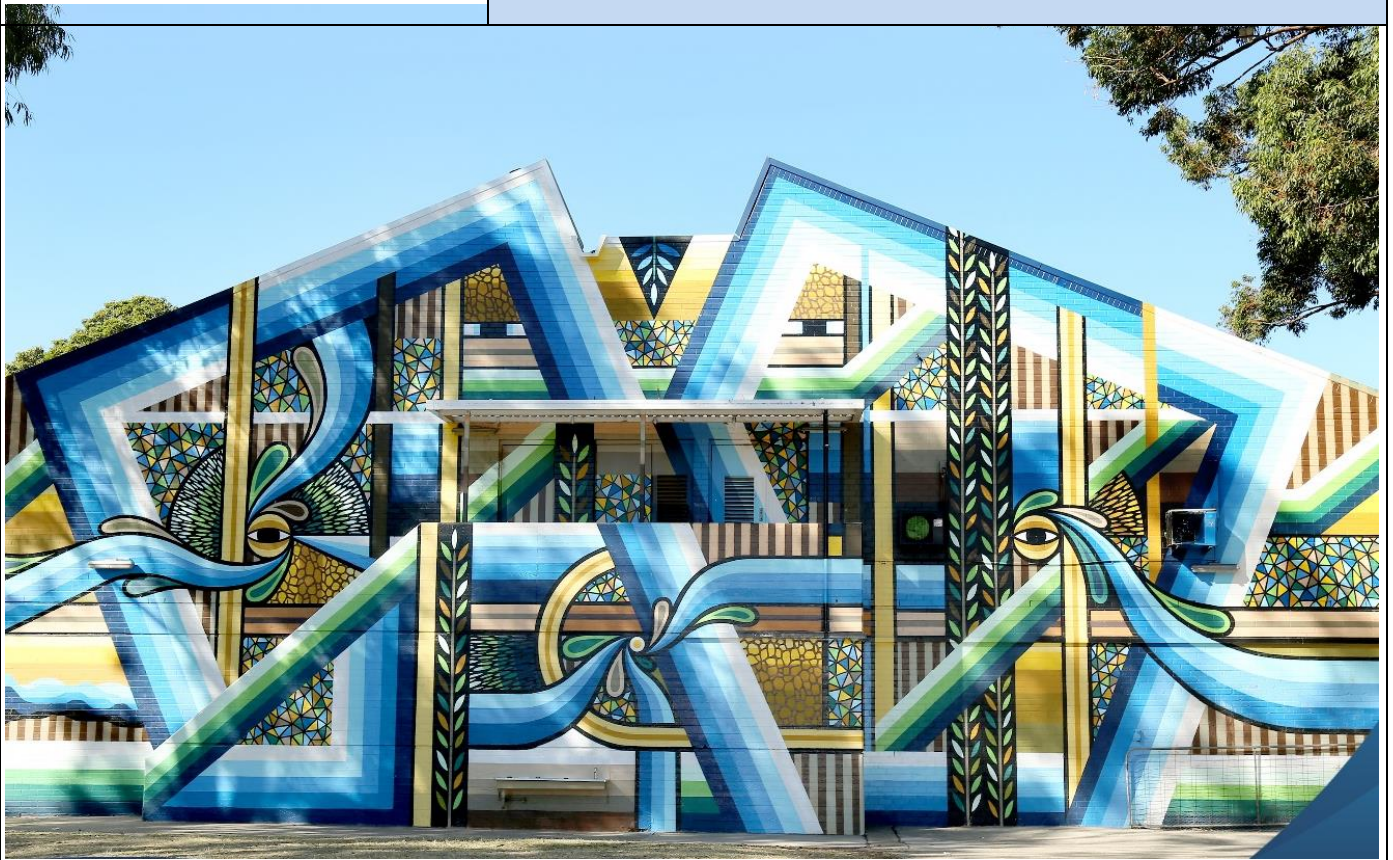




*Creative and  
Performing Arts*

# Year 12 HSC Assessment Handbook 2025



## ASPIRE THE HEIGHTS

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## MESSAGE FROM THE PRINCIPAL

On behalf of everyone at Nepean Creative and Performing Arts High School, I congratulate all Year 12 students who have successfully completed their Year 11 studies, thus beginning the next chapter as we draw closer to the 2025 NSW Higher School Certificate. I am confident that the learning opportunities you have engaged with in your Year 11 courses have prepared you well for the demands of Year 12.

You will now all be acutely aware of the very high academic workload that senior school study demands. Many students are reaping the rewards of the hard work and commitment you have applied to your studies thus far, and all students should be engaging in critical reflection on your learning to identify specific opportunities for improvement. I encourage all students to embrace the advice your teachers have given in your report comments and to initiate further and ongoing conversations with your teachers on the precise areas of development you should focus on in your next steps in this HSC learning journey. The HSC examinations are the end point in that journey, but it is the daily work you engage in over the next 12 months that is most critical to that final HSC destination. Your preparation for the HSC has already commenced, and every minute you spend engaged in learning from here onwards matters.

It is important that all students and parents become familiar with this handbook, as a working knowledge of the HSC rules and expectations will support success in the HSC. Like all things in life, the more you understand how things function, the better you will be able to achieve in that environment. Should you require any clarification on the contents of this handbook, please feel free to contact me or Mrs Witheridge as the Relieving Year 12 Deputy Principal.

I encourage all students to aspire the heights, to take care in all aspects of their school work, to make the most of every opportunity at Nepean Creative and Performing Arts High School, and let personal success be your reward at the culmination of 13 years of schooling in 2025.

**Mrs Tania Irons**  
**Principal**

## PREAMBLE

The purpose of the *Year 12 HSC Assessment Handbook 2025* is to communicate the policies, procedures and rules in relation to internal assessment in Stage 6 at Nepean Creative and Performing Arts High School. It seeks to provide contextual clarification of the rules and processes specified by the *NSW Education Standards Authority* (hereby referred to as NESA). This handbook also contains the HSC assessment schedule for all Year 12 HSC courses.

At the commencement of HSC (Year 12) courses, students will be provided with a printed copy of this handbook. Students will also be expected to sign an acknowledgment that they have received this booklet. Please note that Nepean Creative and Performing Arts High School reserves the right to make any changes considered necessary after this handbook has been issued. Students will be formally advised of any relevant changes and updated versions will be accessible on the school's website and the Year 12 Teams page, along with the forms referred to in this handbook.

Students need to ensure that they have received, read and understood the requirements and procedures outlined in this handbook so that they are aware of their responsibilities and those of the school with regard to HSC assessment. This handbook can also assist students to effectively plan ahead and take responsibility for managing their own learning in 2024-2025.

## 1. GENERAL INFORMATION ABOUT THE HSC

The Higher School Certificate (HSC) is internationally recognised and is the highest educational credential in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school and provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

### 1.1 ELIGIBILITY REQUIREMENTS

The rules and requirements for HSC eligibility are governed by NESA and are published in the *Assessment, Certification and Examination (ACE) Manual*. To be eligible for the [HSC](#) students must:

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

### 1.2 PATTERN OF STUDY REQUIREMENTS

To be eligible for the award of the HSC credential, students must satisfactorily complete:

- a. a Preliminary pattern of study comprising at least 12 units, and
  - b. an HSC pattern of study comprising at least 10 units.
1. To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:
    - a. 2 units of a Board Developed course in English
    - b. at least 4 more units of Board Developed courses
    - c. at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and

- d. at least 4 subjects.
2. Students may study a maximum of 6 units of Year 11 Science courses, and 7 units of HSC Science courses.
3. For students entered in Mathematics Extension 2, both Mathematics Extension 1 and Mathematics Extension 2 are counted as 2-unit courses.
4. Students must meet all other course eligibility requirements, and HSC eligibility requirements to be granted the HSC credential.
5. Students may accumulate HSC courses towards the award of the HSC credential within a consecutive five-year period.

### 1.3 HSC SATISFACTORY COMPLETION OF COURSE REQUIREMENTS

Students studying an HSC course must make a genuine attempt to complete the course requirements. To be determined to have met the requirements for completion of HSC Courses, and in compliance with [NESA ACE Manual](#) students must be able to provide evidence to the Principal that they have:

- followed the course developed or endorsed by 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.
- made a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted.

Students must also sit for and make a genuine attempt at any requisite examination.

Failure to satisfy these completion requirements may result in the student being issued a Non-Completion Determination for a course, which may in turn impact eligibility for the HSC credential.

### 1.4 VET COURSE COMPLETION REQUIREMENTS

Students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria, which, according to [NESA ACE Manual](#), are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- mandatory work placement requirements (where applicable)
- the HSC Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks
- competency-based assessment requirements.

If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with a non-completion ('N') determination.

### 1.5 HSC MINIMUM STANDARDS

Students need to demonstrate a minimum standard of literacy and numeracy to receive the HSC. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have the level of skills necessary for success after school.

Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. Students will need to achieve a Level 3 or Level 4 in order to receive the HSC credential.

Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12. Some students will be eligible for disability provisions for the minimum standards tests, or an exemption from the HSC minimum standard requirement.

## 1.6 HSC PERFORMANCE BANDS

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The performance bands and descriptions give meaning to the HSC mark. For a 2-unit course, Band 6 indicates the highest level of performance, and the minimum standard expected is 50:

- Band 6 = 90 – 100 marks
- Band 5 = 80 – 89 marks
- Band 4 = 70 – 79 marks
- Band 3 = 60 – 69 marks
- Band 2 = 50 – 59 marks
- Band 1 = 0 – 49 marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met the minimum standard required to be credentialed in that course. Band 1 includes HSC marks ranging from 0 to 49.

For an Extension course, student performance is divided into four bands:

- Band E4 = 45 - 50 marks
- Band E3 = 35 - 44 marks
- Band E2 = 25 - 34 marks
- Band E1 = 0 - 24 marks

## 1.7 NESAS STUDENTS ONLINE

NESA Students Online provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and how the HSC works. Year 10, 11 and 12 students in NSW are eligible for a Students Online account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account.

HSC results are available to students via their NESA Students Online account. Students can download and print their full credentials from Students Online in December.





Home My account Help Contact us About

## Welcome to Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

### What you need to know

#### 2024 HSC students


- Assessment ranks will be available after the final HSC examination for 4 weeks.
- HSC results release - 18 December 2024. For your ATAR, please visit the [University Admissions Centre \(UAC\)](#).
- Check your name:
  - Your name shown in Students Online is what you see on your certificates. To change your name, speak to your school as soon as possible.
  - Check and update contact details from 25 January to 11 December 2024:
    - your personal email address you have easy access to
    - your mobile number
- Check and update your postal address to receive your HSC Testamur.

### Login

Student Number:

PIN:

I'm not a robot



[Login](#)

OR

[Activate account](#)

Go to <https://studentonline.nesa.nsw.edu.au> to activate and access Student Online accounts.

## 1.8 DISABILITY PROVISIONS

Disability provisions in the HSC are approved by NESA and are practical arrangements designed to help students who have a permanent or temporary disability with practical support in the Higher School Certificate examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.

To apply for provisions, schools must submit an online application to NESA through Schools Online. Parents need to contact the Head Teacher Learning & Wellbeing to commence the application process. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through Schools Online and the school will communicate this decision to the student.

Students and parents/caregivers are strongly advised to consult the [NESA website](#) for more information about Disability Provisions and/or speak to the Learning Support Team.

## 1.9 REQUIREMENTS FOR AN ATAR

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's **rank** against all other students in their state. The ATAR is not a mark, nor is it a summary of the HSC. Rather, it is a ranking system used by the University Admission Centre (UAC) to allocate university placements to students in university courses.

To be eligible for an ATAR in NSW, students must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- 10 units from [HSC Board Developed courses](#)
- Including 2 units of English
- three HSC Board Developed courses of 2 units or greater
- four subject areas.

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units.

The calculation of an ATAR is optional. HSC students will need to indicate whether they wish to have their ATAR calculated via their NESA Confirmation of Entry.

Students and parents are encouraged to visit the [UAC website](#) for additional information on the ATAR.

## 2. ASSESSMENT PROCEDURES

Nepean Creative and Performing Arts High School is required to submit to NESAs an *Assessment Mark* based on achievement, as well as a *rank*, for each of the courses forming a student's HSC pattern of study. Assessment Marks are based on the formal internal school assessment program that students undertake as part of their HSC school-based assessment program. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to: presentations, reports, practical work, portfolios, journals, log books, process diaries, tests, compositions and formal written examinations.

### 2.1 THE SCHOOL'S RESPONSIBILITIES

Nepean Creative and Performing Arts High School is responsible for providing:

- a formal HSC school-based assessment program which complies with NESAs requirements for assessment, as per ACE Manual 2.1.2
- the *Year 12 HSC Assessment Handbook 2025* to students, which details the procedures and expectations of the school, its staff and students regarding assessment in Stage 6.
- the *Year 12 HSC Assessment Handbook 2025* for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task.
- appropriate adjustments to teaching, learning and assessment for students with disability in line with the Disability Discrimination Act 1992 and the Disability Standards for Education 2005. appropriate reporting procedures.
- a school-based procedure for Illness/Misadventure appeals.
- a review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- NESAs with a final school-based assessment mark using the marks assigned to the various tasks in the formal assessment program.
- a register of Malpractice in HSC Assessment to NESAs.
- formal notification to any student, and their parent/caregiver, who has not met minimum course requirements in any course with the formal N Determination in line with NESAs N Determination procedure.

Faculty Head Teachers and course teachers are responsible for:

- setting assessment tasks that:
  - Will be used to measure student performance in each component of a course.
  - Are effective at discriminating between students' achievement of outcomes to determine assessment rank.
  - Specify a mark/weighting for each assessment task with marks ideally equivalent to the weighting.
  - Are of the same type and have the same weighting for all classes studying that course.
  - Include adjustments outlined in a student's Learner Profile to support a diagnosed disability.
- Setting substitute assessment tasks, where required, in accordance with the illness/misadventure provisions outlined in the school's policies and procedures for school-based assessment.
- providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task including the components, weighting and marking criteria. This notification will be issued typically 14 calendar days in advance. In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal or Delegate. In such cases, teachers will inform students of the new arrangements, in writing, typically 14 calendar days in advance.
- maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).

