



HSC Assessment 2025

RESPECT, RESPONSIBILITY, DO YOUR BEST

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This booklet outlines the main rules and requirements for assessment in the High School Certificate. In addition to reading this booklet each student will be given a hard copy of the **NSW Education Standards Authority 2024 Rules and procedures guide for the HSC**. This booklet contains more detailed information about assessment procedures and must be read by all students entered for an HSC course. Students can also obtain more detailed explanations of the rules and requirements of the HSC by referring to the NSW Education and Standards website, www.educationstandards.nsw.edu.au.

This will provide links to:

- Stage 6 Syllabuses
- Assessment in Stage 6
- HSC exam advice and resources for students
- HSC: All My Own Work
- Vocational Education
- HSC Timetable (later in 2024)
- HSC Minimum standard

Important Information about the HSC from NESA

School Assessment Tasks

At the end of the Higher School Certificate program, schools will provide the NSW Education Standards Authority (NESA) with a mark for each of the courses studied by each student. These marks will be formed from the performances in the school assessment tasks within each course. The marks will reflect the rank order of students within each course at Tenterfield High School. The assessment tasks will be designed to assess components of the syllabus with the required weightings. Guidance will be provided to students in the form of a list of outcomes to be assessed and general marking guidelines if appropriate. At each stage in the formal assessment program, tasks should be prepared thoroughly to reflect a student's best effort at the time. This is an important aspect of the assessment program since, in the event of an illness or misadventure at the time of the Higher School Certificate Examinations; the school assessment may represent 100% of the final result.

Eligibility for the Higher School Certificate Qualification

To be eligible for the Higher School Certificate students must complete a prescribed pattern of study that includes:

- 6 units from NSW Education Standards Authority Board Developed Courses
- 2 units of English
- 3 courses of 2 units or greater
- At least 4 different subjects
- At most, six units of courses in Science can count towards Higher School Certificate eligibility

Record of Achievement

NESA awards Records of Achievement to students in their secondary years for both Year 11 and Higher School Certificate Courses completed. The Higher School Certificate record of Achievement is awarded at the same time as the Higher School Certificate results and sets out the pattern of study for Years 11 & 12, along with a statement about satisfactory attendance and application.

Eligibility for an Australian Tertiary Admission Rank

To be eligible to receive an Australian Tertiary Admission Rank (ATAR) students must complete HSC examinations in the following pattern of study:

- 10 units of Board Developed courses - 2 units of which must be English
- 3 courses of Board Developed courses of 2 units or more
- At least 4 different subject areas.

The internal school assessments and the external Higher School Certificate examination will carry an equal weighting in the final Higher School Certificate result. The School Assessment mark and the Higher School Certificate Exam mark will be treated as follows:

- The School Assessment mark will be moderated (adjusted) by the exam performance of the school group
- The rank order of students as submitted by the school is not changed
- The Moderated School Assessment mark and the Higher School Certificate Exam mark will be averaged
- The averaged mark will be used to align the student's result to a performance scale
- The average of the assessment mark and examination mark, after alignment to the performance scale, is then reported as the Higher School Certificate mark.

Completing the Assessment Tasks

Students must complete assessment tasks worth more than half a course's total assessment marks (>50% weighting). If not, the student will not have satisfactorily completed the course. This means the course cannot be counted towards the 10 units required for the Higher School Certificate.

'N' Determinations

These determinations apply to students who have not satisfactorily completed the mandatory curriculum requirements for particular courses. Reasons for 'N' determinations relate to the available evidence that a student has been applying themselves with due diligence and sustained effort to set tasks and experiences provided by the school. This evidence can include non-completion of more than 50% (>50% weighting) of formal assessments for a course. An 'N' determination in a course can impact on a student's eligibility to receive a Higher School Certificate if the required 10 units of Higher School Certificate subjects are not completed. Appropriate warning letters are sent to students as the 'N' determination process is initiated and, if an 'N' is recorded with NESA, a student has access to a school review and an appeal through NESA. A sample warning letter is provided in this booklet.

Honesty in HSC Assessments

Proven dishonesty/malpractice may result in a zero mark for an assessment task. Honest and ethical practice is clearly outlined in the modules of work completed in the Higher School Certificate: 'All My Own Work' program. These modules include aspects such as plagiarism, copying another student's work, sharing work with other students, acknowledging sources appropriately, cheating and copyright issues.

Students found to have made any change to the responses or allocated mark will be considered to have engaged in malpractice and will receive a zero mark for the examination paper.

A breach of examination rules includes students who conceal notes on their person taken into an examination room or any electronic devices as specified by NESA such as mobile phones and smart watches of any description. Any student who is suspected of a breach of examination rules or malpractice will be thoroughly investigated by the appropriate invigilator. Serious and deliberate acts of malpractice amount to corrupt conduct, and where appropriate, the school will report matters to NESA for recording on the official Malpractice Register.

In addition to the guidelines outlined above, it is important to note that the use of generative artificial intelligence (AI) tools or any form of automated content generation is strictly prohibited in all Higher School Certificate (HSC) assessments. Any student found to have utilised generative AI in their assessments will be considered to have engaged in dishonest and unethical practice and will face the same consequences as outlined in this policy, including receiving a zero mark for the assessment task. Maintaining the integrity of your work is a fundamental principle of the HSC, and any attempts to subvert this integrity will be treated seriously.

