



Lake Munmorah High School

"Setting the Standard"



Year 12 2024-2025

Assessment Procedures and Assessment Schedules



CONTENTS

	Page
Requirements for the Higher School Certificate and Record of School Achievement	2
• Eligibility	2
• Satisfactory Completion of a Course	2-3
• HSC Credential	4-5
• Disability Provisions	5-6
• Minimum Standards	6
• Vocational Education and Training (VET)	6-7
Assessment of Achievement in HSC Courses	8
• Assessment	8
• Assessment Tasks and Assessment Notification	9
• Assessment Expectations	10-11
• Conduct During Assessment Tasks (including Examination Periods)	11
• Notification of Absence	12
• Completion and Submission of Assessment Tasks	12-13
• Mobile Phone Use	13
• Failure to Complete/Late Submission of an Assessment Task	14
• School Sanctioned Commitments	14
• Request for Extensions	14
• Non Serious Attempts	15
• Leave	15
• N Determinations	15-16
• Feedback	17
• Records/Assessment marks	17
• Invalid Assessment Tasks and School Reviews of Assessment	17
• Responsibilities	18
Malpractice Policy	19
• Malpractice	19
• Illness/Misadventure Process	22-23
Year 12 Assessment Schedules	24-52
Assessment Calendar Templates	53-54



Assessment Procedures

Requirements for the Higher School Certificate and Record of School Achievement

Eligibility

To be eligible for the award of the Higher School Certificate, students must:

- have completed Year 10 and,
- have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- have completed [All My Own Work](#) (or its equivalent), and
- have demonstrated the [minimum standard of literacy and numeracy](#) , and
- have satisfactorily [completed courses](#) that comprise the [pattern of study](#) required by NESA for the [award of the HSC](#) , and
- undertake and make a [serious attempt](#) at the requisite [HSC Exams](#).

Satisfactory Completion of a Course

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- 2 units of Board Developed course in English
- at least 4 or more units of Board Developed courses
- at least 3 courses of 2 or more units (which may be Board Developed or Board Endorsed) and
- at least 4 subjects

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six Year 11 units and seven Year 12 units from courses in science.

The following course completion criteria refer to both Year 11 and Year 12 courses.

i. Course Completion Criteria

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- followed** the course developed or endorsed by the Board
- applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved** some or all of the course outcomes

Note: For HSC courses, students must complete assessment tasks that contribute in **excess of 50%** of available marks.



Assessment Procedures

ii. Year 11 Courses

Satisfactory completion of the Year 11 course or its equivalent is a prerequisite for entry into an HSC course. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks in the course by the scheduled due date. Failure to meet this requirement will be deemed as “not meeting the requirements of the course.”

Courses that were not satisfactorily completed will not be printed on Records of Achievement.

iii. The Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) provides information on a student’s performance throughout Stage 5 and Stage 6, up to a student’s completion of HSC requirements.

The RoSA records completed Year 10 and Year 11 courses and grades, and Year 12 HSC results for students not eligible for the HSC. It also records participation in any uncompleted Year 11 or Year 12 courses and the date of leaving school.

It is an opportunity for all students to recognise school achievement before receiving their Higher School Certificate (HSC).

While the RoSA credential is for school leavers, all Years 11 and 12 students are able to access and print a Student eRecord via their NESA Students Online account. The eRecord is not a formal NESA credential but has the same information as a RoSA. The Student eRecord is also available to schools via [Schools Online](#). Schools can generate an eRecord to check the student’s course information is correctly recorded. This online eRecord can be used as an interim result report until the formal RoSA credential is delivered to the student’s Students Online account. Further information about eRecords is available on [NESA’s Record of School Achievement](#) webpage.

Students who have undertaken a VET course as part of their pattern of study will be issued with additional VET certification documentation that recognises their achievement towards a nationally recognised Australian Qualifications Framework (AQF) VET qualification. NESA generates VET certification documentation on behalf of school system Registered Training Organisations (RTO).

iv. Life Skills

Stage 6 Life Skills courses provide options for students with disability who are unable to access regular course outcomes, particularly students with an intellectual disability.

The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate.

Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Preliminary course and a 2-unit 120-hour HSC course.



Assessment Procedures

HSC Credential

School-based assessment tasks will contribute to 50% of the marks for the Higher School Certificate. The school assessment mark will be based on student performance in assessment tasks undertaken during each course. The other 50% of the marks will be based on student performance in the HSC examination for each subject.

The Higher School Certificate is a testamur document, issued by NESA, which states that a student has met all of the requirements and has been awarded an HSC.

On the satisfactory completion of the HSC, students will receive a portfolio containing:

- The Higher School Certificate Testamur – This shows that a student is eligible for the Higher School Certificate. It includes the student's name, school and date of the award. The HSC Testamur is delivered by post in January. Students are able to download their credentials via their Students Online account
- Higher School Certificate Record of Achievement – The Higher School Certificate (HSC), Record of Achievement (RoSA) including Year 11 grades, and if applicable, Year 10 (Stage 5) grades.

Assessment mark: School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course. NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

Examination mark: The examination mark for each course shows the student's performance in the HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

HSC mark: The Higher School Certificate mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.

Performance Bands: Student performance in the Higher School Certificate examinations is reported in relation to defined standards (or levels of achievement) using performance bands that have been developed for each course. For 2 Unit courses, students receive a mark out of 100 and a place within one of the six performance bands. For Extension courses, students receive a mark out of 50 and a place within one of four performance bands.

2 Unit Courses	Extension Courses
Band 6 = 90 - 100 marks	Band E4 = 45 - 50 marks
Band 5 = 80 - 89 marks	Band E3 = 35 - 44 marks
Band 4 = 70 - 79 marks	Band E2 = 25 - 34 marks
Band 3 = 60 - 69 marks	Band E1 = 0 - 24 marks
Band 2 = 50 - 59 marks	
Band 1 = 0 - 49 marks	



Assessment Procedures

Moderation: Detailed information on moderation can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation>

The Australian Tertiary Admission Rank: The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities Admissions Centre (UAC) on behalf of universities in NSW and the ACT.

To be eligible for an ATAR in NSW, students must satisfactorily complete at least 10 units of NESA developed HSC courses including:

- 10 units of HSC Board Developed courses
- 2 units of English
- Three HSC Board Developed courses of 2 units or greater
- Four subject areas.

Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry.

Students should refer to the Universities Admissions Centre website at: <https://www.uac.edu.au/>

Disability Provisions

Disability provisions provide students with practical support to access i.e. read and respond to, the HSC examinations.

In providing disability provisions for the HSC examinations, NESA complies with the *Disability Discrimination Act 1992* (Cth) (DDA) and the *Disability Standards for Education 2005*, issued under the DDA.

NESA may approve disability provisions that provide access to the HSC exams for students whose permanent or temporary disability prevents them from doing so in a normal exam situation.

Disability provisions:

- a) address students' exam needs impacted by one or more of the following categories of disability:
 - a. learning, and/or
 - b. medical, and/or
 - c. vision, and/or
 - d. hearing
- b) are determined on the basis of functional evidence of impact, and
- c) provide practical support for students with disability to access HSC exams, not to achieve potential.

Principals must apply for HSC disability provisions on behalf of students for known conditions by completing the online application form in Schools Online by the last day of Term 1 in the year the student sits the HSC exams. Schools are responsible for determining and approving adjustments for all school-based assessment tasks. NESA determines disability provisions for the Higher School Certificate examinations.



Assessment Procedures

NESA will not approve disability provisions:

- a) solely on the basis of a diagnosis
- b) if it confers an advantage over students without that provision
- c) based on students' state or perceived difficulties when undertaking HSC courses or preparing for HSC exams
- d) based on a students lack of familiarity with the English language, and
- e) for students with episodic conditions that might occur during the HSC exam, and occurrence of these conditions will be subject to consideration under NESA's [illness/misadventure program](#).

It is crucial that a comprehensive examination support service is offered to students. For both internal and external examinations, eligible students are entitled to one or more of the following provisions: separate small group supervision, reader, writer, extra time and rest breaks. The Learning and Support Team is responsible for determining and approving disability provisions for all school-based assessment tasks. This includes liaising with parents and teachers through a student's Individual Education Plan and conducting NESA approved screening tests.

Detailed information about disability provisions can be found at:

Minimum Standards

Students are being supported to meet a minimum standard of literacy and numeracy to receive the Higher School Certificate credential.

Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have a level of skills necessary for success after school. To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday lift.