- providing students with assessment task feedback at the completion of each task, which includes a mark or grade, rank (if applicable), detailed marking criteria and feedback typically within 3 weeks of the task being completed.
- establishing procedures for recording and reporting student performance on all assessment tasks.
- issuing official NESA Non-Completion of a Course Warning Letters to students and parents/caregivers outlining the areas of unsatisfactory completion of the Year 11 and/or Year 12 course requirements.
- providing final HSC marks to the Principal for submission to NESA based on the marks achieved by students in the formal school-based assessment program.
- ensuring that final school-based assessment marks are not provided to students.
- ensuring students are aware that they can access their Assessment Rank Order Notice after the last HSC examination has occurred.

## 2.2 THE STUDENT’S RESPONSIBILITIES

Students are responsible for:

- being familiar with the procedures and course information contained in this Handbook
- attending classes regularly and ensuring their attendance enables them to achieve course outcomes. The Department of Education expects students to maintain 95% attendance.
- demonstrating sustained diligence and effort in each subject and participating in all lessons constructively.
- making a serious attempt at all assessment tasks and completing all other set tasks to achieve course outcomes.
- ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- ensuring when absent from school on the day an assessment task notification is issued that they know it is their responsibility to contact their teacher and/or the relevant Faculty Head Teacher to obtain the task notification. No extension or leave will be granted if a student fails to carry out this action.
- speaking with their Teacher, the relevant Faculty Head Teacher or the VET Coordinator for clarification about the requirements of the subject/course assessment program.
- being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification.
- submitting work that is their own. Any material copied without acknowledgment of the original source, and any actions in breach of the principles of honesty and integrity in assessment will result in penalties being imposed and will be recorded in the school’s Malpractice Register which is submitted to NESA.
- ensuring they are given a receipt for any hand-in assessment task, i.e. one that was not completed during class time or in an examination. Disputes about lost assessment tasks will **NOT** be considered if the student cannot produce a receipt.
- lodging appeals against marks awarded for an assessment task within **two** school days of receiving the marked assessment task. Note: two school days does **NOT** include weekends, public holidays or school holidays.

## 2.3 COMPLETION OF SCHOOL-BASED ASSESSMENTS

Students are advised of the following NESA Assessment Certification Examination [\(ACE\) policies](#):

Substituting assessment tasks

- Students are expected to attempt all assessment tasks.
- If a student has an upheld illness/misadventure application, schools must provide the student with an opportunity to attempt the assessment task by either:

- providing an extension of time to complete the original assessment task, or
- providing the student with a substitute assessment task.
- Schools must ensure the substitute assessment task is in accordance with the illness/misadventure provisions in the school's policies and procedures for school-based assessment.
- In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment.
- If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, the school must record a zero mark for the assessment task.

## Non-completion of HSC school-based assessment: principals must warn students

If it appears that a student is at risk of not meeting the school-based assessment requirements in a course, a warning must be [given](#).

The principal must:

- advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a non-completion ('N') determination
- advise the parent or guardian in writing if the student is under 18
- request from the student and/or parent/guardian a written acknowledgement of the warning
- issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements)
- retain a copy of the warning notice and other relevant documentation.

## 2.4 ASSESSMENT TASK NOTIFICATIONS

Students will be notified in writing of the specific details of an assessment task typically two weeks prior to the task. The written notification of each task must include:

- The date and time of the task and/or when the task is due – hand-in tasks will fall due at **3pm** on the submission date. (Please note: that assessment tasks will not be due in the two-week period prior to the formal Trial HSC Period without the permission of the Principal).
- Outcomes assessed.
- Description of the nature of the task.
- Components and task weighting.
- Marking criteria/information about how the task will be assessed.

## 2.5 MAINTAINING HONESTY AND INTEGRITY

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

Students are responsible for knowing and complying with NESAs ACE Rules and policies regarding malpractice, including:

- a. [All My Own Work](#) (or its equivalent), and
- b. [HSC Rules and Procedures Guide](#), and
- c. [HSC minimum standard: Malpractice and breaches of test rules](#), and
- d. [HSC practical exams](#).

## 2.6 HSC: ALL MY OWN WORK

To be eligible for the HSC, all students (unless they are only entered in Life Skills courses) must complete HSC: [All My Own Work](#), a program designed to help HSC students follow the principles and ethical practices of good scholarship including the acknowledgment of sources of information. At Nepean Creative and Performing Arts High School, students usually complete this in Year 10.

## 2.7 MALPRACTICE

[Malpractice](#) is any attempt to gain an unfair advantage over other students:

- Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.
- Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
- Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.
- Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption.

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents<sup>1</sup>, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements. Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

Breach of assessment conditions:

- All students undertaking an HSC exam or HSC minimum standard test must comply with the assessment conditions set by NESA.
- When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

- HSC exam rules and procedures, and
- HSC minimum standard test rules and procedures.
- Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

### SCHOOL BASED PROCEDURE FOR MANAGING MALPRACTICE:

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the relevant Faculty Head Teacher and notified immediately to the Head Teacher Administration. The relevant Faculty Head Teacher will notify the student and their parent/caregiver, and will provide the Head Teacher Administration with all relevant documentation concerning the suspected malpractice.

The Head Teacher Administration will establish an Assessment Review Panel to review each case on its own merit. The Assessment Review Panel will consist of three members of the school executive. This will generally comprise a Deputy Principal, the Head Teacher Administration, and a Head Teacher not of the faculty in which the case has arisen (the exact make up of the Panel will be subject to staff availability).

The role of the Assessment Review Panel is to review each suspected malpractice case on its merits and consider all the issues in order to arrive at a fair conclusion and make recommendations to the Principal. Where student conduct constituting malpractice has been established, the school will impose a penalty appropriate to the seriousness of the offence. In exceptional circumstances, the school may decide to administer a substitute assessment task.

Should the student wish to appeal the decision of the Assessment Review Panel, they must submit this in writing to the Principal within **two** school days of the decision being taken (see Procedures for an Assessment Appeal Application and Assessment Task Appeal Application Form). The Principal will then review the student's appeal and the process undertaken by the Assessment Review Panel to determine the final outcome.

The school's procedure for managing cases of suspected malpractice is as follows:

- a) Course teacher notifies Faculty Head Teacher.
- b) Faculty Head Teacher notifies Head Teacher Administration, as well as student and their parent/caregiver.
- c) Head Teacher Administration liaises with Deputy Principal of the Year 12 cohort to form an Assessment Review Panel.
- d) The course teacher provides all relevant information to the Assessment Review Panel via their Head Teacher.
- e) The Assessment Review Panel requests a response from the student, wherein the student will be required to demonstrate evidence honesty and integrity in the assessment process. This may occur via a meeting with the student and their parent/caregiver (or an appropriate support person as agreed by the Panel and parent/caregiver) or may be provided in writing by the student.
- f) The Assessment Review Panel consider all available information to arrive at a fair conclusion, which will be provided to the student, their parent/caregiver and the Principal.
- g) In the event that the student appeals the decision of the Assessment Review Panel, the Principal will review the appeal and make a final determination within 5 days of receipt of the appeal, and notifies all stakeholders of the final decision.

Malpractice in school-based assessment is a serious offence. If malpractice is determined as proven, a zero mark may be awarded. Where malpractice involves plagiarism, depending on the extent of the plagiarism, the teacher may only mark the sections that have not been plagiarised, or the student may be awarded a zero mark. In cases of established malpractice in HSC assessment tasks, all schools are required to register this information with NESAs.

## 2.8 STUDENT SUBMISSIONS OF ASSESSMENT TASKS

This Handbook shows the general timing of assessment tasks with regards to the school term and week. Precise submission dates for a hand-in task will be clearly specified on the assessment notification for each particular task, with the submission time of 3pm remaining consistent for all hand-in tasks. Students will sign the course documentation register to confirm submission of their task, and teachers will acknowledge receipt acknowledging the task being received on this same register. Dates and times for examinations will be provided on the examination timetable.

It is the student's responsibility to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether or not electronic submissions will be accepted, preferred or stated. In certain situations, students will be required to complete a Student Attendance Slip for in-class assessment tasks and examinations as evidence of their attempt in tasks of this nature.

Students must submit the Assessment Task Notification Cover Sheet for all hand-in assessment tasks unless otherwise stated in the assessment task notification. In doing so, students make a pledge of honesty to uphold the integrity of assessment.

Students are expected to keep a copy of assessment tasks that have been submitted, and must either sign the course documentation register or retain electronic evidence of submission date and time until the task is marked and returned. This will enable the student to provide proof of submission and a copy of the task should the original submission be misplaced or a digital file corrupted.

### 2.8.1 FAILURE TO SUBMIT AN ASSESSMENT TASK

Failure to submit a task on time will result in a zero mark being awarded and the issuing of an N Award Warning Letter notifying parents they have received a zero for that task and a new deadline will be set for students to satisfactorily attempt and submit the task as per NESAs rules. If a student is absent on the day an assessment task is due, they may apply for Illness/Misadventure by following the procedures outlined in this handbook. Failure to submit the assessment task could lead to an N Determination being granted for the course and ineligibility for graduation and the award of the Higher School Certificate.

### 2.8.2 SCHOOL ATTENDANCE ON DUE DATE OF AN ASSESSMENT TASK

Students must attend school and all classes on the day an assessment task is due unless their absence is supported by a medical certificate or documented misadventure. Should a student miss a class on the day an assessment task is due it may be deemed as unfair advantage and penalties, including the award of a zero mark, could apply.

## 2.9 EXAMINATION PERIOD

A formal written examination is often in the same format as an HSC examination and typically draws from most or all content areas, topics or modules. An examination period is a dedicated time in which all examinations will be held for applicable courses. In Year 11 and Year 12, normal lessons will be suspended, and students will only be required at school when their specific examinations are scheduled.



### 2.9.1 EXAMINATION PROCEDURES AND RULES

1. Students must read the examination timetable carefully and be prepared to attend exams at the times and venues that the school arranges. Students must arrive at the exam at least 10 minutes early. Concessions will not be made (such as extra time given) for students who arrive late for an examination or who miss an examination due to poor organisation.
2. Students must sit for all exams in which they are entered, unless they have an illness or misadventure, in which case they must notify the school immediately and follow the appropriate procedures.
3. Students should bring the equipment they need and know what equipment is allowed for each exam. Students are responsible for ensuring their equipment is in good working order because the school will not uphold misadventure applications for equipment failure. Students may not borrow equipment during exams. Exam staff may inspect equipment when a student enters the room and will tell them where to place any unauthorised items. However, exam staff are not responsible for these items.

Permitted Items	Prohibited Items
<ul style="list-style-type: none"><li>• Black pens</li><li>• Pencils, erasers and a sharpener</li><li>• A ruler</li><li>• Highlighter pens</li><li>• A clear bottle of water</li><li>• A non-programmable watch, which must be taken off, placed on your desk in clear view and not touched during the exam</li><li>• Other equipment as specified in the exam notification, like a calculator</li></ul>	<ul style="list-style-type: none"><li>• Mobile phones</li><li>• Programmable watches, like smart watches</li><li>• Any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries</li><li>• Paper or any printed or written material (including your exam timetable)</li><li>• Dictionaries (except in language exams, if allowed)</li><li>• Correction fluid or correction tape.</li></ul>

4. Students must sit at the desk that shows their name and/or student number.
5. During the exam, students must:
  - a. Always follow the exam supervisors' instructions.
  - b. Complete the Student Attendance Slip as an official record of attempting the task.
  - c. Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
  - d. Write their name and/or student number on all writing booklets, question and answer booklets and answer sheets (unless that information is already printed on them).
  - e. Write clearly with black pen (only use pencil if instructed to).
  - f. Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet, and write a note on the front and back of both booklets stating that you wrote an answer in the wrong place. Do not rewrite answers, but make sure you label and hand in all parts of your answers.
  - g. Answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
  - h. Make a serious attempt at the exam by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt.
  - i. Stop writing immediately when the supervisor tells you to.
  - j. Follow the supervisor's instructions for arranging completed answers and wait for the supervisor to collect them.
6. During each exam, students must not:
  - a. Start writing until the Supervisor in Charge instructs you to do so.
  - b. Write on anything other than writing books, answer booklets or other writing material provided by the Supervisor in Charge. You should not write on any other equipment including your body, clothing or tissues.

- c. Leave the room, except in an emergency. If you have to leave and want to come back to continue the exam, you must be supervised while you are out of the room.
  - d. Leave the room until each exam ends.
  - e. Take an exam paper out of the room. Speak to your teacher if you want to see a paper afterwards.
7. Students must follow the normal school rules, behaving politely and courteously towards the exam supervisors and other students. Specifically, students must not:
- a. Cheat.
  - b. Include frivolous or objectionable material.
  - c. Take any prohibited items into the room.
  - d. Speak to anyone other than a supervisor.
  - e. Behave in any way likely to disturb another student or upset the exam's running.
  - f. Be affected by alcohol or illegal drugs.
  - g. Eat unless approved by NESAs (for example, if you have diabetes).
  - h. Take any writing booklets or exam paper, whether used or not, out of the room.
  - i. Write on your body (for example your arms), tissues or material that is not exam material.
  - j. Leave the room until each exam ends.
8. Supervisors can ask you to leave the exam if you do not follow these rules. It may also result in zero marks being awarded. If your actions might be illegal, you may also be reported to the police.

## 2.10 INVALIDATING AN ASSESSMENT TASK

An assessment task may need to be declared invalid if it can be clearly demonstrated that:

- either one or more students were given an unfair advantage;
- the task was interrupted due to disruptions like an emergency evacuation; or
- the task produced results that are significantly different to those expected to be produced by the cohort.

Students or their parents who feel that an assessment task meets the criteria to be considered an invalid assessment need to raise the issue in writing with their class teacher and the faculty Head Teacher no later than 2 school days of the task results being returned to students. The faculty Head Teacher will gather all relevant information regarding the issue and, in consultation with their supervising Deputy Principal as part of an Assessment Review Panel, will make a final determination on the validity of the task and will inform the Principal and all relevant stakeholders.

In the event an assessment task is deemed invalid, all students affected will be issued a substitute assessment task with a minimum of two weeks' notice for the new due date (unless the Principal deems an alternate appropriate course of action via consultation with NESAs in extraordinary circumstances).

