa.nsw.edu.au/ace-9023">https://ace.nesa.nsw.edu.au/ace-9023</a></p>	Head Teacher
<p>Should the student wish to appeal the decision, they will be provided with an <b>EHS Appeals Form</b>, and the process will be explained to the student. The appeals process will then be activated in which the Appeals Committee (consisting of the Principal, a Deputy Principal and an executive member) will review the evidence to make a final decision.</p> <p>There are a range of possible penalties for malpractice which will be determined by the Assessment Committee.</p>	Head Teacher
<p>At the conclusion of the investigation, if a student is found to have engaged in malpractice, a zero may be recorded in Sentral Markbook and an N Warning will be issued. The student will be notified of this, specifying the type of suspected malpractice (see above).</p> <p>The student is now expected to resubmit the task to demonstrate their ability to meet the outcomes assessed.</p>	Teacher  Student
<p>Malpractice matters are recorded in NESA's Schools Online in the Malpractice Register.</p>	Deputy Principal

## 12. Non-Serious Attempts

If your assessment task effort is deemed by the class teacher and Head Teacher to be non-serious you will receive a **zero mark** and parents will be notified. Non-serious attempts may include instances where there is no response to a question(s), extremely short or nonsensical responses, responses of irrelevance, those containing inappropriate comments or a refusal to complete or participate in any part of an assessment task. Please note that if a section of an examination is omitted, it will contribute its percentage value to the non-completion of 50% of assessment tasks requirement as outlined by NESA. The EHS Appeal Form can be submitted by the affected parties.

## 13. Technology Problems

Computer or USB malfunction (loss of data) is not sufficient grounds for submitting an Illness/Misadventure and Extension Application Form on its own. Computer or USB malfunction needs to be safeguarded by you through backing up work, print outs, multiple copies or paper drafts. You would attach these

as evidence to any genuine case through the Illness/Misadventure and Extension Application Form. You are responsible for ensuring that any data (including text, images, video, Powerpoint presentations, etc) is functioning prior to the assessment due date. Printer issues are not grounds for application.

#### **14. Procedures for Students in Danger of Not Meeting NESA Requirements of a Course**

You must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total HSC mark. NESA requires that to satisfactorily complete a course, students must also **follow the course developed or endorsed by NESA; apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and achieve some or all of the course outcomes.**

Not all class work, course work, practical, field work, tests, etc. are assessable for the HSC. All work, however contributes towards success in the HSC and to the achievement of outcomes specified in the syllabus.

You and your parents will be sent a copy (or over time, copies) of official NESA 'N' Warning Letters outlining the precise concerns and ways that you can resolve the situation. Absence from school will affect your ability to meet course completion criteria and these letters will indicate this impact. The NESA 'N' Warning Letters will be presented as evidence to assist the Principal in determining whether you are to be issued an 'N' determination for a course.

If an 'N' Determination is attained in English, or in a course/s that results in less than 10 units being completed in Year 12, you will not be eligible for the HSC.

#### **15. Student Assessment Task Feedback**

In Board Developed and Board Endorsed courses, following each assessment task you will be given your score, position in group, level of achievement of specific outcomes and the steps you need to take to improve your result. You are also entitled to know your own (not others') cumulative rank at the end of each assessment task. Cumulative ranks will be based on progress in relation to the published syllabus course assessment components. You will also be notified of your cumulative ranking in each course on a report issued by the school. Final assessment marks WILL NOT be disclosed to students as per NESA policy.

#### **16. Disability Adjustments**

Disability provisions are practical arrangements designed to help students who couldn't otherwise make a fair attempt to demonstrate their skills and knowledge under exam conditions.

NSW Education Standards Authority (NESA) is responsible for approving these provisions for the HSC examinations. The school is responsible for determining and approving adjustments for all school-based assessment tasks. These decisions are in-line with NESA guidelines on disability provisions and the *Disability Standards for Education*. Please note that school-determined provisions may **NOT** necessarily apply in the HSC examinations.

Disability provisions assist students to read examination questions and write their answers. NESA determined provisions include: diabetic provisions, writer,

extra time to write, toilet breaks, computer, small group supervision, modified paper requirements, examiner aware (for speaking and performances), alternate exam venue (eg: hospital), home supervision, reader, extra time for reading, coloured paper, rest breaks. (Principal determined provisions are also available). Students may need provisions for:

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

### **What is covered**

Disability provisions address students' exam needs related to learning, medical, vision or hearing disabilities. For example, students with a learning disability may use reader or writer, medical disability may access toilet breaks or use adapted furniture, vision disability may use braille or large-print papers, hearing disability may use an oral or sign interpreter.

### **What is not covered**

Disability provisions do not apply to: Conditions that may or may not occur during an exam (episodic), eg migraines. An occurrence of this type of condition would be covered by an illness/misadventure application, except when there are identifiable factors that might contribute to, or trigger, a condition. For example, if fluorescent lighting frequently results in a migraine, a student might request seating near a window with natural light. Loss of preparation time or difficulty undertaking a course, eg a musical instrument being broken some months prior to the HSC. Difficulty with reading due to English being an additional language/dialect for a student.

### **Trial HSC Examinations**

Students in Year 12 can apply for disability provisions for the Trial HSC Examinations. Approval for disability provisions will be completed by the Learning Support Team. Applications must be submitted to the Learning and Support Team one month before the Trial HSC Examinations commence.

### **When to submit your application**

Students in Year 12 wishing to apply for disability provisions for their HSC year can submit an application from as early as **term 4 the year prior to the HSC**. Applications for provisions should be **submitted to NESA by the end of Term 1 of the HSC year**. Applications exempt from this due date are emergency provisions and students for whom the impact of their disability in exam situations is variable and unstable, i.e newly diagnosed psychiatric/neurological disorders. It is the responsibility of the student to ensure their application is received by a Learning and Support Teacher before the due date (end Term 1 of HSC year). The paperwork provided by the student and the school is submitted to NESA who examine the complexity of the case, type of disability and evidence provided. They also determine who reviews the file. NESA has a panel of specialists that includes medical practitioners, educational psychologists, and consultants for the visually or hearing impaired who make the decision and then advise the school of the outcome.

For a detailed guide to disability provisions for the HSC, <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions> Please speak to a Learning and Support Teacher (staffroom located top level library) to discuss applying for disability provisions. Further information will be provided to you during the year.

### **Please note**

*It is important that all disability provision paperwork is supplied to the school within the articulated time frames. Students benefit from early and complete applications for provisions. Appeals or applications submitted close to the exam date may not be resolved in time for that exam. Please keep in mind decisions are determined by NESAs and each application receives individual attention by trained and experienced NESAs staff, with access to expert health professionals as required. This ensures provisions granted respond to each student's specific learning, medical and psychological health needs that have an impact in exam situations.*

### **17. Final Assessment Rank Order Notice**

Actual final HSC Assessment mark totals are not revealed to students. However, you will receive your Final HSC Assessment Rank Order Notice from the school. It is recommended that you check your final rank in each course by using the Students Online service at the NESAs website after the final HSC examination and within the time period for Applications.