For more information: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

Vocational Education and Training (VET)

Vocational Education and Training (VET) offers a faster job-focused pathway to a career compared to a three-year bachelor degree. VET provides students with first-hand experience in the workplace through an apprenticeship or traineeship. This gives them the right skills for the world and allows them quicker entry into paid work.

There may be minimum qualifications, but they may relate more to other factors, such as knowledge, skills and other relevant qualities.

VET courses cover a broad range of industries, such as:

- administration
- retail
- tourism & hospitality
- construction
- utilities
- community services & health
- transport
- mining
- manufacturing
- technology



Assessment Procedures

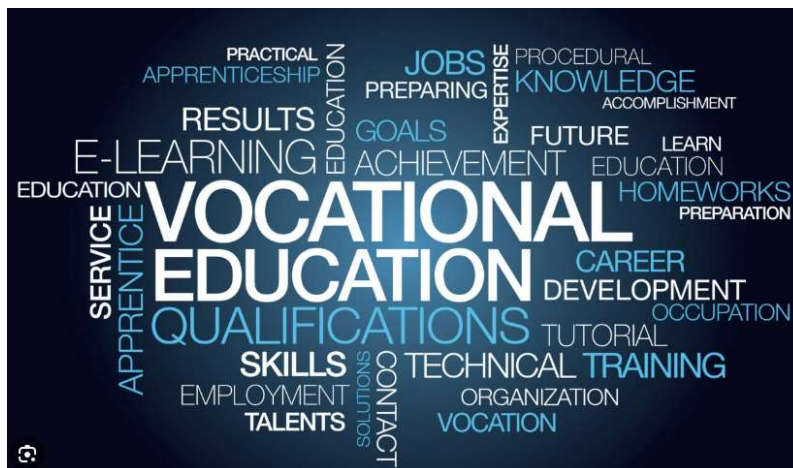
VET courses can only be delivered by registered training organisations (RTOs) that meet national standards and have the relevant qualification and units of competency on their scope of registration.

NESA requires providers of VET curriculum framework courses to:

- Ensure that all courses are delivered under a Registered Training Organisation (RTO)
- Use a competency-based approach to assessment
- Maintain a record of all of the competencies achieved by each student
- Progressively record the achievement of elements of competency and units of competency in a competency record book (student log) supplied by the RTO
- Use only qualified assessors to carry out assessment
- Report to the NESA via Schools Online both the units of competency each student intends to study in a year and the units of competency actually achieved by each student in each course
- Verify that students have completed the mandatory work placement hours that have been assigned to each course
- Prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to present for the examination.

VET courses are competency based. In a competency based course, assessment of competencies is criterion referenced. All courses within the VET Frameworks have a mandatory work placement requirement. Assessment for courses in the frameworks must meet training package requirements. The 240 hour VET framework courses have a Higher School Certificate external assessment consisting of an optional written examination. The written examination is independent of the competency based assessment undertaken during the course. The marks achieved by students in the examination are shown on the Record of Achievement and are used as the sole basis for determining the contribution of the courses to the student's Australian Tertiary Admission Rank (ATAR).

If a student fails to undertake any mandatory work placement component of a VET course it will be determined that the student has not met NESA mandatory work placement requirements. In this case the Principal will indicate that the course has not been satisfactorily completed and the student will be recommended for an 'N' determination.





Assessment Procedures

Assessment of Achievement in HSC Courses

Assessment

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

Assessment:

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

Each assessment task should:

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

NESA mandates certain components and weightings for both Year 11 and Year 12 courses. The maximum number of formal assessment tasks in any 2 Unit course is three in Year 11, and four in Year 12.

A maximum of one formal written examination that mimics the HSC examination is allowed per Year 12 course, with a maximum weighting of 30%.

The maximum number of tasks in any 1 Unit course, including any extension course, will be three in Year 11 and four in Year 12. In the case of Extension courses, students who fail to meet the assessment requirements for the co requisite 2 Unit course may be deemed by NESA not to be eligible to receive a result in either course. All weightings and components are listed according to the relevant syllabus.

HSC takes precedence over all school activities, including excursions, competitions and sporting events.



Assessment Procedures

Assessment Tasks

The assessment tasks used should be appropriate to the outcomes and components of the course being assessed. Tasks could include assignments, fieldwork studies and reports, tests, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance. The syllabus provides guidance in relation to the types of tasks that are suitable.

The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that provide the opportunity for the full range of marks to be available.

Executive staff are required to validate each task prior to distribution to students. All assessment tasks for a course should be completed by each student.

The students will be required to acknowledge the receipt, submission and return of a task. Teachers should assess the students' actual performance, not potential performance.

Assessment Notification

At the commencement of their course all students will be informed of the location of the Assessment Procedures. This will be on the school website and emailed to their school email address. They will receive a hard copy of the entire document, and hard copies will also be accessible via the Deputy Principal and Resource Centre Manager.

Students will be asked to sign to acknowledge their awareness of the processes outlined in this document. Staff explanation accompanies this process. Ongoing assistance is available from the Year Advisor, the Careers Advisor, the Resource Centre Manager and Deputy Principal.

A timetable for assessment tasks is developed and included in the booklet. All assessment tasks are placed on the assessment calendar by the Deputy Principal to avoid clashes with excursions and other events.

Students will be given at least two weeks written notice of an assessment task. This notice will include:

- the nature of the task
- outcomes
- assessment criteria
- the value or weighting of the task
- marking guidelines
- submission details

If a student is absent for the issuing of 'notice' it is the student's responsibility to obtain the task information. There will not be a staggered due date because of 'late' notice.



Assessment Procedures

Assessment Expectations

All Year 12 courses will have HSC Trial Examinations with the exceptions of English Extension 2 and some Content Endorsed and Board Endorsed courses. This examination will form a significant part of the entire assessment. Examination papers will mirror the HSC as much as possible in skills, content, duration and difficulty.

It is the responsibility of the student to ensure that they take assessment tasks at the scheduled time and date.

All Year 12 HSC Trial Examinations will take place in the allocated assessment block of Term 3, Weeks 5/6. During this examination period students are expected to:

- only attend school when they have an examination
- attend their examinations in full school uniform
- be prompt to all examinations
- have all mobile phones turned off and not on their person. Smart watches are to be disabled
- start writing only when instructed to do so
- behave politely and courteously towards the supervisors and other students
- take examinations seriously
- always follow the supervisors' instructions
- make a serious attempt at the examination by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt
- answer in English, unless the question paper directs otherwise

During examinations students are not to:

- cheat
- include frivolous or objectionable material
- take any of the items prohibited into the room
- speak to anyone other than a supervisor
- bring a mobile phone into the examination room
- behave in any way likely to disturb another student or upset the examination's running
- be affected by alcohol or illegal drugs
- eat unless approved by NESA (for example, if you have diabetes)
- take any writing booklets or examination paper, whether used or not, out of the room
- write on anything other than writing books, answer booklets or other writing material provided. Students should not write on any other equipment including their body, clothing, tissues e.t.c
- leave the room, except in an emergency. If students have to leave yet will return, they must be continually supervised while they are out of the room
- **leave within the first hour or the last 10 minutes of the examination**
- take an examination paper out of the room

Supervisors will ask students to leave the examination if they don't follow these rules. Student's performance in the examination from which they were removed will be subsequently assessed as per the assessment procedures.



Assessment Procedures

During examinations, students will be made aware of the following:

1. No student will be permitted to use a toilet during an examination that is 1.5 hours or less in duration
2. In examinations of 2 hours or longer in duration, students will not be permitted to use the toilet in the first 30 minutes of the examination, and the last 30 minutes of an examination.

Students will be provided access to the toilets in the Resource Centre and must be accompanied by an assigned staff member. Only one student at any time may be permitted to access toilets.

What you should bring to an examination:

- Clear pencil case or container
- Black pens
- Pencils (at least 2B)
- Eraser
- Pencil sharpener
- Ruler (marked in mm and cm)
- Highlighters
- Water in a clear bottle
- Approved calculators

What you cannot bring:

- A mobile phone. Mobile phones are not permitted in an examination room under any circumstances
- A programmable watch, e.g. a smart watch
- Any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads), music players or electronic dictionaries
- Paper or any printed or written material. You can ask your presiding officer for working paper
- Print dictionaries, except where permitted in language examinations

Specific course equipment can be found at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Students may only use scientific calculators that appear on the NESA's list of approved scientific calculators. The list of approved scientific calculators, can be found at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>

Conduct During Assessment Tasks (including Examination Periods)

Examinations are assessment tasks. Students must follow the instructions of their teachers at all times during the conduct of an assessment task. They may not have any notes with them, unless specified within the task parameters.