Disability Provisions

Disability Provisions are available for students with a range of medical and learning conditions. The provisions granted in the HSC are practical measures designed to help students make a fair attempt at their exam. Disability Provisions are applied for by the school via an online application to NESA. The application must include recent evidence which may include medical reports, reading results, spelling results, writing samples and teacher comments. It is important to apply for these provisions if you have a medical or learning requirement. Please see Miss Phillips our Head Teacher Wellbeing for more information. The school will be responsible for determining and implementing disability provisions for all school-based assessment tasks.

Illness and Misadventure in the HSC

If a student believes that his/her performance in the HSC examination was diminished because of circumstances beyond their control, an Illness/Misadventure Appeal may be lodged. Note that misreading the HSC examination timetable is NOT a valid reason for a misadventure appeal. An appeal may be made for a variation to HSC results if the student was prevented from attending an examination, or performance was affected by illness or misadventure immediately before or during the examination. Appeal forms are available from the Presiding Officer and the Deputy Principal. It is students' responsibility to lodge an appeal. See the NESA website for further details.

Tenterfield

High School

Tenterfield High School Assessment Policy

ALL ASSESSMENT TASKS MUST BE ATTEMPTED

Except in exceptional circumstances (e.g. long-term illness), all assessment tasks must be attempted. More than fifty per cent (>50%) of subject assessment tasks must be completed to be eligible for the Higher School Certificate. The only exception to the rule is when a student has notified the school of a long-term illness or extreme personal circumstances via the Extension / Illness/Misadventure form as outlined below. Late attempts may result in that task not being included in a student's total assessment for that subject, but it will be marked and returned.

Extension/Illness and Misadventure Form

These forms can be found at the Deputy Principals office and then must be returned to the Deputy Principal. They need to be used in the following circumstances:

1. If there is a genuine reason as to why an assessment task is not going to be completed or handed in at the scheduled time. Students need to state the reason for an extension and provide supporting evidence.
2. A student who is absent due to illness or other unforeseen circumstances on the day an assessment task is due or exam / practical is being held. In the case of a medical reason, a student should use a Medical Certificate as documentation. On the first day of return to school, students should submit the task or arrive ready to complete the exam / practical.
3. If a student feels well enough to do a task but believes that circumstances occurring immediately prior to the day or on the day of an assessment task may have diminished their performance, they should inform the Deputy Principal and complete the form with any relevant documentation after they have sat the task.

The Deputy Principal in conjunction with the relevant Head Teacher will make the decision as to whether the student is granted an extension, given an alternative task or given an estimate for the task. As outlined below students have the right to appeal this decision.

If a student misses an assessment task without a genuine reason, supported by written evidence, they will be given a Zero mark.

Assessment Policy

Drafts

For tasks that are completed at home students are encouraged to submit a plan/thesis as well as one draft to their classroom teacher for feedback. Students must comply with the dates provided on the assessment notification for when these are due. Students are only allowed to submit **one** plan/thesis and 1 draft to their **classroom teacher only**.

Submission of Tasks

Unless otherwise stated by the teacher, tasks completed at home will be due at the beginning of the first period of the subject on the day determined. Late work will receive a zero mark unless there is a valid reason. Students will need to sign they have submitted their task.

If a student is away from school on the day of a hand-in task, it is their responsibility to email or arrange someone to deliver their work to the school. If the absence is due to a medical condition that prevented them from completing the task, they must fill in the Extension / Illness and Misadventure Form as stated above.

Return of Tasks

Where possible tasks will be returned and marked to students within 2 weeks of submission. There may be extenuating circumstances where this is not possible.

Appeals

Students have the right to appeal if they feel that the process used with assessments does not comply with the set rules (see Appeal form). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process. Appeals should be lodged with the Deputy Principal. A decision will be made by a panel, which may consist of Principal, Deputy Principal and relevant Head Teacher.

Disability Provisions

If you require disability provisions for a school based assessment task (see page iv), please see our Head Teacher Wellbeing Miss Phillips to discuss.

Example of an Assessment Task Notification sheet

Tenterfield High School Assessment Task Notification Sheet



Subject	
Teacher	
Task	
Assessment Task Weighting	
Issue Date	
Due Date/Lesson	
Teacher Signature	
Head Teacher Signature	
Deputy Principal Signature	

Outcomes to be Assessed:

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Task:

--

Draft:

Due date:

--

Submit:

For example:

Part 1: Experiment/Research/Visual Representation to be handed in at the start of lesson.

Part 2: In class essay.

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Refer to Assessment Booklet for details regarding plagiarism, illness/misadventure, extension, appeals and any other matters relating to THS HSC Assessment guidelines and procedures.

Vocational Education and Training Assessment Policy

Vocational Education and Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with: Units towards Preliminary and Higher School Certificate qualification competencies which can lead to a Statement of Attainment, Certificate I, II or III which is awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET Course.

VET courses will be listed on the Higher School Certificate Record of Achievement and the AQF qualification will be assessed by NESAs separately.

