



Sydney
Secondary
College
Blackwattle Bay

Year 12 Assessment Policy 2024-2025

QUALITY OPPORTUNITY DIVERSITY

Sydney Secondary College Blackwattle Bay Campus

Address for Correspondence:

Blackwattle Bay Campus

Taylor Street, Glebe, NSW, 2037.

Telephone: (02) 9660 5688

Email: sscblackwattle-h@det.nsw.edu.au

Website: <http://www.sscbwattle-h.schools.nsw.edu.au>

Introduction	4
Sydney Secondary College Assessment Policy	5
HSC Assessment Procedures	7
Communication of Results to Students and Parents	11
Failure to complete NESA requirements	13
Assessment rank order notice	14
Formal Examination Periods	15

Ancient History	16	PDHPE	51
Biology	17	Physics	52
Business Studies	18	Photography, Video and Digital Imaging	53
Chemistry	19	Science Extension	54
Chinese Continuers	20	Society and Culture	55
Community & Family Studies	21	Software Design and Technology	56
Design and Technology	22	Sport, Lifestyle and Recreation Studies	57
Drama	23	Studies of Religion II	58
Earth & Environmental Science	24	Textiles & Design	59
Economics	25	Visual Arts	60
Engineering Studies	26	Visual Design	61
English Advanced	27		
English EAL/D	28	Competency Based Information	62
English Extension 1	29	Business Services VET	64
English Extension 2	30	Entertainment Industry VET	65
English Standard	31	Entertainment Specialisation VET	66
English Studies	32	Hospitality Food& Beverage VET	67
Enterprise Computing	33	Hospitality Cookery VET	68
Food Technology	34	Retail Services VET	69
French Beginners	35		
Geography	36	Appendix 1	71
History Extension	37	<i>Assessment Task Cover Sheet</i>	
Industrial Technology	38	Appendix 2	72
Investigating Science	39	<i>Illness/ Misadventure Application Form</i>	
Japanese Beginners	40	Appendix 3	74
Legal Studies	41	<i>Examination Procedures</i>	
Mathematics Advanced	42	Appendix 4	75
Mathematics Extension 1	43	<i>Personal Year 11 Assessment Calendar</i>	
Mathematics Extension 2	44	Appendix 5	76
Mathematics Standard 1	45	<i>Glossary of Key Words</i>	
Mathematics Standard 2	46	Appendix 6	78
Modern History	47	<i>Assessment Appeal Form</i>	
Music 1	48		
Music 2	49		
Music Extension	50		

Introduction

This booklet will outline the assessment tasks that must be completed to show that you have satisfied the requirements of each course. This booklet should be read in conjunction with the Higher School Certificate Rules and Procedures. Student assessment provides evidence for making judgements about student achievement. Each student is required to complete a statement acknowledging they have received the booklet, attended the workshop about assessment practices and understand their rights and responsibilities with regard to assessment.

Students must complete all course work to a satisfactory standard in order to meet the requirements of the HSC course.

If you have any concerns or issues regarding any assessment task, you should consult the Head Teacher of the faculty in which the course is delivered and then the Deputy Principal responsible for your year group.

It is most important to keep your Year Advisers and Teachers up to date with changes to your study. If you are going to be absent for any period of time, you must first request approval from the Principal.

In regard to assessment procedures, you may wish to contact any member of the Assessment Team.

Mr. Mark Corbett
Principal (Relieving)

Issued 17 October 2024

Sydney Secondary College Assessment Policy

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

Assessment of Learning (summative assessment) - assists teachers in using evidence of student learning to assess achievement against outcomes and standards. This usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking depends on the validity and reliability of the activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Assessment for Learning (formative assessment) – involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. This usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just to achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as Learning – occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Sydney Secondary College campuses are expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding (level of achievements) of the outcomes in a range of different task types
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- encourage students to take greater responsibility for their own learning
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents, employers and others in ways that meet their needs
- report on assessment marks for the HSC [except for VET curriculum frameworks], satisfactory completion and grades for Year 11 and for Year 10 to the NSW Education Standards Authority (NESA).

HSC Assessment Procedures

Assessment Marks and Notification

- The assessment mark for each course is a measure of achievement, including that which cannot be tested at a final examination (e.g. practical work, oral skills, research tasks, multimodals, etc.)
- Each faculty will follow policy as laid down by the NSW Education Standard Authority (NESA) and set tasks and the marks to be awarded for each task in accordance with the syllabus documents.
- Tasks are scheduled by week and term, with students given a minimum of two weeks written notice of the:
 - time and date when the task is to be submitted
 - venue where the task is to be submitted
 - nature of the task
 - task description
 - marking criteria
 - outcomes to be assessed
- The **course assessment schedules** contained within this booklet specify the term and week in which each assessment task is scheduled. Also, this will be published on the school website.
- More specific dates will be published in the '**Term Assessment Calendar**' distributed at the end of each preceding term and made available on the Sentral Parent and Student Portal.
- **Changes to the stated assessment task schedule** must be communicated to the students in writing with two weeks' notice. Students are required to sign an **Assessment Task With Amendments Register Sheet** indicating they have received the variations. Changes to any assessment task must have the approval of the Deputy Principal.

Procedures for Disability Provisions

- Principals have the authority to decide on, and to implement, **disability provisions** for school-based assessment tasks, including examinations. Provisions are provided to ensure students with a disability are able to access and respond to a task. Implementing disability provisions is based on the recommendations from the Learning Support Team.
- **Students seeking disability provisions** for assessment tasks are to communicate with their Class Teacher and Head Teacher at least two weeks prior to the date of the assessment task. Class teachers should be aware of students requiring disability provisions and implement appropriate support.

- Disability Provisions must be applied for and approved by NESA for the Higher School Certificate Examinations. Parents and students should contact the Head Teacher Wellbeing and Learning Support for assistance in applying for disability provisions. Applications **must be lodged to NESA by the end of Term One except in exceptional circumstances.**

VET Information

- VET courses are based on Industry Training Packages and teach industry specific skills. These are competency based and allow a student to gain both HSC qualification and Australian Qualification Framework (AQF) accreditation. Students work to develop the competencies, skills and knowledge described in each Unit of Competency.
- To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. Units of competence are assessed holistically as cluster tasks and students are assessed as either “competent” or “not yet competent” for individual units of competency.
- Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Evidence of competence will be gathered in an ongoing basis as well as at specific assessment events.
- Evidence will be collected through a range of assessment activities using direct, indirect and supplementary methods. The achievement of units of competency by students determines the final vocational qualification that a student will achieve.
- Students may choose to undertake the optional HSC examination for a VET course for Australia Tertiary Admission Rank (ATAR) purposes. Schools must determine a HSC examination estimate, which should be based on two formal examinations during the 240 hour course. Therefore, in addition to competency assessment, all students in VET courses must undertake Year 11 Examinations and HSC Trial Examinations to be used for this purpose. Students are also required to complete a minimum of 35 hours of mandatory work placement for each 2 units of a VET Curriculum Framework course studied.