Students must not behave in any way that is likely to disturb the work of any other student or upset the conduct of the task. This includes ensuring that electronic devices are turned off for the duration of the task.

All work submitted as part of an assessment task must be the work of that student. Students have a responsibility to maintain the security of any assessment tasks completed outside class. They must not permit other students to have access to these tasks, particularly students absent for an in-class assessment task. Access may unfairly advantage them through your discussion of the task.



Assessment Procedures

Notification of Absence

If a student is absent on the day of an assessment they must:

- Contact the school on the day
- Complete an Illness/Misadventure form with attached required documentation
- Catch-up the task within the scheduled examination period.

Completion and Submission of Assessment Tasks

Students have a responsibility to be present for all in class assessment tasks. These tasks take priority over all other school activities. If a student is aware of circumstances that may prevent their attendance in class for a task, they must make these circumstances known to their class teacher and the appropriate Head Teacher before the day of the task. They may need to use the Illness/Misadventure process. Students must ensure that arrangements have been made for them to complete the task or a substitute task. It is important that students attend on days with scheduled assessment tasks.

Students will be notified in writing, as a part of their task notification, of the format in which the submission of the task will be accepted. Students should not assume that they may submit their assessment tasks by email or other digital media. A USB or external hard drive device will NOT be accepted for the submission of any assessment task.

Assessment tasks may be submitted using any of the following methods unless notified otherwise:

- **Written hard copy form:** assessment tasks must be personally delivered into the possession of the relevant teacher (or delegate) – not left at staffrooms, in classrooms or anywhere else. Students will be asked to sign a register with the classroom teacher to ensure that there is evidence that they have submitted the task by the due date.
- **Email:** assessment tasks will state the email address to which the task must be sent to qualify for appropriate submission of the task. A received email is accepted as a digital signature.
- **Online Learning Platform:** assessment tasks will direct students to the appropriate information regarding where their task is to be submitted.

Assessment tasks will need to be submitted by 2:05pm on the due date unless stated differently in the assessment notice.

PLEASE NOTE: When electronic submission does occur, the following rules will apply:

- The school will not be responsible for unreadable, unusable or virus infected files or media.
- The school will only accept assessment tasks which are written in software applications to which school staff have ready access, and in a format which can be read by most school computers.
- The assessment task should be readily identifiable on the medium – clearly identifying the student and task.
- The school will not be responsible for the non-receipt or delay of emails.

Every faculty at Lake Munmorah High School maintains an accurate signed and dated register for:

- students' receipt of each assessment notice
- submission of each assessment task for assessment
- assessment tasks completed in class.



Assessment Procedures

Students who are late for school must report to the office and obtain a late pass before attempting an assessment task. The Illness/Misadventure process must then be used.

If a student is completing a task during the day, they must attend all periods before the task. Failure to attend during the periods prior will be deemed an unfair advantage, and the student will receive zero for the task. If a student is sick in the morning of the task, they are to follow the usual Illness/Misadventure process.

If a class teacher is absent when an assessment task 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 (e.g. sign that they are aware of the new date and time).

For separate classes completing the same course, Head Teachers will ensure:

- Students receive the same information to ensure consistency in the administration of the assessment task
- Where possible, the task is completed on the same day/period to protect the integrity of the task
- All students have the same examination conditions and experiences
- Common marking procedures will occur.

Mobile Phone Use

During an assessment task, students must turn off their mobile phones/smart watches and not have them on their person. For in class tasks this can be placed in their school bag. Students who breach this rule will have a penalty imposed, such as an awarded mark of zero for the task.





Assessment Procedures

Failure to Complete/Late Submission of 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 NESA 'non-completion of course' warning letter. Advice on how to satisfactorily meet course requirements will be outlined in this letter.

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

If a student has a prolonged absence or is physically unable to complete a task (e.g. an accident), the Illness/Misadventure Application process needs to be followed.

Under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date. It is the student's responsibility to notify the Principal at the time of suspension that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension.

School Sanctioned Commitments

In the event of an assessment task clashing with work placement, compulsory course excursions, school course camps or representative sports, it is the student's responsibility to notify teachers of this commitment (where possible) at least one week in advance of the due date for the task and make written application through the Illness/Misadventure Application process if required.

Approval for late submission / completion of a task must be requested in advance. If this process is not followed, a zero mark will be recorded for that task and parents will be notified through an official NESA non-completion of course warning letter.

Request for Extensions

An extension of time may be granted to a student who has used the Illness/Misadventure Application process. A request for an extension due to a known absence must be sought at least one week before the task due date. No teacher is to grant an extension to a student for an assessment task outside the Illness/Misadventure Application process.



Assessment Procedures

Non Serious Attempts

If your assessment task effort is deemed by the classroom teacher and head teacher to be non-serious, the matter will be referred to the Deputy Principal for a decision. If confirmed, you will receive a **zero mark** and parents will be notified through an official NESA 'non-completion of course' warning letter. Non-serious attempts may include instances where there is no response to a question(s), extremely short or nonsensical responses, responses of irrelevance or those containing inappropriate comments. 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 set down by NESA.

A written appeal against the decision may be lodged by the student to the Principal within three school days.

Leave

All students are expected to be available for lessons and assessment tasks during the school term. Please note - family holidays are not classified as approved leave. Missing a scheduled assessment task for any reason other than an illness or documented misadventure will generally result in a zero mark being awarded for that task. Leave applications should be submitted to the Principal in writing.

<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/pd-2005-0259-02-01.pdf>

N Determinations

If a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for them to correct the problem and satisfactorily complete the course. Where students fail to comply with the school's expectations an 'N' determination warning letter will be issued. Students will be sent a copy (or over time, copies) of official NESA 'non-completion of course' warning letters (N Warnings) outlining the precise concerns and ways the student can remedy the situation.

This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences on Higher School Certificate eligibility of an 'N' determination in a course.

A minimum of two warning letters will be sent to parents before the school may recommend to NESA that a student does not receive an award in a course. This is known as an 'N' Determination and it may result in the non- award of the HSC.

An 'N' Warning Letter may be given in circumstances such as the following:

- A student is absent from an assessment task and has not provided acceptable evidence to justify that absence
- A student is found to be cheating in an assessment task
- A student is deemed to have breached principles of academic integrity and ethical scholarship
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- A student has provided a false explanation for the late submission of an assessment task
- A student has behaved in a manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task

Absence from school will affect a student's ability to meet course completion criteria and these letters will indicate this impact. These letters will be presented as evidence to assist the Principal in determining whether a student has satisfactorily completed a course.



Assessment Procedures

The school's executive staff regularly reviews students who are deemed to be at risk of not successfully completing a course(s). Parents of students who are at risk of receiving an N Determination in specific courses are contacted by the relevant Head Teacher. Letters regarding non-completion of course requirements are kept on student files.

Principals may allow a student who has received an 'N' Determination to proceed to the HSC course provisionally while concurrently satisfying any outstanding Year 11 course requirements. Principals will be required to confirm, at the time of HSC entries, that the student has now satisfactorily completed Year 11 course requirements and that their entry for the HSC course is valid. However, if the Year 11 course is not completed, an HSC cannot be granted even if requirements for the HSC have been achieved.

The Principal/delegate must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected
- advise the parent or guardian in writing (if the student is under 18 years of age)
- request from the student or parent/guardian a written acknowledgement of the warning
- issue at least one follow-up warning letter if the issue has not been corrected
- retain copies of the warning notice(s) and other relevant documentation

It is strongly recommended that where necessary written warnings are issued regularly. Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue a non-completion determination and advise NESAs via Schools Online.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of NESAs. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the HSC. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

If a decision is made to progress with an N-Determination:

- The Principal will notify the parent/carer that in the school's view, their student has not met the completion requirements for the award of the Year 11 RoSA or HSC
- Offer an Appeal form (if required) and review the appeal
- Form an Appeals panel (if required). If the appeal is upheld, award the marks for the course. If the appeal is declined, forward all documentation to NESAs for determination.

If an 'N' determination is given:

- the course will be listed as 'Not Completed' on the Record of Achievement
- the student may be ineligible for the award of a Year 11 RoSA or HSC.



Assessment Procedures

Feedback

Teachers provide feedback to students to assist their learning. All students are entitled to meaningful, punctual feedback – written and/or oral – in relation to the marking guidelines and course outcomes to assist them in their learning in that course. Students will be notified of their assessment rank and cumulative rank at the end of each assessment task.

Students completing HSC courses will also be notified of their cumulative ranking in each course on a report issued by the school prior to the actual external HSC examinations. Final HSC assessment marks WILL NOT be disclosed to students as per NESA policy.