The rules and structure of Higher School Certificate VET courses vary from the qualification packaging rules. In some cases, additional units of competency are required to meet NESAs requirements.

1. Australian Qualifications Framework Assessment

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Assessment does not compare you against other students. It compares each individual against the 'competence' requirements of the training package. Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor (teacher) that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either competent or not yet competent. Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

At the commencement of the course, you will be given an Assessment Schedule indicating the timing, competencies and methods of assessment. You will have the opportunity to develop skills over time and your assessor (teacher) will usually organise a number of chances for students to demonstrate a competency. You may seek further opportunities to demonstrate competencies during the course.

If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be reassessed. There are a number of competencies that may only be offered once during the course due to their Work Health and Safety requirement, cost, time frame, supervision required or resource availability. Specific information about these competencies will be issued to students when the task is issued.

Some assessment will be ongoing and evidence of competence will be gathered on a continuous basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, portfolios, role plays and simulations.

Assessment Policy

2. Higher School Certificate

As with all Higher School Certificate courses, NESA procedures apply to all VET Courses. In most vocational courses, you can choose to undertake an optional Higher School Certificate examination in order to count the course towards your Australian Tertiary Admission Rank (ATAR). For students who have undertaken the Higher School Certificate examination, a scaled examination mark will be recorded on the Higher School Certificate. No school based assessment mark will be recorded. No Assessment mark for VET Courses is required by NESA. An estimated examination mark for students entered for the Higher School Certificate written examination must be submitted. This mark will be used only in the case of an illness/misadventure appeal.

3. Work Placement

Work placement is a mandatory Higher School Certificate requirement for all VET courses. This is a requirement of NESA and if not completed, you may be given an 'N' Award.

If you have not completed the workplace requirement you will not have the course recognised at NESA for the Units of Credit towards the Higher School Certificate.

The minimum hours of work placement may vary, but usually you are required to undertake 35 hours of work placement for every 120 hours of the VET course. The school will provide students with the opportunity to complete two structured work placements in venues that will be determined in consultation with the student. Students must attend the work placement preparation meetings held prior to work placement. Students who fail to attend work placement without a valid reason or do not complete the work placement due to inappropriate or unacceptable behaviour, may receive an 'N' determination and/or disciplinary action according to the school Student Code of Conduct.

Under some circumstances, paid work in an industry related casual or part time job can contribute to your work placement requirements. See your teacher to find out if your current employment is suitable.

4. Recognition of Prior Learning

Recognition for Prior Learning (RPL) is the acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module. Students may apply for Recognition of Prior Learning. You will need to produce evidence to enable your teacher to assess your skills to ensure they are at industry standard. Recognition of Prior Learning will only be granted for competencies where you are able to demonstrate achievement of all of the learning outcomes and performance criteria for that unit of competency. You would then be exempted from undertaking the training and assessment for that unit of competency. Students are encouraged to discuss this with their class teacher.

5. Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses.

Tenterfield

High School

Extension, Illness or Misadventure Form

This form should be filled in by any student who requires an extension for an assessment task or who has suffered an illness or misadventure just prior or during a task.

This needs to be handed into the Deputy Principal.

In dealing with Extension, illness/misadventure there can be no consideration for:

- Alleged deficiencies in teaching
- Poor time management
- Technology issues
- Misreading of the timetable or examination instructions
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Matters that could have been avoided by the student.

Please see the Deputy Principal for further information.

Note: failure to fully complete this form or provide necessary detail and supporting documentation will result in an application being declined.

Student's name: _____

Assessment task affected: _____

Date of assessment task: _____

Attach a copy of the assessment notification for an in-class assessment task

Describe how the illness or misadventure you have suffered has affected your performance in the assessment task. You must attach independent evidence of the illness or misadventure (Medical Certificate, School Counsellor report etc. (If the space below is not adequate please use the reverse)

Was the task completed? Yes No If 'Yes' when did you sit it? _____

Did you notify a teacher that you were submitting an Illness /Misadventure Form immediately prior to, or during the task? Yes No If 'Yes' then who? _____

Student's signature: _____ Date: _____

Parent's signature: _____ Date: _____

For Office Use Only

Date submitted: _____ Received by: _____

Assessment Committee Decision: _____

Tenterfield

High School

Application for Assessment Mark/Grade Appeal Form

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the school. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which disability provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Appeal forms must be lodged with the Deputy Principal within one calendar week of the return of the task. You may seek advice from the Deputy Principal before you complete this form.

Student name: _____ **Year:** _____ **Date:** _____

Subject: _____

Task Description: _____

Please outline the reasons for your appeal:

Independent supporting documentation (please list documents attached to appeal):

Student signature: _____ **Date:** _____

Office Use Only - Grade Appeal Application

Student Name: _____

Deputy Principal decision & comment:

Approved/Declined

Extension Granted. The new due date is _____. Failure to submit the task by the new due date will lead to a "N-Warning" letter being sent home and a Zero mark being awarded.

Alternative task will be set. A new notification form will be issued.

An estimate will be given based on other evidence.

The reason does not warrant a renegotiation.

