



YEAR 12
HIGHER SCHOOL
CERTIFICATE (HSC)

ASSESSMENT
HANDBOOK
2025



Live, Learn, Walk with Courage, Compassion and Stewardship

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1 Formal assessment program introduction

This handbook has been developed to provide students and parents / carers with information regarding assessment for the NSW Education Standards Authority (NESA) Higher School Certificate Course (HSC).

1.1 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:

- (a) studied the course developed or endorsed by NESA; and
- (b) applied themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school (this is explained in more detail below); and
- (c) achieved some or all of the course outcomes.

1.1.1 Non-completion of a course

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This may be through assessment tasks, home study, ongoing classwork, class discussions, and preparation for lessons. Failure to provide such evidence may result in non-completion of a course. In such circumstances, students and their parents / carers will be notified through an official NESA warning letter.

1.1.2 Non-completion or failure to submit assessment tasks

If a student fails to complete an assessment task specified in the assessment program without a valid and accepted reason, a **zero** mark will be recorded for that task. In such circumstances, students will be notified through an official NESA warning letter. This warning letter will indicate that the assessment task must be completed to fulfil the outcomes of the course, but no marks will be awarded.

1.2 What are the attendance requirements?

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are five main areas that need to be clarified regarding absenteeism.

- (a) All absences must be supported by the parents / carers providing letter, email, phone call or notification via the Compass parent portal.
- (b) Where absence coincides with either:
 - (i) the due date of an assessment task, or
 - (ii) the date an assessment task is to be held, or
 - (iii) the school day before the due date of an assessment task; a medical certificate is required to substantiate the absence.
- (c) Where a student's pattern of attendance interferes with their engagement in a substantial number of course outcomes, that student will be at risk of being awarded a **non-completion** for that course. (Refer to Section 1.3 for information on non-completion of a course). A warning letter will be issued outlining the new requirements and a due date for outstanding work / tasks to be completed to ensure outcomes are satisfactorily met.
- (d) **Approved Leave:** This **may** be granted by the Principal. Parents / carers must email the College Principal requesting leave for their child prior to the absence. If leave is granted, this does NOT exempt a student from completing assessment tasks. An **AIM Form** (*Application for Illness and Misadventure Form*) must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken. **Note:** any holidays taken during the year will not be approved under the Education Act. The absence will be recorded as explained but unjustified.
- (e) The College does not encourage leave to be taken during a student's HSC year.

1.3 What happens if I am deemed to have not satisfactorily completed a course?

If a student is at risk of being awarded a non-completion of a course determination, the Principal must give the student and parents / carers written warning as soon as possible. This is a NESA requirement. The purpose of the warning letter is to formally acknowledge when a student has not satisfied the requirements of a course and importantly the action required by the student to address the situation. If the student does not heed the warning letter and continues to not follow course requirements, then another warning letter will be sent. If a student has received two or more warning letters in a subject, towards the end of the course the Principal will make a judgement as to whether that student has satisfactorily met course requirements and if not, will award the student a non-completion award in that course. This may jeopardise the student's eligibility for the award of an HSC.

A sample copy of the warning letter is provided on the next page. Parents / carers will receive a Compass notification if a warning letter has been issued and a hard copy of the letter will be sent via post. The parent / carer is required to complete and return the second page of the letter which acknowledges receipt of the letter.

A student presenting for an HSC must satisfactorily complete courses totalling at least:

- (a) 12 units of Preliminary courses; and
- (b) 10 units of HSC courses

that satisfy NESA pattern of study requirements, to be eligible to receive the award of an HSC.

If a student fails to meet the College requirements in one or more of these areas (i.e., 1.1, 1.2 and 1.3), they will be awarded a non-completion of a course determination in that course.



<Insert date>

<Parent / Carer Address>

OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

Dear <Name of Parent / Carer>,

I am writing to advise you that your child, <Insert student name>, is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in <Insert course name>.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <first/second/third> official warning we have issued notifying you that <Student first name> is at risk of not completing the above course. *[Delete the following sentence if this is the first warning]* Previous warning(s) was sent to you on <Insert dates>.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the Principal to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed. <Student first name> is not currently meeting one or more of these requirements. In particular, he/she <Insert brief description of the problem(s)>.

Opportunity to Correct the Problem

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

Task or course requirement	Percentage weighting (if applicable)	Original due date (if applicable)	Action required by student	Date for completion

Action by Parent / Carer

To support <Student first name> in meeting the course requirements, we request that you discuss this matter with <Student first name> and encourage and support them to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.

Please complete the acknowledgement on the next page and return it to the College Reception (or scan and email). Please feel free to add additional comments if you wish.

Yours sincerely,

Principal

2 What happens if I want to repeat a course?

A student may repeat one or more HSC courses but must do so within a FIVE (5) year accumulation period. All satisfactorily completed attempts at HSC courses will be reported on the cumulative Record of Achievement or Result Notice. However, only the most recent attempt is eligible for inclusion in the calculation of a student's ATAR.

3 What do I need to know about assessment tasks?

3.1 What is assessment?

Assessment tasks may take many forms, for example: written examinations, research assignments, projects, presentations, practical or field work reports. Whatever the form, the primary function of an assessment task is to improve learning by providing feedback to students and their teachers about what has been learnt.

During the HSC course NESA stipulates that a formal assessment program is to be developed and implemented in all schools. The assessment tasks undertaken in each subject will help to determine what is to be recorded on a student's Record of Achievement which is the official NESA certificate documenting a student's final results. Measuring achievement at various points throughout the course provides a better indication of student achievement than a single examination.

3.1.1 How am I notified about assessment tasks?

The assessment schedule for all HSC courses can be found in this handbook. In addition to this a student will receive an assessment notification for each task. It is the student's responsibility to keep informed about the timing of assessment tasks. It is the teacher's duty to provide the students with **an official notification** of the:

- (a) weighting (e.g., 15%),
- (b) outcomes formally assessed
- (c) task type
- (d) specific due date and time (e.g., Period 3, Wednesday, 14 May 2025 – Week 3 Term 2)
- (e) place – *if appropriate* (e.g., Long Reef headland), and
- (f) specific requirements

for each assessment task. This information must be given with **adequate notice** prior to the task due date. Any changes to the assessment schedule will be notified to students in writing.

3.2 What do I do if I need to apply for an extension?

Extensions (extra time to complete an assessment task) may be granted to a student in some cases of illness and/or misadventure. A student must speak to the relevant KLA Leader of Learning and submit an application at least ONE week before the scheduled date of the task.

3.2.1 Applying for an extension

- (a) Speak to the relevant Leader of Learning and notify them of your intention and reason(s) to apply for an extension.
- (b) Submit an *"Application for Illness and Misadventure Form"* (refer to Section 2.3 of the handbook) at least one week prior to the scheduled due date.
- (c) The application will be considered by the Assistant Principal and Leader of Learning.
- (d) The student will be notified of the decision via Compass and if the extension is:
 - (i) **granted**, a new submission date will be given
 - (ii) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application for extension with the student, Assistant Principal, Leader of Learning and teacher.