Assessment Task Requirements

- Students must demonstrate that they are serious candidates for the Higher School Certificate by their **regular attendance at school and in lessons** and through their **satisfactory performance in assessment tasks**. They must be present and be on time at the place specified for each assessment task. Take home tasks must be submitted at the correct time and location as specified in the assessment notification.
- Students must keep a copy of all of their completed assessment tasks. Students are expected to have a back-up digital copy of any digitally created work. **Technology failure is not an acceptable excuse** for missing an assessment due date.
- Assessment tasks must be submitted with a **cover sheet** with a completed declaration of **All My Own Work** (*Appendix 1*).
- Students who **do not complete/submit an assessment task** will be awarded zero marks. A **NESA 'N' determination Warning Letter** may be sent (refer to 'Failure To Complete NESA Requirements'). Students will still be required to submit the task and receive feedback. This process will redeem the 'N' determination warning.
- **Students absent from an assessment task** must provide a medical certificate to the Deputy Principal and/or the Head Teacher on the first day they return to school. The medical certificate must be the original on letterhead, cannot be post-dated and must include the date/s of the assessment task. The doctor's certificate must state a detailed reason for inability to attend and/or complete the task. The student must attach this medical certificate to the Illness/Misadventure Application Form (*Appendix 2*) and submit it to the Deputy Principal and/or the Head Teacher on the day they return to school. Spare copies of this form are available from the Student Administration Desk and can be found on the School's website under the link 'Assessment'. The Head Teacher of the subject will determine what action will be taken, for example, to sit for the assessment task or to arrange an alternative task.
- **Late submission of an assessment task.** Students are required to submit work by the due date. If there is evidence of illness and / or misadventure, students are to complete the Illness/Misadventure Application Form with supporting documentation and submit it to the Deputy Principal and/or the Head Teacher. Students who submit a task after the due date **may be awarded a mark of zero**.

- In exceptional circumstances, a student's **inability to meet assessment** dates can be **foreseen** prior to the deadline. Examples include emerging clashes with major sporting events, student leadership events, IMP and performing arts events or designated overseas school travel. If this occurs it is the student's responsibility to immediately contact the Deputy Principal and/or the Head Teacher of the course concerned before the date of the task. An **Illness/Misadventure Application Form** must be completed. Alternative arrangements for the task will be decided by the Deputy Principal and the Head Teacher of the course after considering the information provided.
- **Extended leave will not be granted during formal examinations.** Final decisions will be made at the discretion of the Principal.
- **Students absent from a formal examination** must provide a medical certificate for the day of the missed examination and attach it to the Illness/Misadventure Application Form. It must be handed to the Deputy Principal and/or the Head Teacher on the first day they return to school. Students should be familiar with the Examination Procedures (*Appendix 3*).
- **Non-Serious or Non-Attempts.** Students **must** make a **genuine effort at any assessment task and/or examination**. NESA Rules and Procedures describe the requirements that students make a serious attempt to answer examination questions. Failure to do so is called a non-serious attempt or non-attempt. A student's task or examination is considered a **non-attempt** if there is no evidence of academic engagement with the task or examination. Students are required to attempt a range of question types throughout any examination paper. It is not sufficient to answer multiple choice questions only. Merely re-writing the question is **not** considered to be a serious attempt. A **non-serious attempt** is where students write or draw frivolous or objectionable material in response to the question. If a student is identified as providing non-serious or non-attempts, they will be asked to justify why they should receive a result in the task or examination. The consequences may be significant and may include not receiving an award in that course and/or the award of the HSC.
- **Malpractice** is any activity undertaken by a student that allows them to gain an unfair advantage over others or is in breach of the examination / assessment rules and procedures. It includes plagiarism (to pass off words or ideas of another as one's own or to use another's work without crediting sources) or copying (using the work of another person and submitting it as your own). Also, malpractice may include but is not limited to:
 - copying someone else's work in part or in whole, and/or presenting it as their own
 - using material directly from books, journals, CDs or the internet without reference to the source

- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert had contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgment
- paying someone to write or prepare material
- breaching school examination and assessment rules
- using and/or be in possession of non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Penalties for Malpractice / Plagiarism

- Any student found to have plagiarised or to be guilty of any malpractice may be awarded **zero** for the whole task. All incidents of malpractice will be referred to the Assessment Team by the Head Teacher. Students should refer to the NESA website for further details on cheating and malpractice and its consequences. Schools are required to complete a Malpractice Register on the NESA site for all incidences of malpractice. In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own.
- **Appeals Process:** Students who wish to appeal a decision regarding plagiarism and / or malpractice will have 3 weeks from the date of the initial decision notification to complete an Assessment Appeal Form (*Appendix 6*), and submit it to the Head Teacher Secondary Studies or the Deputy Principal.
- **Students starting after the beginning of a Year 11 or Year 12 course** will be required to demonstrate achievement of outcomes for any missed assessment tasks.
- Students who are studying a subject at the **NSW School of Languages (NSL), Distance Education High School, TAFE NSW or Secondary College of Languages** will be issued with separate policies from these institutions. They should check with the supervising teacher(s) regularly to ensure any information regarding assessment is received. All general information on HSC assessment policy stated in this Assessment Policy still applies. Students of NSW School of Languages must ensure their study days and examination days are registered with Student Administration.

Communication of Results to Students and Parents

- Each student should be given the raw mark for each task.
- Each student should be given their course ranking for each task.
- The results of assessment tasks can be queried only at the time the tasks are returned. Appeals raised after the task has left the classroom will not be considered. In the case of tests/assignments/essays etc., time should be given in class for students to check the addition of marks and to read comments so that they can make an informed query. Should the query not be resolved in class, the task should be collected and referred to the Head Teacher.
- Invalid or Non-Discriminating Tasks. If there are problems associated with the administration of an assessment task or if the task is deemed to be invalid, an additional task may be allowed provided sufficient notice is given. Weightings may be adjusted accordingly.
- The final course rank will be made available to all students at the end of the course. Guidelines for appeals are outlined in the HSC Rules and Procedures book.
- Students will not be advised of the final raw course mark.

Failure to complete NESA Requirements

- NSW Education Standard Authority (NESA) requires all students to:
 - follow the course
 - apply themselves with diligence and sustained effort to the set tasks and experiences that the school provides in the course
 - achieve some or all of the course outcomes
- For courses that include school assessment marks you must also make a **genuine attempt** at assessment tasks in excess of 50% of the possible school assessment marks for that course.
- The **non-completion of a course procedure** commences when a student has not met one of the requirements above.
- The **first official warning letter** is issued indicating the area(s) of concern. The Teacher and Head Teacher of the faculty interview the student in danger of not satisfactorily completing a course. The Head Teacher documents the interview which outlines what action the student needs to take in order to redress the situation. It will also specify the time frame.
- A **second official warning** letter will be issued if a student continues to fail to meet NESA requirements. A student cannot receive more than one warning letter for the same task. Once the second official warning letter is issued, an interview with a Deputy Principal and Head Teacher will be organised to discuss all outstanding and current concerns. At the interview, a plan for improvement will be negotiated and be implemented over an agreed time.
- Receipt of the **third official warning letter** for any one further indiscretion or a series of indiscretions will result in an interview with the Deputy Principal, parent/carer and the student. At this interview, the Deputy Principal will make a determination, which may include a formal Deputy Principal program of improvement.
- Receipt of **further official warning letters** and/or unsuccessful completion of a formal Deputy Principal program of improvement will result in an interview with the Principal who will make a decision regarding an **“N” determination**.

NESA states that students who have received a minimum of two official warning letters in a single course and who have not completed the requirements detailed on these letters are at risk of receiving an “N” determination for that course. In this circumstance the subject will not count towards the award of the Higher School Certificate.

HSC Assessment Rank Order

HSC Assessment Rank Order can be accessed from Students Online using the student's NESA number and PIN. The assessment ranks are available after the final HSC Examination.