## 2.11 MISPLACEMENT OF ASSESSMENT SUBMISSIONS OR CORRUPTION OF DIGITAL FILES

- a. Should the class teacher or teacher marking assessments misplace a student's:
- i. Take-home assessment, the teacher will:
    - Immediately report this to the Faculty Head Teacher and Year 12 Deputy Principal
    - Advise the student and parent / carer
    - Request that the student provide evidence of submission of the assessment task
    - Request the student to provide a copy of the submitted assessment (refer 2.8 above) for marking within 24 hours of the request being madeIf no evidence of submission and copy of the task can be supplied, the student will be: awarded a zero mark; issued an N Warning; and be expected to redo the task.
  - ii. In-class assessment or examination, the teacher will:
    - Immediately report this to the Faculty Head Teacher and Year 12 Deputy Principal who will then collectively:
      - Advise the student and parent / carer.
      - Confirm the student has completed sign-on processes / Course Documentation Register as evidence of attendance and, once confirmed, offer the student to re-sit the in-class assessment or examination and / or a substitute task.
      - Where appropriate, calculate an estimate for the task based on the student's performance in: the re-sat task or examination; other assessments that the student has completed; as well as the cohort's performance in the in-class task or examination. If the estimate is calculated early in the course, a re-calculation will occur once all assessments for the course have been completed.
      - Advise the student and parent / carer of the outcome of this process.
    - Document all conversations and correspondence in accordance with current school processes for future reference.
- b. Should the class teacher or teacher marking assessments find a digital file is corrupted, the teacher will:
- Immediately report this to the Faculty Head Teacher and Year 12 Deputy Principal.
  - Advise the student and parent / carer.
  - Request that the student provide evidence of earlier copies of the assessment task and/or evidence of the submission in progress prior to the corruption of the file.
  - Request the student to provide an alternate copy of the submitted assessment (refer 2.8 above) for marking within 24 hours of the request being made.

Students are required to check that digital assessment task files they are uploading are not corrupt by re-downloading the files they submit and / or opening the files they have submitted to confirm they are not corrupt. Students are strongly advised to keep a separate copy of digital files whilst working on digital assessment tasks (or utilise cloud-based software which can show time-stamped evidence of progress) as evidence of progress in the event a file becomes corrupted.

If no evidence of submission and copy of the task in progress can be supplied, the student will be: awarded a zero mark, issued an N Warning, and be expected to resubmit the task.

Should the student not agree with the outcome of the above processes, they may lodge an Appeal of their final rank in the course in accordance with NESA's processes.

## 2.11 ASSESSMENT OF LIFE SKILLS OUTCOMES IN STAGE 6

Stage 6 Life Skills courses provide options for students with diagnosed intellectual disability or imputed intellectual disability who are unable to access regular course outcomes. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate & Profile of Student Achievement. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Preliminary course and a 2-unit 120-hour HSC course.

Each student accessing a Life Skills course in Years 11-12 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process. Schools are not required to use the Common Grade Scale (A-E) for Preliminary courses or performance bands or equivalent to report achievement for students undertaking Life Skills courses.

### 3. ASSESSMENT PROCEDURES AND STUDENT LEAVE / ABSENCE

Students are expected to be present at school to participate in all learning activities, submit all assessment tasks and sit all examinations set as part of the assessment program for a course at the specified time.

The Department of Education's position in relation to student leave is stated in the Student Attendance in Government Schools Procedures School Attendance Policy, in which students are discouraged from taking leave during the school term. This policy has been developed by the Learning and Engagement Directorate in 2015:

- 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the Exemption from School – Procedures. Travel outside of the vacation period is now counted as an absence for statistical purposes.
- 14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons should be specified on the application.

Leave from school (other than explained sick leave) will only be granted by the Principal during the HSC year in special circumstances. These circumstances are restricted to leave for participation in elite sports/arts and leave for compassionate reasons as determined by the Principal. Any requests for leave will need to be made directly to the Principal in writing as soon as the need for leave becomes known, and will require supporting documentation to explain the special circumstances.

The granting of leave during the HSC year cannot be assumed. Students who are at risk of not meeting minimum course requirements will not be granted leave unless there are compelling and exceptional circumstances. If leave is approved, students will be provided with details of all course work to be completed whilst on leave and any assessment requirements will also be indicated.

During the HSC year, approval for student absence as leave will not be granted for family holidays, social engagements, or other matters of a discretionary nature outside of the circumstances outlined herewith. Should students be absent from school due to any of these reasons, the absence will be marked as 'explained, unjustified' in accordance with the Department of Education Attendance Procedures. Where a student is absent from school in these circumstances and a scheduled in-class task or assessment task submission date falls during this period, it should not be assumed that the task can be completed / submitted prior to their absence from school. In this case, a zero mark may be awarded.

#### 3.1 WHEN STUDENT LEAVE CLASHES WITH AN ASSESSMENT TASK

All Stage 6 school-based assessments are conducted within the guidelines set by NESA which make no provision for tasks missed due to leave. There are well-established protocols for illness and misadventure; however, requests for leave do not fall within these protocols. Students and families are expected to make arrangements to ensure that all requirements of the HSC can be fulfilled.

All assessments are expected to be completed at the scheduled time, unless students are affected by illness or misadventure. Students who will be absent from school due to approved leave must consult with the relevant Faculty Head Teacher **at least two weeks** prior to the scheduled task if they wish to apply for rescheduling of an assessment task. Failure to consult within adequate time, and failure to comply with task submission requirements, may result in a zero mark being awarded.

All hand-in tasks due during a period of approved leave must be submitted prior to leave commencing unless there are compelling and exceptional circumstances noted by the Principal, in which case students must use the process for requesting an extension of the due date for an assessment task.

### 3.1.1 ABSENCE FROM SCHOOL DUE TO WORK PLACEMENT

Students completing school, TAFE and/or other external placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority and placements should be managed to avoid clashes with school assessments. If a clash cannot be avoided, the VET Co-ordinator and Year 12 Deputy Principal must be informed.

Where clashes are unavoidable, all hand-in tasks due during the period of work placement must be submitted prior to work placement commencing.

Students with a scheduled in-class task, such as an exam, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, student consultation with the class teacher and VET Coordinator will be required to discuss alternative arrangements for task submission. Failure to do so may result in a zero mark being awarded.

### 3.1.1 ABSENCE FROM AN IN-CLASS ASSESSMENT TASK

If a student is absent from an in-class assessment task due to illness or misadventure, the student must complete and submit an Illness/Misadventure Form obtained from Head Teachers and provide documentation such as a doctor's certificate. Students will be expected to complete the task on the first day of their return to school. The student is responsible for reporting to the faculty Head Teacher of the subject concerned on their arrival at school on the day they return in order to arrange the task's completion.

The Faculty Head Teacher will review the Illness/Misadventure application and determine the appropriate outcome of the appeal. They will communicate this outcome to the student and the relevant Deputy Principal. In the event that a student is dissatisfied with the outcome of their Illness/Misadventure application, they may lodge an appeal to the Head Teacher Administration. In such cases, the Head Teacher Administration will advise the Deputy Principal and the Assessment Review Panel process outlined in section 2.7 above will be enacted.

### 3.1.2 ABSENCE DUE TO SCHOOL BUSINESS

Where a student has a clash between an assessment task and another official school activity, it is the student's responsibility to complete and submit an Assessment Task Reschedule Form to the Faculty Head Teacher. The student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a zero mark will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Faculty Head Teacher.

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

### 3.1.3 ABSENCE DUE TO SUSPENSION

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will **NOT** be entitled to apply for an extension or assessment reschedule. At the time of suspension, the Deputy Principal will notify the relevant Faculty Head Teachers of the student's suspension. The following procedures will then apply:

- **Hand-in assessment tasks** – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
- **In-class assessment tasks** – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student and parent/carer.

- **Examinations** – the Head Teacher Administration will arrange for the student to sit the examination at the scheduled time in an alternative school-based location, which will be communicated to the student, parent/caregiver and Faculty Head Teacher by the Head Teacher Administration.

The consequences of not following these procedures may result in a **zero mark** being awarded.

## 4. PROCEDURES FOR REQUESTING THE RESCHEDULING OF AN ASSESSMENT TASK

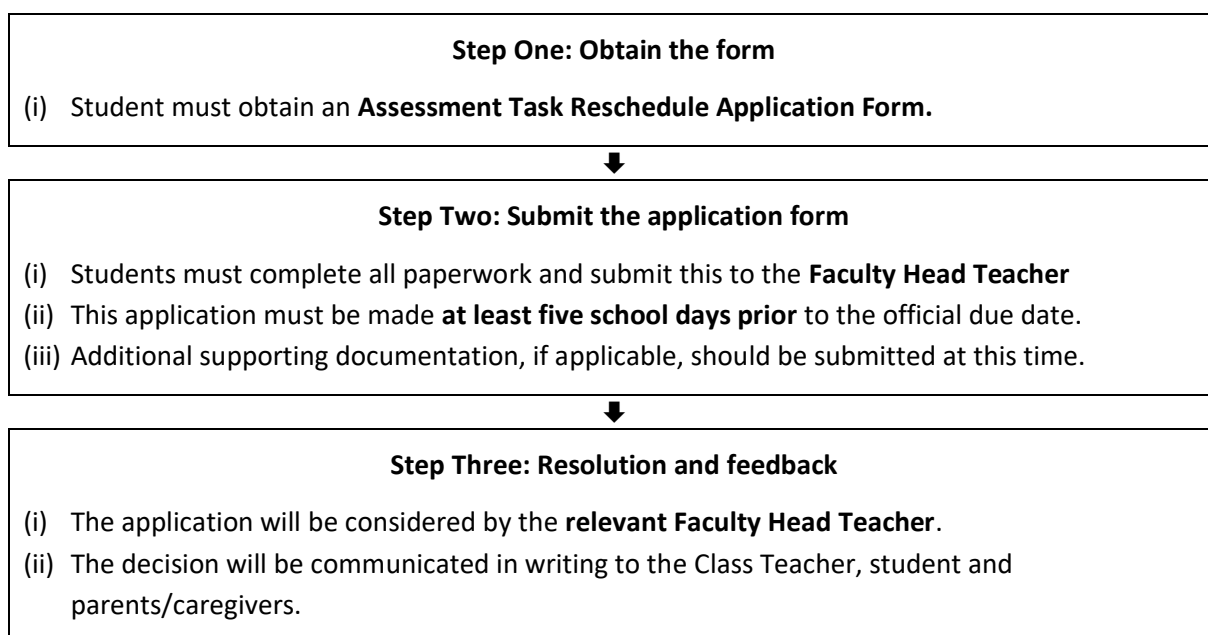
Nepean Creative and Performing Arts High School will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

All students are provided with the opportunity to request a rescheduling of their assessment task if the due date clashes with an official school activity in which they are involved.

Applications are to be expressed in writing using the **Assessment Task Reschedule Application Form** provided by the school. These forms are to be obtained by the student from the school website, school office or teachers and must be returned to the Faculty Head Teacher.

All applications for a rescheduled assessment task must be submitted **at least five school days prior** to the due date. If the student becomes aware of a situation requiring a reschedule within this period, students are required to submit an appeal in writing to the Faculty Head Teacher.

Students wishing to request an assessment task rescheduling must follow the procedure outlined below:



If approved, the student will be required to submit the work at a time specified by the relevant Faculty Head Teacher.

Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **zero mark** will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Administration.





# Nepean Creative & Performing Arts High School Assessment Task Reschedule Application Form

## Section A (To be completed by the student)

Name of activity: ..... Date: .....

Student Name: ..... Year: .....

Course: ..... Faculty: .....

Class Teacher: ..... Head Teacher: .....

Assessment Task Name: .....

Task No: ..... Date Issued: ..... Due Date: ..... Weighting: .....

Nature of Task: (please circle)

- |              |              |                               |                   |               |
|--------------|--------------|-------------------------------|-------------------|---------------|
| Assignment   | Examination  | Field Work                    | Listening Task    | Major Work    |
| Performance  | Portfolio    | Practical Task                | Research Activity | Speaking Task |
| Viewing Task | Written Task | Other (please specify): ..... |                   |               |

## Section B (To be completed by the student)

Name of activity: ..... Date: .....

Venue: ..... Organising Teacher: .....

Reason/s for this application for task reschedule (attach extended statement or documentation as necessary):  
.....  
.....  
.....

Student signature: ..... Date: .....

Parent/caregiver signature: ..... Date: .....

## Section C (OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)

Resolution decision: Accepted / Rejected Date of rescheduled task: .....

Student issued rescheduled notification:  Yes  No

Class Teacher notified:  Yes  No

Comment:  
.....  
.....  
.....

Faculty Head Teacher signature: ..... Date: .....

Copy to: Parent, Student, Class Teacher, and Student File

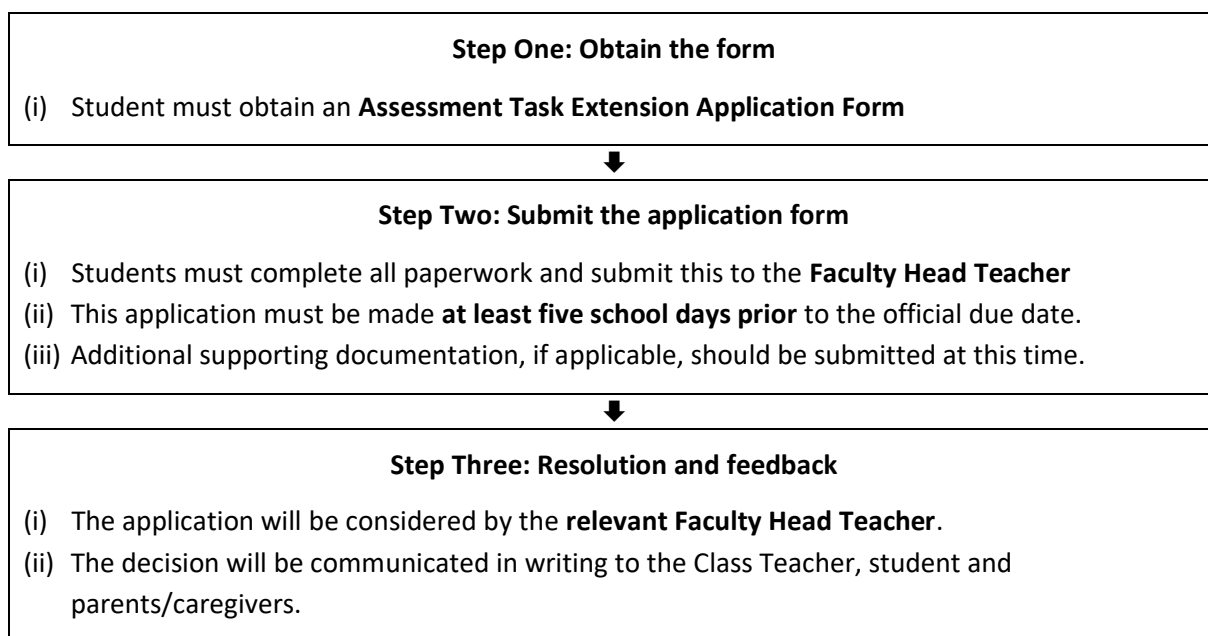
## 5. PROCEDURES FOR REQUESTING AN EXTENSION OF THE DUE DATE OF AN ASSESSMENT TASK

All students may request an extension if they feel they have a genuine reason for being unable to meet a scheduled due date. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A *Medical Certificate* will be required in all cases of illness.