Records/Assessment Marks

The student's actual performance, not potential performance, must be assessed in each task according to the published marking guidelines. External circumstances will only be considered if the Illness/Misadventure Application process is followed and approved.

Assessment marks are recorded on Sentral by the class teacher. Marks are to be matched to syllabus weightings and checked by the Head Teacher.

Final HSC assessment mark totals are not revealed to students. However, HSC students can collect their final assessment rank order notification from the class teacher at the completion of their final HSC class and within the time period for appeals. The Principal or delegate will outline its purpose and any steps for procedural fairness or student appeal. Students can see their final rank in each course by using the Students Online service at the NESA website.

Invalid Assessment Tasks

Where there is an irregularity with an assessment task, or where there is a problem with its administration, a completed task may have its weighting reduced, a replacement task may be added, or in extreme cases a task may be totally discarded, and a replacement task arranged. Written notification will be given for replacement tasks or date changes.

School Reviews of Assessment

Students who have any concerns about the marking of an assessment task must initially follow this up with their classroom teacher.

If there are ongoing concerns, a written appeal against the decision may be lodged by the student to the appropriate Deputy Principal within five school days.

Any concerns in relation to the end of course cumulative rank may be appealed to NESA as outlined in the ACE Manual.



Assessment Procedures

Responsibilities

Students will achieve to the best of their abilities and potential by taking utmost responsibility for the outcome of their education.

Each student has the responsibility to:

- Understand NESA course requirements and procedures for each course of study
- Follow a pattern of study that meets their educational needs and not make any unapproved changes
- Confirm their pattern of study by signing the Confirmation of Entry form
- Communicate to their teacher any changes in their circumstances that may impact on their HSC performance
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this booklet
- Provide written evidence of reason for absence from or late submission of formal assessment tasks through a medical certificate or a statutory declaration
- Make a serious attempt at each task and act on constructive feedback
- Apply themselves with diligence and sustained effort to the set work and experiences provided in each course
- Submit work that is the student's own work, acknowledging sources which have been consulted and/or quoted
- Adhere to HSC assessment guidelines.

Schools have the responsibility to:

- Develop tasks that meet syllabus requirements in the course
- Publish scope, sequence and timing details of all tasks at the beginning of the assessment year
- Demonstrate an understanding of course content, objectives and outcomes
- Implement classroom assessment procedures according to school and NESA requirements
- Ensure that students have copies of all relevant course documents
- Provide parents/students with information that gives a true reflection of student progress
- Provide quality teaching and learning for Year 11 and 12 students, establishing high expectations
- Ensure learning is based on current material and meets student/syllabus needs
- Identify students causing concern and employ strategies to support them and communicate with parents
- Provide students with detailed feedback on their performance, in a timely manner



Assessment Procedures

Malpractice Policy

Malpractice

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including **plagiarism, collusion, misrepresentation, and breach of assessment conditions** is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Misrepresentation:

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- a) making up journal entries for a projects, 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 handing in by the due date.

Plagiarism:

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

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.



Assessment Procedures

Collusion:

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.

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.

Breach of Assessment Conditions:

All students undertaking an HSC Exam or HSC minimum standard test must comply with the assessment conditions set by NESA.

When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator (a person whose job is to watch people taking an exam in order to check that they do not cheat). At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

- a) HSC exam rules and procedures, and
- b) HSC minimum standard test rules and procedures.

Malpractice occurs when a student breaches the condition set for assessment in an attempt to gain an unfair advantage.

Where malpractice is detected a zero may be given for the entire task, and an N Warning letter issued. The school may apply penalties at the discretion of the Principal. Where a student is present on the day of the task and truants in periods prior to undertaking the task, penalties will apply. A student penalised for malpractice has access to the appeals process.

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks which are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition, they may be penalised.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this was to occur a student would also receive an 'N' warning letter.



2024-2025 Year 12 HSC

Assessment Procedures

The following guidelines may help you to avoid Malpractice:

- be familiar with the style of acknowledgement required.
- write the source of any notes or copies you make from any document or electronic sources such as the internet. The habit of copying verbatim from a source as you read is dangerous. It is easy to forget that the notes you make are verbatim and to later write them into an essay or report. Keep details of your sources throughout the course of your research. Unintentional plagiarism is often the result of poor study methods.
- sources that must be acknowledged include those containing the concepts, experiments or results from which you have extracted or developed your ideas, even if you put those ideas into your own words.
- always use quotation marks or some other acceptable form of acknowledgment when quoting directly from a work. It is not enough merely to acknowledge the source.
- be aware of the rules regarding group work and collaboration. Collaboration (appropriately acknowledged) is permitted in the case of team or group projects. It is also permitted in the more general case when the collaboration is limited to the discussion of general strategies or help of a general nature. If you have any doubt about what constitutes authorised and unauthorised collaboration, seek advice from your teacher.
- keep a copy of your working papers to assist you, in case you ever need to answer an allegation of plagiarism.



Assessment Procedures

Illness/Misadventure Application Process

If any assessment task is **missed, is overdue or submitted late** or any other anomaly arises, the Illness/Misadventure Application process **MUST** be followed.

Any student in these circumstances receives a ZERO mark until a valid reason has been provided and the appeal has been approved.

If you cannot attend school on the day of an in class assessment task, or submit a task by the due date due for a valid reason, you must do the following:

1. **Contact 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. **On your first day back at school collect an Illness/Misadventure Application form** from the Deputy Principal. You have **three** days from your return to school to lodge the Illness/Misadventure form.
3. **Complete the Illness/Misadventure Application form**, outlining your reasons and attaching evidence from a health professional or another relevant person e.g. counsellor or police officer. A parent signature must be on each form before it is processed.
4. **Give the completed Illness/Misadventure Application form to the relevant Head Teacher after all documentation and signatures are completed.** Discuss with the Head Teacher when you will do the task missed or an alternate task. You must be prepared to do the task or an alternate task on the day you return or at a time arranged by the Head Teacher. The result of your efforts on this task will depend on the success of your application. If the Illness/Misadventure process is unsuccessful, a zero mark stands.
5. **The Head Teacher makes a written recommendation** and transfers the completed Illness/Misadventure Application form to the Deputy Principal who sights relevant documentation and notes it on the form. The application will then be reviewed.
6. **Head Teachers will be notified of the decision** by the Deputy Principal. Students will be notified of the result of their application by the Head Teacher/Class Teacher.
7. **In the case that an Illness/Misadventure application is not upheld**, the Class Teacher will notify the student and parents of the outcome of the application. If the Illness/Misadventure application is successful, the completed assessment task will be marked as usual, and the mark will be awarded.
8. **In the event of an application being declined a student may appeal the decision.** In this case the Principal will convene a panel, liaising with Head Teachers where necessary. Records of panel meetings will be maintained.



2024-2025 Year 12 HSC

Assessment Procedures

Students cannot submit an appeal on the basis of:

- Technology fault
- Alleged deficiencies in teaching
- Long-term illness (e.g glandular fever, asthma or epilepsy) unless you can show it recurred suddenly and unexpectedly during the examination/assessment period.
- Misreading an examination/assessment timetable
- Misreading assessment task or examination instructions
- Conditions for which you have been granted disability provisions, unless you have further unexpected difficulties
- Other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the Principal and well in advance of the event.



