



Irrawang High School

Year 12 HSC

Assessment Information Booklet

2024/2025

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Eligibility for the HSC

To be eligible for the award of the Higher School Certificate (HSC) students must:

- Have gained the Record of School Achievement (ROSA) or such other qualifications as the NSW Education Authority (NESA) considers satisfactory
- Have attended a government school, an accredited non-government school, a school outside of New South Wales recognised by NESA or a college of TAFE
- Have completed "[HSC: All My Own Work](#)" (or its equivalent)
- Have satisfactorily completed courses that comprise the pattern of study required by the BOSTES for the award of the HSC
- Sit for and make a serious attempt at the requisite HSC examinations

NESA may refuse to grant an HSC to a student whose attendance or application school has been of such an unsatisfactory character that the award of the certificate would not, in the opinion of the BOSTES, be justified.

Pattern of Study

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

- At least six (6) units from Board Developed Courses
- At least two (2) units of a Board Developed Course in English
- At least three (3) courses of two units' value or greater (either Board Developed or Board Endorsed courses)
- At least for (4) subjects

To satisfy pattern of study requirements for the HSC a student may count a maximum of six (6) Preliminary units and six (6) HSC units from courses in Science.

Pathways

A student may take up to 5 years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the student sits for their first HSC examination. Schools will need to ensure that the NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.

Life Skills

It should be recognised that students following a life skills special program of study will be eligible for the award of the HSC. The completion of a transition planning process for each student is a condition of access to a special program of study involving Life Skills courses in Stage 6.

Vocational Education and Training

Students undertaking Vocational Education Training (VET) courses must meet their course requirements. Students taking VET courses may be deemed to have either completed or not yet completed course competencies.

As well as students taking VET Curriculum Frameworks courses may take the optional HSC examination in their course and have an HSC mark recorded on their credential. In some cases, this mark may be used in the calculation of an Australian Tertiary Admissions Rank.

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

Responsibilities

Each student has the responsibility to:

- Understand the NESAs course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspect of the syllabus under assessment
- Provide students with detailed feedback on their performance, in a timely manner

The Irrawang High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESAs requirements
- A fair and equitable environment in which each student can achieve individual excellence

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Head of Faculty but will include information about the extent to which a student has performed against the assessment outcomes.

Student Assessment

The HSC mark, the final mark a student is awarded for each subject studied for their HSC, is a 50:50 combination of a student's examination mark and school-based assessment mark for each course.

At the conclusion of each subject's HSC assessment program, Irrawang High School will submit a school-based assessment mark to NESAs for each student. The mark will be based on a student's performance in the tasks in Irrawang High School's assessment program. The assessment mark submitted by Irrawang High School is adjusted (moderated) by NESAs to produce the assessment mark that appears on individual student HSC results. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. Irrawang High Schools course assessment marks are adjusted based on the performance of the Irrawang High School students in the HSC examination. The rank order of students as submitted by the school is not changed.

The moderation of assessment marks by NESAs is a statistical procedure that adjusts the assessment marks a school has awarded to its students for a course by using the examination marks awarded to those students. For each course, the procedure adjusts the mean of the school assessments to be equal to the mean of the examination marks obtained by the group. It also sets the top school assessment mark to be equal to the top examination mark and sets the bottom assessment mark to be equal to (or close to) the bottom examination mark. All other assessment marks are adjusted accordingly. In performing this adjustment, the general shape of the distribution of assessment marks submitted by a school is maintained. As a result, all assessment marks are converted into the same 'currency' as the examination mark. These school-based marks are not released as they still need to be put through a further adjustment.

The school-based assessment mark submitted to NESAs will be based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course. Each course has internal assessment tasks with varied weightings according to the NESAs requirements for the particular subject. Each assessment task will contribute towards the final school-based assessment mark, associated course rank and relative gap to the next student.

HSC assessment is designed to determine how well students have achieved the whole range of outcomes for any given course. This provides greater scope than is possible from a single examination. It allows for flexibility in the nature of the assessment task, and so tests a wider range of skills, such as oral, research and practical skills, than is possible from examinations alone. It gives students credit for what they have achieved throughout their courses in addition to their final examination.

The performance of HSC students in the final examination is judged against course standards. This allows consistent judgement to be made over a number of years about relative performance. Examinations are designed to spread student performance across the entirety of marks allocated to the examination.

Assessment Notification

Through this handbook, students are informed of:

- The components of each course as specified in the course requirements and their respective weightings
- The weightings of each task in relation to the total requirements for the course
- The nature of each assessment task e.g. formal examination, written task, oral task
- The school's policy regarding illness, misadventure and malpractice in assessment tasks
- The school's policy regarding late submission and non-completion of assessment tasks
- The students' entitlements to school reviews and subsequent appeals to NESAs

As well as the Year 12 Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of two (2) weeks prior to the task due date (see page 8 for sample notification), that contains:

- The date and time the task is to be submitted
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task

- The marking criteria used for the task
- Administrative procedures for the collection of the task

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the task information sheet when it was handed out in class unless there are exceptional circumstances. Whilst every attempt is made to ensure that students complete such assessment tasks on time, the due date is not flexible under normal circumstances.

Students are required to sign an Assessment Task Register (see page 9 for a sample) to indicate:

- They have received the assessment task notification
- The date they received the assessment task notification
- An indication that the assessment task was submitted by the student
- The date the assessment task was submitted by the student
- An indication that the assessment task was returned to the student
- The date assessment task was returned to the student

Staff at Irrawang High School are responsible for developing separate course-based assessment strategies according to the specific syllabus requirements. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks may be theoretical or practical, short or long term and individually or group achieved.

Assessment Changes

From time to time and under special circumstances, details of an assessment task may need to be changed. These changes may relate to, but are not limited to:

- The date of the task
- The outcomes being assessed in the task
- The content and nature of the task
- The overall weighting of the task

Under these circumstances the Principal holds the authority to change an assessment task. When doing this the Principal will consider the circumstances of which an assessment may need to be changed and the overall impact the proposed changes has across assessment booklet. If an assessment task needs to be changed students will receive:

- A notification of these changes (at least two weeks prior to an assessment task due date)
- A revised assessment booklet
- A revised assessment notification

Assessment Notification Sample



Irrawang High School Year # Subject 2025 Task # Assessment Notification

Module/Unit			
Task Type			
Weighting		Total Marks	
Submission			
Date Issued		Date Due & Time	

Syllabus Outcomes

Context

Task Description

Assessment Task Checklist for Submission

Assessment Task Policy

- If you know you will be absent on a task due date it is your responsibility to see your classroom teacher and negotiate an alternate time to complete/submit your task before your absence.
- If you are absent on the day of an assessment task and you have a **genuine** reason for your absence you must submit an appeal form signed by your parent/guardian to the subject Head Teacher on your first day back at school. Be prepared to complete/submit your task on your first day back.
- If you are absent or do not make a genuine attempt at a task on the due date (and you do not have a genuine reason) you will receive a grade of zero and an 'N' Award Warning.
- A grade of zero and an 'N' Award Warning Notification will be generated for failing to attempt a task.
- Students who plagiarise from other texts, the internet or artificial intelligence will receive zero marks for the task.

Submission / Completion of Tasks

NSW Education Standards Authority (NESA)

The NESA expects students to attempt all assessment tasks set. The NESA requires all students to follow an assessment program and have an assessment mark submitted for all non-VET courses in which they are enrolled.

Submission of tasks Irrawang High School

It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

Unless otherwise indicated on the Notice of Assessment (Notification), tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the administration of the course. Tasks submitted after the due date without a successful Student Misadventure/Appeal Form will receive an automatic zero mark. Tasks must never be left on a desk or table for collection by the teacher. Students must also sign the Assessment Task Notification Register to indicate the date the task was submitted.

Students must attend school for the full day on the day that an assessment task is due (if a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day, they must have a medical certificate or they will be deemed to have handed in the task late).

VET

VET courses are competency based. The Board and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency-based approach to assessment be used and that a record be held, by the Registered Training Organisation (RTO), of the competencies achieved by students.