Applications are to be expressed in writing using the **Assessment Task Extension Application Form** provided by the school. These forms are to be obtained by the student from the school website or the Faculty Head Teacher and must be returned to the Faculty Head Teacher.

All applications for an extension must be made **at least five school days prior** to the due date.

Students wishing to request an extension must follow the procedure outlined below:



If an extension is not approved, the student must submit the task on the due date. Unless prior application for an extension has been approved by the relevant Faculty Head Teacher, the late submission of a task will result in a **zero mark** being awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Administration.

# Nepean Creative & Performing Arts High School

## Assessment Task Extension Application Form

### Section A (To be completed by the student)

Student Name: ..... Year: .....

Course: ..... Faculty: .....

Class Teacher: ..... Head Teacher: .....

Assessment Task Name: .....

Task No: ..... Date Issued: ..... Due Date: ..... Weighting: .....

Nature of Task: (please circle)

Assignment	Examination	Field Work	Listening Task	Major Work
Performance	Portfolio	Practical Task	Research Activity	Speaking Task
Viewing Task	Written Task	Other (please specify): .....		

### Section B (To be completed by the student)

Reason/s for this application for extension (attach extended statement or documentation as necessary):

.....  
.....  
.....

Student signature: ..... Date: .....

Parent/caregiver signature: ..... Date: .....

### Section C (OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)

Resolution decision: Accepted / Rejected Date of rescheduled task: .....

Student issued rescheduled notification:  Yes  No

Class Teacher notified:  Yes  No

Comment:

.....  
.....  
.....

Faculty Head Teacher signature: ..... Date: .....

Copy to: Parent, Student, Class Teacher and Student File

## 6. PROCEDURES FOR APPLYING FOR SPECIAL CONSIDERATION FOR ILLNESS / MISADVENTURE

Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students.

Students need to be aware that if they commence or attempt an assessment task the result they achieve will be recorded. In this case, Illness/Misadventure therefore does not apply retrospectively.

Students wishing to apply for special considerations for illness/misadventure should follow the relevant procedure specific to the situation as outlined below.

Procedures to follow in the event of:

### 1. Absence due to illness/misadventure on the day of an in-school assessment task

- The student or parent/caregiver **MUST** contact the school **by 8:30am** on the day the task is scheduled by either phone: 02 4728 7200; or email: [nepean-h.school@det.nsw.edu.au](mailto:nepean-h.school@det.nsw.edu.au).
- Students must report to the **relevant Faculty Head Teacher** on the **first day of their return to school** and be prepared to complete the task on that day.
- Students must obtain an **Application for Consideration for Illness / Misadventure Application Form** and any other relevant documentation, such as a medical certificate.
- Completed forms and documentation must be returned to the **Faculty Head Teacher within two school days** of his/her return to school (i.e. no later than his/her third day back at school).

### 2. Absence due to illness/misadventure on the day a hand-in assessment task is due to be submitted

- The student or parent/caregiver **MUST** contact the school **by 8:30am** on the day the task is due by either phone: 02 4728 7200; or email: [nepean-h.school@det.nsw.edu.au](mailto:nepean-h.school@det.nsw.edu.au).
- Students should make every attempt to have the task delivered in-person (e.g. by a third party) or submitted electronically (e.g. email or Teams).
- If a task is not submitted on the due date, the student must submit the task to the **relevant Faculty Head Teacher** on the **first day of their return to school**.
- Students must obtain an **Application for Consideration for Illness / Misadventure Application Form** and any other relevant documentation, such as a medical certificate.
- Completed forms and documentation must be returned to the **Faculty Head Teacher within two school days** of his/her return to school (i.e. no later than his/her third day back at school).

### 3. Illness/misadventure during an in-school assessment

- The student **MUST** notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment **BEFORE** they view the task. At this stage, the student will need to decide to either:
  - a) Sit the task, in which case the mark earned will be awarded and the student **cannot apply retrospectively** for any special consideration due to illness or misadventure; or,
  - b) Leave the task and apply for illness or misadventure by immediately obtaining an **Application for Consideration for Illness / Misadventure Application Form** and seek medical assistance.

- If the task has already commenced, the student must notify the supervisor of the task of the circumstance related to illness or misadventure and the mark earned to that point shall be awarded. Students may then submit an appeal should they feel their mark was negatively affected.

#### 4. Illness/misadventure on a day during an examination period

- The student or parent/caregiver **MUST** contact the school **up until 30 minutes prior** to the commencement of the scheduled examination by either phone: 02 4728 7200; or email: [nepean-h.school@det.nsw.edu.au](mailto:nepean-h.school@det.nsw.edu.au)
- **Prior to their return to school**, the student must contact the **Head Teacher Administration** to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, the student must report to the **Presiding Officer** at a time determined previously by the Head Teacher Administration.
- Students must obtain an **Application for Consideration for Illness / Misadventure Application Form** and any other relevant documentation, such as a medical certificate.
- Completed forms and documentation must be returned to the **Faculty Head Teacher within two school days** of his/her return to school (i.e. no later than his/her third day back at school).

#### 5. Illness/misadventure for a group performance

- The individual student or parent/caregiver concerned (i.e. **NOT** another student member of the group) **MUST** contact the school **by 8:30am** on the day the task is scheduled by either phone: 02 4728 7200; or email: [nepean-h.school@det.nsw.edu.au](mailto:nepean-h.school@det.nsw.edu.au)
- When a group performance cannot go ahead on a scheduled date, **ALL** students affected need to complete an **Application for Consideration for Illness / Misadventure Application Form**.
- This form (and a medical certificate if applicable for the student concerned) needs to be returned to the relevant **Faculty Head Teacher within two school days** of the scheduled date.
- The relevant Faculty Head Teacher will reschedule an alternative date for the performance.

In all cases where a task needs to be completed, the student (or all students in the case of a group performance) must:

- Be prepared to **complete the task on the first day of their return to school** unless an alternative arrangement has been made with the relevant Head Teacher.
- Complete an **Application for Consideration for Illness / Misadventure Application Form** and any other relevant documentation and return to the relevant Head Teacher within **two school days** of the student's return to school.

Relevant written evidence from a medical practitioner is **mandatory** for any application relating to illness for the application to be considered by the relevant Head Teacher. The medical certificate from the practitioner must be submitted to the school with the **Application for Consideration for Illness / Misadventure Application Form**.

The **Application for Consideration for Illness / Misadventure Application Form** is available on the school's website or from the Faculty Head Teacher.

The consequences of not following these procedures may result in the application for Illness/Misadventure being rejected and a **zero mark** being awarded.

## 6.1 SUMMARY PROCEDURES FOR APPLYING FOR CONSIDERATION FOR ILLNESS / MISADVENTURE

Students missing an assessment task and wishing to make an application for illness/misadventure must follow the procedure outlined below:

### Step One: Contact the school

- (i) Student or parent/caregiver **MUST** inform the school **on the day of the absence** by either phone: 02 4728 7200; or email: [nepean-h.school@det.nsw.edu.au](mailto:nepean-h.school@det.nsw.edu.au)



### Step Two: Obtain relevant documentation

- (i) Student must obtain an **Application for Consideration for Illness / Misadventure Application Form**.
- (ii) For illness, the student **MUST** obtain and provide a **Medical Certificate** and ensure it is completed by the medical practitioner for the period of absence.
- (iii) For misadventure, the student should obtain a statement or any supporting documentation, where possible, outlining the situation.



### Step Three: On first day of return to school

It is the student's responsibility to:

- (i) Report to the either:
  - a) The **relevant Faculty Head Teacher** for missed in-school assessment tasks and hand-in assessment tasks; or,
  - b) The **Head Teacher Administration** for all missed examinations held during an examination period.
- (ii) Be prepared to submit or sit the assessment **on that day**.



### Step Four: Submission, resolution and feedback

- (i) Submit the **Application for Consideration for Illness / Misadventure Application Form** and relevant documentation to the **relevant Head Teacher within two school days** of returning to school.
- (ii) The relevant Head Teacher will consider the application.
- (iii) The decision will be communicated in writing to the other relevant Head Teachers, Class Teacher, student and parents/caregivers.

If the application is not accepted, a **zero mark** will be awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Administration.

## 6.2 OUTCOME OF ILLNESS/MISADVENTURE

The relevant Faculty Head Teacher will consider illness/misadventure cases specific to assessment tasks for courses within their faculty where the illness is supported by a doctor's certificate. They will judge the presented evidence and decide whether the application is to be accepted or rejected.

If the application is accepted, one of three things may occur:

1. **Original or substitute task is to be completed** – a zero will be recorded for the original task and the student will be required to complete the original task or a substitute task. Once completed, the mark gained for this task will replace the zero. If not completed, the zero mark remains.
2. **Awarded mark remains** – the student's performance in the assessment task may be considered unaffected. In this case, the student's original result in the task will remain as marked.
3. **Maintain rank applied to task** – in exceptional circumstances, where undertaking an alternative task is not possible, the Deputy Principal in consultation with the relevant Faculty Head Teacher, may determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the zero awarded at the time of the scheduled task.

If the application is rejected, then the **task must be submitted or attempted** in accordance with NESA rules and procedures and then one of two things may occur:

1. **Original task was submitted or attempted on time** – the original task will be marked and this earned mark will apply.
2. **Original task was submitted or attempted late** – the original task will be marked; however, a **zero mark** will be officially awarded.

In all cases, any student wishing to appeal this decision must do so in writing to the **Head Teacher Administration within two school days of receiving the initial decision.**

## 6.3 ILLNESS / MISADVENTURE DURING HSC EXAMINATIONS

In the event a student experiences an illness or misadventure during the HSC Examinations, parents must inform the Deputy Principal or Principal before the examination commences. A formal NESA Illness/Misadventure application must be completed and submitted by the student to NESA. Students are advised to attend all HSC examinations where possible as approval for an Illness or Misadventure application may not be successful and is not always automatically granted by NESA. A basic medical certificate stating a person is unfit for work is insufficient for an HSC illness/misadventure appeal. Depending the circumstances, the appropriate Doctor, nurse or police officer must complete a specific section on the NESA Illness and Misadventure application form. The student, the Examination Convener and the Principal also needs to complete sections on the NESA Illness/Misadventure application.



# Nepean Creative & Performing Arts High School

## Illness-Misadventure Application Form

If illness or misadventure prevents a student from completing an **Assessment Task** on or before the due date the school must be advised immediately the situation is known (before the due date if possible) and submitted to the Head Teacher **on the day of returning to school**.

### Section A (To be completed by the student before completion by teachers)

Student Name: ..... Year: .....

Course: ..... Faculty: .....

Class Teacher: ..... Head Teacher: .....

Assessment Task Name: .....

Task No: ..... Date Issued: ..... Due Date: ..... Weighting: .....

Nature of Task: (please circle)

- |              |              |                         |                   |               |
|--------------|--------------|-------------------------|-------------------|---------------|
| Assignment   | Examination  | Field Work              | Listening Task    | Major Work    |
| Performance  | Portfolio    | Practical Task          | Research Activity | Speaking Task |
| Viewing Task | Written Task | Other (please specify): |                   |               |

Date school advised of misadventure: ..... Person advised: .....

Student signature: ..... Date: .....

Parent/caregiver signature: ..... Date: .....

**Please attach supporting documentation (e.g. Medical certificates, supporting statements, etc.)**  
In case of an application on medical grounds a medical certificate **MUST** accompany the application.

### Section B (To be completed by the class teacher **BEFORE** the application is submitted to Head Teacher)

I recommend the misadventure be upheld

I recommend the misadventure not be upheld

Reason/s for this recommendation (attach extended statement or documentation as necessary):  
.....  
.....  
.....

Class teacher signature: ..... Date: .....

### Section C (OFFICIAL USE ONLY: Decision of Head Teacher/Deputy Principal)

Illness-Misadventure decision: Accepted / Rejected Extension of time granted until: .....

Student required to complete alternate task.  Yes  No

Zero mark to be awarded for late submission with task to be completed.  Yes  No

Task is a non-serious effort  Yes  No

Faculty Head Teacher signature: ..... Date: .....

Deputy Principal signature: ..... Date: .....