2024-2025 Year 12 HSC Assessment Schedules

Courses

2024-2025 Year 12 HSC Assessment Schedules

	Page
• Ancient History	25
• Biology	26
• Business Studies	27
• Chemistry	28
• Community and Family Studies	29
• English (all courses)	30-32
• Industrial Technology – Timber Products and Furnishing Technologies	33
• Mathematics (all courses)	34-40
• Modern History	41
• Music 1	42
• Personal Development, Health and Physical Education (PDHPE)	43
• Physics	44
• Science Extension	45
• Sport, Lifestyle and Recreation	46
• Society and Culture	47
• Visual Arts	48
• Work Studies	49
• VET – Construction	50
• VET – Hospitality	51
• VET – Sport Coaching	52



2024-2025 Year 12 HSC Assessment Schedule

Ancient History

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms.
Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Source/Article Analysis	Source Analysis Response	Historical Analysis Research Essay	Trial HSC Examination	
Topics	Core Study: Cities of Vesuvius – Pompeii & Herculaneum	Ancient Societies: Spartan society to the battle of Leuctra 371BC	Historical Periods: The Julio-Claudians AD 14-69	Core Study: Cities of Vesuvius – Pompeii & Herculaneum Ancient Societies: Spartan society to the battle of Leuctra 371BC Historical Periods: The Julio-Claudians AD 14-69 Personalities in their times: Agrippina the Younger	
Timing	Term 4 Week 9 2024	Term 1 Week 6 2025	Term 2 Week 7 2025	Term 3 Weeks 5/6 2025	
Outcomes	AH12-2 AH12-9 AH12-6 AH12-10	AH12-5 AH12-6 AH12-8	AH12-1 AH12-8 AH12-3 AH12-9 AH12-6	AH12-3 AH12-6 AH12-4 AH12-7 AH12-5 AH12-9	
Component					
Knowledge and Understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5		5	10	20
TOTAL (%)	20	20	30	30	100

Course Outcomes	
AH12-1	accounts for the nature of continuity and change in the ancient world
AH12-2	proposes arguments about the varying causes and effects of events and developments
AH12-3	evaluates the role of historical features, individuals and groups in shaping the past
AH12-4	analyses the different perspectives of individuals and groups in their historical context
AH12-5	assesses the significance of historical features, people, places, events and developments of the ancient world
AH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-7	discusses and evaluates differing interpretations and representations of the past
AH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from 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



2024-2025 Year 12 HSC Assessment Schedule

Biology

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Topic Test	Depth Study <i>Mandatory Task</i>	Skills Task	Trial HSC Examination	
Topics	Heredity	Genetic Change	Infectious Disease	Heredity Genetic Change Infectious Disease Non-infectious Disease and Disorders	
Timing	Term 4 Week 8 2024	Term 1 Week 10 2025	Term 2 Week 8 2025	Term 3 Weeks 5/6 2025	
Outcomes	BIO12-4 BIO12-6 BIO12-12	BIO12-1 BIO12-2 BIO12-3 BIO12-4 BIO12-5 BIO12-7 BIO12-13	BIO12-2 BIO12-4 BIO12-5 BIO12-6	BIO12-12 BIO12-13 BIO12-14 BIO12-15	
<i>Component</i>					
Knowledge and understanding of course content	5	5		30	40
Skills in working scientifically	5	35	20		60
Total (%)	10	40	20	30	100

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



2024-2025 Year 12 HSC Assessment Schedule

Business Studies

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Research Task	Extended Response	Finance Test	Trial HSC Examination	
Topics	Operations	Marketing	Finance	Operations Marketing Finance Human Resources	
Timing	Term 4 Week 8 2024	Term 1 Week 8 2025	Term 2 Week 9 2025	Term 3 Week 5/6 2025	
Outcomes	H2 H7 H8 H9	H1 H4 H6 H8 H9	H5 H6 H8 H9 H10	H1 H3 H4 H5 H9 H10	
Component					
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills			10	10	20
Inquiry and research	10	10			20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total (%)	20	25	25	30	100

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



2024-2025 Year 12 HSC Assessment Schedule

Chemistry

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms.
Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Data Analysis	Depth Study <i>Mandatory Task</i>	Science Article	Trial HSC Examination	
Topics	Equilibrium and Acid Reactions	Acids and Bases	Organic Chemistry	Equilibrium and Acid Reactions Acids and Bases Organic Chemistry Applying Chemical Ideas	
Timing	Term 4 Week 9 2024	Term 1 Week 9 2025	Term 2 Week 7 2025	Term 3 Weeks 5/6 2025	
Outcomes	CH12-4 CH12-5 CH12-6	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-7 CH12-13	CH12-3 CH12-7 CH12-14	CH12-12 CH12-13 CH12-14 CH12-15	
Component					
Knowledge and understanding of course content		5	5	30	40
Skills in Working Scientifically	20	25	15		60
Total (%)	20	30	20	30	100

Course Outcomes	
CH 12-1	develops and evaluates questions and hypotheses for scientific investigation
CH 12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH 12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH 12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH 12-5	analyses and evaluates primary and secondary data and information
CH 12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH 12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH 12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH 12-13	describes, explains and quantitatively analyses acids and bases using contemporary models
CH 12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CH 12-15	describes and evaluates chemical systems used to design and analyse chemical processes



2024-2025 Year 12 HSC Assessment Schedule

Community and Family Studies

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms.
Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Independent Research Project (IRP)	In-class Written Task	Application Task	Trial HSC Examination	
Topics	Student Choice	Groups in Context	Parenting and Caring	Research Methodologies Groups in Context Parenting and Caring, Individuals and Work	
Timing	Term 4 Week 10 2024	Term 1 Week 10 2025	Term 2 Week 9 2025	Term 3 Week 5/6 2025	
Outcomes	H4.1 H4.2 7.1 7.2	H2.2 H3.3 H2.3 H5.1 H3.1 H6.2	H1.1 H5.2 H2.1 H6.1 H3.2 7.3 H3.4 7.4	H1.1 H3.3 H6.1 H2.1 H3.4 H6.2 H2.2 H4.1 7.1 H2.3 H4.2 7.2 H3.1 H5.1 7.3 H3.2 H5.2 7.4	
Component					
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysis and communicating	15	15	15	15	60
Total (%)	20	25	25	30	100
Course Outcomes					
H1.1	analyses the effect of resource management on the wellbeing of individuals, groups, families and communities				
H2.1	analyses different approaches to parenting and caring relationships				
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities				
H2.3	critically examines how individual rights and responsibilities in various environments contribute to wellbeing				
H3.1	analyses the sociocultural factors that lead to special needs of individuals in groups				
H3.2	evaluates networks available to individuals, groups and families within communities				
H3.3	critically analyses the role of policy and community structures in supporting diversity				
H3.4	critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities				
H4.1	justifies and applies appropriate research methodologies				
H4.2	communicates ideas, debates issues and justifies opinions				
H5.1	proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources				
H5.2	develops strategies for managing multiple roles and demands of family, work and other environments				
H6.1	analyses how the empowerment of women and men influences the way they function within society				
H6.2	formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments				
7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society				
7.2	develops a sense of responsibility for the wellbeing of themselves and others				
7.3	appreciates the value of resource management in response to change				
7.4	values the place of management in coping with a variety of role expectations				



2024-2025 Year 12 HSC Assessment Schedule

English Advanced

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms.
Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Multimodal Presentation with Related Material <i>Mandatory Task</i>	Comparative Essay	One Piece of Writing and Reflection	Trial HSC Examination	
Topics	Common Module: Texts and Human Experiences	Module A: Textual Conversations	Module C: Craft of Writing	Common Module Module A Module B Module C	
Timing	Term 4 Week 10 2024	Term 1 Week 9 2025	Term 2 Week 10 2025	Term 3 Week 5/6 2025	
Outcomes	EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7	EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8	EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-9	EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8 EA12-9	
Component					
Knowledge and understanding of course content	15	10	10	15	50
Skills	10	15	10	15	50
Total (%)	25	25	20	30	100

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



2024-2025 Year 12 HSC Assessment Schedule

English Standard

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Multimodal Presentation <i>Mandatory Task</i>	Essay	Narrative and Reflection	Trial HSC Examination	
Topics	Common Module: Texts and Human Experiences	Module B: Close Study of Literature	Module C: Craft of Writing	Common Module Module A Module B Module C	
Timing	Term 4 Week 10 2024	Term 1 Week 9 2025	Term 2 Week 10 2025	Term 3 Week 5/6 2025	
Outcomes	EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7	EN12-1 EN12-3 EN12-5 EN12-6 EN12-7 EN12-8	EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-9	EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8 EN12-9	
Component					
Knowledge and understanding of course content	15	10	10	15	50
Skills	10	15	10	15	50
Total (%)	25	25	20	30	100

Course Outcomes	
EN12-1	independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN12-3	analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
EN12-4	adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN12-5	thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
EN12-6	investigates and explains the relationships between texts
EN12-7	explains and evaluates the diverse ways texts can represent personal and public worlds
EN12-8	explains and assesses cultural assumptions in texts and their effects on meaning
EN12-9	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner



2024-2025 Year 12 HSC Assessment Schedule

English Studies

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms.
Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Multimodal Presentation	Reading and Writing Task	Collection of Classwork <i>Mandatory Task</i>	Trial HSC Examination	
Topics	Mandatory Module: Texts and Human Experiences	Module E: Playing the Game – English in Sport	Module N: The Way we Were – English for Exploring our Past	Mandatory Module Module E Module N Module F	
Timing	Term 4 Week 10 2024	Term 1 Week 9 2025	Term 2 Week 10 2025	Term 3 Weeks 5/6 2025	
Outcomes	ES12-2 ES12-6 ES12-10	ES12-5 ES12-9	ES12-1 ES12-3 ES12-4 ES12-7 ES12-8	ES12-1 ES12-2 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-8 ES12-9	
Component					
Knowledge and understanding of course content	15	10	15	10	50
Skills	10	15	15	10	50
Total (%)	25	25	30	20	100