Teacher: _____ **Head Teacher:** _____ **Principal:** _____

Date: _____ **Date:** _____ **Date:** _____

Student: _____ **Parent Carer:** _____ **Date:** _____

SAMPLE WARNING LETTER

Non-Completion of a Higher School Certificate Course

Dear [Parent/Carer]

Re: Official Warning – Non-completion of a Higher School Certificate Course

I am writing to advise that _____ (student name) is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course _____ (course name).

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (e.g. 1st, 2nd) official warning we have issued concerning _____ (course name).

A minimum of two course-specific warnings must be issued prior to a final 'N' non-completion of course determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School

Certificate. In Year 12, students must make a genuine attempt at Assessment Tasks that contribute in excess of 50% weighting of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ (student name) has not satisfactorily met _____% of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ (student name) to satisfy Course Completion Criteria, _____ (student name) the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with _____ (student name) and contact the school if further information or clarification is needed.

Yours sincerely,

Ms Stephanie Scott
Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by the Half-yearly examination period.

Please detach this section and return to the School

Requirements for the satisfactory completion of a Higher School Certificate Course

- I have received the letter dated _____ indicating that _____ (student name) is in danger of not having satisfactorily completed course requirements for _____ (course name).
- I am aware that this course may not appear on her Higher School Certificate Record of Achievement.
- I am also aware that the 'N' determination may make her ineligible for the award of the Higher School Certificate.

Parent/Carer's signature: _____

Date: _____

Student's signature: _____

Date: _____

CHANGE OF SUBJECT FORM

Date: _____

Students Name: _____

Year: _____

The purpose of this form is to collect all relevant information or advice before a variation of subject choice is made.

1. Dropping a subject

a) Subject that will be dropped: _____

b) Reason for the decision: _____

OR

2. Changing a subject

c) Subject that will be dropped: _____

d) Reason for the decision: _____

Career Advisor's Comment (Mrs Clothier): _____

3. Is an ATAR sought? Yes No

4. NESAs Check (Mrs Clothier)

Meets all necessary requirements if change occurs: Yes No

Comment _____

5. Subject Change

<u>Teacher</u>	<u>Initial</u>	<u>Comment</u>
<u>Head Teacher</u>	<u>Initial</u>	<u>Comment</u>

PARENT/CARER:

I have read the above comments and I do/do not give my son/daughter permission to make the variation indicated.

Name: _____ Signed: _____ Date: _____

DEPUTY PRINCIPAL:

Variation approved Variation Not approved

Signature: _____

<input type="checkbox"/>	NESA
<input type="checkbox"/>	HT
<input type="checkbox"/>	Timetable

ASSESSMENT CALENDAR

WK	1	2	3	4	5	6	7	8	9	10	11
TERM 4					Visual Art		Biology Chemistry Ancient History	Agriculture English Advanced English Standard English Studies	Business Studies Industrial Technology - Metals Physics Community & Family Studies		
TERM 1			Visual Design	Community & Family Studies	Maths Standard 2 Visual Art	Maths Advanced PDHPE Mathematics Extension 1 Maths Standard 1	Chemistry Ancient History	Agriculture Business Studies English Advanced English Standard English Studies	Biology Industrial Technology - Metall	SLR Physics	Maths Standard 2 Maths Standard 1 Mathematics Ext 1
TERM 2					PDHPE Maths Advanced Chemistry	Biology Visual Design	Visual Art Ancient History	Agriculture Maths Standard 1 English Advanced English Standard English Studies Business Studies	Community & Family Studies Industrial Technology - Metals Maths Standard 2 Mathematics Extension 1	Maths Advanced SLR Physics	
TERM 3		PDHPE		Visual Design	Trial HSC Examinations						

Agriculture

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 4 WEEK 8	TERM 1 WEEK 8	TERM 2 WEEK 8	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Research Task	Experimental Design/Practical Investigation	Research Task	Trial HSC Examination
Outcomes to be assessed		H3.1, H3.2, H3.3	H1.1, H2.1, H2.2, H4.1	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1
Module 1 – Plant and Animal Production	35%		25		10
Module 2 – Farm Product Study (Beef)	35%	25			10
Module 3 – Elective	30%			20	10
Total	100%	25%	25%	20%	30%

OUTCOMES

A student:

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

Ancient History

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	
		TERM 4 WEEK 7	TERM 1 WEEK 7	TERM 2 WEEK 7	TERM 3 WEEK 5/6	
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	
		Exposition	Source Analysis, Short Answer	Source & Historical Analysis, Multimedia	Trial HSC Examination	
Outcomes to be assessed		AH 12-1, AH 12-3, AH 12-4, AH 12-5, AH 12-9	AH 12-3, AH 12-4, AH 12-5, AH 12-7, AH 12-8	AH 12-1, AH 12-2, AH 12-6, AH 12-7, AH 12-10	AH 12-2, AH 12-5, AH 12-6, AH 12-8, AH 12-9	
Historical Period, Fall of the Republic	25%	20%			5%	
Personality, Caesar	25%		20%		5%	
Core, Cities of Vesuvius	25%			20%	5%	
Ancient Society, Spartan Society	25%			20% (Historical Analysis)	5%	
Total	100%	20%	20%	40%	20%	
COMPONENT WEIGHTING	Knowledge and understanding of course content	40%	10	10	15	5
	Source based skills	20%			10	10
	Inquiry and research skills	20%	5	5	5	5
	Communication of information, ideas, and issues in appropriate forms	20%	5	5	10	
Total	100%	20%	20%	20%	40%	20%