Copy to: Parent, Student, Class Teacher, and Student File



## 7. PROCEDURES FOR AN ASSESSMENT APPEAL APPLICATION

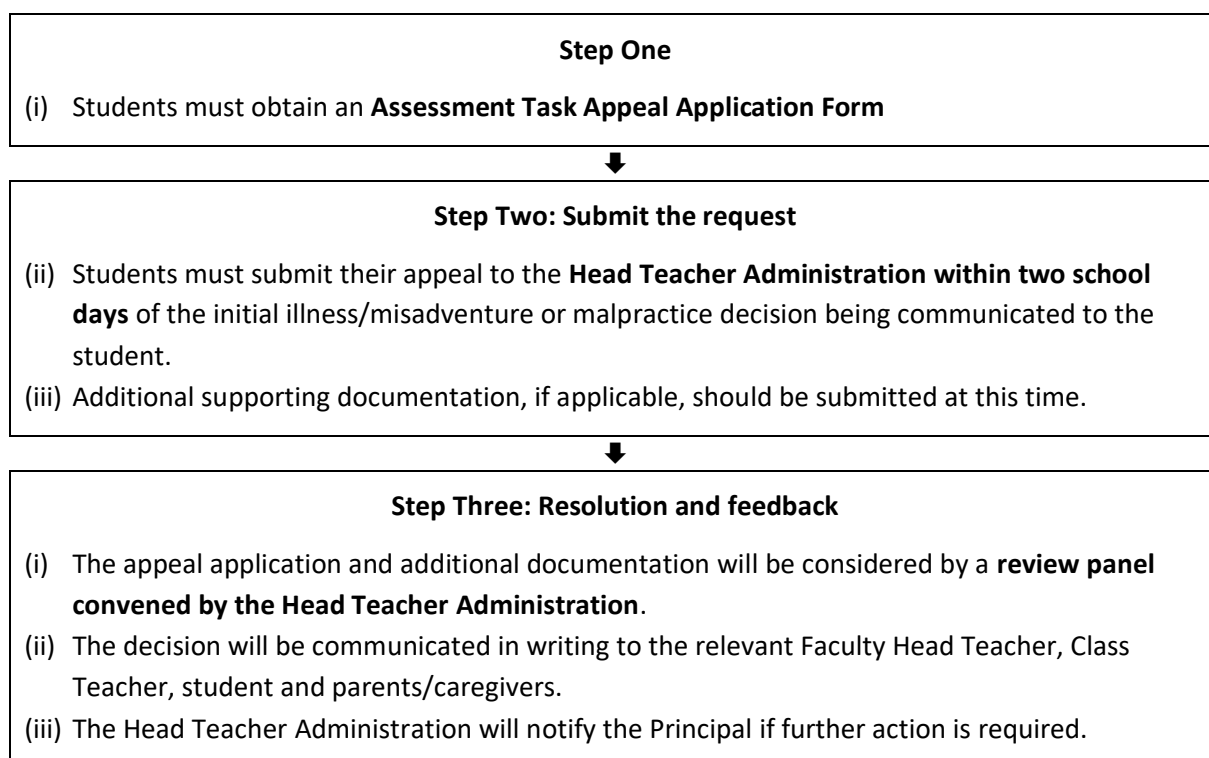
All students have the right to appeal a decision made regarding an: application for illness/ misadventure; malpractice, or; an assessment task result. A student must submit an assessment appeal to the relevant Head Teacher, depending on the nature of the appeal.

In reviewing the determination of a student's appeal, the relevant Head Teacher will consider the following as applicable:

- The student's original Illness/Misadventure application.
- Documentation submitted with the original application.
- Any additional statement and/or documentation submitted with the student's appeal form.
- All evidence presented which relates to the malpractice.

Students wishing to appeal a decision must follow the relevant procedure outlined below:

### 7.1 TO APPEAL AN ILLNESS/MISADVENTURE OR MALPRACTICE DECISION:



## 7.2 TO APPEAL AN ASSESSMENT TASK RESULT

### Step One:

- (i) Students must obtain an **Assessment Task Appeal Application Form**



### Step Two: Submit the request

- (ii) Students must submit their appeal to the relevant **Faculty Head Teacher within two school days** of the receipt of the assessment task result.
- (iii) Additional supporting documentation, if applicable, should be submitted at this time.



### Step Three: Resolution and feedback

- (i) The appeal application and additional documentation will be considered by the relevant **Faculty Head Teacher**.
- (ii) The decision will be communicated in writing to the Class Teacher, student and parents/caregivers.



# Nepean Creative & Performing Arts High School

## Assessment Task Appeal Application Form

### Section A (To be completed by the student)

Nature of Appeal: *(please circle)*

Assessment Task Result	Illness/Misadventure decision	Malpractice decision
------------------------	-------------------------------	----------------------

Student Name: ..... Year: .....

Course: ..... Faculty: .....

Class Teacher: ..... Head Teacher: .....

Assessment Task Name: .....

Task No: ..... Date Issued: ..... Due Date: ..... Weighting: .....

Nature of Task: *(please circle)*

- |              |              |                                       |                   |               |
|--------------|--------------|---------------------------------------|-------------------|---------------|
| Assignment   | Examination  | Field Work                            | Listening Task    | Major Work    |
| Performance  | Portfolio    | Practical Task                        | Research Activity | Speaking Task |
| Viewing Task | Written Task | Other <i>(please specify)</i> : ..... |                   |               |

### Section B (To be completed by the student)

Reason/s for this appeal (attach extended statement or documentation as necessary):

.....

.....

.....

Student signature: ..... Date: .....

Parent/caregiver signature: ..... Date: .....

### Section C (OFFICIAL USE ONLY: To be completed by relevant Head Teacher)

Reviewer Name: ..... Position: .....

Resolution decision: Accepted / Rejected

Comment:

.....

.....

.....

.....

.....

Reviewer signature: ..... Date: .....

*Copy to: Parent, Student, relevant Head Teacher / Class Teacher / Deputy Principal / Principal as required, Student File*

## 8. FREQUENTLY ASKED QUESTIONS

### **1. When will assessment begin?**

Nepean CAPA High School Assessment program for the 2025 HSC commences at the beginning of Term 4 (2024).

### **2. How much notice will be given of each task?**

With the exception of formal examinations (Trial HSC) you will be notified in writing typically **14 calendar days** prior to the due date of Assessment Tasks. The due date and information for all Assessment Tasks will be given to you on our Assessment Task Notice Cover Sheet which will be issued when you are notified of the task. Any variation to the published assessment schedule must be made at least 14 days prior to the due date of the original task. Students are to sign a register kept by the teacher on receipt of the task notification and on submission of the task.

### **3. What must I do to have satisfactorily completed a course?**

NESA expects students to have:

- a) Followed the course developed or endorsed by the Board; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) Achieved some or all of the course outcomes

In simple terms, you must complete all assessment tasks, hand in class work on time, be present at school every day school is open for instruction, and attend all timetabled classes when at school.

### **4. What do I do when I am absent when an assessment is issued?**

It is a student's responsibility to find out what work has been missed whilst they were absent and to catch up on that work. The same applies if a student is absent when an Assessment Task is issued. Extensions will not be granted based on the task not being received through absence from class.

### **5. What happens if I am ill or unable to complete a task for some reason?**

You will need to complete and submit the appropriate form referred to in this handbook within the timeframes given.

### **6. How do I manage major works?**

Major works or projects require students to be actively working on them over the 120 hours of the HSC course. NESA and Vocational Education and Training (VET) rules stipulate that a student is expected to work on their major works and projects in front of their teachers, who must verify that the major work or project is the work of the student only. This work may include: process diaries; design portfolios; essay or story drafts; and /or work on the project or major work to be submitted to NESA for marking. Students who do not show adequate progress on their major works and projects will receive periodic N Award letters advising parents of their poor progress.

### **7. What happens if I do not make a serious attempt in an assessment task or examination?**

You will be awarded zero marks for the task, an N-warning letter will be issued and you will be required to re-attempt the task.

### **8. What does "non-serious attempt" mean?**

This includes very poor attempts that contain an insufficient amount of work in which to assess a student's work (or insufficient evidence of academic engagement with the task), the use of derogatory remarks, obscene language and graffiti (e.g. drawing on an examination paper).

### **9. What happens if it is determined that I have engaged in malpractice?**

If malpractice is proven, a zero mark may be awarded. Where malpractice involves plagiarism, depending on the extent of the plagiarism, the teacher may only mark the sections that have not been plagiarised, or the student may be awarded a zero mark. In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with NESA.

**10. What if I know in advance that I will be absent?**

If a student knows he or she will be absent on the day that an assessment task is due, the student must submit the assessment task before the due date unless an extension or request to reschedule the task has been granted. This includes students who are involved in sporting events, excursions or work placement and elite representation.

**11. What if I have been absent from school?**

Every effort must be made to submit the task on that day. If it is not submitted or attempted in the case of an examination or in-class task, then you must contact the school on the day by: phone 4728 7200; or email [Nepean-h.schools@det.nsw.edu.au](mailto:Nepean-h.schools@det.nsw.edu.au) and apply for Illness/ Misadventure. In the case of illness, a medical certificate must also be provided.

**12. What happens if I hand in Assessment Tasks late?**

Students submitting late work will receive a zero for that task.

**13. What about students who change schools?**

NESA will be notified as soon as possible of all HSC student movements both in and out of the school. For students who transfer between the commencement of assessments in a particular course and before 30<sup>th</sup> June in an HSC examination year, the receiving school is to prepare the final assessment based upon those tasks which the students complete at the receiving school. Any information from the student's previous school may also be taken into account. For students who transfer schools after 30<sup>th</sup> June, their previous school is to provide the assessments.

For students who transfer from interstate or overseas, only tasks undertaken at the receiving school should be assessed. For students who repeat Year 12, an assessment will be made for the repeated year only. No changes to the HSC entries will occur after 30<sup>th</sup> June in the HSC examination year, other than withdrawal from the course.

**14. Can I get an extension for an assessment because of technical difficulties?**

No, extensions will not be granted for technical difficulties including printer, computer or USB issues, misplaced assessment work, failure to upload an assessment to Teams or internet connectivity.

**15. Can I appeal an assessment task result for an individual task?**

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the relevant Faculty Head Teacher will consider.

## 9. TIPS FOR BEING A SUCCESSFUL STUDENT

### 9.1 BE ORGANISED

The first step towards success at school is to be organised. This means that you know where you keep your books and equipment, know when school work is due, and being able to find things when you need them.

If you have your own room, make sure that all your books and equipment are in one place.

Check your timetable each evening before going to bed. Then use this information to pack your school bag. If you have a system like this, you will never forget your books or equipment.

Your school diary is a very useful resource that can help you get organised. Your diary has a calendar and a weekly planner where you can write when homework, assignments or other school work is due. Develop a habit of regularly writing in your diary and looking up the things you write.

Your weekly planner not only tells you when school work is due, but it can also help you plan your time by allowing you to calculate, at a glance, how much time you have left before something is due.

Your weekly planner should be updated every week to reflect the amount of time you need to spend on different tasks.

You should have separate exercise books for all subjects. You should use headings and subheadings for things you write and you should always date your work so it's easier to sequence.

### 9.2 PRIORITISE YOUR TIME AND WORK

To prioritise means to make a decision on what is important and what needs to be done first. To help you prioritise you should have clear and manageable learning goals and know what you have to do to achieve those goals.

Being organised, knowing when work is due and knowing how much time you have to do it, will help you set priorities and find time to do things that are urgent and important.

Make a short list of the most urgent or most important things you have to do. This list should not be too long - five or so items at a time - and you should always complete the item at the top of the list first.

Your **“To Do List”** will help you always feel in control and it will give you a sense of achievement. Your list should have all your urgent tasks on it to help you to remember that they have to be done. The most urgent tasks should be at the top of your list.

Important things are not always urgent, but they have to be done - and you must find the time to do them. There is a range of important things, and these things are not just school work. However, by prioritising you will be able to find a balance between everything that is important to you.

### 9.3 SET GOALS

It is important to have learning goals. Learning goals should be realistic and manageable. For example, think about your learning goals a year from now, but also think about all the small steps that will allow you to get there. Plan on doing the small steps first, and then gradually build up. Knowing where you want to go makes getting there a lot easier. If you are not sure about your goals, talk to someone who can help you work out where you want to be and how to get there.

School work is very important, but so are the other things you do after school. The trick is to find a balance between the different things you do after school. Use your weekly planner to help you in this process. Work out all the things you have to do that week (prioritise), then see how much time is left for other things. Finding the right balance will reduce stress and help you stay on task.

## 9.4 GET THINGS DONE

Getting things done can be time-consuming and challenging, but if you are organised and you have your priorities right, it will make your workload easier.

Bigger tasks should be broken down into smaller parts. Each assignment or project should be broken down into smaller, manageable components, and then time should be allocated to each component in your weekly planner. This makes big jobs easier to do and it reduces stress.

When breaking things down, make sure that you understand all the steps that have to be completed, and then work on the first step until it is done. Only when you have completed the first step should you move on to the next step. Your study schedule should help you work out how much time you have to complete each step.

Going over your class notes and linking them to key skills and concepts should be something you do at home during the time set aside to do homework. Even if your teacher does not set this activity explicitly for homework, you should be doing this regularly at home.

Making study notes is the process of linking content learned in class to key skills and processes. Once you have your study notes you will find it is much easier to do assessment tasks and prepare for tests and examinations as these always ask you to link knowledge to key skills.

You should ask for feedback from your teacher on your progress to see that you are doing the right thing and that you are on the right track. If you give yourself enough time to complete your work, you should be able to show your teacher a fairly complete draft at least several days before the work is due. This will give your teacher time to get back to you and give you time to act on the feedback you get.