Course Outcomes	
ES12-1	comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts, and texts from academic, community, workplace, and social contexts for a variety of purposes
ES12-2	identifies, uses, and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal, and digital texts that have been composed for different purposes and contexts
ES12-3	accesses, comprehends, and uses information to communicate in a variety of ways
ES12-4	composes proficient texts in different forms
ES12-5	develops knowledge, understanding and appreciation of how language is used, identifying, and explaining specific language forms and features in texts that convey meaning to different audiences
ES12-6	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES12-7	represents own ideas in critical, interpretive, and imaginative texts
ES12-8	understands and explains the relationships between texts
ES12-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage, and persuade different audiences
ES12-10	monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner



2024-2025 Year 12 HSC Assessment Schedule

Industrial Technology – Timber Products and Furnishing Technologies

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Project Proposal	Industry Report & Quiz	Project Management	Trial HSC Examination	
Topics	Design, Management, and Communication	Industry Study	Production	Industry Study Industry Related Manufacturing Technology	
Timing	Term 4 Week 9 2024	Term 1 Week 6 2025	Term 2 Week 10 2025	Term 3 Week 5/6 2025	
Outcomes	H3.1 H3.2 H3.3 H5.1	H1.1 H1.3 H6.2 H7.2	H2.1 H4.1 H4.2 H5.2	H1.2 H6.1 H1.3 H7.1 H4.3 H7.2	
Component					
Knowledge and understanding of course	10	5	10	15	40
Knowledge and skills in the management, communication, and production of projects	20	5	20	15	60
Total (%)	30	10	30	30	100

Course Outcomes	
H1.1	investigates industry through the study of businesses in one focus area
H1.2	identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
H1.3	identifies important historical developments in the focus area industry
H2.1	demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
H3.1	demonstrates skills in sketching, producing and interpreting drawings
H3.2	selects and applies appropriate research and problem-solving skills
H3.3	applies and justifies design principles effectively through the production of a Major Project
H4.1	demonstrates competency in a range of 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



2024-2025 Year 12 HSC Assessment Schedule

Mathematics Advanced

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms.

Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Test with Summary Sheet	Assignment <i>Mandatory Task</i>	Test	Trial HSC Examination	
Topics	Graphing Techniques Trigonometric Functions and Graphs Differential Calculus	Applications of Differentiation Integral Calculus	Descriptive Statistics and Bivariate Data Analysis Random Variables Sequences & Series	Graphing Techniques Trigonometric Functions & Graphs Differential Calculus Applications of Differentiation Integral Calculus Statistics Correlation & Regression Random Variables Sequences & Series Investments & Loans	
Timing	Term 4 Week 10 2024	Term 1 Week 10 2025	Term 2 Week 10 2025	Term 3 Week 5/6 2025	
Outcomes	MA12-1 MA12-3 MA12-5 MA12-6 MA12-10	MA12-3 MA12-6 MA12-7 MA12-9 MA12-10	MA12-2 MA12-4 MA12-8 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	
Component					
Understanding, Fluency and Communication	10	10	10	20	50
Problem Solving, Reasoning and Justification	10	20	10	10	50
Total (%)	20	30	20	30	100

Course Outcomes	
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 & techniques of arithmetic and geometric sequences & series in the solution of problems
MA12-5	applies concepts & techniques of periodic functions in the solution of problems involving trigonometric graphs
MA12-6	applies appropriate differentiation methods to solve problems
MA12-7	applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA12-8	solves problems using appropriate statistical processes
MA12-9	chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
MA12-10	constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context



2024-2025 Year 12 HSC Assessment Schedule

Mathematics Extension 1

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms.
Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Test with Summary Sheet	Assignment <i>Mandatory Task</i>	Test	Trial HSC Examination	
Topics	Introduction to Vectors Further Operations with Vectors	Proof by Mathematical Induction Trigonometric Equations	Further Calculus Skills Further Area and Volumes of Solids of Revolution Further Operations with Vectors Differential Equations	Proof by Mathematical Induction Trigonometric Equations Introduction to Vectors Further Calculus Skills Application of Calculus Binomial Distribution	
Timing	Term 4 Week 10 2024	Term 1 Week 10 2025	Term 2 Week 10 2025	Term 3 Week 5/6 2025	
Outcomes	ME12-2 ME12-7	ME12-1 ME12-3 ME12-6 ME12-7	ME12-1 ME12-2 ME12-4 ME12-7	ME12-1 ME12-5 ME12-2 ME12-6 ME12-3 ME12-7 ME12-4	
Component					
Understanding, Fluency and Communication	10	10	10	20	50
Problem Solving, Reasoning and Justification	10	20	10	10	50
Total (%)	20	30	20	30	100

Course Outcomes	
ME12-1	applies techniques involving proof or calculus to model and solve problems
ME12-2	applies concepts and techniques involving vectors and projectiles to solve problems
ME12-3	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME12-4	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
ME12-5	applies appropriate statistical processes to present, analyse and interpret data
ME12-6	chooses and uses appropriate technology to solve problems in a range of contexts
ME12-7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms



2024-2025 Year 12 HSC Assessment Schedule

Mathematics Extension 2

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms.
Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Test with Summary Sheet	Assignment <i>Mandatory Task</i>	Test	Trial HSC Examination	
Topics	Introduction to Complex Numbers Using Complex Numbers	The Nature of Proof Further Proof by Mathematical Induction	Further Work with Vectors Further Integration	The Nature of Proof Further Proof by Mathematical Induction Further Work with Vectors Further Integration Introduction to Complex Numbers Using Complex Numbers Applications of Calculus to Mechanics	
Timing	Term 4 Week 10 2024	Term 1 Week 10 2025	Term 2 Week 10 2025	Term 3 Week 5/6 2025	
Outcomes	MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-7 MEX12-8	MEX12-1 MEX12-3 MEX12-5 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8	
Component					
Understanding, Fluency and Communication	10	10	10	20	50
Problem Solving, Reasoning and Justification	10	20	10	10	50
Total (%)	20	30	20	30	100

Course Outcomes	
MEX12-1	understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
MEX12-2	chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
MEX12-3	uses vectors to model and solve problems in two and three dimensions
MEX12-4	uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
MEX12-5	applies techniques of integration to structured and unstructured problems
MEX12-6	uses mechanics to model and solve practical problems
MEX12-7	applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
MEX12-8	communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument



2024-2025 Year 12 HSC Assessment Schedule

Mathematics Standard 1

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms.
Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2		Task 3	Task 4		Weighting (%)
Task Type	Test with Summary Sheet	Assignment <i>Mandatory Task</i>		Test	Trial HSC Examination		
Topics	Networks & Paths Investments Rates	Right-angled Triangles Types of Relationships		Further Statistical Analysis Scale Drawings Depreciation & Loans	Networks & Paths Investments Rates Right-angled Triangles Simultaneous Linear Equations Further Statistical Analysis Scale Drawings Depreciations & Loans Graphs of Practical Solutions		
Timing	Term 4 Week 10 2024	Term 1 Week 10 2025		Term 2 Week 10 2025	Term 3 Week 5/6 2025		
Outcomes	MS1-12-3 MS1-12-5 MS1-12-8 MS1-12-10	MS1-12-1 MS1-12-3 MS1-12-4 MS1-12-5	MS1-12-6 MS1-12-9 MS1-12-10	MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-7 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	
Component							
Understanding, Fluency and Communication	10	10		10	20		50
Problem Solving, Reasoning and Justification	10	20		10	10		50
Total (%)	20	30		20	30		100
Course Outcomes							
MS1-12-1	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts						
MS1-12-2	analyses representations of data in order to make predictions and draw conclusions						
MS1-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness						
MS1-12-4	analyses simple two-dimensional and three-dimensional models to solve practical problems						
MS1-12-5	makes informed decisions about financial situations likely to be encountered post-school						
MS1-12-6	represents the relationships between changing quantities in algebraic and graphical forms						
MS1-12-7	solves problems requiring statistical processes						
MS1-12-8	applies network techniques to solve network problems						
MS1-12-9	chooses and uses appropriate technology effectively and recognises appropriate times for such use						
MS1-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others						