### **18. School Reviews of Assessment**

If you have any concerns about the marking of an assessment task you must follow this up using the EHS Appeal Form (refer to point 6) with your Classroom Teacher or the Head Teacher within one week of the return of the task.

If you consider your ranking to be incorrect you can apply to the Head Teacher for a review of your ranking. All marks and their computations (in line with syllabus requirements) are checked. Marks awarded cannot be questioned, however the process and procedures can. If there is any other concern about the administration of an assessment task or the procedures followed, you must lodge an EHS Appeal Form following the normal procedures and time limits so that the appeals panel of the Principal, relevant Deputy Principal and a Head Teacher can preside over the concern, consider it and inform the Principal of the decision. Once this occurs, the result of the concern will be communicated to you and/or your parents. If you are not satisfied by the school's review of your placement in the rank order for a course, the process of appealing to NESAs can be provided through liaising with the relevant Deputy Principal or via the NESAs website.

## Vocational Education Training (VET) Courses

### Assessment of VET Courses

#### a) Dual Accreditation of VET courses

VET courses are dual accredited. This means they allow you to gain a credential you can use in a vocational pathway beyond school whilst simultaneously contributing to the HSC. Vocational qualifications lead to recognition under the Australian Qualifications Framework (AQF) such as the award of Certificates I, II or III or Statements of Attainment toward one of these credentials.

#### b) Assessment in VET Courses

- AQF Assessment:

As you are assessed, you are judged as **competent** or **not yet competent**.

Assessment in all VET courses is ongoing. This means you will have more than one opportunity to demonstrate your skills in each unit of competency. You will be able to successfully complete competencies until the end of the course.

- HSC Assessment:

If you are seeking an ATAR, you MUST sit for the Higher School Certificate examination in the VET course you have studied. If you are not applying for an ATAR, there is no requirement for you to undertake the HSC examination unless you choose to do so. If you are enrolled in a VET course, you will be automatically entered for the examination until you notify the school that you no longer wish to complete it. In this situation, you will be required to obtain parental permission.

#### c) Formulating Assessments

All faculties in which VET courses are delivered will administer a mandatory program of assessment tasks as determined by the Department of Education. A list of these tasks can be found in the assessment schedule for each VET subject within this handbook. You should also understand that some competencies are assessed in an ongoing manner over time and evidence of competency is also gathered during work placement.

#### d) Reporting Competencies

Your report will contain the units that a student has gained *complete* competency in. If there are any units in which you have attained competence in *some elements* but not others, these will be reported as “not yet competent” pending the full completion of each unit. Reports will also contain information about the number of work placement hours that have been satisfactorily completed.



### **e) Recognition of Prior Learning (RPL)**

You can apply for RPL for any unit of competency. The RPL process is an assessment process in which a student's prior achievements can be acknowledged by their current school. If you wish to apply for RPL, your teachers will still need to conduct an assessment of your skills and knowledge in the units of competency. RPL applications should be submitted at the beginning of the course.

### **f) VET Course Applications**

In the event that a student appeals the decision made by their classroom teacher regarding an achievement of a competency, the Head Teacher or Principal may organise for another assessor to re-assess the student. This should be scheduled to occur no later than two weeks after the application has been lodged.

### **g) Work placement**

All VET Industry Curriculum Framework courses have a mandatory work placement requirement. If a student fails to undertake the mandatory work placement component of a VET course, the principal will apply the "N" determination. The minimum number of mandatory hours spent in a workplace setting is 70 hours in a 240-hour course. This is usually arranged so that 35 hours are completed in Year 11 and a further 35 hours are completed during Year 12.

In the event of your scheduled work placement clashing with an assessment task for another subject or any other approved school activity (compulsory course excursions, school camps, representative sports, etc), which you are to attend, it is your responsibility to notify teachers of your commitment to work placement well in advance. You may apply for an extension before the event occurs or submit the task prior to the engagement. Otherwise, you may be given approval to complete or submit the task in the first lesson in that subject upon your return or complete a substitute task.

**PLEASE NOTE: *The full version of this document, including individual subject Assessment Outlines, can be viewed on the school website:***

**[www.elderslie-h.schools.nsw.edu.au](http://www.elderslie-h.schools.nsw.edu.au)**

## A Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

**Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.**

<b>Account:</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse:</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply:</b>	Use, utilise, employ in a particular situation
<b>Appreciate:</b>	Make a judgement about the value of
<b>Assess:</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate:</b>	Ascertain/determine from given facts, figures or information
<b>Clarify:</b>	Make clear or plain
<b>Classify:</b>	Arrange or include in classes/categories
<b>Compare:</b>	Show how things are similar or different
<b>Construct:</b>	Make; build; put together items or arguments
<b>Contrast:</b>	Show how things are different or opposite
<b>Critically:</b>	Add a degree or level of accuracy, depth, knowledge and understanding, (analyse/ logic, questioning, reflection and quality to (analysis/evaluation) evaluate)
<b>Deduce:</b>	Draw conclusions
<b>Define:</b>	State meaning and identify essential qualities
<b>Demonstrate:</b>	Show by example
<b>Describe:</b>	Provide characteristics and features
<b>Discuss:</b>	Identify issues and provide points for and/or against

<b>Distinguish:</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate:</b>	Make a judgement based on criteria; determine the value of
<b>Examine:</b>	Inquire into
<b>Explain:</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract:</b>	Choose relevant and/or appropriate details
<b>Extrapolate:</b>	Infer from what is known
<b>Identify:</b>	Recognise and name
<b>Interpret:</b>	Draw meaning from
<b>Investigate:</b>	Plan, inquire into and draw conclusions about
<b>Justify:</b>	Support an argument or conclusion
<b>Predict:</b>	Suggest what may happen based on available information
<b>Propose:</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall:</b>	Present remembered ideas, facts or experiences
<b>Recommend:</b>	Provide reasons in favour
<b>Recount:</b>	Retell a series of events
<b>Summarise:</b>	Express, concisely, the relevant details
<b>Synthesise:</b>	Putting together various elements to make a whole

# Elderslie High School

*Excellence, Honour, Service*

Illness/Misadventure and Extension Application Form: Years 7-12



**This application must be handed to the faculty Head Teacher before an extension is granted.**  
Where possible, applications for Illness/misadventure must be submitted before the due date of the task.

## Section A - Student Details

Family Name: \_\_\_\_\_ Given Name: \_\_\_\_\_

Year/Course: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

## Section B - Assessment Task Details (use a separate application for each assessment task)

Task number: \_\_\_\_\_ Topic: \_\_\_\_\_

Weighting: \_\_\_\_\_ Due Date: \_\_\_\_\_

## Section C - Nature of the application (See page 2).

- Misadventure       Illness       Extension

## Section D - Additional Evidence supporting the application

Please list evidence you have attached to this appeal.