## 10. NESA DIRECTIVE VERBS

HSC subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do in examinations and assessment tasks. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Key Word	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



## 11. HSC ASSESSMENT CALENDAR 2024-2025

<b>TERM 4 2024</b>	
<b>WKS 1-4</b>	WEEK 2: VET IDT TASK 3
<b>5</b>	
<b>6</b>	SLR TASK 1, VET ENTERTAINMENT TASK 5
<b>7</b>	ANCIENT HISTORY TASK 1, PDHPE TASK 1
<b>8</b>	ENGLISH ADVANCED TASK 1, ENGLISH STANDARD TASK 1, ENGLISH STUDIES TASK 1, BUSINESS STUDIES TASK 1, INDUSTRIAL TECHNOLOGY TIMBER TASK 1, INVESTIGATING SCIENCE TASK 1, LEGAL STUDIES TASK 1, MATH ADVANCED TASK 1, MATH STANDARD 1 TASK 1, MATH STANDARD 2 TASK 1, MODERN HISTORY TASK 1, PHYSICS TASK 1, SOCIETY AND CULTURE TASK 1,
<b>9</b>	BIOLOGY TASK 1, CERAMICS TASK 1, CHEMISTRY TASK 1, DANCE TASK 1, EARTH AND ENVIRONMENTAL SCIENCE TASK 1, FOOD TECHNOLOGY TASK 1, MATH EXTENSION 1 TASK 1, VISUAL ARTS TASK 1, VET CONSTRUCTION TASK 5
<b>10</b>	COMMUNITY AND FAMILY STUDIES TASK 1, , DRAMA TASK 1, EXPLORING EARLY CHILDHOOD TASK 1, MATH EXTENSION 2 TASK 1, MUSIC 1 TASK 1, VISUAL DESIGN TASK 1, VET HOSPITALITY TASK 3
<b>TERM 1 2025</b>	
<b>1</b>	
<b>2</b>	CERAMICS TASK 2, ENGLISH EXTENSION 2 TASK 1
<b>3</b>	VET IDT TASK 4
<b>4</b>	ENGLISH ADVANCED TASK 2
<b>5</b>	DRAMA TASK 2, ENGLISH EXTENSION 1 TASK 1, ENGLISH STANDARD TASK 2,
<b>6</b>	COMMUNITY AND FAMILY STUDIES TASK 2, MUSIC EXTENSION TASK 1, SLR TASK 2, VET ASSISTANT DANCE TEACHING TASK 4
<b>7</b>	LEGAL STUDIES TASK 2, MATH ADVANCED TASK 2, MATH STANDARD 1 TASK 2, MATH STANDARD 2 TASK 2, MODERN HISTORY TASK 2, PDHPE TASK 2, VISUAL DESIGN TASK 2
<b>8</b>	ANCIENT HISTORY TASK 2, ENGLISH STUDIES TASK 2, BIOLOGY TASK 2, INDUSTRIAL TECHNOLOGY TIMBER TASK 2, MATH EXTENSION 1 TASK 2, PHYSICS TASK 2, VISUAL ARTS TASK 2, WORK STUDIES TASK 1
<b>9</b>	BUSINESS STUDIES TASK 2, CHEMISTRY TASK 2, FOOD TECHNOLOGY TASK 2, INVESTIGATING SCIENCE TASK 2, MATH EXTENSION 2 TASK 2, MUSIC 2 TASK 1
<b>10</b>	DANCE TASK 2, MUSIC 1 TASK 2, VET CONSTRUCTION CLUSTER 6, VET HOSPITALITY TASK 3, ENGLISH EXTENSION 2 TASK 2

<b>TERM 2 2025</b>	
1	ENGLISH ADVANCED TASK 3, ENGLISH STANDARD TASK 3, EARTH AND ENVIRONMENTAL SCIENCE TASK 2
2	
3	
4	MATH ADVANCED TASK 3, MATH STANDARD 1 TASK 3, MATH STANDARD 2 TASK 3, MUSIC EXTENSION TASK 2, VET ASSISTANT DANCE TEACHING TASK 5, VET ENTERTAINMENT TASK 6
5	DANCE TASK 3, DRAMA TASK 3, MATH EXTENSION 1 TASK 3, SLR TASK 3, VISUAL ARTS TASK 3
6	ENGLISH EXTENSION 1 TASK 2, BUSINESS STUDIES TASK 3, CHEMISTRY TASK 3, MATH EXTENSION 2 TASK 3, MUSIC 1 TASK 3, MUSIC 2 TASK 2
7	EXPLORING EARLY CHILDHOOD TASK 2, INDUSTRIAL TECHNOLOGY TIMBER TASK 3, INVESTIGATING SCIENCE TASK 3, MODERN HISTORY TASK 3, PHYSICS TASK 3, SOCIETY AND CULTURE TASK 2, WORK STUDIES TASK 2
8	ENGLISH EXTENSION 2 TASK 3, ANCIENT HISTORY TASK 3, CERAMICS TASK 3, COMMUNITY AND FAMILY STUDIES TASK 3, FOOD TECHNOLOGY TASK 3, LEGAL STUDIES TASK 3, PDHPE TASK 3
9-10	<b>HSC PERFORMANCE TRIALS - DANCE, DRAMA, MUSIC 1, MUSIC 2, MUSIC EXTENSION</b> ENGLISH STUDIES TASK 3, BIOLOGY TASK 3, EARTH AND ENVIRONMENTAL SCIENCE TASK 3
<b>TERM 3 2025</b>	
1	<b>ASSESSMENT FREE WEEK</b>
2-3	<b>TRIAL EXAMINATIONS: WRITTEN</b> - ENGLISH ADVANCED, ENGLISH STANDARD, ENGLISH STUDIES, ENGLISH EXTENSION 1, ANCIENT HISTORY, BIOLOGY, BUSINESS STUDIES, CHEMISTRY, COMMUNITY AND FAMILY STUDIES, DANCE, DRAMA, EARTH AND ENVIRONMENTAL SCIENCE, FOOD TECHNOLOGY, INDUSTRIAL TECHNOLOGY TIMBER, INVESTIGATING SCIENCE, LEGAL STUDIES, MATH STANDARD 2, MATH STANDARD 1, MATH ADVANCED, MATH EXTENSION 1, MATH EXTENSION 2, MODERN HISTORY, MUSIC 1, MUSIC 2, PDHPE, PHYSICS, SOCIETY AND CULTURE, VISUAL ARTS, VET CONSTRUCTION, VET ENTERTAINMENT, VET HOSPITALITY, VET IDT
4	
5	VISUAL DESIGN TASK 3, VET CONSTRUCTION CLUSTER 6, VET ENTERTAINMENT TASK 6
6	CERAMICS TASK 4, EXPLORING EARLY CHILDHOOD TASK 3, SLR TASK 4, VET IDT TASK 5
7	VET HOSPITALITY TASK 4, WORK STUDIES TASK 3,
8	
9	VET IDT TASK 6
10	VET ASSISTANT DANCE TEACHING TASK 6, VET CONSTRUCTION TASK 7, VET ENTERTAINMENT TASK 7, VET ENTERTAINMENT SPECIALISATION TASK 8, VET IDT TASK 6

# **12. YEAR 12 COURSE ASSESSMENT SCHEDULES**

# ENGLISH ADVANCED

## Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and Understanding of Course Content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
<b>Task 1</b> Common Module Multimodal Task	Term 4 Week 8 2024	EA12-1 EA12-2 EA12-5 EA12-7	<b>25%</b>	10%	15%
<b>Task 2</b> Module C: Craft of Writing	Term 1 Week 5 2025	EA12-1 EA12-4 EA12-9	<b>25%</b>	10%	15%
<b>Task 3</b> Module B: Analytical Response	Term 2 Week 1 2025	EA12-1 EA12-3 EA12-8	<b>20%</b>	10%	10%
<b>Task 4</b> Trial Examination Module A= 20%	Term 3 Week 2- 3 2025	EA12-4 EA12-6 EA12-8	<b>30%</b>	20%	10%
<b>Total:</b>			<b>100%</b>	<b>50%</b>	<b>50%</b>

# ENGLISH STANDARD

## Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and Understanding of Course Content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
<b>Task 1</b> Common Module Multimodal Task	Term 4 Week 8 2024	EN12-1 EN12-3 EN12-5 EN12-7	<b>25%</b>	10%	15%
<b>Task 2</b> Module C: Craft of Writing	Term 1 Week 5 2025	EN12-2 EN12-4 EN12-9	<b>25%</b>	10%	15%
<b>Task 3</b> Module B: Analytical Response	Term 2 Week 1 2025	EN12-1 EN12-3 EN12-4 EN12-5	<b>20%</b>	10%	10%
<b>Task 4</b> Trial Examination Module A= 20%	Term 3 Week 2-3 2025	EN12-3 EN12-6 EN12-8	<b>30%</b>	20%	10%
<b>Total:</b>			<b>100%</b>	<b>50%</b>	<b>50%</b>

## ENGLISH STUDIES

### Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and Understanding of Course Content	Skills in responding to texts and communication of ideas
Task 1 Multimodal	Term 4 Week 8 2024	ES12-1 ES12-5 ES12-6 ES12-7	25%	15%	10%
Task 2 Written Response	Term 1 Week 8 2025	ES12-7 ES12-8 ES12-9	25%	10%	15%
Task 3 Mandatory Classwork Portfolio	Term 2 Week 10 2025	ES12-1 ES12-2 ES12-4 ES12-10	40%	20%	20%
Task 4 Examination	Term 3 Week 2- 3 2025	ES12-2 ES12-3 ES12-4	10%	5%	5%
<b>Total:</b>			<b>100%</b>	<b>50%</b>	<b>50%</b>

# ENGLISH EXTENSION 1

## Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding of complex texts and of how and why they are valued	Skills in complex analysis, sustained composition and independent investigation
Task 1 Creative Task	Term 1 Week 5 2025	EE12-2 EE12-5	40%	20%	20%
Task 2 Critical Task	Term 2 Week 6 2025	EE12-1 EE12-3 EE12-4	30%	15%	15%
Task 3 Trial Examination	Term 3 Week 2- 3 2025	EE12-2 EE12-3 EE12-4	30%	15%	15%
<b>Total:</b>			<b>100%</b>	<b>50%</b>	<b>50%</b>

## ENGLISH EXTENSION 2

### Course Outcomes:

EEX12-1 demonstrates a deep understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant experience, event or idea

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Skills in Extensive independent Research	Skills in Sustained Composition
Task 1 Viva Voce	Term 1 Week 2 2025	EEX12-4 EEX12-1	30%	20%	10%
Task 2 Literature Review	Term 1 Week 10 2025	EEX12-3 EEX12-1	40%	20%	20%
Task 3 Critique of the Creative process	Term 2 Week 8 2025	EEX12-5 EEX12-2	30%	10%	20%
<b>Total:</b>			<b>100%</b>	<b>50%</b>	<b>50%</b>



# ANCIENT HISTORY

## Course Outcomes:

### KNOWLEDGE AND UNDERSTANDING:

- 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

### SKILLS:

- 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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component			
				Communication of historical understanding in appropriate forms	Historical Inquiry and Research	Historical skills in analysis and evaluation of sources and interpretations	Knowledge and understanding of course content
Task 1 Spartan Historical Analysis Task	Term 4 Week 7 2024	AH12-1 AH12-5 AH12-7	25%	5%	10%	5%	5%
Task 2 Essay Plan and Essay	Term 1 Week 8 2025	AH12-3 AH12-4 AH12-7 AH12-8	25%	5%	5%	5%	10%
Task 3 Cities of Vesuvius Task	Term 2 Week 8 2025	AH12-6 AH12-7 AH12-10	25%	5%	5%	5%	10%
Task 4 Trial HSC Examination	Term 3 Week 2-3 2025	AH12-1 AH12-2 AH12-3 AH12-4 AH12-9	25%	5%		5%	15%
<b>Total:</b>			<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>

# BIOLOGY

## Course Outcomes:

### SKILLS:

- BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5 analyses and evaluates primary and secondary data and information
- BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

### KNOWLEDGE AND UNDERSTANDING:

- 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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding of course content	Skills in working scientifically
Task 1 Depth Study Module 7	Term 4 Week 9 2024	BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO12-14	20%	5%	15%
Task 2 Skills task Module 7 & 8	Term 1 Week 8 2025	BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO12-15	25%	5%	20%
Task 3 Model Module 5	Term 2 Week 10 2025	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12	25%	15%	10%
Task 4 Trial HSC Examination	Term 3 Week 2-3 2025	ALL	30%	15%	15%
<b>Total:</b>			<b>100%</b>	<b>40%</b>	<b>60%</b>

# BUSINESS STUDIES

## Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components			
				Stimulus Based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms	Knowledge and understanding of course content
Task 1 Operations Report	Term 4 Week 8 2024	H1 H2 H4 H7 H9	30%		10%	10%	10%
Task 2 Marketing Research Task	Term 1 Week 9 2025	H3 H7 H8 H9	20%		10%	5%	5%
Task 3 In Class Stimulus Based Finance Assessment Task	Term 2 Week 6 2025	H2 H5 H8 H9 H10	20%	10%			10%
Task 4 Trial HSC Examination	Term 3 Week 2-3 2025	All Outcomes	30%	10%		5%	15%
<b>Total:</b>			<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>

# CERAMICS

## 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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components	
				Making Ceramics	Critical and Historical Studies in Ceramics
<b>Task 1</b> Ceramic Works & VAD	Term 4 Week 9 2024	M1, M2, M3, M4, M5, M6	<b>30%</b>	30%	
<b>Task 2</b> Ceramic Works & VAD	Term 1 Week 2 2025	M1, M2, M3, M4, M5, M6	<b>30%</b>	30%	
<b>Task 3</b> Case Study Research Task	Term 2 Week 8 2025	CH1, CH2, CH3 & CH4 H10	<b>30%</b>		30%
<b>Task 4</b> Ceramic Project & VAD	Term 3 Week 6 2025	M1, M2, M3, M4, M5, M6	<b>10%</b>	10%	
<b>Total:</b>			<b>100%</b>	<b>70%</b>	<b>30%</b>

# CHEMISTRY

## Course Outcomes:

### SKILLS:

- 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 and quantitative 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

### KNOWLEDGE AND UNDERSTANDING:

- 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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding of course content	Skills in working scientifically
Task 1 Firsthand Investigation	Term 4 Week 9 2024	CH12-3 CH12-5 CH12-6 CH12-12	20%	5%	15%
Task 2 Depth Study	Term 1 Week 9 2025	CH12-1 CH12-2 CH12-3 CH12-7 CH12-5 CH12-13	30%	5%	25%
Task 3 Research Task	Term 2 Week 6 2025	CH12-4 CH12-6 CH12-7 CH12-14	20%	5%	15%
Task 4 Trial HSC Examination	Term 3 Week 2-3 2025	CH12-6 CH12-12 CH12-13 CH12-14 CH12-15	30%	25%	5%
<b>Total:</b>			<b>100%</b>	<b>40%</b>	<b>60%</b>

# COMMUNITY AND FAMILY STUDIES

## Course Outcomes:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
- H7.1 appreciates 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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating
Task 1 Independent Research Project-Report, Diary and Evaluation	Term 4 Week 10 2024	H1.1 H4.1 H4.2 H5.1	20%	5%	15%
Task 2 In class Quiz	Term 1 Week 6 2025	H2.1 H3.2 H2.3 H3.1 H4.1 H4.2	25%	10%	15%
Task 3 Hand-in Task	Term 2 Week 8 2025	H2.2 H5.1	25%	10%	15%
Task 4 Trial HSC Examination	Term 3 Week 2-3 2025	All outcomes	30%	15%	15%
<b>Total:</b>			<b>100%</b>	<b>40%</b>	<b>60%</b>

# DANCE

## Course Outcomes:

### Dance as an artform:

- 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.
- H1.3 Appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H1.4 Acknowledges and appreciates the relationship of dance and other media.