If a student feels they have been incorrectly ranked in a course, talk to the Head Teacher immediately. If you are still not satisfied that your ranking is correct, you can apply to the school for a review. In this review, the school will consider whether it:

1. weighted its assessment tasks in line with NESA requirements
2. complied with the stated assessment program when deciding the final assessment mark
3. miscalculated or made a clerical error when deciding the final assessment mark.

If you want to apply for a review, you must do this before the cut-off date, which is two days after the final HSC Examination. The school will inform students of the review outcome and inform NESA if assessment marks and rank order should change.

You can appeal to NESA if you are unhappy with the school's response.

If you are dissatisfied with the outcome of the school's review, you can ask your Principal to lodge an appeal with NESA. NESA will only consider whether the school's review was:

- adequate for deciding items 1-3 above
- completed properly

NESA will not revise assessment marks or rank order. If they uphold the appeal, they will ask the school to correct any errors.

Formal Examination for Higher School Certificate Students

Year 12 will have two school based, formal examination periods in 2025. These Examination dates will be published for students and parents five weeks in advance. Each student receives a personalised timetable, and they are encouraged to keep a digital copy and the hard copy provided by the school.

Term 1 Assessment Week - Term 1 Week 6

Trial Higher School Certificate Examinations: Term 3 Weeks 4 and 5

A copy of the Examination Procedures is included in this booklet (*Appendix 3*).

Absence or Travelling on Holidays During Examinations

Students are aware of the weeks for all assessment tasks and dates of formal examinations many months in advance. They are gazetted on the school's website, Sentral Portal and all calendar information distributed to students. Students and their families must make sure holidays are not planned during these periods as rescheduling may not be possible due to time constraints of the assessment and reporting periods.



	Task 1	Task 2	Task 3	Task 4	
Nature of task	In-class Test Ancient Societies	Historical Analysis Cities of Vesuvius: Pompeii and Herculaneum	In-class Essay Historical Periods	Trial HSC Examination	
Timing	Term 4 Week 9 2024	Term 1 Week 7 2025	Term 2 Week 7 2025	Term 3 Week 4/5 2025	
Outcomes assessed	AH12-1, 2, 3, 9	AH12-6, 8, 9, 10	AH12-5, 6, 8, 9	AH12-3, 4, 6, 7	
Components					Weighting (%)
Knowledge and understanding of course and content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	10	5	5		20
Total (%)	20	25	25	30	100

	Task 1	Task 2	Task 3	Task 4
Nature of task	Depth study Module 5 - Heredity An evaluation of Polypeptide Synthesis	Skills task Module 6 – Genetic Change Application of the working scientifically skills in the context of Module 6- Genetic Change content.	Practical Task Module 7 – Infectious Disease Practical task involving the analysis of a first-hand investigation into treatment of infectious diseases.	Trial HSC Examinations All modules
Timing	Term 4, Week 7	Term 1, Week 6	Term 2, Week 7	Term 3, Weeks 4-5
Outcomes assessed	BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-6, BIO11/12-7, BIO12-13	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO12-14	All outcomes
Weighting (%)				
Working Scientifically	10	20	20	10
Knowledge & Understanding	10	5	5	20
Total (%)	20	25	25	30
				60
				40
				100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Operations In class Business Report extended response	Marketing Marketing case study research task. In class response	Finance Financial assessment and interpretation	Trials Operations, Marketing, Finance, Human Resources	
Timing	Term 4 Week 9	Term 1 Week 6	Term 2 Week 6	Term 3 Weeks 4 and 5	
Outcomes assessed	H1, H2, H5, H6, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8,	H2, H4, H7, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Components					Weighting (%)
Knowledge and understanding of course content	10	10	10	15	45
Stimulus based skills	5		5	10	20
Inquiry and research	5	10			15
Communication of business ideas and ideas in appropriate forms	5	5	5	5	20
Total (%)	25	25	20	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	DEPTH STUDY Module 7/8 Investigating the spectra of organic compounds and independent research task	SKILLS TASK Module 6 – Acid/Base Reactions Calculations based task	PRACTICAL TASK Module 5 – Equilibrium Conducting an experiment and analysing data of an equilibrium system.	TRIAL HSC EXAMINATION All outcomes	
Timing	WEEK 9, TERM 4, 2024	WEEK 6, TERM 1, 2025	WEEK 7, TERM 2, 2025	WEEKS 4 & 5, TERM 3 2025	
Outcomes assessed	CH11/12-1, CH11/12-5, CH11/12-6 CH11/12-7, CH12-14	CH11/12-2, CH 11/12-3, CH11/12-5, CH11/12-7, CH12-13	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12	All outcomes	
Components					Weighting (%)
Working Scientifically	10	20	20	10	60
Knowledge and Understanding	10	5	5	20	40
Total (%)	20	25	25	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Responding to texts /Recorded interview	Responding to texts/ Essay in class and Interview with teacher	Responding to spoken texts /interview with teacher	Trial HSC Examination	
Timing	Term 4, Week 8 Tuesday 3 rd , Thursday 5 th December 2024	Term 1, Week 9 Wednesday 26 th , Friday 28 th March 2025	Term 2, Week 9 Wednesday 25 th , Friday 27 th June 2025	Term 3, Trial Examination period	
Outcomes assessed	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	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.2	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 2.1, 2.2, 2.3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Components					Weighting (%)
Listening	10		10	10	30
Reading	10	10		10	30
Speaking	5	5	10		20
Writing		10		10	20
Total (%)	25	25	20	30	100



3	Task 1	Task 2	Task 3	Task 4		
Nature of task	Research methodology Independent Research Project	Groups in context In class response	Parenting and Caring Critical analysis	Trial HSC Examination Written Exam		
Timing	Term 4, Week 8 2024	Term 1, Week 6 2025	Term 2, Week 7 2025	Term 3 Weeks 4-5 2025		
Outcomes assessed	H4.1, 4.2	H1.1, 2.2, 3.1, 5.1	H2.1, 2.2, 3.2	H1.1 - 6.2		
Components					Weighting (%)	
Knowledge and understanding of course content	10	10	5	15	40	
Skills in critical thinking, research, analysing and communication	10	15	20	15	60	
Total %	20%	25%	25%	30%	100	