3.3 What happens if I am sick, or some other unforeseen circumstance happens?

3.3.1 Illness or misadventure (AIM Form)

If, due to illness, misadventure or compassionate grounds a student either:

- (a) misses an assessment task, or
- (b) is unable to complete an assessment task by the due date, or
- (c) is absent from school one school day prior to an assessment task being due or
- (d) their performance in a task is affected, or
- (e) is absent on the day an assessment task is due to be submitted.

The student is required to submit an online [“Application for Illness/Misadventure Form”](#). The online form must be **completed within 48 hours of the due date of an assessment task**. Where possible the College should also be notified via a phone call or email on the morning of the task. A **medical certificate, or other supporting documentation** must be attached if the student has been unable to complete the task. This also applies for approved leave and school events (e.g., sport). Being on approved leave or a school event does not exclude a student from completing an assessment task.

Medical certificates from a doctor or health professional must be written on official medical practitioner’s letterhead and specify the exact dates the student is unfit for school. The certification must specifically address the type of medical illness and its direct impact on the student’s ability to complete the assessment task.

In the event of **misadventure** students are required to provide **relevant documentation and evidence** supporting their claims.

The application will be considered by the Leader of Learning and the Assistant Principal. The student will be notified of the decision and if the application is:

- (iii) **granted**, the student will be notified of the outcome
- (iv) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application with the student, Assistant Principal and Leader of Learning.

3.3.2 Absence from school prior to an assessment task

Students who are absent from school / classes prior to an assessment task may gain an unfair advantage. If a student is absent the day before a task is due (or part thereof), an AIM Form must be submitted to provide valid justification for their absence. A medical certificate or other supporting documentation must be attached. If the student has no valid reason for his/her absence a **zero mark** will be awarded, however, the task must still be completed.

3.4 What happens if I hand in an assessment task late or miss it completely?

3.4.1 Implications of late or missed assessment tasks

If an assessment task is missed or handed in late without a valid reason it will be **awarded a zero mark**. The assessment task must still be submitted so that the student can demonstrate he/she has completed the requirements of the course.

In the HSC course, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed. Tasks that are submitted after the student has received a zero mark (i.e., task handed in late) WILL contribute to the excess of 50% required.

3.4.2 Establishing the exact due time

Teachers will indicate to students in writing when an assessment task is precisely due e.g., Period 3 Wednesday 14 May 2025. There are some instances though when an exact lesson cannot be specified. In such cases, where only a due date is given, students have until **3:30pm on the due date** to submit an assessment task to their teacher. If the task is a hard copy and the teacher cannot be found students are to submit the assessment task to the **College Reception** where office staff will sign and stamp the time/date on the task and place it in the relevant teacher’s pigeonhole.

3.5 What happens when technology fails?

Failure to complete an assessment task on time due to technological problems e.g., computer failure, printer problems, lost files, computer viruses etc. will NOT be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc. and make appropriate time allowances to avoid such problems.

Assessment tasks must be submitted in the form specified in the task notification. Some tasks will be required to be submitted as a hard copy, some electronically via the Google suite, USB drive or emailed to the teacher. If a task is required to be submitted electronically, sending / uploading to an incorrect e-mail address will NOT be deemed an acceptable reason for a non-submission. It is the student's responsibility to ensure they correctly submit their task in the form specified.

3.6 What happens in the case of malpractice in an assessment task?

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- (a) copying someone else's work in part or in whole, and presenting it as their own
- (b) using material directly from books, journals, digital or online sources without reference to the source
- (c) building on the ideas of another person without reference to the source
- (d) buying, stealing or borrowing another person's work and presenting it as their own
- (e) submitting work to which another person such as a parent / carer, tutor or subject expert has contributed substantially
- (f) using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- (g) paying someone to write or prepare material
- (h) breaching school examination rules
- (i) using non-approved aides during an assessment task
- (j) contriving false explanations to explain work not handed in by the due date
- (k) assisting another student to engage in malpractice
- (l) submitting work generated wholly, or in part, by Artificial Intelligence (AI).

A panel comprising the Assistant Principal and Leader of Learning will review any cases of suspected malpractice. If malpractice is proven a zero mark will be awarded.

3.6.1 NESAs Register of Malpractice in HSC Assessment Tasks

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

- (a) being in possession of unauthorised notes or electronic devices during a task, test or examination.
- (b) using the words, ideas, designs or workmanship of others without acknowledgement
- (c) copying from another student
- (d) paying someone to write or prepare an assessment task.

The Malpractice Register is administered by NESAs and schools must register any student who is in breach.

3.6.2 Is the late submission of a task or a non-serious attempt considered malpractice?

Late submission of assessment tasks may be malpractice where it is proven to be a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice.

Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. This may jeopardise a student from obtaining an HSC. Failure to reach a level of achievement does not necessarily constitute a non-serious attempt.

3.7 What do I do if I require disability provisions?

If a student requires disability provisions for an assessment task (e.g., reader, writer, extra examination time etc.) it is their responsibility to apply to the Leader of Diverse Learning to establish their eligibility. The student must apply in advance to allow sufficient time for the disability provisions that are required to be put in place. Except for circumstances of illness / misadventure the only students who will be granted disability provisions are those who have applied for and been granted by NESA.

3.8 What happens if I have transferred into St Paul's Catholic College after assessment has commenced?

If a student transfers into the school after the commencement of the HSC course, he:

- (a) will sit all the remaining assessment tasks as prescribed in the assessment outline.
- (b) may be required to complete alternative tasks for any assessments missed.
- (c) will have their final assessment mark and position in the group determined by their performance in all common assessment tasks and any alternative tasks they have been required to complete.

3.9 What type of assessment feedback will I receive?

Students will be given feedback on how well they have performed on each assessment task. This can take the form of marks, teacher comments, description of the competencies achieved by the student, description of what was not achieved or areas that may need improvement. The type of assessment task conducted will determine the nature of the feedback.

A student can only query the marks awarded and tallied by a teacher for an individual assessment task at the time the task is returned. Every student should reflect upon and analyse the feedback they receive in order to assist their understanding of the concepts examined in the task. Remember that the main purpose of assessment is to improve learning.