### Dance Performance:

- 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 consideration of safe dance practices.
- H2.3 Values the diversity of dance performance.

### Dance Composition:

- 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.
- H3.3 Recognises and values the role of dance in achieving individual expression.
- H3.4 Explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent

### Dance Appreciation:

- 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.
- H4.5 Acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation.

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component			
				Performance	Composition	Appreciation	Major Study
<b>Task 1 – Core Performance</b> A) Presentation of Core Performance and interview. B) Process journal record of performance development and application of Safe Dance Practice.	Term 4 Week 9 2024	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3	10%	10%			
<b>Task 2 – Major Study</b> A) Presentation of Major Study and interview. B) Major Study rationale and process journal.	Term 1 Week 10 2025	Depends on Major Study Selected	20%				20%
<b>Task 3 – Core Composition</b> A) Presentation of Core Composition and Interview B) Composition rationale and process journal	Term 2 Week 5 2025	H1.1, H1.2, H1.3, H3.1, H3.1, H3.3, H3.4	10%		10%		
<b>Task 4 – Performance Trial HSC</b> A) Presentation of Core Performance, Core Composition and Major Study with interviews B) Process journals for all practical components and rationales.	Term 2 Week 9- 10 PRAC 2025	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H3.2, H3.3, H4.1, H4.2, H4.3, H4.4, H4.5	40%	10%	10%		20%
<b>Task 5 – Written Trial HSC</b> Written Core Appreciation examination	Term 3 Week 2- 3 WRITTEN	H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3, H4.4, H4.5	20%			20%	
<b>Total:</b>			<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>

## DRAMA

### Course Outcomes:

- 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 works
- 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
- H1.8 recognizes the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9 values innovation and originality in group and individual work
- 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
- H2.4 appreciates the dynamics of drama as a performing art
- H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance
- 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 relationship in various dramatic and theatrical styles and movements
- H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components		
				Making	Performing	Critically Studying
Task 1 - Individual Project Work in progress presentation & Logbook including preliminary drafts and research	Term 4 Week 10 2024	H1.2, H1.3, H1.5	20%	10%		10%
Task 2 - Australian Drama & Theatre: Contemporary Theatre Practice Performance & Written Task	Term 1 Week 5 2025	H1.1, H1.3, H1.5, H1.7, H3.1, H3.3	20%	10%		10%
Task 3- Group Performance Work in progress Performance & Logbook, including script development research & planning	Term 2 Week 5 2025	H1.1, H1.2, H1.4, H1.5, H2.2	30%	10%	20%	
Task 4-Trial HSC Examination Incorporating written exam, Group Performance (completed) & Individual Project (completed)	Term 2 Week 9-10 PRAC  Term 3 Week 2-3 WRITTEN 2025	H1.4, H1.5, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3,	30%	10%	10%	10%
<b>Total:</b>			<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>



# EARTH AND ENVIRONMENTAL SCIENCE

## Course Outcomes:

### SKILLS:

EES11/12-1	develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	analyses and evaluates primary and secondary data and information
EES11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose

### KNOWLEDGE AND UNDERSTANDING:

EES12-12	describes and evaluates the models that show the structure and development of the Earth over its history
EES12-13	describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
EES12-14	analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
EES12-15	describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding of course content	Skills in working scientifically
Task 1 Depth Study Module 8	Term 4 Week 9 2024	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-7 EES12-15	20%	5%	15%
Task 2 Model Module 6	Term 2 Week 1 2025	EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-13	25%	15%	10%
Task 3 Skills Assessment Module 5	Term 2 Week 9 2025	EES 11/12-5 EES11/12-6 EES11/12-7 EES12-14	25%	5%	20%
Task 4 Trial HSC Examination	Term 3 Week 2-3 2025	All outcomes	30%	15%	15%
<b>Total:</b>			<b>100%</b>	<b>40%</b>	<b>60%</b>

## EXPLORING EARLY CHILDHOOD

### Course Outcomes:

- 1.1 Analyses prenatal issues that have an impact on development
- 1.2 Examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 Examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4 Analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 Examines the implications for growth and development when a child has special needs
- 2.1 Analyses issues relating to the appropriateness of a range of services for different families
- 2.2 Critically examines factors that influence the social world of young children
- 2.3 Explains the importance of diversity as a positive issue for children and their families
- 2.4 Analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 Examines strategies that promote safe environments
- 3.1 Evaluates strategies that encourage positive behaviour in young children
- 4.1 Demonstrates appropriate communication skills with children and/or adults
- 4.2 Interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 Demonstrates appropriate strategies to resolve group conflict
- 5.1 Analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 Demonstrates an understanding of decision making processes
- 6.2 Critically examines all issues including beliefs and values that may influence interactions with others

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components	
				Knowledge and Understanding	Skills
Research Task	Term 4 Week 10 2024	1.4, 2.1, 2.4, 4.1, 6.1	30%	20%	10%
Practical and Theoretical Task	Term 2 Week 7 2025	1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.2, 6.2	40%	15%	25%
Research and Presentation Task	Term 3 Week 6 2025	1.4, 1.5, 2.1, 2.2, 2.5, 3.1, 4.3	30%	15%	15%
<b>Total:</b>			<b>100%</b>	<b>50%</b>	<b>50%</b>

Please Note: Outcomes 1.1, 1.2 and 5.1 have been assessed in the previous Core Modules studied.

# FOOD TECHNOLOGY

## Course Outcomes:

- 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 food 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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components		
				Knowledge and understanding of course content	Knowledge and skills in designing, researching, analysing and evaluating	Skills in experimenting with and preparing food by applying theoretical concepts
Task 1 The Australian Food Industry	Term 4 Week 9 2024	H1.2, H1.4, H3.1, H5.1	20%	5%	5%	10%
Task 2 Food Manufacture	Term 1 Week 9 2025	H1.1, H4.2, H5.1	20%		10%	10%
Task 3 Food Product Development	Term 2 Week 8 2025	H1.3, H4.1	30%	10%	10%	10%
Task 4 Trial HSC Examination	Term 3 Week 2-3 2025	H1.1, H1.3, H1.4, H2.1, H4.2	30%	25%	5%	
<b>Total:</b>			<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

# INDUSTRIAL TECHNOLOGY TIMBER

## Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding of course content	Knowledge and skills in the design, management, communication and production of a major project
Task 1 Industry Study	Term 4 Week 8 2024	H1.1, H 1.2, H1.3	30%	20%	10%
Task 2 Project Management	Term 1 Week 8 2025	H3.1, H3.2, H3.3, H5.1, H5.2	30%		30%
Task 3 Folio Presentation	Term 2 Week 7 2025	H2.1, H4.1, H4.2, H4.3, H6.1	30%	10%	20%
Task 4 Trial HSC Examination	Term 3 Week 2-3 2025	H6.2, H7.1, H7.2	10%	10%	
<b>Total:</b>			<b>100%</b>	<b>40%</b>	<b>60%</b>

# INVESTIGATING SCIENCE

## Course Outcomes:

### SKILLS:

- INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- 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:

- 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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding of course content	Skills in working scientifically
Task 1 Practical Investigation	Term 4 Week 8 2024	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-5 INS11/12-7 INS12-12	20%	5%	15%
Task 2 Depth Study	Term 1 Week 9 2025	INS11/12-1 INS11/12-4 INS11/12-6 INS11/12-7 INS12-13	30%	10%	20%
Task 3 Secondary Source Research Essay	Term 2 Week 7 2025	INS11/12-3 INS11/12-4 INS11/12-7 INS12-15	20%	5%	15%
Task 4 Trial HSC Examination	Term 3 Week 2-3 2025	All Outcomes	30%	20%	10%
<b>Total:</b>			<b>100%</b>	<b>40%</b>	<b>60%</b>

## LEGAL STUDIES

### Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components			
				Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, issues in appropriate forms
World Order Task	Term 4 Week 8 2024	H2, H3, H5, H9	<b>20%</b>	5%	5%	5%	5%
Crime in-class writing task	Term 1 Week 7 2025	H1, H7, H8, H10	<b>25%</b>	10%	5%	5%	5%
Option: Family Law in-class writing task	Term 2 Week 8 2025	H4, H5, H9, H10	<b>25%</b>	10%	5%	5%	5%
Trial HSC Examination	Term 3 Week 2-3 2025	All Outcomes	<b>30%</b>	15%	5%	5%	5%
<b>Total:</b>			<b>100%</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>

## MATHEMATICS ADVANCED

### Course Outcomes:

MA12-1	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
MA12-2	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA12-3	applies calculus techniques to model and solve problems
MA12-4	applies the concepts 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

Task description	Due Date	Outcomes (syllabus)	Weighting	Course Component	
				Understanding, Fluency, and Communication	Problem Solving, Reasoning, and Justification
Task 1 In-class Test	Term 4 Week 8 2024	MA12-1, MA12-4, MA12-9, MA12-10	25%	12.5%	12.5%
Task 2 Open book test	Term 1 Week 7 2025	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	20%	10%	10%
Task 3 Assignment	Term 2 Week 4 2025	MA12-8, MA12-9, MA12-10	25%	12.5%	12.5%
Task 4 Trial HSC Examination	Term 3 Week 2-3 2025	All outcomes	30%	15%	15%
<b>Total:</b>			<b>100%</b>	<b>50%</b>	<b>50%</b>

# MATHEMATICS STANDARD 1

## Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Understanding, Fluency, and Communication	Problem Solving, Reasoning, and Justification
Task 1 Topic Test	Term 4 Week 8 2024	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	20%	10%	10%
Task 2 Assignment	Term 1 Week 7 2025	MS1-12-8, MS1-12-9, MS1-12-10	25%	12.5%	12.5%
Task 3 In-class test	Term 2 Week 4 2025	MS1-12-1 MS1-12-2 MS1-12-6 MS1-12-7 MS1-12-9 MS1-12-10	25%	12.5%	12.5%
Task 4 Trial HSC Examination	Term 3 Week 2-3 2025	All outcomes	30%	15%	15%
<b>Total:</b>			<b>100%</b>	<b>50%</b>	<b>50%</b>



## MATHEMATICS STANDARD 2

### Course Outcomes:

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

Task Description	Due Date	Outcomes (syllabus)	Weighting	Course Components	
				Understanding, Fluency, and Communication	Problem Solving, Reasoning, and Justification
Task 1 Topic Test	Term 4 Week 8 2024	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	20%	10%	10%
Task 2 Assignment	Term 1 Week 7 2025	MS2-12-8, MS2-12-9, MS2-12-10	25%	12.5%	12.5%
Task 3 In-class test	Term 2 Week 4 2025	MS2-12-1 MS2-12-2 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10	25%	12.5%	12.5%
Task 4 Trial HSC Examination	Term 3 Week 2-3 2025	All outcomes	30%	15%	15%
<b>Total:</b>			<b>100%</b>	<b>50%</b>	<b>50%</b>

# MATHEMATICS EXTENSION 1

## Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components	
				Understanding, Fluency, and Communication	Problem Solving, Reasoning, and Justification
Task 1 In-class Test	Term 4 Week 9 2024	ME12-1, ME12-2, ME12-6, ME12-7	25%	12.5%	12.5%
Task 2 In-class Test	Term 1 Week 8 2025	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	25%	12.5%	12.5%
Task 3 Assignment	Term 2 Week 5 2025	ME12-1, ME12-4, ME12-6, ME12-7	20%	10%	10%
Task 4 Trial HSC Examination	Term 3 Week 2-3 2025	All outcomes	30%	15%	15%
<b>Total:</b>			<b>100%</b>	<b>50%</b>	<b>50%</b>

## MATHEMATICS EXTENSION 2

### Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components	
				Understanding, fluency and communication	Problem solving, reasoning and justification
Task 1 In-class Test	Term 4 Week 10 2024	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	25%	12.5%	12.5%
Task 2 In-class Test	Term 1 Week 9 2025	MEX12-1, MEX12-4, MES12-5, MEX12-7, MEX12-8	25%	12.5%	12.5%
Task 3 Topic Test	Term 2 Week 6 2025	MEX12-3, MEX12-7, MEX12-8	25%	10%	10%
Task 4 Trial HSC Examination	Term 3 Week 2-3 2025	All outcomes	30%	15%	15%
<b>Total:</b>			<b>100%</b>	<b>50%</b>	<b>50%</b>

# MODERN HISTORY

## Course Outcomes:

### KNOWLEDGE AND UNDERSTANDING:

- MH12-1 accounts for the nature of continuity and change in the modern world
- MH12-2 proposes arguments about the varying causes and effects of events and developments
- MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12-4 analyses the different perspectives of individuals and groups in their historical context
- MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

### SKILLS:

- 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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components			
				Communication of historical understanding in appropriate forms	Historical inquiry and research	Historical skills in the analysis of sources and interpretations	Knowledge and understanding of course content
Task 1 Power and Authority Source Analysis	Term 4 Week 8 2024	MH12-4 MH12-6 MH12-7 MH12-8 MH12-9	25%	5%	5%	5%	10%
Task 2 National Study Research Task	Term 1 Week 7 2025	MH12-1 MH12-2 MH12-3 MH12-4 MH12-7 MH12-8 MH12-9	25%	5%	5%	5%	10%
Task 3 Conflict Study Extended Response Task	Term 2 Week 7 2025	MH12-2 MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-9	25%	5%	5%	5%	10%
Task 4 Trial HSC Examination	Term 3 Week 2-3 2025	MH12-1 MH12-2 MH12-3 MH12-5 MH12-6 MH12-7 MH12-9	25%	5%	5%	5%	10%
<b>Total:</b>			<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>

# MUSIC 1

## Course Outcomes:

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

Electives may be all performance, musicology or composition, or any combination of all three.