OUTCOMES

AH 12-1	accounts for the nature of continuity and change in the ancient world
AH 12-2	proposes arguments about the varying causes and effects of events and developments
AH 12-3	evaluates the role of historical features, individuals and groups in shaping the past
AH 12-4	analyses the different perspectives of individuals and groups in their historical context
AH 12-5	assesses the significance of historical features, people, places, events and developments of the ancient world
AH 12-6	analyses and interprets different types of evidence to support an historical account or argument
AH 12-7	discusses and evaluates differing interpretations and representations of the past
AH 12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH 12-9	communicates historical understanding, using knowledge, concepts and terms, in appropriate and well structured forms
AH 12-10	analyses issues relating to the ownership, custodianship and conservations of the ancient past

Biology

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 4 WEEK 7	TERM 1 WEEK 9	TERM 2 WEEK 6	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Practical/Research 1	Depth Study	Practical/Research 2	Trial HSC Examination
Outcomes to be assessed		BIO12-4, BIO12-5, BIO12-6, BIO12-12	BIO12-1, BIO12-3, BIO12-6, BIO12-7, BIO12-13	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-14	BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15
Module 5 - Heredity	20%	15			5
Module 6 – Genetic Change	45%		40		5
Module 7 – Infectious Disease	20%			10	10
Module 8 – Non-Infectious Disease & Disorders	15%			5	10
Total	100%	15%	40%	15%	30%

OUTCOMES

A student:

- BIO12-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO12-5 analyses and evaluates primary and secondary data and information
- BIO12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO12-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO12-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO12-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO12-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem
- BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Business Studies

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			TERM 4 WEEK 9	TERM 1 WEEK 8	TERM 2 WEEK 8	TERM 3 WEEK 5/6
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
Outcomes to be assessed			Topic Test Operations	Business Investigation Marketing	In-class extended response Human Resources	Trial HSC Examination
			H4, H5, H6, H8, H9	H1, H2, H3, H7, H8, H9	H2, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H7, H8, H9, H10
Operations		20%	20			
Marketing		30%		30		
Human Resources		20%			20	
Trial Examination		30%				30
Total		100%	20%	30%	20%	30%
COMPONENT WEIGHTING	Knowledge and understanding of course content	40%	10	5	5	20
	Stimulus Based Skills	20%	5	10		5
	Inquiry and research skills	20%		10	10	
	Communication of information, ideas, and issues in appropriate forms	20%	5	5	5	5
Total		100%	20%	30%	20%	30%

OUTCOMES

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

Chemistry

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 3
		TERM 4 WEEK 7	TERM 1 WEEK 7	TERM 2 WEEK 5	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Skills Task	Practical Task	Depth Study	Trial HSC Exam
Outcomes to be assessed		CH12-4, CH12-5, CH12-6, CH 12-12	CH12-2, CH12-3, CH12-5, CH 12-13	CH12-1, CH 12-5, CH 12-6, CH 12-7, CH 12-14	All outcomes
Module 5: Equilibrium and Acid Reactions	25%	15			10
Module 6: Acid/Base Reactions	20%		15		5
Module 7: Organic Chemistry	45%			40	5
Module 8: Applying Chemical Ideas	10%				15
Total	100%	15%	15%	40%	30%

OUTCOMES

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

Community & Family Studies

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 3
			TERM 4 WEEK 9	TERM 1 WEEK 4	TERM 2 WEEK 9	TERM 3 WEEK 5/6
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
Outcomes to be assessed			Individual Research Task	Pamphlet, Extended Response & Speech	Sample Bag Presentation & Essay	Trial HSC Examination
			H4.1, H4.2	H2.2, H3.2, H5.1, H6.2, H4.2	H1.1, H2.2, H2.3, H5.2, H7.2, H3.2	H3.1, H3.3, H3.4, H6.1, H7.1, H7.3, H7.4
Core: Resource Methodology		25%	20			5
Core: Groups in Context		30%		25		5
Core: Parenting and Caring		30%			25	5
Elective: Social impact of Technology		15%				15
Total		100%	20%	25%	25%	30%
COMPONENT WEIGHTING	Knowledge and understanding of course content	40%	10	10	10	10
	Skills in critical thinking, research methodology and analysing	30%	10	5	5	10
	Skills in communicating	30%		10	10	10
Total		100%	20%	25%	25%	30%

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 and communities
- H3.3 critically analyses the role policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H6.1 analyses how the environment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve the rights, promote responsibilities and establish roles leading to the creation of positive social environments
- H7.1 appreciates the differences among individuals, groups and families within communities and values their contributions to society
- H7.2 develops a sense of responsibility for the wellbeing of themselves and others
- H7.3 appreciates the value of resource management in response to change
- H7.4 values the place of management in coping with a variety of role expectations

Construction – Certificate II in Construction Pathways

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

Training Package CPC Construction, Plumbing and Services Training Package Release 8.0