3.10 Assessment in Vocational Education and Training (VET) and work placement

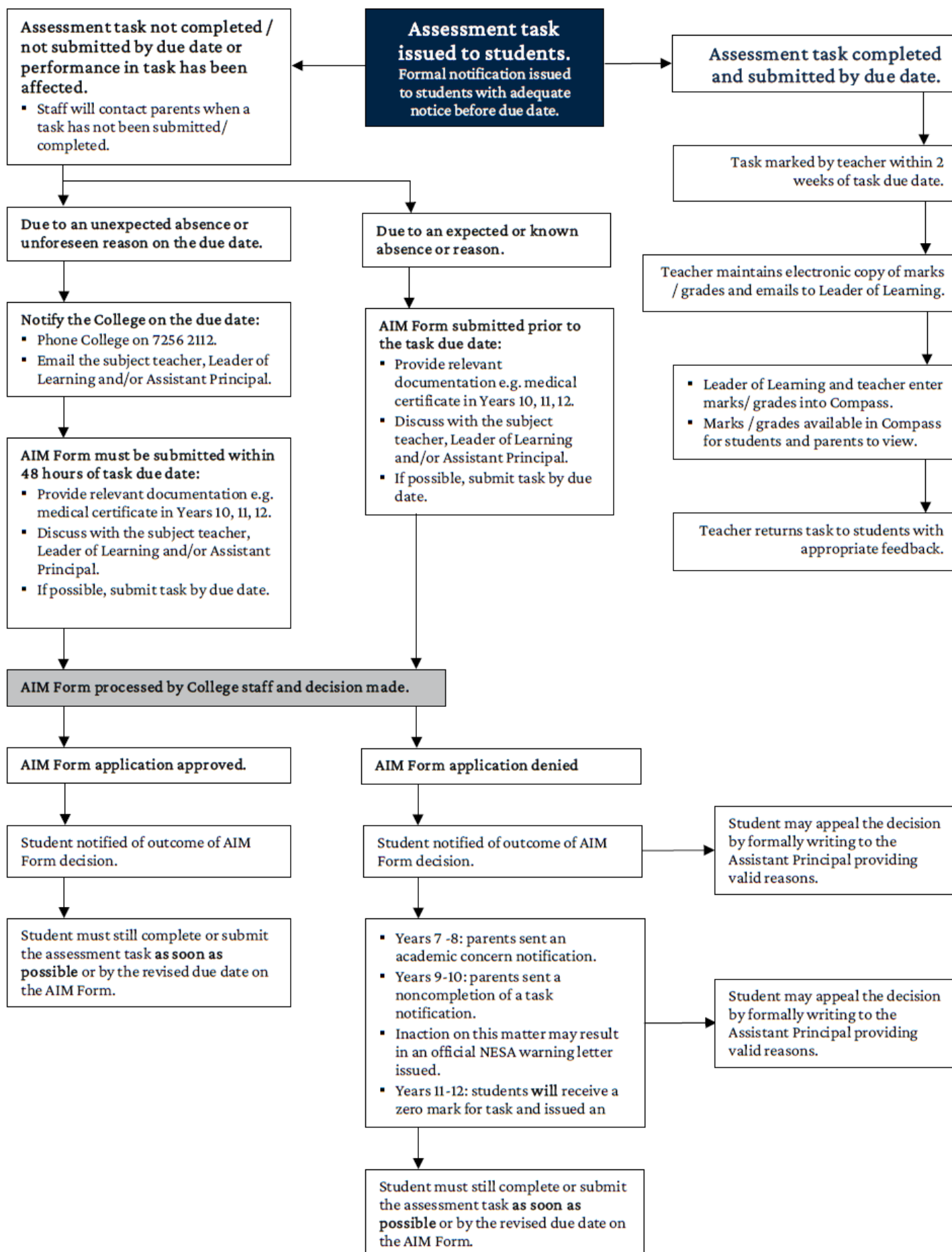
As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements.

It should be noted that if a student fails to undertake the mandatory VET work placement component, it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued an 'N' determination.

Prior to commencing work placement, it is the student's responsibility to communicate with each of their non VET teachers regarding course work and upcoming assessment tasks which need to be completed before returning to school. If a student misses an assessment task whilst on work placement an AIM form must be submitted.

3.11 Procedure for the completion of assessment tasks

The flowchart on the next page provides an overview for the completion of assessment tasks. Specifically, it provides information on what procedures and outcomes occur when assessment tasks are not completed or submitted on the due date as well as the procedures followed when tasks are submitted by their due date.



4 Certification of major works

4.1 What courses contain major works?

In the following courses students are required to complete a major work as part of the HSC examination: Design and Technology; English Extension 2; History Extension, Industrial Technology; Music, Science Extension and Visual Arts. Students should discuss with their class teacher regarding the suitability of their major work. For further details regarding exclusions see the Assistant Principal.

4.2 What are the important work, health and safety (WH&S) considerations regarding major works?

With respect to issues of health and safety, the development and selection of student projects, major works, exhibitions and performances should recognise and reflect relevant state and national legislation, regulations and standards including those relating to occupational health and safety, animal welfare, dangerous goods, hazardous substances and weapons. Any HSC project that might be considered dangerous to health or safety may not be marked.

4.3 What requirements must be completed before I can start my major work?

Students are not permitted to commence the major work until the following requirements have been satisfied:

- (a) Have received a written copy of the course specific guidelines for the project component (as outlined syllabus documents).
- (b) Been informed of the WH&S guidelines regarding major works.
- (c) Have received a written copy of the NESA publication – *HSC Assessments and Submitted Works: Advice to Students*.
- (d) Submitted the Practical Project Record of Progress proforma to the class teacher containing an outline of the major work.
- (e) Received written consent for the project to commence from the classroom teacher.

4.4 What will I need to do during the development stage of my major works?

During the development phase for the major works, teachers will regularly monitor and assess the student's progress. Students will need to ensure that process diaries, logbooks, body of work, journals are kept up to date. Students will also be informed about the requirements regarding outside assistance and that they discuss any proposed outside assistance with the class teacher before it is undertaken and that outside assistance is correctly and accurately acknowledged in the major work documentation.

4.5 Submission and certification of major works

The submission dates for completion and hand-in to school for major work projects are determined by NESA and are published in the *Higher School Certificate Practical Examination Important Dates Schedule*.

Students will need to complete a declaration for the submitted works on which the student must certify that the submitted item or performance is their own work. The class teacher and Principal are both required to certify that the major work or performance was developed under the teacher's supervision, was the student's own work and was completed by the due date.

If either the teacher or the Principal is unable to certify any major work or performance, a non-certification report form is to be forwarded (with the major work) to NESA. NESA will then make final determinations on all cases of non-certification and advise both the school and the student at the time of the release of HSC results.

5 What do I do if I want to appeal a result?

A student is entitled to formally appeal in writing to the Assistant Principal if they are not satisfied with:

- (a) the marks awarded for a particular assessment task; or
- (b) the school's response to their appeal for disability provisions on the grounds of illness/misadventure; or
- (c) the school's decision to award an 'N' Determination for a course; or
- (d) their ranking in a course (note that HSC students will not be informed of their final mark but will be informed of their final rankings; students have the right to appeal the ranking awarded).
- (e) the decision of an AIM Form.

If a student intends to appeal to the College for any of the reasons (a) – (d) above, they need to see the Assistant Principal for the appropriate documents and procedures.

A student also has the right to appeal to NESA if he/she is not satisfied with:

- (a) the school's decision to award an 'N' Determination for a course; or
- (b) his ranking in a course.

Further information about appealing is provided in the *Rules and Procedures for 2025 HSC Candidates* booklet.