\_\_\_\_\_

Student Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

Section E - Head Teacher Recommendation      Date received by the HT: \_\_\_\_\_

Comments: Please include circumstances relevant to this appeal.

\_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Section F - Deputy Principal Decision      Date received by the DP: \_\_\_\_\_

- Upheld       Declined

Comments: Including consultation with Head Teacher and Class Teacher, where applicable.

\_\_\_\_\_

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Note: If the application is declined, you have the right to appeal the decision.**

Appeal form handed out by Head Teacher:      Yes      No

# Elderslie High School

*Excellence, Honour, Service*

**Appeal Form: Years 7-12**



**If the student wishes to appeal they must:**

- Submit this Appeal Form within 5 school days of an Illness/Misadventure and Extension Application being declined.
- Attach additional supporting evidence to this appeal. (e.g. Medical certificates, police event number, etc.).

## **Section A - Student Details**

Family Name: \_\_\_\_\_ Given Name: \_\_\_\_\_

Year/Course: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Date Appeal Submitted: \_\_\_\_\_ Head Teacher Signature: \_\_\_\_\_

## **Section B - Additional Evidence supporting the appeal**

*Please list evidence you have attached to this appeal.*

\_\_\_\_\_

Student Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

**Section C - Completed by the Deputy Principal**      *Date received by the DP:* \_\_\_\_\_

**Comments:** *Please include circumstances relevant to this appeal.*

\_\_\_\_\_

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Section D - Completed by the Appeal Committee**      *Date received by the AC:* \_\_\_\_\_

*Upheld*

*Declined*

**Comments:** *Including consultation with Head Teacher and Class Teacher, where applicable.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Outcome communicated to student and parent:      Yes      No

Student Signature: \_\_\_\_\_ Date received: \_\_\_\_\_

Appeal Committee Representative Signature      Date: \_\_\_\_\_

## How is HSC: All My Own Work Related to HSC eligibility?

All students entered for one or more HSC courses with an external examination are required to have satisfactorily completed HSC: All My Own Work or its equivalent. This requirement excludes students who are only entered for Life Skills courses or Board Endorsed courses although the program would still be available as an option for these students if this was seen as appropriate by their school.

### What are the objectives and outcomes for HSC: All My Own Work?

The values and attitudes students will develop through completing the HSC: All My Own Work program are:

- a commitment to principles of good scholarship, academic honesty and ethical practices.
- respect for the fundamental rights, rules and procedures that promote honesty, equity and respect for the integrity of their own work and the work of others.

In addition, the program addresses the following objectives and outcomes:

#### Objectives Outcomes

Students will develop:	A student:
1. Knowledge and understanding about scholarship principles, academic honesty and ethical practices in the context of the Higher School Certificate	1.1 demonstrates an understanding of what constitutes good scholarship and ethical practices in the context of the HSC 1.2 demonstrates an understanding of the legal context of ethical practices such as copyright law and intellectual property rights 1.3 analyses the factors that may lead to inappropriate practices 1.4 explains the benefits of respecting the integrity of works created by self and others 1.5 demonstrates an understanding of the consequences of malpractice in the context of the HSC
2. Skills in working appropriately with others in the context of the HSC	2.1 distinguishes between appropriate and inappropriate collaboration in completing school assessment tasks 2.2 evaluates opportunities to access assistance from others in completing school assessment tasks 2.3 identifies appropriate methods of acknowledging the assistance of others in completing school assessment tasks
3. Skills acknowledging the work of others appropriately to avoid plagiarism	3.1 identifies inappropriate practices such as plagiarism 3.2 attributes the work of others appropriately using referencing, bibliographic and citation conventions 3.3 applies knowledge of ethical practices to the context of the internet

# Higher School Certificate Assessment 2024-2025



## Course: Agriculture

Faculty: Science

Line: 3

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2024	Term 1 Week 8 2025	Term 2 Weeks 9 & 10 2025	Term 3 Week 5 2025
		Product Study	Writing Task	Trial HSC Examination	Experimental Design and Analysis
Knowledge and understanding of the physical, chemical, biological, social, historical, ethical and economic factors that interact in agricultural production systems	40	5	25	10	
Knowledge, understanding and skills required to manage agricultural production systems	40	10		20	10
Skills in effective research, experimentation and communication	20				20
<b>Marks</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>
HSC Outcomes Assessed in Tasks		H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, H2.2, H3.1, H3.4	H1.1, H2.1, H2.2, H3.1, H3.4, H4.1, H5.1	H3.4, H4.1, H5.1

## Outcomes:

A student:

H1.1	Explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production
H2.1	Describes the inputs, processes and interactions of plant production systems
H2.2	Describes the inputs, processes and interactions of animal production systems
H3.1	Assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
H3.2	Critically assesses the marketing of a plant OR animal product
H3.3	Critically examines the technologies and technological innovations employed in the production and marketing of agricultural systems
H3.4	Evaluates the management of the processes in agricultural systems
H4.1	Justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations
H5.1	Evaluate the impact of innovation, ethics and current issues on Australian agricultural systems



# Higher School Certificate Assessment 2024-2025



## Course: Ancient History

Faculty: HSIE

Lines: 5 and 6

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2024	Term 1 Week 7 2025	Term 2 Weeks 9 & 10 2025	Term 3 Week 4 2025
		Ancient Society Sparta Research	Core Study Cities of Vesuvius In class Writing Task and Source Analysis	Trial HSC Examination	Personalities In Their Times Agrippina II Historical Analysis
Knowledge and understanding of course content	40	5	15	15	5
Source based skills	20		5	10	5
Historical inquiry and research	20	10			10
Communication of historical understanding in appropriate forms	20	10	5		5
<b>Marks</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		AH12.2, AH12.3, AH12.5	AH12.6, AH12.10	AH12.10, AH12.1, AH12.9	AH12.4, AH12.7, AH12.8

## Outcomes:

A student:

AH12-1	Accounts for the nature of continuity and change in the ancient world
AH12-2	Proposes arguments about the varying causes and effects of events and developments
AH12-3	Evaluates the role of historical features, individuals and groups in shaping the past
AH12-4	Analyses the different perspectives of individuals and groups in their historical context
AH12-5	Assesses the significance of historical features, people, places, events and developments of the ancient world
AH12-6	Analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-7	Discusses and evaluates differing interpretations and representations of the past
AH12-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12-10	Analyses issues relating to the ownership, custodianship and conservation of the ancient past

# Higher School Certificate Assessment 2024-2025



## Course: Biology

Faculty: Science

Line: 6

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2024	Term 1 Week 6 2025	Term 2 Weeks 9 & 10 2025	Term 3 Week 4 2025
		Research Task	Depth Study	Trial HSC Examination	Practical Task
Knowledge and understanding	40	10	10	10	10
Skills in working scientifically	60	10	15	20	15
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-14, BIO12-15	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-13, BIO12-15	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12 BIO12-13, BIO12-14, BIO12-15	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-12, BIO12-13