In a competency-based course, assessment of competencies is criterion referenced. Thus, a student's performance is judged against a prescribed standard, not against the performance of other students. The purpose of assessment is to judge competence based on performance. A student is judged as either competent or not yet competent. This judgement is made based on evidence, which may be in a variety of forms.

Task Non-Completion

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness or endorsed leave) the student will be issued with a zero mark. If tasks prepared at home are not submitted by the time stipulated on the due date, they will be regarded as late unless a Student Appeal Form is submitted. Late submission will result in a zero mark being awarded for the task.

As assessment tasks are a mandatory component of the HSC course, the student would be expected to make a serious attempt at the assessment tasks when submitting late or otherwise. The student would then receive feedback about their response. The student would still have a zero mark recorded against their performance for the task.

The school is not permitted to consider nor compensate for difficulties in performing or completing assessment tasks even where the problems are caused by factors outside the student's control. Notwithstanding the above, each case will be considered on its merits. The decision is made

in one case, cannot be construed as a precedent for another. Failure of computers or USB's or problems in printing assessment materials will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, a warning letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The letter will also contain a rescheduled date for the submission of incomplete works.

The minimum requirement for completion of the HSC assessment program is that the student makes a genuine attempt at assessment tasks, which contribute to an excess of 50 percent of available marks in that course. Students who are absent without leave from an assessment task or who fail to complete a task by the due date because of absence are ineligible for the award of a mark for that task. Extensions may only be granted where there is a legitimate reason for the absence approved by the Deputy Principal or Principal. Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

In the case of Extension courses, students who fail to meet the assessment requirements for the corequisite two (2) unit course will not receive a result in either course.

Plagiarism

Plagiarism is the deliberate use of another person's ideas or work without attribution. Plagiarism is not merely the copying of sections of texts from the internet or other sources but can include summarising, modification or appropriation. Plagiarising negates the value of assessment for learning and undermines the purposes of school-based assessment.

A student found to have plagiarised may have a zero mark awarded for their assessment task score. An 'N' warning letter will be issued, and the 'N' warning process will be invoked.

Malpractice

Cheating, plagiarism or copying another student's work will be viewed seriously by the school. If malpractice is proven, then a zero result will be recorded for that assessment task and an official warning letter will be issued. Consideration may be given to further action. Malpractice includes but is not restricted to) the following:

- Behaviour that adversely affects the performance of other students during the sitting of an assessment tasks or examination
- Cheating in any form (including having someone such as a tutor complete a take home task)
- Plagiarism from the Internet, books or other sources, or from another person's work
- Providing false explanation of why work was not handed in by the due date
- Students who are at school but who are recorded as having an unjustified absence at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice

Students are expected to conform to the highest standard of academic integrity and ethical scholarship. If a student is deemed to be guilty of malpractice, a zero award may be given for the entire task. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

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

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

Finally, if it is found that an assessment task produces invalid or unreliable results then the results of that task may be made void and an alternative task may be administered. The school's protocols for the issuance of an assessment task will be invoked. As a rule however, except in extra-ordinary circumstances, results of assessment tasks will not be discarded without close and careful consideration.

Misadventure / Appeals Process

Students absent (due to illness or school business) from school on the day an assessment task, test or examination is due to be completed must complete and submit a Student Misadventure / Appeal Form within two days after their return to school. The Student Misadventure / Appeal Form is found in School Bytes. When the students know ahead of time that they will be absent for an assessment task they should advise the course Head Teacher one week prior to the date to complete the task at an agreed time. The advice to the Head teacher should be made at least one week before the assessment is due.

If a student believes they have an acceptable reason for non-completion of an assessment task, involving illness or misadventure and supported by documentary evidence, an application must be made on the appropriate form. This must be handed to the appropriate Deputy Principal before the conclusion of the second day of the student's return to school. The task is to be completed on the first day back from absence by the student.

A Misadventure Panel comprising of a Deputy Principal and the Head Teacher of the subject concerned will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to appeals. The decision will be conveyed to the student and to the caregivers of the student. The decision of the panel may be to decline the appeal application, in which case the student would receive a zero mark and be issued with an 'N' Warning letter.

In relation to the Student Misadventure / Appeal Form, the decision of the appeals panel can be determined as follows:

- Complete an alternate task prior to the set date
- Extension without penalty
- Reason unacceptable, mark confirmed of a zero or otherwise

"Technological" breakdown (e.g. computer or printer problems) will NOT be accepted as reasons for an appeal. Students are advised to save as they develop their task, to print draft copies and hand in either a storage device or draft copy until the final copy can be handed in. Students may also have the option to email their task, if agreed to by the class teacher in consultation with the Head Teacher).

Note:

- All forms must be completed in School Bytes
- Forms must be completed nearly providing sufficient information to allow the appeal to be given appropriate consideration
- There is no ground for appeal against the value of the mark given
- The Appeals Panel will maintain a file of all appeals lodged
- Medical certificates will be required to cover absences through illness
- If a student is unhappy with an assessment mark, an interview could be arranged with the classroom teacher. The Head Teacher and caregivers may be part of this meeting

Students who are suspended from school are expected to attend for assessment tasks. Suspension is not considered to be grounds for appeal. A suspended student should come to the front office, sign in for the designated period, attend the task and then leave the school grounds immediately.

Student Leave

Granting of leave is a matter for the school Principal to determine. The Principal has discretion in granting leave provided that they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the Principal that outcomes in each course will be achieved.

Extensions

Extensions may be granted before the due date only. Only the Head of Faculty may recommend an extension. Students are required to submit a Student Appeal Form to the subject Head of Faculty with any appropriate documentation to support the request. Extensions will only be granted in the most exceptional circumstances and should not be assumed by students. Students should apply for extensions at least seven days before a task is due, except in extraordinary circumstances.

N Determination

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

- Followed the course developed or endorsed by the NESA and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- Achieved some or all of the course outcomes

The Principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate to the student's absence to the noncompletion of course requirements.

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

- A student is absent from an assessment task, and has not provided acceptable evidence to justify that absence on the first day of return to School

- A student is found to be cheating in an assessment task
- A student is deemed to have breached principles of academic integrity and ethical scholarship
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- A student has provided false explanation for the late submission of an assessment task
- A student has behaved in a manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task

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

If a student does not satisfactorily complete tasks worth more than 50% of the final course assessment, neither an assessment nor examination mark will be recorded on that student's Higher School Certificate for the subject concerned. This could make the student ineligible for the award of the Higher School Certificate.

If at any time it appears that a student is at risk of being given an 'N' Determination in any course, the Principal will warn the student as soon as possible and advise the caregivers in writing. This warning will be given in time for the problem to be corrected. If the first warning letter is not effective a further warning letter will be sent. Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The Principal will then issue the 'N' Determination generally at interview.

An 'N' Determination will have the following consequences:

- In a one (1) or two (2) unit course, that course will not contribute in that year to the required pattern of study
- In the common component of related courses that course and the related Extension course will not contribute in that year to the pattern of study
- In the Extension course, that course only will not contribute in that year to the required pattern of study

Where students fail to comply with the school's expectations an 'N' Determination warning letter will be issued. A minimum of two warning letters will be sent to caregivers before the school may recommend to NESAC that a student does not receive an award in a course. This is known as an 'N' Determination, and it may result in the non-award of the HSC.

APPLICATION FOR ILLNESS / MISADVENTURE

Assessment tasks are a compulsory component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper applications for consideration under the publishes rules of the Assessment Procedures.

An application for misadventure form is to be completed ONE week prior to absence or if situation is unforeseen, collected on the first day the student returns to school and completed within 2 school days.

Illness/Misadventure form is found on the school website and is completed through School Bytes.