6 Course assessment outlines

The following section contains assessment outlines for all Year 12 Higher School Certificate courses at St Paul's in 2025. Each assessment outline indicates the:

- (a) course category
- (b) syllabus outcomes
- (c) assessment components and component weightings
- (d) focus outcomes assessed in each task
- (e) assessment components for each task
- (f) nature of each task (i.e., what students will be engaged in)
- (g) weighting for each task
- (h) timing of each task

ANCIENT HISTORY

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 8 Term 4	AH12-4, AH12-6, AH12-8, AH12-9, AH12-10	Source analysis Pompeii and Herculaneum.		10	5	5	20%		/
Wk. 5 Term 1	AH12-1, AH12-2, AH12-3, AH12-4, AH12-7, AH12-9	Half Yearly Examination Pompeii and Herculaneum, The Greek World.	15	5		5	25%		/
Wk. 8 Term 2	AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	Historical analysis Historical personality / society.	5		15	5	25%		/
Wk. 3-4 Term 3	All outcomes possible	Trial HSC Examination Refer to the task assessment notification for specific content addressed in this examination.	20	5		5	30%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Analysis and use of sources: meaning and value; identify and account for different perspectives; develop reasoned claims; identify and analyse problems relating to sources	20%
C	Historical inquiry and research	20%
D	Communication of historical understanding in appropriate forms	20%

OUTCOMES

Code	Descriptor. A student ...
AH12-1	accounts for the nature of continuity and change in the ancient world
AH12-2	proposes arguments about the varying causes and effects of events and developments
AH12-3	evaluates the role of historical features, individuals and groups in shaping the past
AH12-4	analyses the different perspective of individuals and groups in their historical context
AH12-5	assess the significance of historical features, people, places, events and developments of the ancient world
AH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-7	discusses and evaluates differing interpretations and representations of the past
AH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12-10	analyses issues relating to the ownership, custodianship and conservation of the ancient past

BIOLOGY

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 6 Term 4	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-12	Model building Protein synthesis.	10	10	20%		/
Wk. 5 Term 1	BIO11/12-1, BIO11/12-3, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-13	Depth study Genetic technology.	25	5	30%		/
Wk. 6 Term 2	BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-14	Data analysis Collect and interpret data related to an infectious disease.	15	5	20%		/
Wk. 3-4 Term 3	BIO12-15 and all other outcomes possible	Trial HSC Examination Refer to the task assessment notification for specific content addressed in this examination.	10	20	30%		/
TOTAL			60	40	100%		

COMPONENTS

WEIGHTINGS

A	Skills in working scientifically	60%
B	Knowledge and understanding	40%

OUTCOMES

Code	Descriptor. A student ...
BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

BUSINESS STUDIES

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 9 Term 4	H1, H2, H3, H4, H5, H6, H7, H8, H9	Case study, extended response Operations topic.	5	5	5	5	20%		/
Wk. 5 Term 1	H1, H2, H3, H4, H5, H6, H8, H9	Half Yearly Examination Marketing and Operations topics.	5	5	5	5	20%		/
Wk. 6 Term 2	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Financial analysis, business report and case study Finance and Marketing topics.	10	5	10	5	30%		/
Wk. 3-4 Term 3	All outcomes possible	Trial HSC Examination Refer to the task assessment notification for specific content addressed in this examination.	20	5		5	30%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Stimulus-based skills	20%
C	Inquiry and research	20%
D	Communication of business information, ideas and issues in appropriate forms	20%

OUTCOMES

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

CHEMISTRY

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 9 Term 4	CH11/12-1, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12	Laboratory investigation Chemical equilibrium.	10	10	20%		/
Wk. 5 Term 1	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-13	Depth study Volumetric analysis.	15	10	25%		/
Wk. 10 Term 2	CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-15	Research task Green Chemistry.	15	10	25%		/
Wk. 3-4 Term 3	CH12-14 and all other outcomes possible	Trial HSC Examination Refer to the task assessment notification for specific content addressed in this examination.	20	10	30%		/
TOTAL			60	40	100%		

COMPONENTS

WEIGHTINGS

A	Skills in working scientifically	60%
B	Knowledge and understanding	40%

OUTCOMES

Code	Descriptor. A student ...
CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes

CONSTRUCTION (VET)

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Competencies	Task Description
Ongoing throughout Year 12	As applicable to tasks	Students will be provided with numerous written, practical and/or oral competency tasks applicable to course content. Students may have a number of opportunities to gain competency by repeating tasks throughout the year.
Wk. 5 Term 1	Only competencies completed to that date	<u>Half Yearly Examination</u> Refer to the task assessment notification for specific content addressed in this examination.
Wk. 3-4 Term 3	All competencies possible	<u>Trial HSC Examination</u> Refer to the task assessment notification for specific content addressed in this examination. Note: The units of competency marked with an asterisk (*) in the unit list below, are mandatory units. The examination will assess those mandatory units that have been taught during the course.

UNITS OF COMPETENCY

	Unit Code	Unit of Competency
1	CPCCOM1012 *	work effectively and sustainably in the construction industry
2	CPCCOM1013 *	plan and organise work
3	CPCCOM1015 *	carry out measurements and calculations
4	CPCCOM2001 *	read and interpret plans and specifications
5	CPCCCM2005 *	use construction tools and equipment
6	CPCWHS1001 *	prepare to work safely in the construction industry
7	CPCCWHS2001 *	apply WHS requirements, policies and procedures in the construction industry
8	CPCCOM1014	conduct workplace communication
9	CPCCCM2006	apply basic levelling procedures
10	CPCCVE1011	undertake a basic construction project
11	CPCCCA2011	handle carpentry materials
12	CPCCCM2004	handle construction materials
13	CPCCCA2002	use carpentry tools and equipment
14	CPCCBL2001	handle and prepare bricklaying and blocklaying materials
15	CPCCBL2002	use bricklaying and blocklaying tools and equipment

- All students must complete 35 hours compulsory work placement (70 hours over two years).
- On successful completion of all competencies and 70 hours of work placement, students will gain an AQF Certificate II in Construction Pathways (CPC20220) and a Statement of Attainment towards a Certificate II in Construction (CPC20120).

DESIGN AND TECHNOLOGY

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 7 Term 4	H1.1, H1.2, H2.1, H3.2, H4.1	Presentation Project proposal and design brief.		20	20%		/
Wk. 5 Term 1	H1.1, H2.1, H2.2, H3.1, H5.2, H6.2	Half Yearly Examination Innovation and emerging technology.	20		20%		/
Wk. 10 Term 2	H4.2, H4.3, H5.1, H5.2, H6.1	Report MDP impact on society and environment, project development and realisation, evaluation and MDP links to industry.		30	30%		/
Wk. 3-4 Term 3	All outcomes possible	Trial HSC Examination Refer to the task assessment notification for specific content addressed in this examination.	20	10	30%		/
TOTAL			40	60	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Knowledge and skills in designing, managing, producing and evaluating a major design project	60%

OUTCOMES

Code	Descriptor. A student ...
H1.1	critically analyses the factors affecting design and the development and success of design projects
H1.2	relates the practices and processes of designers and producers to the major design project
H2.1	explains the influence of trends in society on design and production
H2.2	evaluates the impact of design and innovation on society and the environment
H3.1	analyses the factors that influence innovation and the success of innovation
H3.2	uses creative and innovative approaches in designing and producing
H4.1	identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
H4.2	selects and uses resources responsibly and safely to realise a quality major design project
H4.3	evaluates the processes undertaken and the impacts of the major design project
H5.1	manages the development of a quality major design project
H5.2	selects and uses appropriate research methods and communication techniques
H6.1	justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
H6.2	critically assesses the emergence and impact of new technologies, and the factors affecting their development