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.							
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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

Construction – Certificate II in Construction Pathways

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

Training Package CPC Construction, Plumbing and Services Training Package Release 8.0

Assessment Schedule Year 12 - 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials		X			
CPCCBL2002	Use bricklaying and blocklaying tools and equipment		X			
CPCCWF2002	Use wall and floor tiling tools and equipment		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	√		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainability 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 (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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

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

English Advanced

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			TERM 4 WEEK 8	TERM 1 WEEK 8	TERM 2 WEEK 8	TERM 3 WEEK 5/6
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Imaginative Text, Reflective Speech & Extended Response	Multi-Modal Presentation & Extended Response	Podcast Transcript & Extended Response	Trial HSC Examination
Outcomes to be assessed			EA12-1, EA12-3, EA12-5, EA12-6, EA12-7, EA12-9	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-7, EA12-8	EA12-2, EA12-3, EA12-5 EA12-9
Common Module - Texts and Human Experiences – Drama: The Crucible		25%	20			5
Module A - Textual Conversations – Shakespearean Drama and Prose Fiction: The Tempest & Hag-seed		25%		15		10
Module B - Critical Study of Literature – Film: Good Night and Good Luck		20%			10	10
Module C - The Craft of Writing		30%	5	10	10	5
Total		100%	25%	25%	20%	30%
COMPONENT WEIGHTING	Knowledge and understanding of course content	50%	10	15	10	15
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15	10	10	15
Total		100%	25%	25%	20%	30%

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 synthesis complex information, ideas and arguments
- EA12-6 investigates and evaluates the relationship between texts
- EA12-7 evaluates the diverse way texts can represent personal and public worlds and recognizes 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 Standard

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			TERM 4 WEEK 8	TERM 1 WEEK 8	TERM 2 WEEK 8	TERM 3 WEEK 5/6
TYPE OF TASK	TYPE OF TASK		TYPE OF TASK	TYPES OF TASK		
Outcomes to be assessed			Imaginative text & Reflective Speech Extended Response	Extended Response	Visual Representation & Extended Response/Portfolio	Trial HSC Examination
		EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-9	EN12-5, EN12-6, EN12-7, EN12-8	EN12-2, EN12-4, EN12-8, EN12-9	EN12-1, EN12-3, EN12-5, EN12-8, EN12-9	
Common Module - Texts and Human Experiences – Drama: The Crucible		25%	20			5
Module A - Language, Identity and Culture – Film: The Castle		25%		15		10
Module B - Close Study of Literature – Prose Fiction: The Curious Incident of the Dog in the Night time		20%			10	10
Module C - The Craft of Writing		30%	5	10	10	5
Total		100%	25%	25%	20%	30%
COMPONENT WEIGHTING	Knowledge and understanding of course content	50%	10	10	15	15
	Skills in responding to texts	25%	5	5	5	10
	Skills in communication of ideas appropriate to audience, purpose, and context across all modes	25%	10	10		5
Total		100%	25%	25%	20%	30%

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, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN12-6 investigates and explains the relationships between texts
- EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds
- EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning
- EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

English Studies

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 3
			TERM 4 WEEK 8	TERM 1 WEEK 8	TERM 2 WEEK 8	TERM 3 WEEK 5/6
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
Outcomes to be assessed			Short Answer & Listening Task	Speech & Essay	Extended Response & Portfolio	Trial HSC Examination
			ES12-1, ES12-2, ES12-7, ES12-8	ES12-3, ES12-4, ES12-5, ES12-6	ES12-1, ES12-5, ES12-6, ES12-9, ES12-10	ES12-1, ES12-2, ES12-4, ES12-7, ES12-8, ES12-9
Common Module - Texts and Human Experiences – Media: Go Back to where you came from		50%	30			20
Module E - Playing the Game – Prose Fiction: Eleven Seasons/The Club/The Australian Dream		25%		20		5
Module K - The Big Screen – Film: Western Genre		25%			20	5
Total		100%	30%	20%	20%	30%
COMPONENT WEIGHTING	Knowledge and understanding of course content	50%	20	10	10	10
	Skills in comprehending texts	10%	5			5
	Skills in communicating	20%		5	10	5
	Uses language appropriately, accurately and effectively	20%	5	5		10
Total		100%	30%	20%	20%	30%

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

Hospitality – Certificate II in Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162
 Training Package SIT Tourism, Travel and Hospitality

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>				
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

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

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

Hospitality – Certificate II in Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162
 Training Package SIT Tourism, Travel and Hospitality

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Working in the hospitality industry	HSC TRIAL EXAM
SITHIND006	Source and use information on the hospitality industry	X		
SITHFAB024	Prepare and serve non-alcoholic beverages		X	
SITHFAB025	Prepare and serve espresso coffee		X	
SITHFAB027	Serve food and beverages		X	
BSBTWK201	Work effectively with others		X	
SITHIND007	Use hospitality skills effectively		X	