## Outcomes:

A student:

BIO12-1	Develops and evaluates questions and hypotheses for scientific investigation
BIO12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
BIO12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
BIO12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO12-5	Analyses and evaluates primary and secondary data and information
BIO12-6	Solve scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO12-7	Communicate scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	Explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

# Higher School Certificate Assessment 2024-2025



## Course: Business Studies

Faculty: HSIE

Lines: 5 and 6

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2024	Term 1 Week 6 2025	Term 2 Week 9 & 10 2025	Term 3 Week 4 2025
		HR Extended Response Research Task	Financial Concepts Task	Trial HSC Examination	Business Report Assessment Task
Knowledge and understanding course content	45	5	10	20	10
Stimulus-Based skills	25	5	5	5	10
Inquiry and Research	10	10			
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
<b>Marks</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		H3, H7, H9	H5, H10	H1, H2, H4, H6	H8, H9

## Outcomes:

A student:

H1	Critically analyses the role of business in Australia and globally
H2	Evaluates management strategies in response to changes in internal and external influences
H3	Discusses the social and ethical responsibilities of management
H4	Analyses business functions and processes in large and global businesses
H5	Explains management strategies and their impact on businesses
H6	Evaluates the effectiveness of management in the performance of businesses
H7	Plans and conducts investigations into contemporary business issues
H8	Organises and evaluates information for actual and hypothetical business situations
H9	Communicates business information, issues and concepts in appropriate formats
H10	Applies mathematical concepts appropriately in business situations

# Higher School Certificate Assessment 2024-2025



## Course: Chemistry

Faculty: Science

Line: 4

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2024	Term 1 Week 8 2025	Term 2 Week 9 & 10 2025	Term 3 Week 5 2025
		Research Task	Depth Study	Trial HSC Examination	Practical Task
Knowledge and understanding	40	10	10	10	10
Skills in Working Scientifically	60	10	15	20	15
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13 or CH12-14, CH12-15	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-15

## Outcomes:

A student:

CH12-1	Develops and evaluates questions and hypotheses for scientific investigation
CH12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
CH12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
CH12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH12-5	Analyses and evaluates primary and secondary data and information
CH12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12	Explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	Describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14	Analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	Describes and evaluates chemical systems used to design and analyse chemical processes



# Higher School Certificate Assessment 2024-2025



## Course: Community and Family Studies

Faculty: PDHPE

Line: 3

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2024	Term 1 Week 8 2025	Term 2 Week 9 & 10 2025	Term 3 Week 5 2025
		Independent Research Project (IRP) Research Methodology	Research Task Groups in Context	Trial HSC Examination	Case Study Social Impacts of Technology
Knowledge and understanding of course content	40	5	10	15	10
Skills in critical thinking, research methodology, analysing and communication	60	15	10	15	20
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
HSC Outcomes Assessed in Tasks		H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	H1.1 to H6.2	H1.1, H2.3, H3.4, H4.1, H4.2, H6.1

## Outcomes:

A student:

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, debate 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	Formulate strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

# Higher School Certificate Assessment 2024-2025



**Course: Dance**

Faculty: CAPA

Line: Offline

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2024	Term 1 Week 8 2025	Term 2 Week 9 & 10 2025	Term 3 Week 5 2025
		Core Performance	Core Composition	Major Study	Core Appreciation
Performance	20	20			
Composition	20		20		
Appreciation	20				20
Major Study	40			40	
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>
HSC Outcomes Assessed in Tasks		H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.3	H1.1, H1.2, H1.3, H1.4, H2.3, H3.1, H3.2, H3.4	H1.1, H1.2, H1.3, H1.4 Outcomes relating to selected major study	H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3, H4.4, H4.5

## Outcomes:

A student:

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 art form
H1.3	Appreciates and values dance as an art form 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, and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific 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 art form
H4.4	Demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
H4.5	Acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

# Higher School Certificate Assessment 2024-2025



## Course: Design and Technology

Faculty: TAS

Line: 5

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2024	Term 1 Week 6 2025	Term 2 Week 6 2025	Term 2 Week 9 & 10 2025
		Project Proposal	Innovation Case Study and Exam Responses	Report of Research and Experimentation	Trial HSC Examination
Knowledge and understanding of course content	40		25		15
Knowledge and skills in designing, managing, producing and evaluating a major design project	60	20		30	10
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		H4.1, H4.2, H4.3, H5.1	H1.1, H1.2, H2.2, H3.1, H6.2	H3.2, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.1, H6.2

## Outcomes:

A student:

H1.1	Critically analyses the factors affecting design and the development and success of design projects
H1.2	Relates the practices and processes of designers and producers to the major design project
H2.1	Explains the influence of trends in society on design and production
H2.2	Evaluates the impact of design and innovation on society and the environment
H3.1	Analyses the factors that influence innovation and the success of innovation
H3.2	Uses creative and innovative approaches in designing and producing
H4.1	Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
H4.2	Selects and uses resources responsibly and safely to realise a quality major design project
H4.3	Evaluates the processes undertaken and the impacts of the major design project
H5.1	Manages the development of a quality major design project
H5.2	Selects and uses appropriate research methods and communication techniques
H6.1	Justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
H6.2	Critically assesses the emergence and impact of new technologies, and the factors affecting their development

# Higher School Certificate Assessment 2024-2025



## Course: English Advanced

Faculty: English

Line: 2

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2024	Term 1 Week 7 2025	Term 2 Week 9 & 10 2025	Term 3 Week 4 2025
		Multimedia Presentation	Critical Response	Trial HSC Examination	Creative Response and Reflection
Knowledge and understanding of course content	50	15	10	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
<b>Marks</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	EA12-1, EA12-3, EA12-5, EA12-6, EA12-7, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-9

## Outcomes:

A student:

EA12-1	Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA12-2	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA12-3	Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA12-4	Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA12-5	Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA12-6	Investigates and evaluate the relationship 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 refined individual and collaborative processes as an independent learner



# Higher School Certificate Assessment 2024-2025



## Course: English Standard

Faculty: English

Line: 2

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2024	Term 1 Week 7 2025	Term 2 Week 9 & 10 2025	Term 3 Week 4 2025
		Multimedia Presentation	Extended Response	Trial HSC Examination	Creative Response and Reflection
Knowledge and understanding of course content	50	15	10	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
<b>Marks</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN2-8	EN12-1, EN12-2, EN12-3, EN12-5, EN12-7, EN12-8	EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-9

## Outcomes:

A student:

EN12-1	Independently responds to, 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 justifying 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 relationship 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 refined individual and collaborative processes as an independent learner