School Website

<https://irrawang-h.schools.nsw.gov.au/learning-at-our-school/assessment-booklets.html>

School Bytes - Forms

<https://shorturl.at/X0ZMB>

Print form



Irrawang HS Application for Illness/Misadventure

Irrawang High School

Student Details

Student Name *	<input type="text"/>
Student email address *	<input type="text"/>
Year Group *	<input type="text"/>

Assessment Task 1 Information

Faculty *	<input type="text" value="Select faculty"/>
Assessment Task Title/Number *	<input type="text" value="E.g. Body Systems/Task 1"/>
Class Teacher *	<input type="text" value="Select staff"/>
Due Date of Assessment Task *	<input type="text"/>
Task Type *	<input type="text"/>

Assessment Task 2 Information

Faculty	<input type="text" value="Select faculty"/>
Assessment Task Title/Number	<input type="text" value="E.g. Body Systems/Task 1"/>
Class Teacher	<input type="text" value="Select staff"/>
Due Date of Assessment Task	<input type="text"/>
Task Type	<input type="text"/>

APPLICATION FOR ILLNESS / MISADVENTURE

It is important that you provide evidence to support illness/misadventure as consideration for extension or alternative tasks relies on this. Where possible, upload to form in school bytes to support your application.

**Please ensure that you click on 'Upload' for document to become attached to application.*

Reasoning *	<input type="text" value="Provide information on the circumstances here"/>
Supporting Documentation	<div><p>Irrawang High School Ill-Misadv24.pdf ✓ Remove Upload Browse ...</p><p>Please upload supporting documents as required</p></div>

Outcome

Your Desired Outcome - *	<input type="text"/>
--------------------------	----------------------

Parent Sign-Off

Please complete to verify information provided is truthful and correct

Parent Name *	<input type="text"/>
Parent Email *	<input type="text"/>
Parent Signature *	<div><input type="text"/> <small>Please sign in the box above using your mouse or finger (on mobile devices) - Reset</small></div>

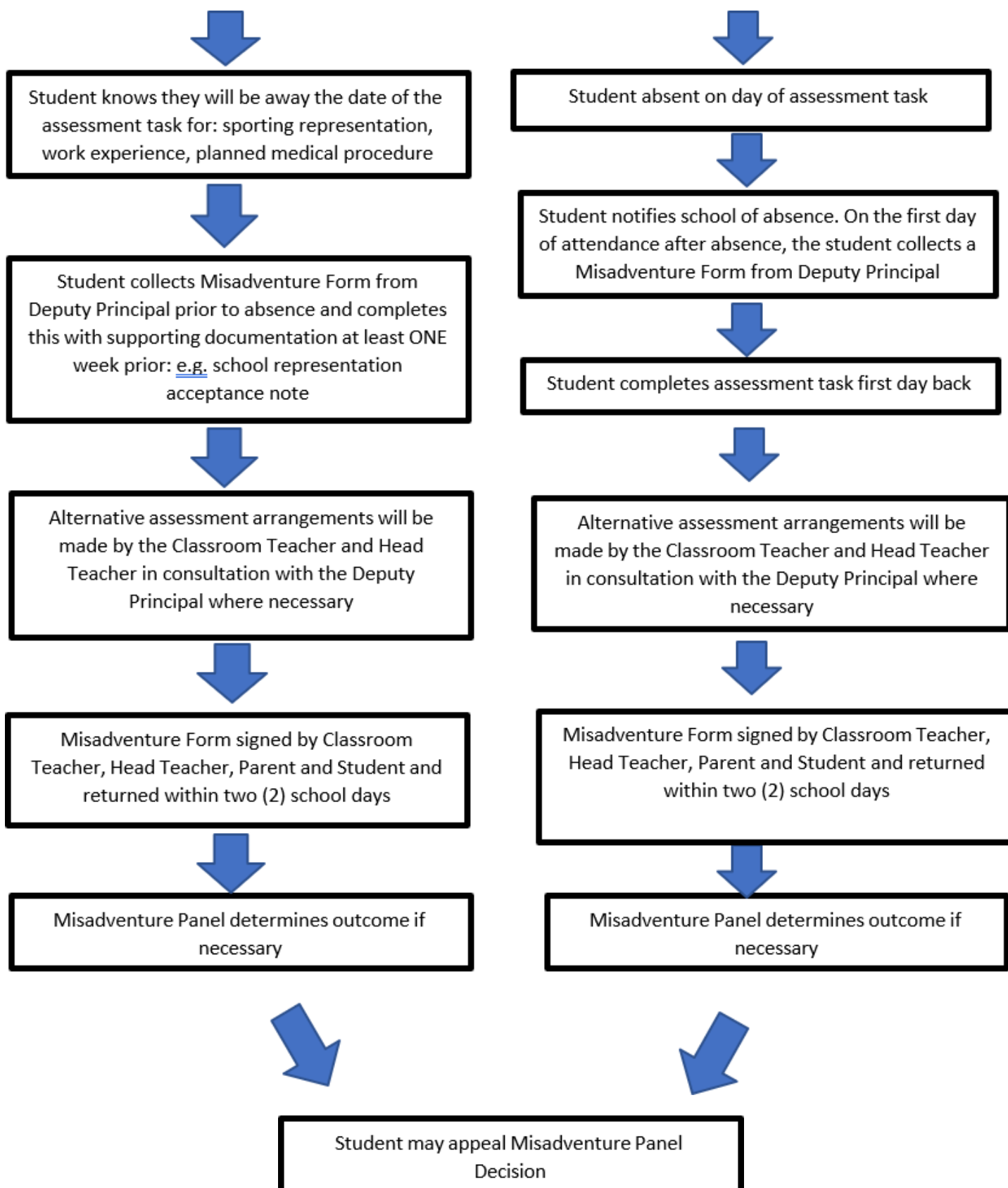
[Submit form](#)

For more information regarding HSC Illness/Misadventure please go to:

<https://www.nsw.gov.au/education-and-training/nesa/hsc/disability-provisions/special-consideration-illness-misadventure>

Student Assessment Task Submission Flow Chart

Student receives a minimum of two (2) weeks notification of assessment task



Syllabus Documents

For the latest copy of the syllabus documents please click on the name of each course. This link will take you through the NSW Education Standards Authority Website where you can view the corresponding Syllabus documents for each Stage 6 course.

Ancient History	Investigating Science
Biology	Legal Studies
Business Studies	Modern History
Ceramics	Mathematics Extension 1
Community and Family Studies	Mathematics Extension 2
Chemistry	Mathematics Advanced
Dance	Mathematics Standard 1
Drama	Mathematics Standard 2
Engineering Studies	Mathematics Numeracy CEC
English Extension 1	PDHPE
English Extension 2	Physics
English Advanced	Society and Culture
English Standard	Sport, Lifestyle and Recreation
English Studies	Visual Arts
Food Technology	VET Construction
Geography	VET Entertainment
Industrial Technology Metal	VET Hospitality
Industrial Technology Multimedia	VET Primary Industries
Industrial Technology Timber	

Year 12 Assessment Schedule – 2024/2025
Term 4, 2024

Term 4 Week 1	
Term 4 Week 2	
Term 4 Week 3	
Term 4 Week 4	VET Primary Industries
Term 4 Week 5	VET Entertainment
Term 4 Week 6	
Term 4 Week 7	Geography
Term 4 Week 8	Biology, Dance, Investigating Science, Modern History, Visual Arts
Term 4 Week 9	Ancient History, Business Studies, Chemistry, English Advanced, English Standard, English Studies, Legal Studies, Marine Studies, Mathematics Numeracy, Mathematics Standard 1, Mathematics Standard 2, Physics, Society and Culture, Sport, Lifestyle and Recreation
Term 4 Week 10	Ceramics, CAFS, Drama, English Extension 1, English Extension 2, Industrial Technology Multimedia, Industrial Technology Timber, Mathematics Advanced, Music 1, PDHPE, VET Construction

Term 1, 2025

Term 1 Week 1	
Term 1 Week 2	Mathematics Extension 1, Mathematics Extension 2, VET Primary Industries
Term 1 Week 3	
Term 1 Week 4	VET Primary Industries
Term 1 Week 5	
Term 1 Week 6	Drama, Mathematics Advanced
Term 1 Week 7	English Standard, Geography
Term 1 Week 8	Ancient History, Business Studies, English Advanced, Legal Studies, Marine Studies, Mathematics Extension 1, Sport, Lifestyle and Recreation, Visual Arts, VET Primary Industries
Term 1 Week 9	Chemistry, Industrial Technology Multimedia, Industrial Technology Timber, Investigating Science, Mathematics Extension 2, Mathematics Numeracy, VET Entertainment
Term 1 Week 10	Ceramics, Dance, English Studies, Mathematics Standard 1, Mathematics Standard 2, Modern History, Music 1, Physics, Society and Culture