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Project Proposal	Innovation and Emerging Technology Case Study Test	Project Impact Report	Trial HSC Examination	
Timing	Term 4, Week 6	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 4-5	
Outcomes assessed	H4.1, H5.2	H2.2, H3.1, H6.2	H2.2, H3.2, H4.3	All outcomes	
Components					Weighting (%)
Knowledge and understanding of course content		20		20	40
Knowledge and skills in designing, managing, producing and evaluating	25		30	5	60
Total (%)	25	20	30	25	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Performance/Rationale Contemporary Australian Theatre	IP Concept Presentation and Logbook	Group Performance Assessment & Individual Project Assessment	Trial HSC Written Examination	
Timing	Term 4 2024 Week 9 Part A: Performance Week 9 9th – 13th Dec Part B: Rationale Week 9 December 9	Term 1 Week 6 2025	Term 3 Week 2 2025 Drama Night	Term 3 2025 In Trial examination block	
Outcomes assessed	H1.1, 1.2, 1.5, 2.1, 2.2, 3.2, 3.4	H1.1, 1.2, 1.7, 3.2	H1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2	H2.4, 3.1, 3.2, 3.4, 3.5	
Components					Weighting (%)
Making	10	10	20		40
Performing		10	20		30
Critical Study	10			20	30
Total (%)	20	20	40	20	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	DEPTH STUDY Module 8 – Resource Management Waste Audit	SKILLS TASK Module 7 – Climate Science Working scientifically skills	RESEARCH TASK Module 5 – Earth's Processes Annotated Geological Timeline	TRIAL HSC EXAMINATION All outcomes	
Timing	WEEK 8, TERM 4, 2024	WEEK 6, TERM 1, 2025	WEEK 8, TERM 2, 2025	WEEKS 4 & 5, TERM 3 2025	
Outcomes assessed	EES11/12-1, EES11/12-5, EES11/12-6, EES11/12-7, EES12-15	EES11/12-6, EES11/12-7, EES12-14	EES11/12-5, EES11/12-6, EES11/12-7, EES12-12	All outcomes	
Components					Weighting (%)
Working Scientifically	10	20	20	10	60
Knowledge and Understanding	10	5	5	20	40
Total (%)	20	25	25	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Topic 1: The Global Economy Research Case Study- in class	Topic 2: Australia's Place in the Global Economy Topic Test – Multiple choice and short answer stimulus.	Topic 4: Economic Policies & Management Stimulus Based In-Class Extended Response	Topic 1,2,3 and 4 Trial HSC Examination	
Timing	Term 4 Week 8 Tue – 03 Dec 24	Term 1 Week 6	Term 2 Week 7	Term 3 Week 4 & 5	
Outcomes assessed	H1, H2, H3, H5, H7, H9	H1, H2, H4, H10, H11, H12	H1, H5, H6, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Components	Weightings (%)				
Knowledge & understanding of course content	5	10	10	15	40
Stimulus-based Skills			10	10	20
Inquiry & research	10	5	5		20
Communication of economic information, ideas & issues in appropriate forms	5	5	5	5	20
Total (%)	20	20	30	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Civil Engineering Report	Personal and Public Transport Topic Test	Aeronautical Topic Test	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 4-5	
Outcomes assessed	H2.1, H4.1 H4.2 ,H6.1	H1.2, H3.1, H3.3, H4.3	H1.1, H1.2, H3.1,H4.3	All outcomes	
Components					Weighting (%)
Knowledge and understanding of course content	10	10	20	20	60
Knowledge and Skills in research, problem-solving and communication related to engineering practice	10	10	10	10	40
Total (%)	20	20	30	30	100

	Task 1	Task 2	Task 3	Task 4	
Nature of task	Common Module Texts and Human Experience <i>The Crucible</i> <i>and related text</i>	Module A Textual Conversations <i>The Tempest</i> and <i>Hag-Seed</i>	Module B Critical Study of Literature (60%) + Module C Craft of Writing (40%)	Trial HSC Examination Common Module (12.5%) Module A (12.5%) Module B (25%) Module C (50%)	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 4-5	
Outcomes assessed	EA12-1, EA12-3, EA12-5, EA12-8	EA12-2, EA12-4, EA12-7, EA12-9	EA12-1, EA12-3, EA12-5, EA12-6	EA12-2, EA12-4, EA12-6, EA12-7, EA12-8	
Components					
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Total (%)	25	20	25	30	100



	Task 1	Task 2	Task 3	Task 4	Weightings (%)
Nature of task	Multimodal Presentation/Listening Component. Prescribed Text <i>China Coin</i> and 1 listening related text. Module A: Texts and Human Experiences	Writing Task/ Submission Module D: Focus on Writing	Reading/Writing Prescribed Text <i>Contemporary Asian Poets</i> Module B: Language, Identity and Culture Scheduled Essay	Trial HSC Module A Module B Module C: Close Study of Text: <i>The Truman Show</i> Module D Listening	
Timing	Term 4 Week 9	Term 1, Week 7	Term 2, Week 5	Term 3 Weeks 4 and 5	
Outcomes assessed	EAL12-1A, EA12-1B, EAL12-3, EAL12-5, EA12-6 EAL12-7	EAL12-2, EAL12-3, EAL12-4, EAL12-5, EAL12-7, EAL12-9	EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8	EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8	
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and form	15	15	10	10	50
Total (%)	25	25	25	25	100

	Task 1	Task 2	Task 3	
Nature of task	Imaginative Submission Scheduled Response	Critical response including related texts Scheduled Essay	Trial HSC Examination	
Timing	Term 1, Week 5	Term 2, Week 9	Term 3, Weeks 4 - 5	
Outcomes assessed	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Components				Weighting (%)
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total (%)	30	40	30	100



	Task 1	Task 2	Task 3		
Nature of task	Viva Voce	Literature Review	Critique of the Writing Process		
Timing	Term 1, Week 2	Term 1, Week 10	Term 2, Week 10		
Outcomes assessed	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5,		
Components				Weighting (%)	
Skills in independent research	15	20	15	50	
Skills in sustained composition	15	20	15	50	
Total (%)	30	40	30	100	



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Common Module Texts and Human Experience Billy Elliot and 1 related text	Module B Close Study of Literature	Module A Language, Identity and Culture (60%) + Module C Craft of Writing (40%)	Trial HSC Examination Common Module (12.5%) Module A (12.5%) Module B (25%) Module C (50%)	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 4-5	
Outcomes assessed	EN12-1, EN12-2, EN12-3, EN12-5, EN12-8	EN12-2, EN12-4, EN12-7, EN12-9	EN12-1, EN12-3, EN12-6, EN12-8	EN12-3, EN12-4, EN12-5, EN12-6, EN12-8	
Components					Weighting (%)
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Total (%)	25	20	25	30	100



	Task 1	Task 2	Task 3	Task 4	Weightings (%)
Nature of task	Mandatory Module: Writing Texts and Human Experience	Module A	Collection of Classwork Mandatory + other modules	Module B	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 6	
Outcomes assessed	ES12-1, ES12-4, ES12-5, ES12-8, ES12-9	ES12-1, ES12-4, ES12-7, ES12-8	ES12-1, ES-4, ES12-5, ES12- 7, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-9	
Knowledge and understanding of course content	15	10	15	10	50
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	10	15	15	10	50
Total (%)	25	25	30	20	100

	Task 1	Task 2	Task 3	Task 4	
Nature of task	Data Science Project	Data Visualisation Project/Task	Individual Enterprise Project	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 4-5	
Outcomes assessed	EC-12-02, EC-12-04, EC-12-05	EC-12-01, EC-12-05, EC-12-06, EC-12-11	EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11	All outcomes	
Components					Weighting (%)
Knowledge and understanding of course content	10	10	15	15	50
Knowledge and skills in the practical application of the content	10	10	15	15	50
Total (%)	20	20	30	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Food Industry Report	Food Preservation Investigation	Food Product Development and Experimentation and Preparation	Trial HSC Examination	
Timing	Term 4, Week 7	Term 1, Week 6	Term 2, Week 7	Term 3, Weeks 4-5	
Outcomes assessed	H1.4, H3.1	H1.1, H4.2	H1.3, H4.1	All outcomes	
Components					Weighting (%)
Knowledge and understanding of course content		5	5	30	40
Knowledge and skills in designing, researching, analysing and evaluating	15	5	10		30
Skills in experimenting with and preparing food by applying theoretical concepts		15	15		30
Total (%)	15	25	30	30	100