# Higher School Certificate Assessment 2024-2025



## Course: English Extension 1

Faculty: English

Line: Offline

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 4 Week 7 2024	Term 1 Week 6 2025	Term 2 Week 9 & 10 2025
		Imaginative Response and Reflection	Critical Response and Evaluation of Related Text	Trial HSC Examination
Knowledge and understanding of complex texts and of how and why they are valued	50	15	20	15
Skills in complex analysis, sustained composition and independent investigation	50	15	20	15
<b>Marks</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
HSC Outcomes Assessed in Tasks		EE12-2, EE12-3, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5

## Outcomes:

A student:

EE12-1	Demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE12-2	Analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
EE12-3	Independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
EE12-4	Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
EE12-5	Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

# Higher School Certificate Assessment 2024-2025



## Course: English Extension 2

Faculty: English

Line: Offline

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 4 Week 7 2024	Term 1 Week 6 2025	Term 2 Week 6 2025
		Viva Voce	Literature Review	Critique of the Creative Process
Skills in extensive independent investigation	50	20	20	10
Skills in sustained composition	50	10	20	20
<b>Marks</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
HSC Outcomes Assessed in Tasks		EEX12-1, EEX12-4	EEX12-2, EEX12-4	EEX12-1, EEX12-3, EEX12-5

## Outcomes:

A student:

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

# Higher School Certificate Assessment 2024-2025



## Course: English Studies

Faculty: English

Line: 2

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2024	Term 1 Week 7 2025	Term 2 Week 9 & 10 2025	Term 3 Week 5 2025
		Multimodal Presentation	Representation and Written Response	Trial HSC Examination	Portfolio of Learning
Knowledge and understanding of course content	50	10	15	10	15
Skills in: <ul style="list-style-type: none"> <li>Comprehending texts</li> <li>Communicating ideas</li> <li>Using language accurately, appropriately and effectively</li> </ul>	50	15	10	10	15
<b>Marks</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>
HSC Outcomes Assessed in Tasks		ES12-2, ES12-3, ES12-5, ES12-6, ES12-8, ES12-9	ES12-2, ES12-3, ES12-5, ES12-6, ES12-7, ES12-10	ES12-1, ES12-4, ES12-7, ES12-9	ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-9, ES12-10

## Outcomes:

A student:

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 and 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 explore 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



# Higher School Certificate Assessment 2024-2025



## Course: Enterprise Computing

Faculty: TAS

Line: 6

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2024	Term 1 Week 6 2025	Term 2 Week 9 & 10 2025	Term 3 Week 4 2025
		Data Science Task	Data Visualisation Task	Trial HSC Examination	Individual Enterprise Project
Knowledge and understanding of course content	50	10	10	20	10
Knowledge and skills in the practical application of the project	50	10	10	10	20
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
HSC Outcomes Assessed in Tasks		EC-12-02, EC-12-04, EC-12-05	EC-12-01, EC-12-05, EC-12-10, EC-12-11	EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07	EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11

## Outcomes:

A student:

EC-12-01	Explains how systems meet the needs of a range of enterprises
EC-12-02	Explains the function of data and information within enterprise computing systems
EC-12-03	Explains and evaluates how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
EC-12-04	Explains how data is used in enterprise computing systems
EC-12-05	Applies tools and resources to analyse complex datasets
EC-12-06	Analyses how innovative technologies have influenced enterprise computing systems
EC-12-07	Explains the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
EC-12-08	Justifies the selection and use of tools and resources to design and develop an enterprise computing system
EC-12-09	Selects and applies methods to record the management and evaluate the development of an enterprise computing system
EC-12-10	Evaluates the effectiveness of an enterprise computing system
EC-12-11	Communicates an enterprise computing solution to specific audience

# Higher School Certificate Assessment 2024-2025



## Course: Exploring Early Childhood

Faculty: PDHPE

Line: 6

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 4 Week 7 2024	Term 1 Week 6 2025	Term 3 Week 4 2025
		Children's Literature Task	Field Report of a Contemporary Issue in Early Childhood	Portfolio of Child Care Design and Activities
Knowledge and understanding of course content	50	10	20	20
Skills in critical thinking, research methodology, analysing and communication	50	15	15	20
<b>Marks</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>
HSC Outcomes Assessed in Tasks		1.2, 1.3, 4.1, 4.2	1.4, 2.2, 2.4, 5.1	All outcomes may be assessed

## Outcomes:

A student:

1.1	Analyses prenatal issues that have an impact on development
1.2	Examines major physical socio-economic, behavioural, cognitive and language development of young children
1.3	Examines The nature of different periods in childhood-infant, toddler, preschool and the early school years
1.4	Analyse the ways in which family, community and culture influence growth and development of young children
1.5	Examine the implications for growth and development when a child has special needs
2.1	Analyse issues relating to the appropriateness of a range of services for different families
2.2	Critically examine factors that influence the social world of young children
2.3	Explains the importance of diversity as a positive issue for children and their families
2.4	Analyses the role of a range of environmental factors that have an impact on the lives of young children
2.5	Examines strategies that promote safe environments
3.1	Evaluates strategies that encourage positive behaviour in young children
4.1	Demonstrates appropriate communication skills with children and/or adults
4.2	Interacts appropriately with children and adults from a wide range of cultural backgrounds
4.3	Demonstrates appropriate strategies to resolve group conflict
5.1	Analyses and compares information from a variety of sources to develop an understanding of child growth and development
6.1	Demonstrates an understanding of decision-making processes
6.2	Critically examines all issues including beliefs and values that may influence interactions with others

# Higher School Certificate Assessment 2024-2025



## Course: Food Technology

Faculty: TAS

Line: 6

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2024	Term 1 Week 6 2025	Term 2 Week 9 & 10 2025	Term 3 Week 4 2025
		AFI in Depth Study	Product Development Task	Trial HSC Examination	Investigation of Contemporary Nutrition Issues
Knowledge and understanding of course content	40	10		25	5
Knowledge and skills in designing, researching, analysing and evaluating	30	15	5		10
Skills in experimenting with and preparing food by applying theoretical concepts	30		25		5
<b>Marks</b>	<b>100</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>20</b>
HSC Outcomes Assessed in Tasks		H1.2, H1.4, H3.1, H5.1	H1.3, H4.1, H5.1	H1.1, H1.2, H1.3, H1.4, H3.1, H4.2	H2.1, H3.2, H5.1

## Outcomes:

A student:

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

# Higher School Certificate Assessment 2024-2025



## Course: Geography

Faculty: HSIE

Line: 4

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2024	Term 1 Week 8 2025	Term 2 Week 9 & 10 2025	Term 3 Week 5 2025
		Rural and Urban Places Task	Ecosystems and Global Biodiversity	Trial HSC Examination	Global Sustainability Activity Task
Knowledge and understanding of course content	35	5	10	15	5
Geographical tools and skills	25	5	5	10	5
Geographical inquiry and research	20	10	5		5
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	5	5
<b>Marks</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>
HSC Outcomes Assessed in Tasks		GE-12-01, GE-12-06, GE-12-07	GE-12-01, GE-12-02, GE-12-03	GE-12-05, GE-12-08, GE-12-09	GE-12-01, GE-12-04, GE-12-09