ECONOMICS

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 5 Term 4	H1, H2, H4, H6, H8, H9, H10, H12	Research, case study and in-class essay Emerging / emerging economy and the globalisation process.	5	5	5	5	20%		/
Wk. 5 Term 1	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	Half Yearly Examination Emerging / emerging economy and the globalisation process, Australia's trade and finance.	10	5	5	5	25%		/
Wk. 9 Term 2	H1, H2, H4, H5, H6, H8, H9, H10, H11, H12	Research task Current economic issue.	5	5	10	5	25%		/
Wk. 3-4 Term 3	All outcomes possible	Trial HSC Examination Refer to the task assessment notification for specific content addressed in this examination.	20	5		5	30%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Stimulus-based skills	20%
C	Inquiry and research	20%
D	Communication of economic information, ideas and issues in appropriate forms	20%

OUTCOMES

Code	Descriptor. A student ...
H1	demonstrates understanding of economic terms, concepts and relationships
H2	analyses the economic role of individuals, firms, institutions and governments
H3	explains the role of markets within the global economy
H4	analyses the impact of global markets on the Australian and global economies
H5	discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
H6	analyses the impact of economic policies in theoretical and contemporary Australian contexts
H7	evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
H8	applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
H9	selects and organises information from a variety of sources for relevance and reliability
H10	communicates economic information, ideas and issues in appropriate forms
H11	applies mathematical concepts in economic contexts
H12	works independently and in groups to achieve appropriate goals in set timelines

ENGLISH ADVANCED

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 9 Term 4	EA12-1, EA12-2, EA12-5	Multi-modal in class assessment Common Module: Texts and Human Experiences.	5	5	10%		/
Wk. 5 Term 1	All outcomes possible	Half Yearly Examination Texts and Human Experiences. Section I and II.	10	10	20%		/
Wk. 2 Term 2	EA12-1, EA12-3, EA12-4, EA12-7, EA12-8	Extended response Module B: Critical Study of Text.	10	10	20%		/
Wk. 10 Term 2	EA12-1, EA12-4, EA12-6, EA12-9	Portfolio of work Module C: Craft of Writing.	10	10	20%		/
Wk. 3-4 Term 3	All outcomes possible	Trial HSC Examination Texts and Human Experiences; Module A; Module B; Module C.	15	15	30%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	50%
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%

OUTCOMES

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

ENGLISH EXTENSION 1

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 4 Term 1	EE12-2, EE12-3, EE12-5	Portfolio of writing Literary Worlds.	15	20	35%		/
Wk. 10 Term 2	EE12-3, EE12-4	Analytical response Worlds of Upheaval.	20	15	35%		/
Wk. 3-4 Term 3	All outcomes possible	Trial HSC Examination Literary Worlds and Worlds of Upheaval.	15	15	30%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of complex texts and of how and why they are valued	50%
B	Skills in complex analysis; sustained composition and independent investigation	50%

OUTCOMES

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

ENGLISH EXTENSION 2

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 2 Term 1	EEX12-1, EEX12-4, EEX12-5	<u>Speaking task</u> Viva Voce interview.	15	15	30%		/
Wk. 9 Term 1	EEX12-1, EEX12-2, EEX12-3, EEX12-4	<u>Analytical writing task</u> Literature review.	20	20	40%		/
Wk. 2 Term 3	EEX12-2, EEX12-3, EEX12-5	<u>Reflective writing task</u> Critique of the creative process.	15	15	30%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Skills in extensive independent research	50%
B	Skills in sustained composition	50%

OUTCOMES

Code	Descriptor. A student ...
EEX12-1	demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
EEX12-2	strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
EEX12-3	applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
EEX12-4	undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
EEX12-5	reflects on and evaluates the composition process and the effectiveness of their own published composition

ENGLISH STANDARD

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 9 Term 4	EN12-1, EN12-2, EN12-5	Multi-modal in-class assessment Texts and Human Experiences.	5	5	10%		/
Wk. 5 Term 1	All outcomes possible	Half Yearly Examination Texts and Human Experiences. Section I and II.	10	10	20%		/
Wk. 2 Term 2	EN12-1, EN12-3, EN12-4, EN12-7, EN12-8	Extended response Module B: Close Study of Text.	10	10	20%		/
Wk. 10 Term 2	EN12-1, EN12-4, EN12-6, EN12-9	Portfolio of work Module C: Craft of Writing.	10	10	20%		/
Wk. 3-4 Term 3	All outcomes possible	Trial HSC Examination Texts and Human Experiences; Module A; Module B; Module C.	15	15	30%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	50%
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%

OUTCOMES

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

ENGLISH STUDIES

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 9 Term 4	ES12-1, ES12-2, ES12-5, ES12-6 ES12-8	Multimodal task Texts and Human Experiences.	20	20	40%		/
Wk. 8 Term 2	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-10	Portfolio of work Collection of classwork across all modules.	20	20	40%		/
Wk. 6 Term 3	ES12-2, ES12-6, ES12-9	Research task Module C elective.	10	10	20%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	50%
B	Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50%

OUTCOMES

Code	Descriptor. A student ...
ES12-1	comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES12-2	identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, 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

GEOGRAPHY

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 9 Term 4	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-09	Research essay Rural and Urban Places.	10	5		5	20%		/
Wk. 5 Term 1	All outcomes possible	Half Yearly Examination Rural and Urban Places, Geographical Skills, Global Sustainability.	10	5		5	20%		/
Wk. 8 Term 2	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-06, GE-12-07, GE-12-09	Fieldwork study Ecosystems and Global Biodiversity.	5		20	5	30%		/
Wk. 3-4 Term 3	All outcomes possible	Trial HSC Examination Refer to the task assessment notification for specific content addressed in this examination.	15	10		5	30%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Geographical skills and tools	20%
C	Geographical inquiry and research, including fieldwork	20%
D	Communication of geographical information, ideas and issues in appropriate forms	20%

OUTCOMES

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

HISTORY EXTENSION

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 4 Term 1	HE12-1, HE12-2	Project process Process log (including project proposal), annotated sources.	15	15	30%		/
Wk. 10 Term 2	HE12-3, HE12-4	Project essay Planning an appropriate historical investigation identifying different historical perspectives.	10	30	40%		/
Wk. 3-4 Term 3	HE12-1, HE12-2, HE12-3, HE12-4	Trial HSC Examination Constructing history, case study: John Fitzgerald Kennedy.	15	15	30%		/
TOTAL			40	60	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of significant historiographical ideas and processes	40%
B	Skills in designing, undertaking and communicating historical inquiry – the History Project	60%

OUTCOMES

Code	Descriptor. A student ...
HE12-1	analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
HE12-2	plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
HE12-3	communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
HE12-4	constructs a historical position about an area of historical inquiry and discusses and challenges other positions

HOSPITALITY (VET)

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Competencies	Task Description
Ongoing throughout Year 12	As applicable to tasks	Students will be provided with numerous written, practical and/or oral competency tasks applicable to course content. Students may have a number of opportunities to gain competency by repeating tasks throughout the year.
Wk. 5 Term 1	Only competencies completed to that date	<u>Half Yearly Examination</u> Refer to the task assessment notification for specific content addressed in this examination.
Wk. 3-4 Term 3	All competencies possible	<u>Trial HSC Examination</u> Refer to the task assessment notification for specific content addressed in this examination. Note: The units of competency marked with an asterisk (*) in the unit list below, are mandatory units. The examination will assess those mandatory units that have been taught during the course.