Term 2, 2025

Term 2 Week 1	
Term 2 Week 2	VET Primary Industries
Term 2 Week 3	CAFS
Term 2 Week 4	
Term 2 Week 5	English Advanced, English Standard, PDHPE, VET Construction
Term 2 Week 6	Biology, English Extension 1, English Extension 2, Geography, Mathematics Extension 1, Mathematics Standard 2,
Term 2 Week 7	Sport, Lifestyle and Recreation
Term 2 Week 8	Mathematics Advanced, Mathematics Extension 2
Term 2 Week 9	Chemistry, English Studies, Investigating Science, Mathematics Numeracy
Term 2 Week 10	Business Studies, Dance, Drama, Industrial Technology Multimedia, Industrial Technology Timber, Legal Studies, Mathematics Standard 1, Music 1 (Trial HSC)

Term 3, 2025

Term 3 Week 1	Biology, CAFS , Drama, Physics
Term 3 Week 2	Ancient History, Marine Studies, Modern History, PDHPE, Visual Arts
Term 3 Week 3	Music 1, Sport, Lifestyle and Recreation
Term 3 Week 4	Ceramics, Mathematics Numeracy
Term 3 Week 5 + 6 HSC Trial Examinations	Ancient History, Biology, Business Studies, CAFS, Chemistry, Dance, Drama, English Advanced, English Extension 1, English Extension 2, English Standard, English Studies, Geography, Industrial Technology Multimedia, Industrial Technology Timber, Investigating Science, Legal Studies, Marine Studies, Mathematics Extension 1, Mathematics Extension 2, Mathematics Advanced, Mathematics Standard 1, Mathematics Standard 2, Modern History, PDHPE, Physics, Society and Culture, Visual Arts, VET Construction, VET Entertainment, VET Primary Industries
Term 3 Week 7	Dance
Term 3 Week 8	VET Construction, VET Entertainment
Term 3 Week 9	
Term 3 Week 10	

Ancient History – 2024/2025 Assessment Schedule



Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Pompeii and Herculaneum – Core Study	Historical Period	All Topics	All topics can be assessed
Task Type		Source Analysis	Research	Topic Notes Summary	Trial HSC Examination
Term/Week		T4W9	T1W8	T3W2	T3W5/6
Assessment Component					
Analysis and evaluation of sources and interpretations	20	20			
Inquiry and research	20		20		
Communication of historical understanding in appropriate forms	20			20	
Knowledge and understanding of course content	40		10		30
Total	100	20	30	20	30
Outcomes Assessed		AH12-4, AH12-7, AH12-9	AH12-2, AH12-5, AH12-8	AH12-1, AH12-6, AH12-10	All outcomes AH12-1 to AH12-10 may be assessed

Year 12 Ancient History Outcomes:

A student:

AH12-1 accounts for the nature of continuity and change in the ancient world

AH12-2 proposes arguments about the varying causes and effects of events and developments AH12-3 evaluates the role of historical features, individuals and groups in shaping the past AH12-4 analyses the different perspectives of individuals and groups in their historical context

AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument AH12-7 discusses and evaluates differing interpretations and representations of the past

AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well structured forms

AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

Biology – 2024/2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Heredity <i>(Module 5)</i>	Non-Infectious disease and disorders <i>(Module 8)</i>	Heredity, Genetic Change, Non-Infectious Disease and Disorders (Module 5, 6 & 8)	Heredity, Genetic Change, Infectious Disease, Non-Infectious Disease and Disorders (Module 5, 6, 7 & 8)
Task Type		Depth Study	Depth Study/Quiz	Course Summary Notes / Quiz	Trial HSC Examination
Term/Week		T4W8	T2W6	T3W1	Trial Exam Period
Assessment Component					
Skills in working scientifically	60	10	20	10	20
Knowledge and understanding	40	10	10	10	10
Total	100	20	30	20	30
Outcomes Assessed		12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13	12-1, 12-3, 12-4, 12-5, 12-7, 12-15	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 15-15	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15

Year 12 Biology Outcomes:

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 for information

BIO11/12-3 conducts investigation 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 mechanism 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 – 2024/2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Operations	Finance	Human Resources	Trial HSC Examination
Task Type		Media Research and Report	In Class Task	Summaries	Examination
Week/Term		T4W9	T1W8	T2W10	T3W5/6
Assessment Component					
Knowledge and understanding of course content	40			10	30
Stimulus based skills	20		20		
Inquiry and research	20	20			
Communication of business information, ideas and issues in appropriate forms	20			20	
Total	100	20	20	30	30
Outcomes Assessed		H1, H2, H4, H5, H6, H7, H8, H9	H2, H4, H5, H6, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

Year 12 Business Studies Outcomes:

A student:

H1 critically analyses the role of business in Australia and globally

H2 evaluates management strategies in response to changes in internal and external influences

H3 discusses the social and ethical responsibilities of management

H4 analyses business functions and processes in large and global businesses H5 explains management strategies and their impact on businesses

H6 evaluates the effectiveness of management in the performance of businesses H7 plans and conducts investigations into contemporary business issues

H8 organises and evaluates information for actual and hypothetical business situations H9 communicates business

information, issues and concepts in appropriate formats H10 applies mathematical concepts appropriately in business situations

Ceramics - 2024/2025 Assessment Schedule

Course Components	Task 1	Task 2	Task 3
Syllabus/Topic Focus	Throwing Module 4	Mixed Media Module 10	Major Project Module 11
Task Type	Ceramic works and Case Study	Ceramic works and Case Study	Ceramic works and Case Study
Week/Term	T4WK10	T1WK10	T3WK4
Assessment Component			
<i>Making</i>	20	20	30
<i>Critical and Historical</i>	10	10	10
Total	30%	30%	40%
Outcomes Assessed	M3, M6 , CH1, CH2	M1, CH3, CH4	M2, M4, M5, CH5

Course Outcomes

M1: generates a characteristic style that is increasingly self-reflective in their ceramic practice

M2: explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works

M3: investigates different points of view in the making of ceramic works

M4: explores ways of generating ideas as representations in the making of ceramic works

M5: engages in the development of different techniques suited to artistic intentions in the making of ceramic works

M6: takes into account issues of Work Health and Safety in their practice

CH1: generates in their critical and historical investigations ways to interpret and explain ceramic works and practices

CH2: investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations

CH3: distinguishes between different points of view in their critical and historical studies

CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics

CH5: recognises how ceramic works are used in various fields of cultural production

Community and Family Studies – 2024/2025 Assessment Schedule



Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Parent and Caring	Research Methodology – Independent Research Project Report	Groups in Context	Trial HSC Examination
Task Type		Formative	Formative Assessment Across Two Parts	Formative	Examination
Week/Term		T4W10	T2W3	T3W1	T3W5/6
Assessment Component					
Knowledge and understanding	40	15		10	15
Skills in critical thinking, research methodology, analysing and communicating	60	10	20	15	15
Total	100	25	20	25	30
Outcomes Assessed		H2.1, H2.2, H2.3, H3.2, H6.1	H4.1, H4.2	H1.1, H3.1, H3.3	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2

Year 12 Community & Family Studies Outcomes:

A student:

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

H2.1 analyses different approaches to parenting and caring relationships

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

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

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

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

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

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions

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

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

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

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

Chemistry – 2024/2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Equilibrium and Acid Reactions <i>(Module 5)</i>	Acid/Base Reactions <i>(Module 6)</i>	Equilibrium and Acid Reactions, Acid/Base Reactions, Organic Chemistry <i>(Module 5, 6 & 7)</i>	Equilibrium and Acid Reactions, Acid/Base Reactions, Organic Chemistry, Applying Chemical Ideas <i>(Module 5, 6, 7 & 8)</i>
Task Type		Research and Practical Task / Quiz	Depth Study	Course Summary Notes / Quiz	Trial HSC Examination
Term/Week		T4W9	T1W9	T2W9	T3W5/6
Assessment Component					
Skills in working scientifically	60	10	20	10	20
Knowledge and understanding	40	10	10	10	10
Total	100	20	30	20	30
Outcomes Assessed		12-2, 12-3, 12-4, 12-5, 12-7, 12-12	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-13	12, 3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14	12-2, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15