## Outcomes:

A student:

GE-12-01	Analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time
GE-12-02	Analyses geographical processes and influences, at a range of scales, that form and transform places and environments
GE-12-03	Assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management
GE-12-04	Evaluates responses and management strategies, at a range of scales, for sustainability
GE-12-05	Synthesises and evaluates relevant geographical information from a variety of sources
GE-12-06	Justifies geographical methods used in geographical inquiry and their relevance in the contemporary world
GE-12-07	Selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
GE-12-08	Applies mathematical ideas and techniques to analyse complex geographical data
GE-12-09	Communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms



# Higher School Certificate Assessment 2024-2025



## Course: History Extension

Faculty: HSIE

Line: Offline

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 2 Week 9 & 10 2025	Term 3 Week 3 2025	Term 3 Week 3 2025
		Trial HSC Examination	Project – Process	Project – Essay
Knowledge and understanding of significant historiographical ideas and processes	30	30		
The History Project	70		30	40
<b>Marks</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
HSC Outcomes Assessed in Tasks		HE12-3, HE12-4	HE12-1, HE12-2	HE12-1, HE12-2, HE12-4

## Outcomes:

A student:

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 text 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

# Higher School Certificate Assessment 2024-2025



## Course: Industrial Technology Timber

Faculty: TAS

Line: 3

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2024	Term 1 Week 8 2025	Term 2 Week 9 & 10 2025	Term 3 Week 4 2025
		Report and Presentation Project	Major Project Progress Check – Prototyping and Projection	Trial HSC Examination	Industry Study Research Task
Knowledge and understanding of course content	40	10	10	10	10
Knowledge, skills and understanding in the design, management, communication and production of a major project	60	10	20	20	10
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>
HSC Outcomes Assessed in Tasks		H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H3.3, H4.1, H4.3, H5.1, H6.1, H6.2, H7.1	H1.1, H1.2, H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2

## Outcomes:

A student:

H1.1	Investigates industry through the study of business 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	Is skilled in sketching, producing and interpreting drawings
H3.2	Selects and applies appropriate research and problem-solving skills
H3.3	Applies and justifies design principles effectively through the production of a Major Project
H4.1	Demonstrates competency in practical skills appropriate to the Major Project
H4.2	Explores the need to outsource appropriate expertise where necessary to complement personal practical skills
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

# Higher School Certificate Assessment 2024-2025



## Course: Japanese Beginners

Faculty: English

Line: Offline

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2024	Term 1 Week 6 2025	Term 2 Week 9 & 10 2025	Term 3 Week 4 2025
		Reading Task	Listening and Speaking Task	Trial HSC Examination	Reading and Writing Task
Speaking	20		15	5	
Listening	30		20	10	
Reading	30	10		10	10
Writing	20			5	15
<b>Marks</b>	<b>100</b>	<b>10</b>	<b>35</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	2.1, 2.2, 2.5, 2.6	1.1, 1.2, 1.3, 3.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6., 3.1, 3.2, 3.3, 3.4

## Outcomes:

A student:

1.1	Establishes and maintains communication in Japanese
1.2	Manipulates linguistic structures to express ideas effectively in Japanese
1.3	Sequences ideas and information
1.4	Applies knowledge of the culture of Japanese-speaking communities to interact appropriately
2.1	Understands and interprets information in texts using a range of strategies
2.2	Conveys the gist of and identifies specific information in texts
2.3	Summarises the main points of a text
2.4	Draws conclusions from or justifies an opinion about a text
2.5	Identifies the purpose, context and audience of a text
2.6	Identifies and explains aspects of the culture of Japanese-speaking communities in texts
3.1	Produces texts appropriate to audience, purpose and context
3.2	Structures and sequences ideas and information
3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
3.4	Applies knowledge of the culture of Japanese-speaking communities to the production of texts

# Higher School Certificate Assessment 2024-2025



## Course: Japanese Continuers

Faculty: English

Line: Offline

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2024	Term 1 Week 6 2025	Term 2 Week 9 & 10 2025	Term 3 Week 4 2025
		Reading Task	Listening and Speaking Task	Trial HSC Examination	Reading and Writing Task
Speaking	20		15	5	
Listening	30		20	10	
Reading	30	10		10	10
Writing	20			5	15
<b>Marks</b>	<b>100</b>	<b>10</b>	<b>35</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	2.1, 2.2, 2.3, 3.3, 3.4, 3.5, 4.1, 4.2

## Outcomes:

A student:

1.1	Uses a range of strategies to maintain communication
1.2	Conveys information appropriate to context, purpose and audience
1.3	Exchanges and justifies opinions and ideas
1.4	Reflects on aspects of past, present and future experience
2.1	Applies knowledge of language structures to create original text
2.2	Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3	Structures and sequences ideas and information
3.1	Conveys the gist of texts and identifies specific information
3.2	Summarises the main ideas
3.3	Identifies the tone, purpose, context and audience
3.4	Draws conclusions from or justifies an opinion
3.5	Interprets, analyses and evaluates information
3.6	Infers points of view, attitudes or emotions from language and context
4.1	Recognises and employs language appropriate to different social contexts
4.2	Identifies values, attitudes and beliefs of cultural significance
4.3	Reflects upon significant aspects of language and culture



# Higher School Certificate Assessment 2024-2025



## Course: Legal Studies

Faculty: HSIE

Lines: 3 and 5

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2024	Term 1 Week 7 2025	Term 2 Week 9 & 10 2025	Term 3 Week 5 2025
		Human Rights Task In Class Task	Crime Research Task	Trial HSC Examination	Shelter Research Essay
Knowledge and understanding of course content	40	10	5	15	10
Analysis and evaluation	20		10	10	
Inquiry and research	20		10		10
Communication of legal information, ideas and issues in appropriate terms	20	10		5	5
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		H2, H3, H5, H10	H4, H6, H7, H8, H9	H1, H3, H4, H5, H9	H7, H8, H9

## Outcomes:

A student:

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

# Higher School Certificate Assessment 2024-2025



## Course: Mathematics Advanced

Faculty: Mathematics

Line: 1

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2024	Term 1 Week 7 2025	Term 2 Week 9 & 10 2025	Term 3 Week 4 2025
		Investigative Style Task	Topic Test	Trial HSC Examination	Sighted Examination
Concepts, skills and techniques	50	10	15	15	10
Reasoning and communication	50	10	10	15	15
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		MA12-2, MA12-4	MA12-1, MA12-2, MA12-4, MA12-5	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8

## Outcomes:

A student:

MA12-1	Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
MA12-2	Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA12-3	Applies calculus techniques to model and solve problems
MA12-4	Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA12-5	Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MA12-6	Applies appropriate differentiation methods to solve problems
MA12-7	Applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA12-8	Solves problems using appropriate statistical processes