2024-2025 Year 12 HSC Assessment Schedule

Mathematics Standard 2

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms.
Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Test with Summary Sheet	Assignment <i>Mandatory Task</i>	Test	Trial HSC Examination	
Topics	Network & Paths Investments and Loans Rates and Ratios	Non-right-angled Trigonometry Types of Relationships	Bivariate Data Analysis Annuities Non-Linear Relationships	Types of Relationships Rates and Ratios Non-right-angled Trigonometry Network Concepts Investments and Loans Annuities Bivariate Data The Normal Distribution Critical Path Analysis	
Timing	Term 4 Week 10 2024	Term 1 Week 10 2025	Term 2 Week 10 2025	Term 3 Week 5/6 2025	
Outcomes	MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-8 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 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	
Component					
Understanding, Fluency and Communication	10	10	10	20	50
Problem Solving, Reasoning and Justification	10	20	10	10	50
Total (%)	20	30	20	30	100

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



2024-2025 Year 12 HSC Assessment Schedule

Maths in Trade

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms.
Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Test	Assignment <i>Mandatory Task</i>	Test	Assignment	
Topics	Chance Percentages Operations with Numbers	Finance Locations, Time and Temperature	Space and Design Rates and Ratios	Statistics and Probability	
Timing	Term 4 Week 10 2024	Term 1 Week 10 2025	Term 2 Week 10 2025	Term 3 Week 4 2025	
Outcomes	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.3 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.3 N6-3.1 N6-3.2	
Component					
Understanding, Fluency and Communication	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total (%)	20	30	20	30	100

Course Outcomes	
N6-1.1	recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
N6-1.2	applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
N6-1.3	determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
N6-2.1	chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
N6-2.2	chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
N6-2.3	chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
N6-3.1	chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
N6-3.2	chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts



2024-2025 Year 12 HSC Assessment Schedule

Numeracy (CEC)

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms.
Tasks are due by 2:05pm on the due date.

Task	Task 1		Task 2	Task 3	Task 4	Weighting (%)
Task Type	Test		Assignment <i>Mandatory Task</i>	Test	Assignment	
Topics	Chance Percentages Operations with Numbers		Finance Location, Time and Temperature	Space and Design Rates and Ratios	Statistics and Probability	
Timing	Term 4 Week 10 2024		Term 1 Week 10 2025	Term 2 Week 10 2025	Term 3 Week 4 2025	
Outcomes	N6-1.1 N6-1.2 N6-1.3 N6-2.1	N6-2.2 N6-2.3 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.3 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.3 N6-3.1 N6-3.2	
Component						
Knowledge and understanding	10		15	10	15	50
Skills	10		15	10	15	50
Total (%)	20		30	20	30	100

Course Outcomes	
N6-1.1	recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
N6-1.2	applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
N6-1.3	determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
N6-2.1	chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
N6-2.2	chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
N6-2.3	chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
N6-3.1	chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
N6-3.2	chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts



2024-2025 Year 12 HSC Assessment Schedule

Modern History

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms.
Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Source Analysis	In Class Essay	Historical Analysis <i>Mandatory Task</i>	Trial HSC Examination	
Topics	<i>Core Study:</i> Power and Authority in the Modern World 1919-1946	<i>National Study:</i> Russia and the Soviet Union 1917-1941	<i>Peace and Conflict:</i> Conflict in Indochina 1954-1979	Power and Authority in the Modern World 1919-1946 Russia and the Soviet Union 1917-1941 Conflict in Indochina 1954-1979 Civil Rights in the USA 1945-1968	
Timing	Term 4 Week 8 2024	Term 1 Week 7 2025	Term 2 Week 8 2025	Term 3 Week 5/6 2025	
Outcomes	MH12-1 MH12-9 MH12-4 MH12-9 MH12-6	MH12-2 MH12-5 MH12-3 MH12-9 MH12-4	MH12-3 MH12-5 MH12-7 MH12-8	MH12-1 MH12-5 MH12-2 MH12-6 MH12-3 MH12-7 MH12-4 MH12-9	
Component					
Knowledge and understanding of course content		15	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10			10	20
Historical inquiry and research	5		15		20
Communication of historical understanding in appropriate forms	5	10		5	20
Total (%)	20	25	25	30	100

Course Outcomes	
MH12-1	accounts for the nature of continuity and change in the modern world
MH12-2	proposes arguments about the varying causes and effects of events and developments
MH12-3	evaluates the role of historical features, individuals, groups and ideas in shaping the past
MH12-4	analyses the different perspectives of individuals and groups in their historical context
MH12-5	assesses the significance of historical features, people, ideas, movements, events & developments of the modern world
MH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH12-7	discusses and evaluates differing interpretations and representations of the past
MH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms



2024-2025 Year 12 HSC Assessment Schedule

Music 1

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms.
Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Musicology Portfolio	Composition Portfolio	Aural Task	Trial HSC Examination	
Topics	Elective 1 Performance/ Composition Portfolio/ Viva Voce	Elective 2 Performance/ Composition Portfolio/ Viva Voce	Aural Task Elective 3 Performance/ Composition Portfolio/ Viva Voce	Core Performance Electives 1, 2 and 3	
Timing	Term 4 Week 8 2024	Term 1 Week 9 2025	Term 2 Week 9 2025	Term 3 Week 5/6 2025	
Outcomes	H1 H7 H2 H8 H3 H9 H4 H10 H5 H11 H6	H1 H7 H2 H8 H3 H9 H4 H10 H5 H11 H6	H1 H7 H2 H8 H3 H9 H4 H10 H5 H11 H6	H1 H7 H2 H8 H3 H9 H4 H10 H5 H11 H6	
Component					
Core Performance				10	10
Core Composition		10			10
Core Musicology	10				10
Aural			10	15	25
Electives	10	10	10	15	45
Total (%)	20	20	20	40	100

Course Outcomes

H1	performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
H2	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
H3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H5	critically evaluates and discusses performances and compositions
H6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H8	identifies, recognises, experiments with, and discusses the use and effects of technology in music
H9	performs as a means of self-expression and communication
H10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
H11	demonstrates a willingness to accept and use constructive criticism



2024-2025 Year 12 HSC Assessment Schedule

Personal Development, Health and Physical Activity (PDHPE)

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Research task	Application task	In-class written task	Trial HSC Examination	
Topics	Health Priorities in Australia	Factors Affecting Performance	Improving Performance	Health Priorities in Australia Factors Affecting Performance Improving Performance Sports Medicine	
Timing	Term 4 Week 10 2024	Term 1 Week 10 2025	Term 2 Week 9 2024	Term 3 Week 5/6 2025	
Outcomes	H1 H5 H2 H14 H3 H16 H4	H7 H9 H10 H11	H8 H13 H17	H1 H7 H13 H2 H8 H14 H3 H9 H15 H4 H10 H16 H5 H11 H17	
Component					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research analysis and communication	15	15	10	20	60
Total (%)	25	25	20	30	100
Course Outcomes					
H1	describes the nature and justifies the choice of Australia’s health priorities.				
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk.				
H3	analyses the determinants of health and health inequities.				
H4	argues the case for health promotion based on the Ottawa Charter.				
H5	explains the different roles and responsibilities of individuals, communities, and governments in addressing Australia’s health priorities.				
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.				
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3).				
H14	argues the benefits of health-promoting actions and choices that promote social justice.				
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all.				
H16	devises methods of gathering, interpreting, and communicating information about health and physical activity concepts.				
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.				