	Task 1	Task 2	Task 3	Task 4	
Nature of task	Response in English to written text(s) Composing French text(s)	Response in English to spoken text(s) Oral Interaction in French	Trial HSC Examination Oral	Trial HSC Examination Written	
Timing	Term 4, Week 8 (2024)	Term 1, Week 8 (2025)	Term 3, Week 1 (2025)	Trial Examination Week (Term 3, 2025)	
Outcomes assessed	Refer to assessment notice	Refer to assessment notice	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	
Components					Weighting (%)
Listening		20		10	30
Reading	20			10	30
Speaking		10	10		20
Writing	10			10	20
Total (%)	30	30	10	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Essay Ecosystems at Risk	Topic Test Ecosystems and Biodiversity	In-class Extended Response Rural and Urban Areas	Trial HSC Examination All topics	
Timing	Week 8, Term 4 2024	Week 6, Term 1 2025	Week 8, Term 2 2025	Week 4-5, Term 3 2025	
Outcomes assessed	GE-12-01, GE-12-04, GE-12-05, GE-12-09	GE-12-02, GE-12-04, GE-12-05, GE-12-09	GE-12-01, GE-12-03, GE-12-04, GE-12-09	ALL	
Components					Weighting (%)
Knowledge and understanding of course content	10	10	10	10	40
Geographical tools and skills		10		10	20
Geographical inquiry and research, including fieldwork	10	5		5	20
Communication of geographical information, ideas and issues in appropriate forms	5		10	5	20
Total (%)	25	25	20	30	100



	Task 1	Task 2	Task 3	
Nature of task	Historical Process (Proposal, Process Log, Annotated sources) History Project	Essay & Process Log History Project	Trial HSC Examination	
Timing	Term 1 Week 9 2025	Term 3 Week 1 2025	Term 3 Week 4/5 2025	
Outcomes assessed	HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	
Components				Weighting (%)
Knowledge and understanding about significant historiographical ideas and processes	10	10	20	40
Skills in designing, undertaking, and communicating historical inquiry and analysis	20	30	10	60
Total (%)	30	40	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Designing and Planning Presentation	Product Analysis	Project Development Presentation	Trial HSC Examination	
Timing	Term 4, Week 6	Term 1, Week 6	Term 2, Week 9	Term 3, Weeks 4-5	
Outcomes assessed	H3.1, H3.2, H5.1	H3.2, H4.3, H5.2, H6.1	H2.1, H3.2, H3.3, H4.1	All outcomes	
Components					Weighting (%)
Knowledge and understanding of course content	5	5	10	20	40%
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	60%
Total (%)	20	20	30	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	DEPTH STUDY Module 5 – Scientific Investigations Practical investigation and write a scientific report	RESEARCH TASK Module 6 - Technologies Research the impact of technologies on the accumulation of evidence for scientific theories and laws	ANALYSIS AND REPORT Module 7 – Fact or Fallacy? Analysing the fact or fallacy in science as portrayed in the media	HSC TRIAL EXAMINATION	
Timing	TERM 4, WEEK 7 2024	TERM 1, WEEK 6 2025	TERM 2, WEEK 6 2025	TERM 3, WEEKS 4 & 5 2025	
Outcomes assessed	INST1/12-1, INST1/12-2, INST1/12-3, INST1/12-7, INST2-12	INST1/12-1, INST1/12-2, INST1/12-4, INST2-13	INST1/12-4, INST1/12-5, INST1/12-6, INST1/12-7, INST2-14	All Outcomes	
Components					Weighting (%)
Working Scientifically	15	15	15	15	60
Knowledge and Understanding	5	10	10	15	40
Total (%)	20	25	25	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Responses in English and/or Japanese to spoken texts Oral interaction	Responses in English and/or Japanese to reading texts	Composing Japanese texts	Trial HSC Examination	
Timing	Term 4, Weeks 9-10 (2024)	Term 1, Week 8 (2025)	Term 2, Week 8 (2025)	Term 3, Weeks 4-5 (2025)	
Outcomes assessed	1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Components					Weighting (%)
Listening	20			10	30
Reading		20		10	30
Speaking	15			5	20
Writing			15	5	20
Total (%)	35	20	15	30	100

***NB: The Trial Speaking Exam could take place any time from Term 3, Week 1, depending on NESA scheduling of the HSC Oral Examinations**



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Crime Response	Shelter Research Essay	Family Essay	Trial Examination	
Timing	Term 4 Week 9 2024 Thursday 12 December P3 Hall	Term 1 Week 6 2025 Hall	Term 2 Week 6 2025 Hall	Term 3 Week 4/5 2024	
Outcomes assessed	H1 H4 H5 H7 H8 H9	H1 H3 H7 H8 H9	H1 H4 H6 H8 H9 H10	H2 H6 H7 H9 H10	
Components					Weighting (%)
Knowledge and understanding of course content	5	5	10	20	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	5	10	5	-	20
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	20
Total (%)	20	25	25	30	100

	Task 1	Task 2	Task 3	Task 4	
Nature of task	Investigation Task	Test	Test	HSC Trial Examination	
Timing	2024 Term 4 Week 7	2025 Term 1 Week 6	2025 Term 2 Week 7	2025 Term 3 Weeks 4-5	
Outcomes assessed	MA12-2, MA12-4, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10,	MA12-3, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10,	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	
Components					Weighting (%)
Understanding, fluency and communication	10	12.5	12.5	15	50
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	50
Total (%)	20	25	25	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Investigation Task	Test	Test	HSC Trial Examination	
Timing	2024 Term 4 Week 4	2025 Term 1 Week 6	2025 Term 2 Week 4	2025 Term 3 Weeks 4-5	
Outcomes assessed	ME12-1, ME12-6, ME11-1-7	ME12-1, ME12-3, ME12-4, ME12-6, ME11-1-7	ME12-1, ME12-2, ME12-4, ME12-6, ME11-1-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME11-1-7	
Components					Weighting (%)
Understanding, fluency and communication	10	12.5	12.5	15	50
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	50
Total (%)	20	25	25	30	100

	Task 1	Task 2	Task 3	Task 4	
Nature of task	Test	Test	Investigation Task	HSC Trial Examination	
Timing	2024 Term 4 Week 10	2025 Term 1 Week 6	2025 Term 2 Week 6	2025 Term 3 Weeks 4-5	
Outcomes assessed	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-5, MEX12-7 MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6 MEX12-7, MEX12-8	
Components					Weighting (%)
Understanding, fluency and communication	10	12.5	12.5	15	50
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	50
Total (%)	20	25	25	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Investigation Task	Test	Assignment	HSC Trial Examination	
Timing	2024 Term 4 Week 7	2025 Term 1 Week 6	2025 Term 2 Week 6	2025 Term 3 Weeks 4-5	
Outcomes assessed	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-6, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	
Components					Weighting (%)
Understanding, fluency and communication	10	12.5	12.5	15	50
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	50
Total (%)	20	25	25	30	100

	Task 1	Task 2	Task 3	Task 4	
Nature of task	Investigation Task	Test	Test	HSC Trial Examination	
Timing	2024 Term 4 Week 7	2025 Term 1 Week 6	2025 Term 2 Week 8	2025 Term 3 Weeks 4-5	
Outcomes assessed	MS2-12-3, MS2-12-4, MS2 12-9, MS2-12-10	MS2 12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-6, MS2 12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9 MS2-12-10	
Components					Weighting (%)
Understanding, fluency and communication	10	12.5	12.5	15	50
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	50
Total (%)	20	25	25	30	100