# Higher School Certificate Assessment 2024-2025



## Course: Mathematics Extension 1

Faculty: Mathematics

Line: Offline

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 4 Week 7 2024	Term 2 Week 9 & 10 2025	Term 3 Week 5 2025
		Investigative Style Task	Trial HSC Examination	Sighted Examination
Concepts, skills and techniques	50	10	20	20
Reasoning and communication	50	30	10	10
<b>Marks</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>
HSC Outcomes Assessed in Tasks		ME12-1, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7

## Outcomes:

A student:

ME12-1	Applies techniques involving proof of 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

# Higher School Certificate Assessment 2024-2025



## Course: Mathematics Extension 2

Faculty: Mathematics

Line: Offline

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2024	Term 1 Week 7 2025	Term 2 Week 9 & 10 2025	Term 3 Week 4 2025
		Investigative Style Task	Topic Test	Trial HSC Examination	Sighted Examination
Concepts, skills and techniques	50	10	10	20	10
Reasoning and communication	50	10	15	10	15
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		MEX12-1, MEX12-2, MEX12-3	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8

## Outcomes:

A student:

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



# Higher School Certificate Assessment 2024-2025



## Course: Mathematics Standard 1

Faculty: Mathematics

Line: 1

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2024	Term 1 Week 7 2025	Term 2 Week 9 & 10 2025	Term 3 Week 4 2025
		Investigative Style Task	Topic Test	Trial HSC Examination	Sighted Examination
Knowledge and understanding	50	10	15	15	10
Skills	50	10	10	15	15
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		MS1-12-5	MS1-12-3, MS1-12-4, MS1-12-8	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10

## Outcomes:

A student:

MS1-12-1	Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS1-12-2	Analyses representations of data in order to make predictions and draw conclusions
MS1-12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness
MS1-12-4	Analyses simple two-dimensional and three-dimensional models to solve practical problems
MS1-12-5	Makes informed decisions about financial situations likely to be encountered post-school
MS1-12-6	Represents the relationships between changing quantities in algebraic and graphical forms
MS1-12-7	Solves problems requiring statistical processes
MS1-12-8	Applies network techniques to solve network problems
MS1-12-9	Chooses and uses appropriate technology effectively and recognises appropriate time for such use
MS1-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

# Higher School Certificate Assessment 2024-2025



## Course: Mathematics Standard 2

Faculty: Mathematics

Line: 1

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2024	Term 1 Week 7 2025	Term 2 Week 9 & 10 2025	Term 3 Week 4 2025
		Investigative Style Task	Topic Test	Trial HSC Examination	Sighted Examination
Concepts, skills and techniques	50	10	15	15	10
Reasoning and communication	50	10	10	15	15
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		MS2-12-5	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10

## Outcomes:

A student:

MS2-12-1	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2-12-2	Analyses representations of data in order to make inferences, predictions and draw conclusions
MS2-12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
MS2-12-4	Analysis two-dimensional and three-dimensional models to solve practical problems
MS2-12-5	Make informed decisions about financial situations, including annuities and loan repayments
MS2-12-6	Solves problems by representing the relationships between changing quantity in algebraic and graphical forms
MS2-12-7	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS2-12-8	Solves problems using networks to model decision-making in practical problems
MS2-12-9	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
MS2-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

# Higher School Certificate Assessment 2024-2025



## Course: Modern History

Faculty: HSIE

Lines: 3 and 4

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2024	Term 1 Week 8 2025	Term 2 Week 9 & 10 2025	Term 3 Week 5 2025
		Power and Authority Source Test	Peace and Conflict	Trial HSC Examination	Change in the Modern World Essay
Knowledge and understanding of course content	40	10	10	10	10
Source based skills	20	10		10	
Historical inquiry and research	20		10		10
Communication of historical understanding in appropriate forms	20		5	10	5
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		MH12-4, MH12-9	MH12-2, MH12-8	MH12-1, MH12-3, MH12-6	MH12-5, MH12-7

## Outcomes:

A student:

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	Assess 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 present 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

# Higher School Certificate Assessment 2024-2025



## Course: Personal Development, Health and Physical Education

Faculty: PDHPE

Lines: 5 and 6

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2024	Term 1 Week 6 2025	Term 2 Week 9 & 10 2025	Term 3 Week 4 2025
		Research Task In Class Assessment Core 1	Class Study In Class Core 1 and Core 2	Trial HSC Examination	Written Report Option 3 – Sports Medicine Option 4 – Improving Performance
Knowledge and understanding of course content	40	5	10	15	10
Skills in critical thinking, research, analysis and communicating	60	10	15	15	20
<b>Marks</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>
HSC Outcomes Assessed in Tasks		H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H9, H10, H11, H16, H17	H7, H8, H9, H10, H16, H17	H8, H13, H16, H17

## Outcomes:

A student:

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



# Higher School Certificate Assessment 2024-2025



## Course: Physics

Faculty: Science

Lines: 3

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2024	Term 1 Week 8 2025	Term 2 Week 9 & 10 2025	Term 3 Week 5 2025
		Practical Task	Processing Task	Trial HSC Examination	Depth Study
Knowledge and understanding	40	5	10	20	5
Skills in working scientifically	60	10	20	10	20
<b>Marks</b>	<b>100</b>	<b>15</b>	<b>30</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		PH12-2, PH12-3, PH12-5, PH12-6, PH12-12	PH12-1, PH12-5, PH12-7, PH12-12	PH12-4, PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15	PH12-5, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15

## Outcomes:

A student:

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	Solve scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH12-7	Communicate 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

# Higher School Certificate Assessment 2024-2025



## Course: Science Extension

Faculty: Science

Lines: Offline

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 4 Week 9 2024	Term 1 Week 8 2025	Term 3 Week 5 2025
		Practical Task	Processing Task	Depth Study
Communicating scientifically	30	30		
Gathering, recording, analysing and evaluating data	30		30	
Application of scientific research skills	40			40
<b>Marks</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
HSC Outcomes Assessed in Tasks		SE-1, SE-2, SE-3	SE-4, SE-5, SE-6	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7

## Outcomes:

A student:

SE-1	Refines and applies the Working Scientifically processes in relation to scientific research
SE-2	Analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
SE-3	Interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
SE-4	Uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
SE-5	Analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
SE-6	Analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
SE-7	Communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

# Higher School Certificate Assessment 2024-2025



## Course: Society and Culture

Faculty: HSIE

Line: 4

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2024	Term 1 Week 8 2025	Term 2 Week 9 & 10 2025	Term 3 Week 5 2025
		Depth Study One Research Task	Depth Study Two Content Analysis and In Class Response	Trial HSC Examination	Depth Study Three Research Task and In Class Response
Knowledge and understanding of course content	50	15	10	20	5
Application and evaluation of social and cultural research methodologies	30	5	10	5	10
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5
<b>Marks</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>
HSC Outcomes Assessed in Tasks		H2, H3, H9	H1, H6, H10	H1, H5, H9, H10	H3, H5, H9