Year 12 Chemistry Outcomes:

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

Dance – 2024/2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Core Performance	Core Composition and Major Study	Core Composition and Major Study	Core Appreciation
Task Type		Presentation of Core Performance and Video Analysis of Performance	Presentation of Core Composition Progress and Logbook Submission + Major Study Progress	Practical Assessment: Presentation of Core Composition+ Major Study and Logbook Submission	Written Examination (in-class test)
Term/Week		T4W8	T1W10	T2W10	T3W7
Assessment Component		Performance	Composition, Major Study	Composition, Major Study	Appreciation
Performance	20	20			
Composition	20		10	10	
Appreciation	20				20
Major Study	40		10	30	
Total	100	20	20	40	20
Outcomes Assessed		H1.1, H1.2, H2.1, H2.2	CC H.1, H1.2, H3.1, H3.2, H3.4 <i>MS: Outcomes will depend on Major Study selection</i>	CC H.1, H1.2, H3.1, H3.2, H3.4 <i>MS: Outcomes will depend on Major Study selection</i>	H1.1, H1.2, H4.1, H4.2, H4.3, H4.4

Year 12 Dance Outcomes:

As student:

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

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

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

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

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

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

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

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

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

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

Drama – 2024/2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Core Component: Australian Drama and Theatre	Individual Project (IP)	HSC Trial Practical Exam	Written In-Class Exam Core Component: Australian Drama and Theatre + Studies in Drama and Theatre
Task Type		Group Performance and Written Response	IP Progress Presentation and Logbook Submission	Practical Exam: Individual Project (IP) and Group Performance (GP)	In-Class Written Exam
Week/Term		T4W10	T1W6	T2W10	T3, W1
Assessment Component		Making, Critically Studying	Making, Performing	Making, Performing	Critically Studying
Making	40	10	10	20	
Performing	30		10	20	
Critically Studying	30	10			20
Total	100	20	20	40	20
Outcomes Assessed		H1.1, H1.2, H1.7, H3.1, H3.2, H3.3	Outcomes will depend on IP Selection	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3	3.1, 3.2, 3.3

Year 12 Drama Outcomes:

A student:

H1.1 uses acting skills to adopt and sustain a variety of characters and roles

H1.2 uses performance skills to interpret and perform scripted and other material

H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised work

H1.4 collaborates effectively to produce a group-devised performance

H1.5 demonstrates directorial skills

H1.6 records refined group performance work in appropriate form

H1.7 demonstrates skills in using the elements of production

H2.1 demonstrates effective performance skills

H2.2 uses dramatic and theatrical elements effectively to engage an audience

H2.3 demonstrates directorial skills for theatre and other media

H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements

H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses

H3.3 demonstrates understanding of the actor-audience relationships in various dramatic and theatrical styles and movement.

English Advanced – 2024/2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Common Module: Texts and Human Experiences	Module A: Textual Conversations	Module B: Critical Study of Literature	All Modules: Common, A, B & C
Task Type		Multimodal Presentation with related text	Comparative Essay	Critical Essay	Trial HSC Examination
Week/Term		T4W9	T1W8	T2W5	T3W5/6
Assessment Component					
Knowledge and understanding of the course content	50	10	10	10	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	10	20
Total	100	20	20	20	40
Outcomes Assessed		EA12-2, EA12-8	EA12-3, EA12-6, EA127	EA12-4, EA12-9	EA12-1, EA12-4, EA12-5, EA12-6

Year 12 English Advanced Outcomes:

A student:

EA12-1 independently responds to, composes, and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure

EA12-2 uses, evaluates, and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 thinks imaginatively, creatively, interpretively, critically, and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas, and arguments

EA12-6 investigates and 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 – 2024/2025 Assessment Schedule

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		<u>Common Module:</u> Literary Worlds	<u>Elective Module:</u> Reimagined Worlds	<u>Section 1:</u> Common Module <u>Section 2:</u> Elective Module
Task Type		Portfolio of Writing	Written task incorporating related texts	HSC Trial Examination
Term/ Week		T4W10	T2W6	T3W6
Assessment Component				
Knowledge and understanding of complex texts and of how and why they are valued.	50	20	15	15
Skills in complex analysis, sustained composition and independent investigation.	50	15	20	15
Total	100	35	35	30
Outcomes Assessed		EE12-2, EE12-3, EE12-5	EE12-1, EE12-4	EE12-1, EE12-2, EE12-3, EE12-5

Course Outcomes

A student:

EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience, and context, across a range of modes, media, and technologies

EE12-2 analyses and experiments with language forms, features, and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences, and contexts

EE12-3 independently investigates, interprets, and synthesizes critical and creative texts to analyses and evaluate different ways of valuing texts 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 – 2024/2025 Assessment Schedule

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus				
Task Type		Viva Voce	Literature Review	Creative Process Critique
Term/ Week		T4W10	T1W10	T2W10
Assessment Component				
Knowledge and understanding of complex texts and of how and why they are valued.	50	15	20	15
Skills in complex analysis, sustained composition and independent investigation.	50	15	20	15
Total	100	30	40	30
Outcomes Assessed		EEX12-1,	EEX12-2, EEX12-3	EEX12-4, EEX12-5

Course Outcomes

A student:

EEX12-1 A student 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 A student strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context.

EEX12-3 A student 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 A student undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea.

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

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Common Module: Texts and Human Experiences	Module A: Language, Identity and Culture	Module B: Close Study of Text	All Modules: Common, A, B & C
Task Type		Written Task with related texts	Multimodal Presentation	Analytical Essay	Trial HSC Examination
Week/Term		T4W9	T1W7	T2W5	T3W5/6
Assessment Component					
Knowledge and understanding of the course content	50	10	10	10	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	10	20
Total	100	20	20	20	40
Outcomes Assessed		EN12-1, EN12-3, EN12-6, EN12-7	EN12-2, EN12-3, EN12-4, EN12-8	EN12-1, EN12-3, EN12-9	EN12-4, EN12-5, EN12-7

Year 12 English Standard Outcomes:

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, critically, 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 – 2024/2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Common Module: Texts and Human Experiences	Elective Module: Landscapes of the Mind	Elective Module: On the Road	All Modules
Task Type		Written Task with related texts	Multimodal Presentation	Written Task	Portfolio of Classwork Across All Modules
Week/Term		T4W9	T1W10	T2W9	T3W7
Assessment Component					
Knowledge and understanding of the course content	50	10	10	10	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	10	20
Total	100	20	20	20	40
Outcomes Assessed		ES12-1, ES12-5, ES12-8	ES12-2, ES12-3, ES12-6	ES12-1, ES12-4, ES12-9	ES12-4, ES12-7, ES12-10

Year 12 English Studies Outcomes:

A student:

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, 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

Food Technology – 2024/2025 Assessment Schedule

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Australian Food Industry	Food Manufacture	Food Product Development/ Contemporary Nutrition Issues	Trial HSC Examination
Task Type		Practical and Theory Task	Research and Practical Task	Food Product Design & Evaluation	Examination
Week/Term		T1W2	T1W10	T2W6	T3W5/6
Assessment Component					
Knowledge and Understanding of course content	40	10		10	20
Research Analysis and Communication	30		10	10	10
Experimentation and Preparation	30	10	10	10	10
Total	100%	20	20	30	30
Outcomes Assessed		H1.2, H1.4, H3.1, H5.1	H4.2, H1.1, H5.1	H2.1, H3.2, H4.1, H1.3	H1.1, H1.3, H1.4, H2.1, H4.2

Year 12 Food Technology Outcomes:

A student:

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

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

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

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

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

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

H3.2 independently investigates contemporary nutrition issues

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

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

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

Geography – 2024/2025 Assessment Schedule



Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		People and Economic Activity	Ecosystems at Risk	Urban Places	Trial HSC Examination
Task Type		Extended Response	Research Task	Skills Quiz – in class, open book	Trial HSC Examination
Week/Term		T4W7	T1W7	T2W6	T3W5/6
Assessment Component					
Knowledge and understanding	40		10		30
Geographical tools and skills	20			20	
Geographical inquiry and research, including field work	20		20		
Communication of geographical information, ideas and issues in appropriate forms	20	20			
Total	100	20	30	20	30
Outcomes Assessed		H1, H4, H7, H8, H9, H10, H12, H13	H1, H2, H8, H9, H10, H11, H13	H8, H10, H11	H1, H2, H3, H4, H5, H6, H7, H10, H13

Year 12 Geography Outcomes:

A student:

H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity

H2 explains the factors which place ecosystems at risk and the reasons for their protection

H3 analyses the contemporary urban dynamics and applies them in specific contexts

H4 analyses the changing spatial and ecological dimensions of an economic activity

H5 evaluates environmental management strategies in terms of ecological sustainability

H6 evaluates the impacts of, and responses of people to, environmental change

H7 justifies geographical methods applicable useful in the workplace and relevant to a changing world

H8 plans geographical methods applicable and useful in the workplace and relevant to a changing world

H9 evaluates geographical information and sources for usefulness, validity and reliability

H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts

H11 applies mathematical ideas and techniques to analyse geographical data

H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples

H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and / or oral, cartographic and graphic forms

Industrial Technology Multimedia – 2024/2025 Assessment Schedule



Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Major Project Proposal and Planning	Project Progress and Industry Report	Production and Management tasks	Trial HSC Examination
Task Type		Research Task and Report	Report and Class Presentation	Progressive Project Work	Trial HSC Examination
Week/Term		T4W10	T1W9	T2W10	T3W5/6
Assessment Component					
Industry study	15		10		5
Major project design, management and communication	20	10		10	
Major project production	40		10	30	
Industry Related Manufacturing Technology	25	10			15
Total	100	20	20	40	20
Outcomes Assessed		H1.2, H3.1, H3.2, H4.2, H4.3, H5.1	H1.1, H1.3, H4.1, H6.1, H7.1, H7.2	H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.2	H1.2, H7.1, H7.2

Year 12 Industrial Technology Outcomes:

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

Industrial Technology Timber – 2024/2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Major Project Proposal and Planning	Project Progress and Industry Report	Production and Management tasks	Trial HSC Examination
Task Type		Research Task and Report	Report and Class Presentation	Progressive Project Work	Trial HSC Examination
Week/Term		T4W10	T1W9	T2W10	T3W5/6
Assessment Component					
Industry study	15		10		5
Major project design, management and communication	20	10		10	
Major project production	40		10	30	
Industry Related Manufacturing Technology	25	10			15
Total	100	20	20	40	20
Outcomes Assessed		H1.2, H3.1, H3.2, H4.2, H4.3, H5.1	H1.1, H1.3, H4.1, H6.1, H7.1, H7.2	H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.2	H1.2, H7.1, H7.2

Year 12 Industrial Technology Outcomes:

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

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

Investigating Science – 2024/2025 Assessment Schedule

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Module 5 <i>Scientific Investigations</i>	Module 6 <i>Technologies</i>	Module 5-7 <i>Scientific Investigations, Technologies & Fact or Fallacy?</i>	Module 5-8 <i>Scientific Investigations, Technologies, Fact or Fallacy? & Science and Society</i>
Task Type		Practical Investigation / quiz	Depth Study / quiz	Course summary notes / quiz	Trial HSC examination
Week/Term		T4W8	T1W9	T2W9	T3W5/6
Assessment Component		20%	30%	20%	30%
Working Scientifically	60	10	20	10	20
Knowledge and Understanding	40	10	10	10	10
Total	100	20	30	20	30
Outcomes Assessed		12-1, 12-2, 12-3, 12-4, 12-5, 12-7, 12-12	12-1, 12-2, 12-4, 12-13	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15

Year 12 Investigating Science Outcomes:

Working Scientifically - a student:

INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation

Planning investigations

INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

Conducting investigations

INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11/12-5 analyses and evaluates primary and secondary data and information

INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and understanding - a student:

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

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

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

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

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Crime	Crime Human Rights	Family	Crime Human Rights Family Consumers
Task Type		Research and Communication	Legal Services	In Class Response	Trial HSC Examination
Week/Term		T4W9	T1W8	T2W10	T3W5/6
Assessment Component					
Knowledge and understanding	40		10		30
Analysis and evaluation	20			20	
Inquiry and research	20	20			
Communication of legal information, ideas and issues in appropriate forms	20		20		
Total	100	20	30	20	30
Outcomes Assessed		H1, H3, H6	H1, H2, H7, H10	H4, H5, H8	All outcomes H1-H10 may be assessed

Year Legal Studies Outcomes:

A student:

H1 identifies and applies legal concepts and terminology

H2 describes and explains key features of and the relationship between Australian and international law H3 analyses the operation of domestic and international legal systems

H4 evaluates the effectiveness of the legal system in addressing issues

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

H6 assess 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

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Seafood Handling and Processing	Marine Pilotage & Navigation	Marine Craft Construction & Repair	Marine Communication
Task Type		Report & Practical Task	Research & Practical Task	Practical Task	Examination
Week/Term		T4W9	T1W8	T3W2	T3W5/6
Assessment Component					
Knowledge and understanding outcomes and course content	50	10	10	5	25
Skills outcomes and content	50	15	15	20	
Total	100	25	25	25	25
Outcomes Assessed		1.1, 1.4, 2.1, 2.3, 5.3	1.2, 1.5, 3.2, 3.3, 3.4, 5.2	1.2, 2.2	1.2, 1.3, 2.3, 3.1, 5.1, 5.4

Year Legal Studies Outcomes:

A student:

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes toward the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organizes data by accurately reading instruments, signals and charts; by systematic recording, summarizing, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organizes, assembles, dismantles, cleans, and returns equipment

Modern History – 2024/2025 Assessment Schedule



Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Core Study: Power and Authority in the Modern World 1919-1946	Peace and Conflict	All Topics Covered	All Topics Covered
Task Type		Source Analysis	Historical Analysis	Summary Notes Task	Trial HSC Examination
Week/Term		T4W8	T1W10	T3W2	T3W5/6
Assessment Component					
Historical skills in the analysis and evaluation of sources and interpretations	20	20			
Historical inquiry and research	20		20		
Communication of historical understanding in appropriate forms	20			20	
Knowledge and understanding of course content	40		10		30
Total	100	20	30	20	30
Outcomes Assessed		MH12-1, MH12-4, MH12-6	MH12-2, MH12-8, MH12-9	MH12-3, MH12-7, MH12-9	MH12-1, MH12-5, MH12-7

Year 12 Modern History Outcomes:

A student:

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

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Proof, Vectors	Proof, Vectors, Trigonometric Equations, Calculus	Vectors, Trigonometric Equations, Calculus	Proof, Vectors, Trigonometric Equations, Calculus, Statistical Analysis
Task Type		Investigation Style Task	In Class Test (with summaries)	In Class Test (with summaries)	Trial HSC Examination
Week/Term		T1W2	T1W8	T2W6	T3W5/6
Assessment Component					
Proof	20	10	5		5
Vectors	25	10	5	5	5
Trigonometric functions	20		5	10	5
Calculus	25		5	15	5
Statistical analysis	10				10
Total	100	20	20	30	30
Outcomes Assessed		ME12-1, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5	ME12-1, ME12-2, ME12-3, ME12-4	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7

Year 12 Mathematics Extension 1 Outcomes:

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 context

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

Mathematics Extension 2 – 2024/2025 Assessment Schedule



Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Complex Numbers	Complex Numbers, Proof	Proof, Vectors, Calculus	Complex Numbers, Proof, Vectors, Mechanics, Calculus
Task Type		Investigation Task	In Class Test (with summaries)	In Class Test	Trial HSC Examination
Week/Term		T1W2	T1W9	T2W8	T3W5/6
Assessment Component					
Proof	25		15	5	5
Vectors	15			10	5
Complex numbers	30	15	10		5
Calculus	20			15	5
Mechanics	10				10
Total	100	15	25	30	30
Outcomes Assessed		MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-5, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8

Year 12 Mathematics Extension 2 Outcomes:

A student:

MEX 12-1 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 multistep problems

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

Mathematics Advanced – 2024/2025 Assessment Schedule



Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Statistics (Yr11)	Further Functions, Trigonometric Functions, Calculus	Calculus, Statistical Analysis, Financial Mathematics	Further Functions, Trigonometric Functions, Calculus, Statistical Analysis, Financial Mathematics
Task Type		Assignment	In Class Exam (with summaries)	In Class Exam	Trial HSC Examination
Week/Term		T4W10	T1W6	T2W8	T3W5/6
Assessment Component					
Functions	15	5	5		5
Trigonometric functions	15	5	5		5
Calculus	25		10	10	5
Financial Mathematics	20			10	10
Statistical Analysis	25	10		10	5
Total	100	20	20	30	30
Outcomes Assessed		Preliminary content MA12-1, MA12-5, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10	MA12-2, MA12-3, MA12-4, 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

Year 12 Mathematics Advanced Outcomes:

A student:

MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

MA12-3 applies calculus techniques to model and solve problems

MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12-6 applies appropriate differentiation methods to solve problems

MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems

MA12-8 solves problems using appropriate statistical processes

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 Standard 1 – 2024/2025 Assessment Schedule



Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Probability (Yr11) Measurement: Trigonometry	Financial Mathematics: Interest and Loans	Measurement: Rates and scale, Drawing Networks	Algebra, Measurement, Statistics Analysis Financial Mathematics Networks
Task Type		Assignment	Assignment	Assignment	Trial HSC Examination
Week/Term		T4W9	T1W10	T2W10	T3W5/6
Assessment Component					
Algebra	10		5		5
Measurement	30	10		10	5
Financial mathematics	25		20		5
Statistical analysis	20	15			5
Networks	15			15	5
Total	100	25	25	25	25
Outcomes Assessed		MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, 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

Year 12 Mathematics Standard 1 Outcomes

A student:

MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS1-12-2 analyses representations of data in order to make predictions and draw conclusions

MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness

MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems

MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school

MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms

MS1-12-7 solves problems requiring statistical processes

MS1-12-8 applies network techniques to solve network problems

MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use

MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Mathematics Standard 2 – 2024/2025 Assessment Schedule



Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Measurement: Non-Right-Angled Trigonometry Statistical Analysis: Bivariate data, Probability	Financial Mathematics: Interest and Depreciation Algebra: Simultaneous Equations, Non-Linear Relationships Statistical Analysis: Bivariate data	Financial Mathematics: Interest and Depreciation, Loans, Annuities and Credit Cards	Algebra, Measurement, Financial Mathematics, Statistical Analysis, Networks
Task Type		In Class Test and Exam Summaries	In Class Test and Exam Summaries	Assignment	Trial HSC Examination and 3 Completed Past Papers
Week/Term		T4W9	T1W10	T2W6	T3W5/6
Assessment Component					
Algebra	25		20		5
Measurement	20	15			5
Financial mathematics	25		10	10	5
Statistical analysis	20	10	5		5
Networks	10				10
Total	100	25	35	10	30
Outcomes Assessed		MS2-12-3, MS2-12-4, MS2-12-7, MS2-12-10	MS2-12-5, MS2-12-6, MS2-12-7	MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10,

Year 12 Mathematics Standard 2 Outcomes

A student:

MS2-12-1 Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2 Analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3 Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4 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

Mathematics Numeracy CEC – 2024/2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Percentages and Finance	Location, time and temperature	Rates and Ratios and Probability	Statistics and Probability
Task Type		Investigation Style Task	Investigation Style Task	Investigation Style Task	Investigation Style Task
Week/Term		T4W9	T1W9	T2W9	T3W4
Assessment Component		25%	25%	25%	25%
Outcomes Assessed		N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.4	N6-1.1, N6-1.2, N6.2.2, N6-2.4, N6-2.5, N6-2.6, N6-3.1, N6.3.2	N6-1.1, N6-1.2, N6-2.1, N6-2.3, N6-2.6, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-2.2, N6-2.3, N6-2.6, N6-3.1, N6-3.2

Year 12 Numeracy CEC Outcomes:

A student:

N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communication solutions to problems

N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, rime, mass, capacity and temperature

N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

N6-2.5 chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations

N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Music 1 – 2024/2025 Assessment Schedule



Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Topic 1	Topics 1 / 2	Topics 2 / 3	Written Examination
Task Type [Elective Options include: Presentations of Performance(s) and/or Composition(s) portfolio and/or Musicology outline and Viva Voce(s)]		Submission of Composition Portfolio and Aural Analysis including composition or arrangement, aural analysis of musical examples relevant to the chosen topic and composition	Presentations of Elective 1 and Viva Voce	Presentation of Performance (solo or ensemble) Presentation or Submission: Elective Options for Topics 2 & 3	Written Responses to Aural Excerpts
Term/Week		T4W10	T1W10	Trial HSC T2W10	T3W3
Assessment Component		Core Composition Core Aural	Core Musicology Elective 1	Core Performance Electives 2 and 3	Aural Written Examination
Performance	10			10	
Composition	10	10			
Musicology	10		10		
Aural	25	5			20
Electives	45		15	30	
Total	100	15	25	40	20
Outcomes Assessed		H2, H3, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6, H11, H1-8*	H1, H7, H9, H1-8	H4, H6, H8, H10

**Teachers will select appropriate outcomes based on Elective options selected by each student*

Year 12 Music 1 Course Outcomes:

Through activities in performance, composition, musicology and aural a student:

- H1 performs stylistically, music that is characterised 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 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

PDHPE – 2024/2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Health Priorities in Australia	Factors Affecting Performance & Improving Performance	Sports Medicine	Health Priorities in Australia, Factors Affecting Performance, Improving Performance, Sports Medicine
Task Type		Research	Extended Response	Research and Application	Trial HSC Examination
Week/Term		T4W10	T2W5	T3W2	T3W5/6
Assessment Component		Core 1	Core 2, Option 4	Option 3	Core 1, Core 2, Option 3, Option 4
Knowledge and understanding of course content	40	10	10	5	15
Skills in critical thinking, research, analysing and communicating	60	10	20	15	15
Total	100	20	30	20	30
Outcomes Assessed		H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H9, H10, H11, H16, H17	H8, H9, H10, H11, H12, H13, H16, H17	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16 H17

Year 12 Personal Development Health & Physical Education Outcomes:

A student:

H1 describes the nature, and justifies the choice, of Australia’s health priorities

H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk H3 analyses the determinates 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 skills is acquired and appraised

H10 designs and implements training plans to improve performance

H11 designs psychological strategies and nutritional plans in response to individual performance needs

H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity H14 argues the benefits of health-promoting action and choices that promote social justice

H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health forall H16 devices 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

Physics – 2024/2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Advanced Mechanics	Electromagnetism	Advanced Mechanics, Electromagnetism, The Nature of Light	Advanced Mechanics, Electromagnetism, The Nature of Light, From the Universe to the Atom
Task Type		Research Practical Task / Depth Study / Quiz	Depth Study / Quiz	Course Summary Notes	Trial HSC Examination
Week/Term		T4W9	T1W10	T3W1	T3W5/6

Assessment Component					
Skills in working scientifically	60	10	25	15	10
Knowledge and understanding	40	10	5	5	20
Total	100	20	30	20	30
Outcomes Assessed		12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-13	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15

Year 12 Physics Outcomes:

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

PH11/12-6 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 of 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

Sport, Lifestyle and Recreation – 2024/2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Sports Coaching and Training	Resistance Training	Healthy Lifestyles	Games and Sports Applications I and II
Task Type		Research and Practical	Research	Research	Practical