	Task 1	Task 2	Task 3	Task 4	
Nature of task	Source Analysis Power and Authority in the Modern World 1919-1946	Research Essay National Studies	Prepared Response Peace and Conflict	Trial HSC Examination All Topics	
Timing	Term 4 Week 8 2024	Term 1 Week 6 2025	Term 2 Week 7 2025	Term 3 Week 4/5 2025	
Outcomes assessed	MH12- 2, 3, 4, 5, 8, 9	MH12- 3, 4, 6, 7, 9	MH12- 2, 5, 7, 8	MH12- 1, 3, 4, 5, 7, 9	
Components					Weighting (%)
Knowledge and understanding of course and content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	20
Historical inquiry and research	10	5	5		20
Communication of historical understanding in appropriate forms		10	5	5	20
Total (%)	20	25	25	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Core Viva Voce and Submission of Elective 1 Topic 1 Submission of in-class viva voce, demonstrating an understanding of conceptual techniques and topic features. Presentation or submission of Elective 1 as a work in progress	Presentation of Core Performance and Core Composition Topic 2 Solo or ensemble evening performance. Submission of Core Composition, including logbook	Presentation or Submission of Elective 2 & 3 Topic 2 & 3 Presentation of Elective 2 & 3; this may be a performance, viva voce or portfolio of material from the elective composition	Trial HSC Examination Aural Skills Examination to be completed during the Trial HSC written exam period	
Timing	Term 4, Week 9 Thursday 12 th December	Term 1, Week 7 Thursday 13 th March	Term 2, Week 10 Tuesday and Wednesday July 1 st and July 2 nd	Term 3 Week 4/5 H4, 5, 6, 8	
Outcomes assessed	H1,2,3,4,5,6,7,8, 9,10, 11*	H2, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6, H9, H10, H11		
Components					Weighting (%)
Core Performance		10			10
Core Composition		10			10
Core Musicology	10				10
Aural Skills				25	25
Elective 1	15				15
Elective 2			15		15
Elective 3			15		15
Total (%)	25	20	30	25	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Core Composition draft and portfolio Mandatory topic: <i>Music of the last 25 years (Australian focus)</i> Composition and portfolio presented as a work in progress. This must be coherent, show a sufficient amount of progress, and describe plans for future work.	Presentation of Core Performance and Sight Singing, with reflection of own interpretation Mandatory topic: <i>Music of the last 25 years (Australian focus)</i> Solo or ensemble performance and sight singing. Accompanying reflection of own stylistic interpretation of piece and how musical expression is achieved.	Presentation of Elective Programme Additional topic: <i>Music 1900-1945</i> Presentation of Elective Performances or Presentation of Elective Composition draft and portfolio or Presentation of Musicology Essay draft and portfolio	Musicology and Aural Skills Examination Formal examination held during exam block. Contains melodic dictation question.	
Timing	Term 4, Week 8	Term 1, Week 7	Term 2, Week 10	Term 3, Week 4 or 5	
Outcomes assessed	H3, H4, H5, H8, H9, H12	H1, H2, H6, H7, H10	H11-H9*, H11	H2, H5, H6, H7, H9	
Components					Weighting (%)
Performance		20			20
Composition	20				20
Musicology				20	20
Aural		10		10	20
Elective			20		20
Total (%)	20	30	20	30	100

* Select the appropriate outcomes based on the Performance, Composition or Musicology elective option selected by each student.

	Task 1	Task 2	Task 3	
Nature of task	Performance Presentation of repertoire and written response demonstrating background research and analysis of repertoire, or Composition Draft compositions and composition portfolios demonstrating analysis of works and styles, or Musicology Draft essay and essay portfolio demonstrating proposal of research and preliminary analysis of sources.	Performance Presentation of repertoire with viva voce discussion demonstrating critical analysis of professional recordings, or Composition Draft compositions and composition portfolios with viva voce discussion about development of ideas, musical concepts and techniques, or Musicology Draft essay and essay portfolio with viva voce discussion about development of topic, ideas, and sources.	Trial HSC Examination Performance Performance of repertoire, or Composition Compositions and composition portfolios, or Musicology Essay and essay portfolio.	
Timing	Term 4, Week 9	Term 1, Week 7	Term 2, Week 10	
Outcomes assessed	H1-H6*	H1-H6*	H1-H6*	
Components				Weighting (%)
Performance or Composition or Musicology Total (%)	30	30	40	100

* Select the appropriate outcomes based on the Performance or Composition or Musicology option selected by each student.



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Sports Medicine Scenario Applying knowledge and problem solving	Core One Health Priorities in Australia In class response	Core Two Factors Affecting Performance Critical thinking	Trial HSC Examination	
Timing	Term 4 Week 7 2024	Term 1 Week 6 2025	Term 2 Week 8 2025	Term 3 Weeks 4-5 2025	
Outcomes assessed	H8, H16, H17	H1, H2, H4, H15	H8, H10, H11	H1-17	
Components					Weighting (%)
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research, analysing and communication	15	15	15	15	60
Total (%)	20	25	25	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	DEPTH STUDY – SCIENTIFIC REPORT Module 5 – Advanced Mechanics First-hand investigation and scientific report on projectile motion	SKILLS TEST Module 6 – Electromagnetism Analysing data, graphs and mathematical problem solving	PRACTICAL TASK Module 7 – Nature of Light First-hand investigation, interpreting and analysing data involving the wave nature of light	HSC TRIAL EXAMINATIONS WEEKS 4 & 5, TERM 3, 2025	
Timing	WEEK 6, TERM 4 2024	WEEK 6, TERM 1, 2025	WEEK 7, TERM 2, 2025		
Outcomes assessed	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7 PH12-12	PH11/12-1, PH11/12-2, PHY11/12-3, PH11/12-4, PH11/12-5, PH12-13	PH11/12-1, PH11/12-2, PHY11/12-3, PH11/12-4, PH11/12-7, PH12-14	All Outcomes	
Components					Weighting (%)
Working Scientifically	15	15	20	10	60
Knowledge and Understanding	5	10	5	20	40
Total (%)	20	25	25	30	100

	Task 1	Task 2	Task 3	Task 4	
Nature of task	Diary & Portfolio & Case Study	Diary and Portfolio	Examination	Exhibition of Work and Portfolio	
Timing	Term 4 Week 8	Term 1 Week 7	Term 3 Week 2	Term 3 Week 3	
Outcomes assessed	M1,M2,M3,M4,M5,M6, CH1,CH2,CH3,CH4,CH5	M1,M2,M3,M4,M5,M6	CH1,CH2,CH3,CH4,CH5	M1,M2,M3,M4,M5,M6	
Components					Weighting (%)
Making	15	25		30	70
Critical and Historical Studies	10		20		30
Total (%)	25	25	20	30	100