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

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

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

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

Industrial Technology - Metals

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 4 WEEK 9	TERM 1 WEEK 9	TERM 2 WEEK 9	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Designing & Planning Presentation	Industry Study	Project Development & Management Folio	Trial HSC Examination
Outcomes to be assessed		H3.1, H3.2, H3.3, H4.2, H5.1	H3.2, H4.3, H6.1	H2.1, H3.3, H4.1, H5.2, H6.2	H1.1, H1.2, H1.3, H6.1, H7.1, H7.2
Knowledge and understanding of course content	40%	5	5	10	20
Knowledge and skills in the management, communication of projects	60%	15	15	20	10
Total	100%	20%	20%	30%	30%

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 work 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 expertise where necessary to complete personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Mathematics Advanced

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 6	TERM 2 WEEK 5	TERM 2 WEEK 10	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Assessment Test	Assessment Test	Assignment	Trial HSC Examination
Outcomes to be assessed		MA12-1, MA12-4 MA12-5	MA12-3, MA12-6 MA12-7, MA12-8, MA12-10	MA12-2, MA12-4 MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8 MA12-10
		Financial Mathematics Functions, Trigonometric Functions	Calculus, Statistical Analysis	Financial Mathematics	Financial Mathematics Functions, Trigonometric Functions, Calculus, Statistical Analysis
Understanding, fluency and communication	50%	10	10	15	15
Problem-solving, reasoning and justification	50%	10	10	15	15
Total	100%	20%	20%	30%	30%

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 – Extension 1

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	Task 3	TASK 4
		TERM 1 WEEK 5	TERM 1 WEEK 11	TERM 2 WEEK 10	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Open Book Class Test	Test	Assignment/Investigation	Trial HSC Examination
Outcomes to be assessed	ME12-1, ME12-2, ME12-7	ME12-1, ME12-3, ME12-4, ME12-7	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-7	
	Proof by Induction, Vectors	Trigonometric Equations and Calculus	Calculus and Projectile Motion	Induction, Vectors, Trigonometric Equations, Calculus, Distributions	
Understanding, Fluency and Communicating	50%	10	10	15	15
Problem Solving, Reasoning and Justification	50%	10	10	15	15
Total	100%	20%	20%	30%	30%

ME12-1 applies techniques involving proof or calculus to model and solve problems

ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems

ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME12-5 applies appropriate statistical processes to present, analyse and interpret data

ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts

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

Mathematics Standard 2

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 6	TERM 1 WEEK 11	TERM 2 WEEK 9	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		In-Class Assessment Task	Assignment	In-Class Open Book Test	Trial HSC Examination
Outcomes to be assessed		MS2-12-3, MS2-12-4 MS2-12-5, MS2-12-10	MS2-12-1, MS2-12-6, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-7, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10
		Financial Mathematics and Measurement	Algebra & Networks	Statistical Analysis and Measurement	Algebra, Measurement, Financial Mathematics, Statistical Analysis and Networks
Understanding, fluency and communication	50%	10	15	10	15
Problem solving, reasoning and justification	50%	10	15	10	15
Total	100%	20%	30%	20%	30%

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 the 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 by 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 Standard 1

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 6	TERM 1 WEEK 11	TERM 2 WEEK 8	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		In-Class Assessment Task	Assignment	In-Class Open Book Test	Trial HSC Examination
Outcomes to be assessed		MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-7, 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, MS1-12-10
		Algebra, Measurement, Financial Mathematics	Networks	Algebra Statistical Analysis Measurement	Algebra, Measurement, Financial Mathematics, Statistical Analysis and Networks
Understanding, fluency and communication	50%	10	15	10	15
Problem solving, reasoning and justification	50%	15	10	10	15
Total	100%	25%	25%	20%	30%

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 judgments about their reasonableness
- MS1-12-4 analyses simple two-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 recognizes appropriate times for such use
- MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Personal Development, Health & Physical Education

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			TERM 1 WEEK 6	TERM 2 WEEK 5	TERM 3 WEEK 2	TERM 3 WEEK 5/6
TYPE OF TASK	TYPE OF TASK		TYPE OF TASK	TYPE OF TASK		
Outcomes to be assessed			Presentation Health Priority Issue	Writing Task Health of Young People/Sports Medicine	Research Task How does training affect performance?	Trial HSC Examination
			H1, H2, H3, H4, H5, H14, H15, H16	H2, H5, H6, H8, H13, H14, H16, H17	H7, H8, H10, H16, H17	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17
Core One: Health Priorities in Australia		30%	20			10
Core Two: Factors Affecting Performance		40%			30	10
Option 1: The Health of Young People		15%		10		5
Option 3: Sports Medicine		15%		10		5
Total		100%	20%	20%	30%	30%
COMPONENT WEIGHTING	Knowledge and understanding	40%	10	10	10	10
	Skills in critical thinking, research, analysing and communicating	60%	10	10	20	20
Total		100%	20%	20%	30%	30%

OUTCOMES A student:

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

Physics

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 4 WEEK 9	TERM 1 WEEK 10	TERM 2 WEEK 10	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Practical Task	Depth Study 1 – The Motor Effect	Depth Study 2 – Spectroscopy & HR Diagram	Trial HSC Examination
		PH12-1,PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-12	PH12-1,PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, P12-13	PH12-1,PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-14, PH12-15	ALL OUTCOMES AND SKILLS
Outcomes to be assessed					
Skills in working scientifically	60%	15	10	15	20
Knowledge and understanding of course content	40%	10	10	10	10
Total	100%	25%	20%	25%	30%