UNITS OF COMPETENCY

	Unit Code	Unit of Competency
1	SITXFSA005 *	use hygienic practices for food safety
2	SITXWHS005 *	participate in safe work practices
3	SITXCCS011 *	interact with customers
4	SITHCCC023 *	use food preparation equipment
5	SITHCCC027 *	prepare dishes using basic methods of cookery
6	SITHKOP009 *	clean kitchen premises and equipment
7	SITXFSA006 *	participate in safe food handling practices
8	SITXINV006	receive, store and maintain stock
9	SITHCCC026	package prepared food stuffs
10	SITHCCC024	prepare and present simple dishes
11	SITHCCC028	prepare appetisers and salads
12	SITHCCC025	prepare and present sandwiches
13	SITHCCC034	work effectively in a commercial kitchen

- All students must complete 35 hours compulsory work placement (70 hours over two years).
- On successful completion of all competencies and 70 hours of work placement, students will gain an AQF Certificate II in Cookery (SIT20421) and Statement of Attainment towards Certificate III in Catering (SIT30921)

INDUSTRIAL TECHNOLOGY (TIMBER)

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 7 Term 4	H3.1, H3.2, H3.3, H4.1, H6.2	<u>Project proposal – interview</u> Idea generation, sketching, modelling and justification of proposed project.		30	30%		/
Wk. 10 Term 1	H1.1, H1.2, H1.3, H2.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.2	<u>Research and management task</u> Address historical developments and new and emerging technologies in the industry focus area. Development of WHS plan.	20	20	40%		/
Wk. 3-4 Term 3	H7.1 and all other outcomes possible	<u>Trial HSC Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	20	10	30%		/
TOTAL			40	60	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Knowledge and skills in the design, management, communication and production of a major project	60%

OUTCOMES

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

JAPANESE CONTINUERS

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 9 Term 4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1	Written and oral task Living in Japan, Future Plans.			10	10	20%		/
Wk. 5 Term 1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3	Half Yearly Examination Home and Neighbourhood, Living In Japan, Cultural Life.	5	5	5	5	20%		/
Wk. 6 Term 2	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3	Reading, responding and listening task Cultural Life; The World of Work.	15	15			30%		/
Speaking Wk. 9 Term 2	All outcomes possible	Trial HSC Examination Refer to the task assessment notification for specific content addressed in this examination.	10	10	5	5	30%		/
Written Wk. 3-4 Term 3									
		TOTAL	30	30	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Listening	30%
B	Reading	30%
C	Speaking	20%
D	Writing	20%

OUTCOME

Code	Descriptor. A student ...
1.1	uses a range of strategies to maintain communication
1.2	conveys information appropriate to context, purpose and audience
1.3	exchanges and justifies opinions and ideas on known topics
1.4	reflects on aspects of past, present and future experience
2.1	applies knowledge of language structures to create original text
2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3	structures and sequences ideas and information
3.1	conveys the gist of texts and identifies specific information
3.2	summarises the main ideas
3.3	identifies the tone, purpose, context and audience
3.4	draws conclusions from or justifies an opinion
3.5	interprets, analyses and evaluates information
3.6	infers points of view, attitudes or emotions from language and context
4.1	recognises and employs language appropriate to different social contexts
4.2	identifies values, attitudes and beliefs of cultural significance
4.3	reflects upon significant aspects of language and culture

LEGAL STUDIES

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 8 Term 4	H1, H4, H5, H6, H7, H8, H9	<u>Case study and written test</u> Crime.	5	5	5	5	20%		/
Wk. 5 Term 1	H1, H2, H3, H4, H5, H7, H8, H9, H10	<u>Half Yearly Examination</u> Crime, Human Rights.	5	5	5	5	20%		/
Wk. 8 Term 2	H1, H2, H3, H4, H5, H7, H8, H9, H10	<u>Media file and in class written task</u> Focus study 1.	10	10	5	5	30%		/
Wk. 3-4 Term 3	All outcomes possible	<u>Trial HSC Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	20		5	5	30%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Analysis and evaluation	20%
C	Inquiry and research	20%
D	Communication of legal studies information, issues and ideas in appropriate forms	20%

OUTCOME

Code	Descriptor. A student ...
H1	identifies and applies legal concepts and terminology
H2	describes and explains key features of and the relationship between Australian and international law
H3	analyses the operation of domestic and international legal systems
H4	evaluates the effectiveness of the legal system in addressing issues
H5	explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
H6	assesses the nature of the interrelationship between the legal system and society
H7	evaluates the effectiveness of the law in achieving justice
H8	locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
H9	communicates legal information using well-structured and logical arguments
H10	analyses differing perspectives and interpretations of legal information and issues

MATHEMATICS ADVANCED

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 7 Term 4	MA12-1, MA12-2, MA12-4, MA12-9, MA12-10	In class open book test Sequences and series, transformations of functions.	10	10	20%		/
Wk. 5 Term 1	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	Half Yearly Examination Sequences and series, transformations of functions, trigonometric functions, further differentiation, geometrical applications of differentiation.	15	10	25%		/
Wk. 7 Term 2	MA12-3, MA12-7, MA12-8, MA12-9, MA12-10	In class test Integration, statistics, correlation, regression.	10	15	25%		/
Wk. 3-4 Term 3	All possible outcomes	Trial HSC Examination Refer to the task assessment notification for specific content addressed in this examination.	15	15	30%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A Understanding, fluency and communication

50%

B Problem solving, reasoning and justification

50%

OUTCOMES

Code	Descriptor. A student ...
MA12-1	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
MA12-2	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA12-3	applies calculus techniques to model and solve problems
MA12-4	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA12-5	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MA12-6	applies appropriate differentiation methods to solve problems
MA12-7	applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA12-8	solves problems using appropriate statistical processes
MA12-9	chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
MA12-10	constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

MATHEMATICS EXTENSION 1

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 8 Term 4	ME12-1, ME12-2, ME12-3, ME12-6, ME12-7	<u>In-class open book test</u> Vectors, induction, trigonometric functions.	10	10	20%		/
Wk. 5 Term 1	ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7	<u>Half Yearly Examination</u> Vectors, induction, trigonometric functions, further differentiation, further vectors.	15	10	25%		/
Wk. 6 Term 2	ME12-1, ME12-4, ME12-5, ME12-6, ME12-7	<u>In class test</u> Binomial distributions, further integration.	10	15	25%		/
Wk. 3-4 Term 3	All possible outcomes	<u>Trial HSC Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	15	15	30%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Understanding, fluency and communication	50%
B	Problem-solving, reasoning and justification	50%

OUTCOMES

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

MATHEMATICS EXTENSION 2

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 7 Term 4	MEX12-1, MEX12-4, MEX12-7, MEX12-8	<u>In class open book test</u> Complex numbers.	10	10	20%		/
Wk. 5 Term 1	MEX12-1, MEX-2, MEX12-4, MEX12-7, MEX12-8	<u>Half Yearly Examination</u> Complex numbers, proof.	12	13	25%		/
Wk. 8 Term 2	MEX12-1, MEX12-3, MEX12-5, MEX12-7, MEX12-8	<u>In class test</u> Vectors, calculus (further integration).	13	12	25%		/
Wk. 3-4 Term 3	All possible outcomes	<u>Trial HSC Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	15	15	30%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Understanding, fluency and communication	50%
B	Problem-solving, reasoning and justification	50%