	Task 1	Task 2	Task 3 Task 4	
Nature of task	Poster and Oral presentation of research proposal	Statistical Case Study	Scientific Research Report	
Timing	Term 1 2025, Week 4	Term 2 2025, Week 6	Term 3 2025, Week 3	
Outcomes assessed	SE-1, SE-3, SE-6, SE-7	SE-4, SE-5, SE-7	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE7	
Components				Weighting (%)
Communicating scientifically	15	5	10	30
Gathering, recording, analysing and evaluating data	5	15	10	30
Application of Scientific Research Skills	10	10	20	40
Total (%)	30	30	40	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Proposal Personal Interest Project	Topic Test Social and Cultural Continuity and Change	Depth Study Responses Belief Systems and Ideologies AND Social Inclusion and Exclusion	Trial HSC Examination All topics, excluding the PIP	
Timing	Term 4, Week 7 2024	Term 1, Week 6 2025	Term 2, Week 5 2025	Term 3, Weeks 4 & 5 2025	
Outcomes assessed	H5, H6, H7, H8	H1, H5, H6, H10	H2, H3, H9, H10	H2, H3, H6, H9, H10	
Components					Weighting (%)
Knowledge and understanding	5	10	15	20	50
Application and evaluation of research methods	10	10	5	5	30
Communication of information, ideas and issues	5	5	5	5	20
Total (%)	20	25	25	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Secure Software Research Task	Web Development Project	Personal Project	Trial HSC Examination	
Timing	Term 4, Week 7	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 4-5	
Outcomes assessed	SE-12-03, SE-12-04, SE-12-05	SE-12-01, SE-12-02, SE-12-07	SE-12-06, SE-12-08, SE-12-09	All outcomes	
Components					Weighting (%)
Knowledge and understanding of course content	10	10	10	20	50
Knowledge and skills in the practical application of the content	5	15	20	10	50
Total %	15	25	30	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Social Perspectives of Games and Sports Research Task	Healthy Lifestyle Presentation	Games and Sports Applications II Skill Assessment	End of Course Examination Written Exam	
Timing	Term 4, Week 9 2024	Term 1, Week 6 2025	Term 2, Week 7 2025	Term 3 Week 3 2025	
Outcomes assessed	H1.4, 2.4, 3.7	H1.5, 2.3, 3.5, 4.3	H1.1, 3.1, 4.4	H1.1 – 4.5	
Components					Weighting (%)
Knowledge and understanding	15	10	15	10	50
Skills	15	10	15	10	50
Total %	30%	20%	30%	20%	100

	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Task Religious Tradition Depth Studies	In-class Essay Religion and Peace	Topic Test Religion in Australia post- 1945/ Religion & non-Religion	Trial HSC Examination All topics	
Timing	Term 4, Week 8 2024	Term 2, Week 6 2025	Term 2, Week 8 2025	Term 3, Week 4 & 5 2025	
Outcomes assessed	H2, H4, H5, H7, H8, H9	H2, H5, H6, H7, H8, H9	H1, H2, H3, H4, H6, H8	H1, H2, H3, H4, H5, H6, H8, H9	
Components					Weighting (%)
Knowledge and understanding	5	15	5	15	40
Source based skills			10	10	20
Investigation and research	15	5			20
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total (%)	25	25	20	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Major Textiles Project - Inspiration Report	Design Contemporary Designer - Investigation	Properties & Performance of Textiles Investigation, Experimentation and Evaluation - Skills Experimentation	Trial Examination	
Timing	Term 4, Week 7	Term 1, Week 6	Term 2, Week 8	Term 3, Week 4 - 5	
Outcomes assessed	H1.1, H1.3, H2.1, H2.3	H5.1, H6.1	H3.1, H3.2 H4.1, H4.2	All outcomes	
Components Knowledge and understanding of course content Skills and knowledge in the design, manufacture and management of textile projects					Weighting (%)
	20	20	30	30	50
	20	20	30	30	100
Total (%)					



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Exploration of the body of work Case Study Research Investigations of concept and artmaking practice evident in VAPD including experiments, research about artists' practice, conceptual framework, frames Submission of works in progress, critical evaluation and statement of intent. One fully resolved artwork that directly reflects the concept and material practice	Development of the Body of Work Submission of artwork(s) in progress, VAPD with annotated evaluation of sustained exploration of materials and ideas Essay Extended written research response. Critical and historical interpretation(s) of selected artists and their work	Body of Work Submission for Exhibition Resolving the Body of Work: artworks undergoing refinement. Curation of works for HSC submission Ready for Exhibition With Artist statement – Week 1	Trial HSC Examination Art Criticism and Art History Written Examination	
Timing	Term 4 Week 8 Monday 2 December 2024	Term 1 Week 6	Term 3 Week 3 Monday BOW Artist Statement Week 1 Friday	Term 3 Weeks 4/5	
Outcomes assessed	H1, H2, H3, H4, H5, H7	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Components					Weighting (%)
Artmaking	10	10	30		50
Art Criticism & Art History	10	10		30	50
Total (%)	20	20	30	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Exploration of the Ceramic Form Case Study Research of Artworks transformed into commercial tableware and Australian Ceramic Artists	Portfolio of Works & Diary Submission of a series of design exercises	Examination Extended written Response	Portfolio of Works Submission of a series of design works	
Timing	Term 4, Week 9	Term 1, Week 9	Term 3, Week 2	Term 3, Week 3	
Outcomes assessed	DM1, DM2, DM3, DM4, DM5, DM6 CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6	CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6	
Components					Weighting (%)
Designing and Making	15	25		30	70
Critical and Historical Studies	10		20		30
Total (%)	25	25	20	30	100

Preliminary 2024 – HSC 2025

Vocational Education and Training (VET) Courses (to be included in assessment booklets with relevant assessment schedules)

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

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

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

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

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher.

Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive

documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

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

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

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

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

School Name: Sydney Secondary College Blackwattle Bay

Assessment Schedule Year 12 – 2025

Assessment Tasks for BSB30120 Certificate III in Business		Task 4 Wellbeing	Task 5 Mastering document design	Task 6 Sharing is caring	Task 7 Thinking critically	HSC TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 3 Term 4	Week 6 Term 1	Week 9 Term 2	Week 8 Term 3	Weeks 4 & 5
BSBPEF201	Support personal wellbeing in the workplace	x				Term 3
BSBPEF301	Organise personal work priorities		x			HSC examinable units of competency. 60% Trial Examination contribution to the NESA estimate to be used in the case of misadventure in the HSC Examination.
BSBTEC301	Design and produce business documents		x			
BSBSUS211	Participate in sustainable work practices			x		
BSBTWK301	Use inclusive work practices			x		
BSBTEC303	Create electronic presentations			x		
BSBCRT311	Apply critical thinking skills in a team environment				x	
BSBOPS301	Maintain business resources				x	

Depending on the achievement of units of competency, the possible qualification outcome is a BSB30120 Certificate III in Business.

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

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

School Name: Sydney secondary College Blackwattle Bay

Assessment Schedule Year 12 - 2025

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 2	Task 5	Task 6	Task 7	HSC Trial Exam
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Plan a career	Work in the industry	To project and serve	Showtime	
Code	Unit of Competency	Week 10 Term 1	Week 6 Term 4	Week 4 Term 2	Week 8 Term 3	Weeks 4 & 5 Term 3
CUAIND311	Work effectively in the creative arts industry		X			HSC Examinable units of competency. 60% Trial Examination contribution to the NESA estimate to be used in the case of misadventure
SITXCCS006	Provide service to customers			X		
CUASOU306	Operate sound reinforcement systems			X		
CUAVSS312	Operate vision systems			X		
CUASTA311	Assist with production operations for live performances				X	
CUASMT311	Work effectively backstage during performances				X	
CUAIND314	Plan a career in the creative arts industry	Post WPL				

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

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

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

* Examinable units to be confirmed by teacher.

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

School Name: Sydney Secondary College Blackwattle Bay

Assessment Schedule Year 11 / 12 – 2024 / 2025

Assessment Tasks Specialisation Study for CUA30420 Certificate III in Live Production and Technical Services This study can be delivered and assessed at any stage during years 11 or 12. In conjunction with the delivery and assessment of NESA course 26401 OR 26402		Task 8 Specialisation
Code	Unit of Competency	
CUAPPR314	Participate in collaborative creative projects	Week 10
BSBPEF301	Organise personal work priorities	Term 1
CUALGT314	Install and operate follow spots	

Students successfully completing this program in conjunction with NESA course 26401 or 26402 will be eligible to receive the nationally recognised qualification CUA30420 Certificate III in Live Production and Technical Services.