## Outcomes:

A student:

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

# Higher School Certificate Assessment 2024-2025



## Course: Sport, Lifestyle and Recreation Studies

Faculty: PDHPE

Line: 5

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 4 Week 7 2024	Term 1 Week 6 2025	Term 3 Week 4 2025
		Report – First Aid and Sport Injuries	Fitness Program	Topic Test – Social Perspectives of Games and Sport
Knowledge and understanding of course content	50	15	15	20
Skills in critical thinking, research methodology, analysing, communicating and sport application	50	10	20	20
<b>Marks</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>
HSC Outcomes Assessed in Tasks		1.3, 2.5, 3.6, 4.2, 4.4, 4.5	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4

## Outcomes:

A student:

First Aid and Sports Injuries	1.3 2.5 3.6 4.2 4.4 4.5	Demonstrates ways to enhance safety in physical activity Describes the relationship between anatomy, physiology and performance Assesses and responds appropriately to emergency care situations Demonstrates leadership skills and a capacity to work cooperatively in movement contexts Demonstrates competence and confidence in movement contexts Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
Fitness	1.2 1.3 2.2 3.2 3.3 4.1	Explains the relationship between physical activity, fitness and healthy lifestyle Demonstrates ways to enhance safety in physical activity Analyses the fitness requirements of specific activities Designs programs that respond to performance needs Measures and evaluates physical performance capacity Plans strategies to achieve performance goals
Games and Sport Application 2	1.1 1.3 2.1 3.1 3.2 4.1 4.4	Applies the rules and conventions that relate to participation in a range of physical activities Demonstrates ways to enhance safety in physical activity Explains the principles of skill development and training Selects appropriate strategies and tactics for success in a range of movement contexts Designs programs that respond to performance needs Plans strategies to achieve performance goals Demonstrates competence and confidence in movement contexts
Social Perspectives of Games and Sport	1.4 2.4 3.7 4.5	Investigates and interprets the patterns of participation in sport and physical activity in Australia Describes how societal influences impact on the nature of sport in Australia Analyses the impact of professionalism in sport Recognises the skills and abilities required to adopt roles that support health, safety and physical activity



# Higher School Certificate Assessment 2024-2025



## Course: Visual Arts

Faculty: Creative and Performing Arts

Line: 3

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2024	Term 1 Week 8 2025	Term 2 Week 9 & 10 2025	Term 3 Week 5 2025
		Research Essay V.A.P.D. / Body of Work Proposal	Art Historical Critical Evaluation and Essay V.A.P.D. / Body of Work	Trial HSC Examination V.A.P.D. / Body of Work	HSC CAPA Evening Instillation of Body of Work / V.A.P.D.
Art making	50	10	15	10	15
Art criticism and history	50	15	15	20	
<b>Marks</b>	<b>100</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>15</b>
HSC Outcomes Assessed in Tasks		H1, H2, H4, H7, H8	H3, H5, H6, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6

## Outcomes:

A student:

H1	Initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
H2	Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
H3	Demonstrates an understanding of the frames when working independently in the making of art
H4	Selects and develops subject matter and forms in particular ways as representations in artmaking
H5	Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
H6	Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
H7	Applies their understanding of practice in art criticism and art history
H8	Applies their understanding of the relationships among the artist, artwork, world and audience
H9	Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
H10	Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

# Higher School Certificate Assessment 2024-2025



## Course: Work Studies

Faculty: HSIE

Lines: 2

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 4 Week 8 2024	Term 1 Week 7 2025	Term 3 Week 5 2025
		Workplace Task	Work Skills Project	Career and Transition Task
Knowledge and understanding	30	10	10	10
Skills	70	25	25	20
<b>Marks</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>
HSC Outcomes Assessed in Tasks		H2, H3, H7	H1, H2, H4, H5	H6, H7, H8, H9

## Outcomes:

A student:

H1	Investigates a range of work environments
H2	Examines different types of work and skills for employment
H3	Analyses employment options and strategies for career management
H4	Assesses pathways for further education, training and life planning
H5	Communicates and uses technology effectively
H6	Applies self -management and teamwork skills
H7	Utilises strategies to plan, organise and solve problems
H8	Assesses influences on people’s working lives
H9	Evaluates personal and social influences on individuals and groups

# PUBLIC SCHOOLS NSW RTOs



Education

## VOCATIONAL EDUCATION AND TRAINING

### School Delivered 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 an HSC or RoSA and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW RTOs are accredited 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 (skills) and what they know (knowledge) to 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 expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

**Board Developed Industry Curriculum Framework (ICF)** courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

**Board Endorsed Courses (BECs)** are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

### Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

### Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

### School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser

# Entertainment Industry



Education

Entertainment Industry

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

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)

School Name: Elderslie 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 Plan a career	Task 5 Work in the industry	Task 6 To project and serve	Task 7 Showtime	HSC Trial Exam
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 10 Term 2 Date	Week 10 Term 1 Date	Week 10 Term 2 Date	Week 8 Term 3 Date	Week Term Date
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".

# Hospitality – Food and Beverage



Education

Hospitality  
 Qualification: SIT20322 Certificate II in Hospitality  
 Cohort 2024 - 2025  
 Training Package SIT Tourism, Travel and Hospitality

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

School Name: Elderslie 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
		Week Term Date	Week Term Date	Week Term Date
Code	Unit of Competency			
SITHIND006	Source and use information on the hospitality industry	X		
SITHFAB024	Prepare and serve non-alcoholic beverages		X	
SITHFAB025	Prepare and serve espresso coffee		X	
SITHFAB027	Serve food and beverages		X	
BSBTWK201	Work effectively with others		X	
SITHIND007	Use hospitality skills effectively		X	

Depending on the achievement of units of competency, the possible qualification outcome is 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".

# Sports Coaching



Education

Sport Coaching

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

Qualification: SIS30521 Certificate III in Sport Coaching

Cohort 2024 - 2025

Training Package SIS Sport, Fitness and Recreation

School Name: Elderslie 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 3C Strength and Conditioning	Task 4 Coaching the Individual	Task 5 Next Level Coaching	Task 6 First Aid	HSC TRIAL EXAM
Code	Unit of Competency	Week Term 4&1 Date	Week Term 2 Date	Week Term 3 Date	Week Term: 2 & 4 Date	Week Term Date
SIXCAI009	Instruct strength and conditioning techniques	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”.



# Higher School Certificate Assessment 2024-2025

## Community of Schools Subjects – Wednesday Afternoons

The following subjects are being taught through the Community of Schools Program.

**Economics** is being taught at Elizabeth Macarthur High School. Please contact your teachers for assessment information.

**Hospitality (Commercial Cookery)** is being taught at Camden High School. Please contact your teachers for assessment information.

**Japanese (Beginners and Continuers)** is being taught at Elderslie High School. Please contact your teachers for assessment information.

**Primary Industries** is being taught at Camden High School. Please contact your teachers for assessment information.