OUTCOMES

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

MATHEMATICS STANDARD 1

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 8 Term 4	MS1-12-5, MS1-12-9, MS1-12-10	Take home investigation Investment, depreciation and loans.	10	10	20%		/
Wk. 5 Term 1	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-8, MS1-12-9, MS1-12-10	Half Yearly Examination Networks and paths, investment, depreciation and loans, right-angled triangles.	15	10	25%		/
Wk. 6 Term 2	MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-6, MS1-12-9, MS1-12-10	In-class test Scale drawings, rates and linear equations.	10	15	25%		/
Wk. 3-4 Term 3	All possible outcomes	Trial HSC Examination Refer to the task assessment notification for specific content addressed in this examination.	15	15	30%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Understanding, fluency and communication	50%
B	Problem-solving, reasoning and justification	50%

OUTCOMES

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

MATHEMATICS STANDARD 2

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 8 Term 4	MS2-12-5, MS2-12-9, MS2-12-10	<u>In class open book test</u> Investments, loans and annuities.	10	10	20%		/
Wk. 5 Term 1	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-8, MS2-12-9, MS2-12-10	<u>Half Yearly Examination</u> Investments, loans and annuities, ratios and rates, networks.	15	10	25%		/
Wk. 6 Term 2	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-9, MS2-12-10	<u>In-class test</u> Non right-angled trigonometry, linear and non-linear relationships.	10	15	25%		/
Wk. 3-4 Term 3	All possible outcomes	<u>Trial HSC Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	15	15	30%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A Understanding, fluency and communication
B Problem-solving, reasoning and justification

50%
50%

OUTCOMES

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

MODERN HISTORY

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 7 Term 4	MH12-1, MH12-2, MH12-4, MH12-5, MH12-6, MH12-9	Multi-modal presentation Cold War: 1945-1991.	5	5	10	5	25%		/
Wk. 5 Term 1	All outcomes possible	Half Yearly Examination Refer to the task assessment notification for specific content addressed in this examination.	10	5		5	20%		/
Wk. 7 Term 2	MH12-3, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	Historical analysis The Cultural Revolution to Tiananmen Square, 1966-1989.	5	5	10	5	25%		/
Wk. 3-4 Term 3	All outcomes possible	Trial HSC Examination Refer to the task assessment notification for specific content addressed in this examination.	20	5		5	30%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Analysis and use of sources: meaning and value; identify and account for different perspectives; develop reasoned claims; identify and analyse problems relating to sources	20%
C	Historical inquiry and research	20%
D	Communication of historical understanding in appropriate forms	20%

OUTCOMES

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

MUSIC 1

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component					Weight (%)	Your Mark	Your Rank
			A	B	C	D	E			
Wk. 8 Term 4	H1, H2, H4, H5, H6, H7, H8, H9, H10	Performance core and viva voce Musicology core.	10	10				20%		/
Wk. 5 / 8 Term 1	H4, H5, H6, H8, H3, H4, H5, H6, H8, H10	Aural examination, composition and portfolio Composition core and aural core.			10	10		20%		/
Wk. 9 Term 2	All outcomes possible based on elective options selected by student	Presentation or submission Elective options for Topics 1 and 2.					30	30%		/
Wk. 3-4 Term 3	All outcomes possible based on elective options selected by student	Trial HSC Examination Aural core; Topic 3 elective (performance, musicology or composition).				15	15	30%		/
TOTAL			10	10	10	25	45	100%		

COMPONENTS

WEIGHTINGS

A	Performance core	10%
B	Musicology core	10%
C	Composition core	10%
D	Aural core	25%
E	Electives (performance, composition or musicology)	45%

OUTCOMES

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

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 9 Term 4	H1, H2, H3, H4, H5, H14, H15	Investigation Health Priorities in Australia.	5	20	25%		/
Wk. 5 Term 1	H7, H8, H9, H10, H11, H16, H17	Stimulus based responses Factors Affecting Performance.	10	15	25%		/
Wk. 5 Term 2	H7, H8, H9, H10, H16, H17	Research and analysis task Improving Performance.	5	15	20%		/
Wk. 3-4 Term 3	All outcomes possible	Trial HSC Examination Refer to the task assessment notification for specific content addressed in this examination.	20	10	30%		/
TOTAL			40	60	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Skills in critical thinking, research, analysis and communication	60%

OUTCOMES

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

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING 1 UNIT

Course: Higher School Certificate
Course Category: Content Endorsed Course (will NOT contribute to an ATAR)
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk.8 Term 1	M2, M4, M6	<u>Portfolio and body of work</u> The arranged image.	15	5	20%		/
Wk. 5 / 7 Term 2	CH1, CH3, CH4, M1, M2, M3, M4, M5, M6	<u>Half Yearly Examination and presentation</u> Temporal image.	20	15	35%		/
Wk. 6 Term 3	CH2, CH5, M1, M3, M5	<u>Artist statement and body of work</u> Self-directed work.	35	10	45%		/
TOTAL			70	30	100%		

COMPONENTS

WEIGHTINGS

A	Making	70%
B	Critical and historical studies	30%

OUTCOMES

Code	Descriptor. A student ...
M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M3	investigates different points of view in the making of photographs and/or videos and/or digital images
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6	takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works
CH1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
CH2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
CH5	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

PHYSICS

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 8 Term 4	PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12	Practical task Advanced mechanics.	15	5	20%		/
Wk. 5 Term 1	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH12-13	Depth study: processing / modelling task Electromagnetism.	20	5	25%		/
Wk. 6 Term 2	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH12-14	Literature review / investigation Nature of light.	15	10	25%		/
Wk. 3-4 Term 3	PH12-15 and all other outcomes possible	Trial HSC Examination Refer to the task assessment notification for specific content addressed in this examination.	10	20	30%		/
TOTAL			60	40	100%		

COMPONENTS

WEIGHTINGS

A	Skills in working scientifically	60%
B	Knowledge and understanding	40%

OUTCOMES

Code	Descriptor. A student ...
PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

SCIENCE EXTENSION

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)	Your Mark	Your Rank
			A	B	C			
Wk.4 Term 1	SE-1, SE-3, SE-6, SE-7	Oral presentation Research proposal.	15	5	10	30%		/
Wk.6 Term 2	SE-4, SE-5, SE-7	Case study Statistical analysis.	5	15	10	30%		/
Wk.6 Term 3	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7	Scientific research report Based upon chosen research topic.	10	10	20	40%		/
TOTAL			30	30	40	100%		

COMPONENTS

WEIGHTINGS

A	Communicating scientifically	30%
B	Gathering, recording, analysing and evaluating data	30%
C	Application of scientific research skills	40%