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

School Name: Sydney Secondary College Blackwattle Bay

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 Let's start cooking and cleaning	Task 4 Pack it up	Task 5 There's no I in team	HSC TRIAL EXAM
Code	Unit of Competency	Week 8 Term 4	Week 8 Term 1	Week 7 Term 3	Weeks 4 & 5 Term 3
SITHKOP009	Clean kitchen premises and equipment	X			HSC examinable units of competency. 60% Trial Examination contribution to the NESA estimate to be used in the case of misadventure in the HSC Examination.
SITXINV006	Receive, store and maintain stock	X			
SITHCCC026	Package prepared foodstuffs		X		
SITHCCC023	Use food preparation equipment			X	
SITHCCC024	Prepare and present simple dishes			X	
SITHCCC027	Prepare dishes using basic method of cookery			X	
SITHCCC034	Work effectively in a commercial kitchen			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

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

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

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

School Name: Sydney Secondary College Blackwattle Bay

Assessment Schedule Year 12 2025

Assessment Tasks for SIR30216 Certificate III in Retail		Task 4 Sales and Security		Task 5 Retail General Selling		Task 6 Stock Control		TRIAL EXAM
		Week	9	Week	9	Week	7	
		Term	4	Term	2	Term	3	
SIRXSL001	Sell to the retail customer		X					HSC examinable units. 60% Trial Examination contribution to NESA estimate to be used in the case of misadventure in the HSC Examination.
SIRXSL002	Follow point of sale procedures		X					
SIRXRSK001	Identify and respond to security risks		X					
SIRRMER001	Produce visual merchandise displays				X			
SIRXPDK001	Advise on products and services				X			
SIRRINV002	Control stock						X	
SIRRINV001	Receive and handle retail stock						X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

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

HSC Examinable units to be confirmed by teacher.

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

Appendix

Appendix 1: Assessment Task Cover Sheet

Appendix 2: Illness/Misadventure Application

Appendix 3: General Examination Procedures

Appendix 4: Calendar Overview

Appendix 5: HSC Glossary of Key Words

Appendix 6: Assessment Appeal Form

Assessment Task Cover Sheet

Please attach this signed cover sheet to every assessment task you submit

SURNAME	GIVEN NAME
NESA NUMBER	TEACHER
SUBJECT	TASK TITLE
DUE DATE	DATE SUBMITTED

ALL MY OWN WORK

1. Acknowledgement of sources using Harvard style referencing

One of the most important elements of good practice involves careful acknowledgement of the ideas of others using in-text citations and a bibliography. In-text citations are acknowledgements throughout your work where you use another's ideas (i.e. author's surname, date of publication, page). The bibliography is a summary of all sources used at the conclusion of your response.

2. Avoiding Plagiarism

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet
- Using someone else's ideas or conclusions, even if you have put them in your own words
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded some parts

STUDENT DECLARATION

I have read and understood the All My Own Work statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

Student's signature: _____

Date: _____

Illness/Misadventure Application

The NESA Illness/Misadventure program assists students who:

- Are prevented from attending an examination (including practical) or submitting a task due to illness or unforeseen misadventure, or
- Consider their performance in an examination or task has been affected by illness or misadventure immediately before or during the examination or task. In this instance, you must report this to the examination supervisor and report to the Deputy Principal immediately upon the completion of the examination.

This form and all necessary medical certificates or other professional documents must be submitted to the Head Teacher or Deputy Principal immediately upon your return to school.

Grade: ☐ Year 11 ☐ Year 12

SURNAME	GIVEN NAME
CLASS	TEACHER

Seeking special consideration for:

- ☐ Illness
☐ Misadventure

Necessary documentation attached:

- ☐ Medical certificate(s)
☐ Other professional document(s)

COURSE	TASK NO. / TYPE	DUE DATE	DETAILS: Describe how illness or unforeseen misadventure affected your performance or prevented your attendance on day of task

Student's signature: _____

Parent/carer's signature: _____

Date of submission to HT/DP: _____

Executive Use Only

Interview with student

Contact with parent/carer

Deputy Principal's comment and decision

Head Teacher's comment and decision

Decision:

☐ Rescheduled exam or task

New date: _____

☐ Extension granted

New date: _____

Administrative tasks:

☐ Sentral entry

Date: _____

☐ Assessment spreadsheet entry

Date: _____

Assessment Team's comment and decision (for Appeals)

This form and attached documents should be filed in the Head Teacher's faculty folder for the course. At the start of Term 4, this must be transferred to the student's file held at the Administration Office.

SYDNEY SECONDARY COLLEGE BLACKWATTLE BAY CAMPUS GENERAL EXAMINATION PROCEDURES

1. Check your personalised examination timetable carefully. Ensure you transfer these dates to your e-calendar and diary. You need to arrive 20 minutes before the start of an examination. The general timetable will be posted in Sentral.
2. **Misreading** the dates & times of any examination is **not an excuse**.
3. If you are absent from an examination, you must **notify the school before 8.30 am** on the morning of the examination. In case of sickness or misadventure you must bring a doctor's certificate on the day that you return, show it to the Deputy Principal and complete an Illness/Misadventure Form. **If appropriate**, your examination will be **rescheduled** within the examination period.
4. All students must show their **School ID cards** as they enter the examination room. Students will be directed to find their desks which will usually be arranged in NESA number order. ID cards must be placed on the examination table for the duration of the examination. An attendance slip will be placed on your table and is to be signed at the start of each examination. Your NESA number is to be written on all writing booklets.
5. You must remove watches and place them in clear view on the examination table. You can bring water into the examination room in a clear bottle.
6. **No student is to leave** the examination room until the examination has officially ended.
7. **Full school uniform** is to be worn at all examinations. Students out of uniform may be sent home to change. No student is to wear a hat or a hood during the examination.
8. You must be prepared for each examination with your **own equipment**; you are **not allowed to borrow** during an examination. Bring your pens, pencils, and rulers in a *clear pencil case* or a *clear plastic sleeve*. Only NESA approved calculators can be used. These will be checked by staff before examinations commence. NESA suggests you use a **black pen**.
9. What you **cannot bring** to your **examination table**
 - A mobile phone. Mobile phones are not permitted at your examination table under any circumstances
 - A programmable watch, e.g. a smart watch
 - Any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads, etc), music players or electronic dictionaries
 - Paper or any printed or written material (including your examination timetable)
 - Dictionaries, except where permitted in language examinations
 - Correction fluid
10. Students **risk cancellation of their examination** paper if there is a **breach of any of these rules** or where the student engages in any form of malpractice. The Principal is the final arbitrator in these situations.

THE 2024-2025 YEAR 12

	2024 TERM 4	2025 TERM 1	2025 TERM 2	2025 TERM 3
Week 1				
Week 2				
Week 3				
Week 4				HSC Trial Examinations
Week 5				HSC Trial Examinations
Week 6		Assessment Exam Week		
Week 7				
Week 8				
Week 9				
Week 10				
Week 11				

Use this calendar to plan out your assessment tasks throughout the 4 terms of your HSC courses.

HSC GLOSSARY OF KEY WORDS

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, and employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (Analyse/ Evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analysis and/or evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note difference
Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationship between things evident; provide why and/or how
Extract	Choose relevant and /or appropriate details
Extrapolate	Infer from what is known

Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reason in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements



Assessment Team Appeal Form

Assessment Task:

Attach any documents if required.

My appeal is based on the following grounds:

[illegible]

The Principal/Assessment Team will advise you of the outcome of your appeal.

Parent/Guardian's Signature: _____ Date: _____