2024-2025 Year 12 HSC Assessment Schedule

Physics

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms.
Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Practical Task	Depth Study <i>Mandatory Task</i>	Science Article	Trial HSC Examination	
Topics	Advanced Mechanics	Electromagnetism	From the Universe to the Atom	Advanced Mechanics Electromagnetism The Nature of Light From the Universe to the Atom	
Timing	Term 4 Week 8 2024	Term 1 Week 10 2025	Term 2 Week 9 2025	Term 3 Weeks 5/6 2025	
Outcomes	PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-12	PH12-1 PH12-3 PH12-4 PH12-5 PH12-6 PH12-7 PH12-13	PH12-4 PH12-5 PH12-6 PH12-15	PH12-5 PH12-6 PH12-12 PH12-13 PH12-14 PH12-15	
Component					
Knowledge and understanding of course content		5	5	30	40
Skills in Working Scientifically	20	25	15		60
Total (%)	20	30	20	30	100

Course Outcomes	
PHY12-1	develops and evaluates questions and hypotheses for scientific investigation.
PHY12-2	designs and evaluates investigations in order to obtain primary and secondary data and information.
PHY12-3	conducts investigations to collect valid and reliable primary and secondary data and information.
PHY12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
PHY12-5	analyses and evaluates primary and secondary data and information.
PHY12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
PHY12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
PHY12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PHY12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PHY12-14	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
PHY12-15	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



2024-2025 Year 12 HSC Assessment Schedule

Science Extension

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Scientific Research Proposal	Statistical Analysis	Scientific Research Report	
Topics	The Foundations of Scientific Thinking The Scientific Research Proposal	The Data, Evidence and Decisions	The Scientific Research Report	
Timing	Term 1 Week 3 2025	Term 2 Week 9 2025	Term 3 Week 7 2025	
Outcomes	SE-3 SE-5 SE-6 SE-7	SE-4 SE-5 SE-7	SE-1 SE-2 SE-3 SE-4 SE-5 SE-6 SE-7	
Component				
Communicating Scientifically	10	10	10	30
Gathering, recording, analysing and evaluating data	10	10	10	30
Application of scientific research skills	10	10	20	40
Total (%)	30	30	40	100

Course Outcomes	
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	analyse 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



2024-2025 Year 12 HSC Assessment Schedule

Sport, Lifestyle and Recreation (CEC)

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms.
Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Practical	Skills and Application	Skills and Application	Practical	
Topics	Games and Sports Applications II	Sports Coaching and Training	First Aid and Sports Injuries	Games and Sports Applications I	
Timing	Term 4 Week 9 2024	Term 1 Week 5 2025	Term 2 Week 6 2025	Term 3 Week 3 2025	
Outcomes	1.1	1.1	3.6	1.3	
	3.1	1.3	4.5	2.3	
	4.4	2.1	5.1	4.2	
		2.2		4.5	
		3.1		5.2	
Component		3.2		5.5	
		4.2			
		4.5			
	Knowledge and understanding	10	15	15	10
Skills	10	15	15	10	60
Total (%)	20	30	30	20	100

Course Outcomes	
1.1	applies the rules and conventions that relate to participation in a range of physical activities.
1.3	demonstrates ways to enhance safety in physical activity.
2.1	explains the principles of skill development and training.
2.2	analyses the fitness requirements of specific activities.
2.3	selects and participates in physical activities that meet individual needs, interests and abilities.
3.1	selects appropriate strategies and tactics for success in a range of movement contexts.
3.2	designs programs that respond to performance needs.
3.6	assesses and responds appropriately to emergency care situations.
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context.
4.4	demonstrates competence and confidence in movement contexts.
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity.



2024-2025 Year 12 HSC Assessment Schedule

Society and Culture

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Research Task	In Class Essay	PIP Progress Report	Trial HSC Examination	
Topics	<i>Depth Study:</i> Social Conformity and Non-Conformity	<i>Depth Study:</i> Social Inclusion and Exclusion	<i>Core:</i> Personal Interest Project	Social and Cultural Continuity and Change Social Conformity and Non-Conformity Social Inclusion and Exclusion	
Timing	Term 4 Week 6 2024	Term 1 Week 9 2025	Term 2 Week 2 2025	Term 3 Weeks 5/6 2025	
Outcomes	H3 H5 H8 H9 H10	H1 H2 H3 H5 H10	H4 H6 H7 H8 H10	H1 H5 H2 H6 H3 H9 H4 H10	
<i>Component</i>					
Knowledge and understanding of course content	15	15		20	50
Application and evaluation of social and cultural research methods	10		15	5	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total (%)	30	20	20	30	100

Course Outcomes	
H1	evaluates and effectively applies social and cultural concepts
H2	explains the development of personal, social and cultural identity
H3	analyses relationships and interactions within and between social and cultural groups
H4	assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
H5	analyses continuity and change and their influence on personal and social futures
H6	evaluates social and cultural research methods for appropriateness to specific research tasks
H7	selects, organises, synthesises, and analyses information from a variety of sources for usefulness, validity and bias
H8	uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
H9	applies complex course language and concepts appropriate for a range of audiences and contexts
H10	communicates complex information, ideas and issues using appropriate written, oral and graphic forms



2024-2025 Year 12 HSC Assessment Schedule

Visual Arts

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Development of the Body of Work	Extended Response	Trial HSC Examination	Final Body of Work	
Topics	Art Making	Art Criticism and Art History	Art Criticism and Art History	Art Making	
Timing	Term 4 Week 9 2024	Term 1 Week 8 2025	Term 3 Week 5/6 2025	Term 3 Week 7 2025	
Outcomes	H1 H3 H4	H7 H8 H9 H10	H7 H8 H9 H10	H1 H2 H4 H5 H6	
Component					
Skills in art making	10			40	50
Knowledge and understanding of art criticism and art history		20	30		50
Total (%)	10	20	30	40	100

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



2024-2025 Year 12 HSC Assessment Schedule

Work Studies

Dates and outcomes are indicative and will be confirmed via the assessment notification, and online learning platforms.
Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Presentation	In-class Quiz	Research Task	Trial HSC Examination	
Topics	Workplace Issues	Personal Finance	Self-Employment	Workplace Issues Managing Work & Life Commitments Personal Finance Self-Employment	
Timing	Term 4 Week 8 2024	Term 1 Week 6 2025	Term 2 Week 8 2025	Term 3 Week 5/6 2025	
Outcomes	3 5 6 9	4 7 8 9	5 7 8	1 2 5 6 7	
Component					
Skills	20	15	20	15	70
Knowledge and understanding	10	15		5	30
Total (%)	30	30	20	20	100

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

VET Construction

School Name: Lake Munmorah High School

Assessment Schedule Year: 12 - 2025

Assessment Events (Remove Task 5 Options not being delivered – refer to TAS)		Task 5	Task 6	Task 7	Trial Exam
		Week 10	Week 10	Week 10	Week 5 & 6
		Term 4 2024	Term 1 2025	Term 3 2025	Term 3 2025
Code	Unit of Competency				
CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	X			
CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials		X		
CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry			X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

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

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency.

* Selected units only to be confirmed by your teacher

School Name: Lake Munmorah 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 Beverage making 101	HSC TRIAL EXAM
Code	Unit of Competency	Week: 11 Term: 1 Date: 11/04/25	Week: 10 Term: 3 Date: 26/09/25	Week: 5 / 6 Term: 3 Date
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 will be calculated using **HSC Trial Mark.**

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

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

School Name: Lake Munmorah 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 3 3c Strength & Conditioning	Task 4 Coaching the Individual	Task 5 Next Level Coaching	Task 6 First Aid	HSC TRIAL EXAM
Code	Unit of Competency	Week 5 Term 2, 2025 Date 30 th May	Week 9 Term 1, 2025 Date: 28 th March	Week 10 Term 2, 2025 Date 4 th July	Week 3 Term 3, 2025 Date 8 th August	Week NA Term NA Date NA
SISXCA1009	Strength and Conditioning	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".



2024-2025 Year 12 HSC

Assessment Calendar

WEEK	TERM 4 - 2024	TERM 1 - 2025	TERM 2 - 2025	TERM 3 - 2025		
1		Science Extension				
2			Society & Culture			
3				SLR		
4				Maths in Trade Numeracy		
5		SLR		Ancient History Biology Business Studies CAFS Chemistry English Advanced English Standard English Studies IT Timber Math Advanced Math Ext 1	Math Ext 2 Math Standard 1 Math Standard 2 Modern History Music 1 PDHPE Physics Society & Culture Visual Arts Work Studies	
6	Society & Culture	Ancient History IT Timber Work Studies	SLR			
7		Modern History	Ancient History Chemistry	Computing App. Visual Arts		
8	Biology Business Studies Modern History Music 1 Physics Work Studies	Business Studies Visual Arts	Biology Modern History Work Studies			
9	Ancient History Chemistry IT Timber SLR Visual Arts	Chemistry English Advanced English Standard English Studies Music 1 Society & Culture	Business Studies CAFS Music 1 PDHPE Physics Science Extension			
10	CAFS English Advanced English Standard English Studies Math Advanced Math Ext 1 Math Ext 2 Math Standard 1 Math Standard 2 Maths in Trade Numeracy PDHPE	Biology CAFS Math Advanced Math Ext 1 Math Ext 2 Math Standard 1 Math Standard 2 Maths in Trade Numeracy PDHPE Physics	English Advanced English Standard English Studies IT Timber Math Advanced Math Ext 1 Math Ext 2 Math Standard 1 Math Standard 2 Maths in Trade Numeracy			



2024-2025 Year 12 HSC

Assessment Calendar

WEEK	TERM 4 - 2024	TERM 1 - 2025	TERM 2 - 2025	TERM 3 - 2025
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				