Week/Term		T4W9	T1W8	T2W7	T3W3
Assessment Component		Coaching a Practical Session	Training Session Plan	Cooking Task	Team Games and Individual Games
Knowledge and understanding	50	10	20	20	
Skills	50	10			40
Total	100	20	20	20	40
Outcomes Assessed		3.1, 3.2, 4.4	1.3, 2.1, 2.2, 2.3, 2.5, 3.3	1.5, 2.3, 3.5, 4.3	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4

Year 12 Sport, Lifestyle and Recreation Outcomes:

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

Society and Culture – 2024/25 Assessment Schedule

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		<i>Social and Cultural continuity and change</i>	<i>Depth Study</i>	<i>All Topic Assessed</i>
Task Type		<i>Case Study</i>	<i>Pip Process</i>	<i>Trial HSC Examinations</i>
Week/Term		T4 W9	T1 W10	T3 W5/6
Assessment Component				
Knowledge and Understanding of course content	50	20		30
Application and evaluation of social and cultural research methods	30		30	
Communication of information, ideas and issues in appropriate forms.	20	20		
Total		40	30	30
Outcomes Assessed		H2, H7, H10	H6, H8, H9	H1, H3, H4, H5

Course Outcomes

H1: evaluates and effectively applies social and cultural concepts.

H2: explains the development of personal, social, and cultural identity.

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

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

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

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

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

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

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

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

Visual Arts – 2024/2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Cabinet of Curiosity BOW and Case Study	BOW Progress and Case Study	BOW Appraisal	Trial HSC Examination
Task Type		BOW, VAPD and artist's Practice Research	Interview, VAPD and BOW Progress	Resolved BOW and VAPD Hand In	Trial HSC Examination
Week/Term		T4W8	T1W8	T3W2	T3W5/6
Assessment Component		Interview, VAPD and BOW Progress with Annotated Research and Critical Evaluation of Material and Conceptual Development Section 1 and 2 Responses Based on Case Study	Interview, VAPD and BOW Progress with Title, Annotated Research and Critical Evaluation of Material and Conceptual Development Section 1 and 2 Responses Based on Case Study	Resolved BOW, Title, Artist Statement and VAPD hand in to a Panel of Art Teachers	Formal Examination Formatted as per HSC Exam Utilising Case Study Artists and Knowledge of The Frames, Conceptual Framework and Artist's Practice
Artmaking	50	10	10	30	
Critical and historical	50	10	20		20
Total	100	20	30	30	20
Outcomes Assessed		H1, H2, H4, H7, H8, H10	H1, H3, H5, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10

Year 12 Visual Arts Outcomes:

A student:

H1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions

H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work

H3 demonstrates an understanding of the frames when working independently in the making of art

H4 selects and develops subject matter and forms in particular ways as representations in artmaking

H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways

H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

H7 applies their understanding of practice in art criticism and art history

H8 applies their understanding of the relationships among the artist, artwork, world and audience

H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art

H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the Visual art.

VET Construction – 2024/2025 Assessment Schedule

School Name: Irrawang High School

2024/2025 Student Competency Assessment Schedule

COURSE: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3)

Assessment Events for CPC20230 Certificate II in Construction <i>(Must be edited to suit school delivery – refer to TAS)</i>			Task 5	Task 6	Task 7	HSC ½ Year Exam **	Work Placement 2*	Trial HSC Exam **
	Code	Unit of Competency	Week 10 Term 4	Week 5 Term 2	Week 8 Term 3		Week 6 Term 1	Week 5/6 Term 3
Task 5	CPCCM2013 CPCCWF2002	Undertake basic installations of wall tiles. Use wall and floor tiling tools and equipment.	X					
Task 6	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials		X				
Task 7	CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry			X			

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

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

***Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

VET Entertainment – 2024/2025 Assessment Schedule

School Name: Irrawang High School

2024/2025 Student Competency Assessment Schedule

COURSE: CUA30420 Certificate III in Live Production and Technical Services

Assessment Events for CUA30420 Certificate III in Live Production and Technical Services <i>(Must be edited to suit school delivery – refer to TAS)</i>			Task 4	Task 5	Task 6	Task 7	Work Placement 2*	Trial HSC Exam **
Cluster	Code	Unit of Competency	Week 5 Term 4	Week 9 Term 1	Week 8 Term 3	Term 3		Week 5/6 Term 3
Task 4 Working in the industry	CUAIND311	Work effectively in the creative arts industry	X			<i>The 60-hour specialisation can be delivered and assessed at any time over the HSC course in line with the availability of a large scale show.</i>		
Task 5 To project and serve	SITXCCS006	Provide service to customers		X				
	CUASOU306	Operate sound reinforcement systems						
	CUAVSS312	Operate vision systems						
Task 6 Showtime	CUASTA311	Assist with production operations for live performances			X			
	CUASMT311	Work effectively backstage during performances						
	CUAIND314	Plan a career in the creative arts industry						
Task 7 60 Hour Specialisation	BSBPEF301	Organise personal work priorities						
	CUAPPR314	Participate in collaborative creative projects						
	CUALGT314	Install and operate follow spots						

**** Students must complete 70 hours of work placement during the course. 50% of work placement hours may be achieved at school in an industry simulated environment.**

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards a CUA30420 Certificate III in Live Production and Technical Services. Students who also undertake the additional 60-hour specialisation course are eligible for the possible qualification outcome of CUA30420 Certificate III in Live Production and Technical Services. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

**Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy. Public Schools NSW, Tamworth (RTO 90162) have engaged NESAs to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Public Schools NSW, Tamworth RTO 90162 – AHC2011 Certificate II in Agriculture or a Statement of Attainment towards AHC20116 Certificate II in Agriculture – Approved DEC 2021

School Name: Irrawang High School

VET Hospitality – 2024/2025 Assessment Schedule

2024/2025 Student Competency Assessment Schedule

COURSE: SIT20322 Certificate II in Hospitality

<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students</i>		Task 2	Task 3	Task 4	Work Placement	Trial HSC Exam **
		Week 9 Term 4	Week 7 Term 2	Week 6 Term 3	Week 5 Term 1	Week 5/6 Term 3
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	X				
SITHFAB024	Interact with customers Prepare and serve non-alcoholic beverages		X			
SITHFAB025	Interact with customers Prepare and serve espresso coffee		X			
SITHFAB027	Serve food and beverages		X			
BSBTWK201	Work effectively with others			X		
SITHIND007	Use hospitality skills effectively			X		

Depending on the achievement of units of competency, the possible qualification outcome is a **SIT20322 Certificate II in Hospitality**.

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

***Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

School Name: Irrawang High School

VET Primary Industries – 2024/2025 Assessment Schedule

2024/2025 Student Competency Assessment Schedule

COURSE: Primary Industries HSC

Assessment Events for AHC20116 Certificate II in Agriculture			Task / Cluster 3	Task / Cluster 4	Task / Cluster 8	Task / Cluster 5	Work Placement 2*	Trial HSC Exam **
Cluster	Code	Unit of Competency	Week 4 Term 4	Week 2 Term 1	Week 8 Term 1	Week 2 Term 3	Week 4 Term 1	Week 5/6 Term 3
3	AHCWRK201	Observe and report on weather	X					
4	AHCCHM201 AHCPMG201	Apply chemicals under supervision Treat weeds		X				
8	AHCLSK209 AHCLSK211	Monitor water supplies Provide feed for livestock			X			
5	AHCLSK202 AHCLSK204 AHCLSK205 AHCLSK206	Care for health and welfare of livestock Carry out regular livestock observation Handle livestock using basic techniques Identify and mark livestock				X		

*** * Students must complete 70 hours of work placement during the course before the end of Term 3, 2024.**

Depending on the achievement of units of competency, the possible qualification outcome is a **AHC20116 Certificate II in Agriculture** or a **Statement of Attainment towards a AHC20116 Certificate II in Agriculture**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

**Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy. Public Schools NSW, Tamworth (RTO 90162) have engaged NESA to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nesa.nsw.edu.au/login>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESA directly for additional copies of their transcript.

School Name: Irrawang High School