OUTCOMES

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

SOFTWARE ENGINEERING

Course: Higher School Course
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 8 Term 4	SE-12-01, SE-12-02, SE-12-05, SE-12-07, SE-12-09	Web development project programming task Develop a secure, functional web application, with documentation and ethical considerations.	20	10	30%		/
Wk. 9 Term 2	SE-12-03, SE-12-04, SE-12-06, SE-12-07, SE-12-08, SE-12-09	Software engineering project Design, implement, and justify complex software solutions using modern technologies and testing.	10	30	40%		/
Wk. 3-4 Term 3	All outcomes possible	Trial HSC Examination Refer to the task assessment notification for specific content addressed in this examination.	20	10	30%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	50%
B	Knowledge and skills in the practical application of the content	50%

OUTCOMES

Code	Descriptor. A student ...
SE-12-01	justifies methods used to plan, develop and engineer software solutions
SE-12-02	applies structural elements to develop programming code
SE-12-03	analyses how current hardware, software and emerging technologies influence the development of software engineering solutions
SE-12-04	evaluates practices to safely and securely collect, use and store data
SE-12-05	explains the social, ethical and legal implications of software engineering on the individual, society and the environment
SE-12-06	justifies the selection and use of tools and resources to design, develop, manage and evaluate software
SE-12-07	designs, develops and implements safe and secure programming solutions
SE-12-08	tests and evaluates language structures to refine code
SE-12-09	applies methods to manage and document the development of a software project

STUDIES IN CATHOLIC THOUGHT 1 UNIT

Course: Higher School Certificate
Course Category: NESA Endorsed Course (will NOT contribute to an ATAR)
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 7 Term 4	SCT12-4, SCT12-5, SCT12-7, SCT12-10	Multi modal presentation Develop and produce a personal view on the challenge of evil and suffering in the world.	15	10	5	5	35%		/
Wk. 7 Term 2	SCT12-4, SCT12-5, SCT12-8, SCT12-9	Service proposal Propose several acts of service.	10	5	10	10	35%		/
Wk. 3-4 Term 3	SCT12-1, SCT12-2, SCT12-3, SCT12-4, SCT12-5, SCT12-6, SCT12-9, SCT12-10	Written examination Critically investigate an area of Catholic social teaching in exam conditions.	15	5	5	5	30%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Religious skills in: (a) using Scripture and Catholic Church; (b) documents analysis, synthesis and evaluation based on evidence from Scripture, theology, philosophy and other relevant sources	20%
C	Inquiry and research skills	20%
D	Communication of religious ideas and understanding in appropriate forms	20%

OUTCOMES

Code	Descriptor. A student ...
SCT12-1	analyses how Scripture and other relevant Church documents, with the integration of faith and reason, continues to guide the Church
SCT12-2	describes the theology of the principal teachings and philosophy of the Catholic Church and key developments over time, which have shaped the Church's response to a range of issues
SCT12-3	describes the significance of historical features and developments of the Catholic Church with reference to key people and issues
SCT12-4	explains the contributions of the Catholic tradition to the understanding of what is good, true and beautiful in society, using a range of examples
SCT12-5	analyses the role of the Catholic Church in guiding believers in facing the challenges of society
SCT12-6	Synthesises and interprets a range of writings including Scripture and Church documents that inform Catholic theology
SCT12-7	explains and evaluates developments in theological and philosophical traditions of the Catholic Church to support a religious understanding
SCT12-8	explains and evaluates the human expression of Catholic faith in culture
SCT12-9	plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources
SCT12-10	communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms

STUDIES OF RELIGION 1 UNIT

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 7 Term 1	H4, H5, H6, H7, H8, H9	Source analysis and in class response Islam.	10	15	5	5	35%		/
Wk. 6 Term 2	H2, H4, H5, H6, H7, H8, H9	Research and literature review task Christian Bioethics.	15		15	5	35%		/
Wk. 3-4 Term 3	All outcomes possible	Trial HSC Examination Refer to the task assessment notification for specific content addressed in this examination.	15	5		10	30%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Source-based skills	20%
C	Investigation and research	20%
D	Communication of information, ideas and issues in appropriate forms	20%

OUTCOMES

Code	Descriptor. A student ...
H1	explains aspects of religion and belief systems
H2	describes and analyses the influence of religion and belief systems on individuals and society
H3	examines the influence and expression of religion and belief systems in Australia
H4	describes and analyses how aspects of religious traditions are expressed by their adherents
H5	evaluates the influence of religious traditions in the life of adherents
H6	organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7	conducts effective research about religion and evaluates the findings from the research
H8	applies appropriate terminology and concepts related to religion and belief systems
H9	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

STUDIES OF RELIGION 2 UNIT

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 6 Term 4	H2, H4, H5, H6, H7, H8, H9	Source analysis and in class response Judaism.	5	5	10		20%		/
Wk. 5 Term 1	H1, H2, H3, H4, H5, H6, H7, H8, H9	Half Yearly Examination Religious Traditions.	15	5		5	25%		/
Wk. 6 Term 2	H2, H4, H5, H6, H7, H8, H9	Research and literature review task Religious Tradition: Christian Bioethics.	5	5	10	5	25%		/
Wk. 3-4 Term 3	All outcomes possible	Trial HSC Examination Refer to the task assessment notification for specific content addressed in this examination.	15	5		10	30%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Source-based skills	20%
C	Investigation and research	20%
D	Communication of information, ideas and issues in appropriate forms	20%

OUTCOMES

Code	Descriptor. A student ...
H1	explains aspects of religion and belief systems
H2	describes and analyses the influence of religion and belief systems on individuals and society
H3	examines the influence and expression of religion and belief systems in Australia
H4	describes and analyses how aspects of religious traditions are expressed by their adherents
H5	evaluates the influence of religious traditions in the life of adherents
H6	organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7	conducts effective research about religion and evaluates the findings from the research
H8	applies appropriate terminology and concepts related to religion and belief systems
H9	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

VISUAL ARTS

Course: Higher School Certificate
Course Category: A
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 8 Term 4	H1, H2, H3, H4, H5, H6	Development of the body of work Development of concepts and skills – visual arts diary submission.	20		20%		/
Wk. 5 Term 1	H7, H8, H9, H10	Half Yearly Examination Case study response.		20	20%		/
Wk. 8 Term 2	H1, H2, H3, H4, H5, H6	Resolving the body of work Body of work – 95% completed and visual arts diary submission.	30		30%		/
Wk. 3-4 Term 3	H7, H8, H9, H10	Trial HSC Examination Refer to the task assessment notification for specific content addressed in this examination.		30	30%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Artmaking	50%
B	Art criticism and art history	50%

OUTCOMES

Code	Descriptor. A student ...
H1	initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
H2	applies their understanding of the relationship among the artist, artwork, world and audience through the artmaking 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 a particular way as representation 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 relationship among the artist, artwork, world and audience
H9	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
H10	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

WORK STUDIES 1 UNIT

Course: Higher School Certificate
Course Category: Content Endorsed Course (will NOT contribute to an ATAR)
Assessment Period: 2025

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 8 Term 4	2, 5	Written report Report on effective workplace communication practices.	30		30%		/
Wk. 8 Term 1	1, 6, 7, 9	Group written and oral presentation The benefits and disadvantages of teamwork directed activities in the workplace.		40	40%		/
Wk. 10 Term 2	3, 4, 8	Information booklet Managing work and life commitments.		30	30%		/
TOTAL			30	70	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding	30%
B	Skills	70%

OUTCOMES

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