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
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Primary Industries – Certificate II in Agriculture

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

Training Package AHC Agriculture, Horticulture and Conservation and Land Management Release 9.0

Livestock Assessment Schedule Year 11 – 2024

Assessment Tasks for AHC20122 Certificate II in Agriculture <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>			Task 1 WHS	Task 2 Communicate and Work Effectively	Task 3 Operate Tractors	Task 4 Biosecurity	Task 5 Handle and Observe Livestock	Task 6 Care for Livestock	EXAM (Optional)
AHCWHS202	Participate in workplace health and safety processes	√	X						
AHCWRK212	Work effectively in industry	√		X					
AHCWRK213	Participate in workplace communications			X					
AHCMOM202	Operate tractors				X				
AHCMOM304	Operate machinery and equipment				X				
AHC BIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity					X			
AHCLSK205	Handle livestock using basic techniques						X		
AHCLSK204	Carry out regular livestock observation						X		
AHCLSK202	Care for health and welfare of livestock	√						X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward AHC20122 Certificate II in Agriculture.

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

Primary Industries – Certificate II in Agriculture

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Training Package AHC Agriculture, Horticulture and Conservation and Land Management Release 9.0

Livestock Assessment Schedule Year 12 – 2025

Assessment Tasks for AHC20122 Certificate II in Agriculture <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>			Task 7 Weather	Task 8 Chemicals and Weeds	Task 9 Environmentally Sustainable	Task 10 Electric Fencing	Task 11 Farm Fencing	HSC Trial EXAM (Optional)
AHCWRK210	Observe and report on weather	√	X					
AHCCHM201	Apply chemicals under supervision	√		X				
AHCPMG201	Treat weeds			X				
AHCWRK211	Participate in environmentally sustainable work practices	√			X			
AHCINF205	Carry out basic electric fencing operations					X		
AHCINF206	Install, maintain and repair farm fencing						X	

Depending on the achievement of units of competency, the possible qualification outcome is a AHC20122 Certificate II in Agriculture.

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

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

Sport, Lifestyle & Recreation

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 10	TERM 2 WEEK 10	TERM 3 WEEK 5/6
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
Outcomes to be assessed			Research Report	Practical Assessment	End of Course Examination
			1.5, 2.3, 3.5, 4.3	1.1, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 4.4	1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.5, 3.2, 3.3, 3.6, 4.1, 4.5
Module 9: Healthy Lifestyles		25%	20		5
Module 7: Games & Sports Application II		25%		20	5
Module 2: Athletics		15%		10	5
Module 12: Resistance Training		20%		10	10
Module 15: Sport Coaching & Training		15%		10	5
Total		100%	20%	50%	30%
COMPONENT WEIGHTING	Knowledge and understanding	50%	20		30
	Skill	50%		50	
Total		100%	20%	50%	30%

OUTCOMES

A student:

- | | |
|--|--|
| <ul style="list-style-type: none"> 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 2.6 selects appropriate strategies and tactics for success in a range of movement contexts | <ul style="list-style-type: none"> 3.1 designs programs that respond to performance needs 3.2 measures and evaluates physical performance capacity 3.3 composes, performs and appraises movement 3.4 analyses personal health practices 3.5 assesses and responds appropriately to emergency care situations 3.6 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 |
|--|--|

Visual Art

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 4 WEEK 5	TERM 1 WEEK 5	TERM 2 WEEK 7	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Development of the Body of Work Submission of works in progress, VAPD with annotated research and critical evaluation of material & conceptual intention	Essay Extended written research response. Account for the critical and historical interpretation of a selected artist's practice	Development of the Body of Work Submission of artworks under development, VAPD including a written account of artmaking practice through the artwork/audience relationship	Trial HSC Examination Art Criticism and Art History Written Examination Resolving the Body of Work: artworks undergoing refinement, VAPD including curation of works for HSC
Outcomes to be assessed		H1, H2, H3, H4, H9	H8, H9, H10	H1, H2, H3, H4, H6, H8	H2, H4, H5, H6, H7, H8, H9, H10
Artmaking	50%	15		25	10
Critical and Historical Studies	50%	15	15	10	10
Total	100%	30%	15%	35%	20%

OUTCOMES

A student:

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

Visual Design

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 3	TERM 2 WEEK 6	TERM 3 WEEK 4
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Assessment task PD 3- Industrial	Assessment task GD 3- Interactive and Multimedia	Assessment task Individual/Collaborative Design
Outcomes to be assessed		DM1, DM2, DM4, DM5, DM6, CH1, CH2, CH4	DM1, DM3, DM5, CH1, CH3	DM1, DM2, DM5
Product Design	40%	Part 1-20 Designing and Making Part 2 -20 Critical and Historical Studies		
Graphic Design	30%		Part 1-20 Designing and Making Part 2-10 Critical and Historical Studies	
General	30%			Designing and Making
Total	100%	40%	30%	30%

OUTCOMES

A student:

- DM1 generates a characteristic style that is increasing self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representation/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of WHS in the making of a range of works
- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interest in the fields of design