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components				
				Core Musicology	Core Composition	Aural	Core Performance	Electives
<b>Task 1</b> Musicology Core Performance Core	Term 4 Week 10 2024	H1, H2, H5, H9, H10	15%	10%			5%	
<b>Task 2</b> Aural Elective 1	Term 1 Week 10 2025	H4, H6, H7, H9	15%			10%		5%
<b>Task 3</b> Elective 2, Elective 3 and Core Composition	Term 2 Week 6 2025	H2, H7, H8, H10, H11	20%		10%			10%
<b>Task 4</b> <b>Performance</b> <b>Trial HSC</b> Core, Electives 1, 2 and 3	Term 2 Week 9/10 (Performance) 2025	H1 - H11, H2, , H10	20%			15%	5%	
<b>Task 5</b> <b>Written Trial HSC</b> Aural	Term 3 Week 2/3 (Written) 2025	H4, H6	30%					30%
<b>Total:</b>			<b>100%</b>	<b>10%</b>	<b>10%</b>	<b>25%</b>	<b>10%</b>	<b>45%</b>

## MUSIC 2

### Course Outcomes:

- H1 performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
- H2 demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
- H3 composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
- H4 stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- H5 analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
- H6 discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
- H7 critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- H8 understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
- H9 identifies, recognises, experiments with, and discusses the uses and effects of technology in music
- H10 performs as a means of self-expression and communication
- H11 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H12 demonstrates a willingness to accept and use constructive criticism

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components				
				Musicology	Composition	Aural	Performance	Electives
Task 1 Aural and Musicology Core and Informal Electives 1&2	Term 1 Week 9 2025	H7 H9	25%	10%		10%	5%	
Task 2 Composition Core & Electives	Term 2 Week 6 2025	H2 H3 H4 H9	10%		5%			5%
Task 3 Performance	Term 2 Week 9-10 2025	H1 H12	30%				15%	15%
Task 4 Trial HSC Musicology, Composition and Aural	Term 3 Week 2-3 2025	H2 H9 H11 H12	35%	10%	15%	10%		
<b>Total:</b>			<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>

## MUSIC EXTENSION

### Performance Outcomes:

1. performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member
2. leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed
5. presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction
6. critically analyses the use of musical concepts to present a stylistic interpretation of music performed

### Composition Outcomes:

1. composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style
2. leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed
5. presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition
6. critically analyses the use of musical concepts to present a personal compositional style

### Musicology Outcomes:

1. presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
2. leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
5. presents, discusses and evaluates the problem-solving process and the development and realisation of a research project
6. critically analyses the use of the musical concepts to articulate their relationship to the style analysed

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components	
				Elective	Elective
Task 1	Term 1 Week 6 2025	Depends on elective choice	30%	15%	15%
Task 2	Term 2 Week 4 2025	Depends on elective choice	30%	15%	15%
Task 2	Term 2 Week 9 2025	Depends on elective choice	40%	20%	20%
<b>Total:</b>			<b>100%</b>	<b>50%</b>	<b>50%</b>

## PERSONAL DEVELOPMENT, HEALTH PHYSICAL EDUCATION

### Course Outcomes:

- H1 describes the nature and justifies the choice of Australia’s health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities
- 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
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating
Task 1 Investigation/ Report	Term 4 Week 7 2024	H8, H13, H16, H17	20%	5%	15%
Task 2 In class Quiz	Term 1 Week 7 2025	H1, H2, H3, H4, H5, H14, H15, H16	25%	10%	15%
Task 3 Research and Response	Term 2 Week 8 2025	H7, H8, H9, H10, H11, H17	25%	10%	15%
Task 4 Trial HSC Examination	Term 3 Week 2-3 2025	All outcomes	30%	15%	15%
<b>Total:</b>			<b>100%</b>	<b>40%</b>	<b>60%</b>



# PHYSICS

## Course Outcomes:

### SKILLS:

- 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

### KNOWLEDGE AND UNDERSTANDING:

- 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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding of course content	Skills in working scientifically
Task 1 Scientific Investigation	Term 4 Week 8 2024	PH12-1 PH12-2 PH12-5 PH12-12	25%	5%	20%
Task 2 Depth Study	Term 1 Week 8 2025	PH12-2 PH12-4 PH12-6 PH12-7 PH12-13	30%	10%	20%
Task 3 Research Task	Term 2 Week 7 2025	PH12-1 PH12-2 PH12-3 PH12-4 PH12-7 PH12-14	20%	10%	10%
Task 4 Trial HSC Examination	Term 3 Weeks 2-3 2025	ALL	25%	15%	10%
<b>Total:</b>			<b>100%</b>	<b>40%</b>	<b>60%</b>

## SOCIETY AND CULTURE

### 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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component		
				Knowledge and understanding of course content	Application and evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms
Task 1 Depth Study: Belief Systems and Ideologies	Term 4 Week 8 2024	H6, H8, H9, H10	<b>30%</b>	15%	10%	5%
Task 2 Continuity and Change Task	Term 2 Week 7 2025	H1, H5, H10	<b>40%</b>	20%	10%	10%
Task 3 Trial HSC Examination	Term 3 Week 2-3 2025	H1, H2, H3, H4, H5, H7, H10	<b>30%</b>	15%	10%	5%
<b>Total:</b>			<b>100%</b>	<b>50%</b>	<b>30%</b>	<b>20%</b>

## SPORT, LIFESTYLE AND RECREATION

### Course Outcomes:

- 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.
- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance

**IRP – Independent Research Project: Students select a research topic from modules that are in line with their strengths and personal interests.**

**TBC - Outcomes for assessment to be confirmed once selection is made.**

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding	Skills
Task 1 Aquatics practical assessment	Term 4 Week 6 2024	1.3, 2.1, 3.1, 4.4	<b>20%</b>	10%	10%
Task 2 Goal setting and resistance training program design	Term 1 Week 6 2025	1.2, 1.3, 2.1, 2.2, 3.2, 3.3, 4.1	<b>25%</b>	15%	10%
Task 3 Practical and skill application	Term 2 Week 5 2025	1.5, 2.3, 3.6	<b>25%</b>	10%	15%
Task 4 Small group task (skill session and evaluation)	Term 3 Week 6 2025	1.1, 3.1, 4.1, 4.4, 5.3	<b>30%</b>	15%	15%
<b>Total:</b>			<b>100%</b>	<b>50%</b>	<b>50%</b>

## VISUAL ARTS

### Course Outcomes:

- H1 initiates and organises art making 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 art making
- 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

Task Description	Due Date	Outcomes (Syllabus)	Weightings	Course Components	
				Art making	Art criticism and art history
Task 1 Development of the Body of Work and VAD	Term 4 Week 9 2024	H1, H2, H3, H4, H5 & H6	20%	20%	
Task 2 Written Research Task Case Study	Term 1 Week 8 2025	H7, H8, H9 & H10	20%		20%
Task 3 Resolving the Body of Work	Term 3 Week 5 2025	H1, H2, H3, H4, H5, H6	30%	30%	
Task 4 Trial HSC Examination	Term 3 Week 2-3 2025	H7, H8, H9, H10	30%		30%
<b>Total:</b>			<b>100%</b>	<b>50%</b>	<b>50%</b>

## VISUAL DESIGN

### Course Outcomes:

#### Design Making

- DM1 generates a characteristic style that is increasingly 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 representations/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 Work Health and Safety in the making of a range of works

#### Critical and Historical Studies

- 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 the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components	
				Designing and Making	Critical and Historical Studies
Task 1: IED1 – Structure and Environments	Term 4, Week 10 2024	DM1, DM2, DM3, DM4, DM5, CH1, CH2, CH3, CH4	40%	30%	10%
Task 2: PD2 - Furniture	Term 1, Week 7 2025	DM3, DM4, DM5, CH2, CH3	30%	10%	20%
Task 3: GM - Individual / Collaborative Project	Term 3, Week 5 2025	DM1, DM2, DM3, DM4, DM5	30%	30%	
<b>Total:</b>			<b>100%</b>	<b>70%</b>	<b>30%</b>

## WORK STUDIES

### Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components	
				Skills	Knowledge and Understanding
Finance – In Class Exam	Term 1, Week 8 2025	5, 7, 8	<b>40%</b>	20%	20%
Business Plan	Term 2, Week 7 2025	5, 6, 7	<b>30%</b>	15%	15%
Team Enterprise project	Term 3, Week 7 2025	4,5,6,7,9	<b>30%</b>	20%	10%
<b>Total:</b>			<b>100%</b>	<b>55%</b>	<b>45%</b>

# ASSESSMENT FOR VOCATIONAL EDUCATION AND TRAINING (VET) FOR THE HSC COURSES

- Assistant Dance Teaching
- Construction
- Entertainment
- Hospitality

All students successfully completing a VET Course will be eligible for one or all of the following credentials:

1. An HSC
2. Australian Qualifications Framework (AQF) Certificate I, II or III

Students wanting to use their VET course for the Australian Tertiary Admissions Rank (ATAR) need to sit the external examination.

**IMPORTANT:** VET courses are categorised as Category B courses and only 1 Category B course to the value of 2 units may be included in the calculation for the ATAR.

Assessment for AQF Certification is competency based. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations, as well as industry specific skills. Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence.

## Competency Record

A record of the units and elements of competence achieved will be kept in a separate competency log for each student, as well as in a data base retained by the teacher.

Evidence of competence will be gathered on an ongoing basis through specific tasks and events, such as projects, assignments, written and practical tests. **There are no marks awarded in competency-based assessments.**

To be satisfactory in these courses students must:

- Show diligence and sustained effort in achieving competencies by attempting all competency based assessment, participating actively in all class activities and attending on a regular basis.
- Attend mandatory work placement for assessment of work site competencies.

## HSC Examination

The HSC Exam is independent of competency-based assessment requirements for AQF Certification for the purpose of an Australian Tertiary Admissions Ranking (ATAR), students will sit an external exam. The completion of internal examinations will be used to determine an exam estimate should one be required in cases of illness and misadventure during the HSC exam. These exams will also be used as sources of evidence of competence in some units, and therefore will contribute to the competency-based assessment program.

## Work Placement

Work Placement is a mandatory requirement for every VET course. Failure to complete Work Placement in either the Preliminary or HSC year will render the student ineligible for the award of a Preliminary and HSC credential. If a student exits the course at the end of the Preliminary year they **MUST** have completed a minimum of 35 hours work placement to satisfy NESA requirements.

\*Assessment schedules for courses offered outside of Nepean CAPA HS will be supplied by the schools offering those courses.

School Name: Nepean Creative and Performing Arts High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for CUA30320 Certificate III in Assistant Dance Teaching Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 4 Composing and analysing dance	Task 5 The dance class	Task 6 Group exercise	HSC TRIAL EXAM
Code	Unit of Competency	Week - 7 Term - 1 - 2025 Date - 29 Nov	Week - 10 Term 2 - 2025 Date 5 July	Week - 10 Term - 3 2025 Date - 27 Sept	Week 2-3 Term 3 2025 Date TBC
CUACHR311	Develop basic dance composition skills	X			
CUAMLT211	Develop musical ideas and knowledge	X			
CUADLT311	Develop basic dance analysis skills	X			
CHCECE006	Support behaviour of children and young people		X		
CUADTM311	Assist with dance teaching		X		
SISFFIT007	Instruct group exercise sessions			X	

Depending on the achievement of units of competency, the possible qualification outcome is a CUA30320 Certificate III in Assistant Dance Teaching.

\* **This course is not HSC examinable.**

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



School Name: Nepean Creative & Performing Arts High School

## 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
Code	Unit of Competency	HSC Examinable Unit	Week 9 Term 4 - 2024 Date 13 Dec	Week 11 Term 1 - 2025 Date 12 April	Week 10 Term -3 2025 Date - 27 Sept	Week 2-3 Term 3 2025 Date TBC
CPCCBL2001	Handle and prepare bricklaying and <u>blocklaying</u> materials		X			
CPCCBL2002	Use bricklaying and <u>blocklaying</u> 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 components		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".

School Name: Nepean Creative & Performing arts High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2 Plan a career	Task 5 Work in the industry	Task 6 To project and serve	Task 7 Showtime	HSC Trial Exam
Code	Unit of Competency	Week	Week 6	Week 4	Week 10	Week 2-3
		Term	Term 4 2024	Term 2 2025	<u>Term 3</u> 2025	Term 3
		Date	Date 22 Nov	Date 24 May	Date 27 Sept	Date TBC
CUAIND311	Work effectively in the creative arts industry		X			HSC Examinable units of competency
SITXCCS006	Provide service to customers			X		
CUASOU306	Operate sound reinforcement systems			X		
CUAVSS312	Operate vision systems			X		
CUASTA311	Assist with production operations for live performances				X	
CUASMT311	Work effectively backstage during performances				X	
CUAIND314	Plan a career in the creative arts industry	Post WPL				

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

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

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

\* Examinable units to be confirmed by teacher.

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



Education

Entertainment Industry

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

Qualification: CUA30420 Certificate III in Live Production and Technical Services

Cohort 2024 - 2025

Training Package CUA Creative Arts and Culture (Release 6.0)

School Name: Nepean Creative & Performing Arts High School

Assessment Schedule Year 11/12 – 2024.2025

<b>Assessment Tasks Specialisation Study for CUA30420 Certificate III in Live Production and Technical Services</b> This study can be delivered and assessed at any stage during years 11 or 12. In conjunction with the delivery and assessment of NESA course 26401 OR 26402		<b>Task 8 Specialisation</b>
		Week 10
		Term 3 2025
		Date 27 September
Code	Unit of Competency	
CUAPPR314	Participate in collaborative creative projects	
BSBPEF301	Organise personal work priorities	
CUALGT314	Install and operate follow spots	

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

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

School Name: Nepean Creative & Performing Arts High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Working in the hospitality industry	HSC TRIAL EXAM
		Week 11	Week 7	Week 2 - 3
		Term 1 - 2025	Term 3 - 2025	Term 3
<b>Code</b>	<b>Unit of Competency</b>	Date 12 April	Date 6 September	Date TBC
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".

School Name: Nepean Creative & Performing Arts High School

## Assessment Schedule Year 12 - 2025

Assessment Tasks for ICT30120 Certificate III in Information Technology Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 3 Security	Task 4 ICT Advice	Task 5 Programming	Task 6 Social #	EXAM (Optional)
		2024	2025	2025	2025	2025
		Week 2 Term 4 Date 25 Oct	Week 3 Term 1 Date 16 Feb	<u>Week 6</u> <u>Term 3</u> Date 30 Aug	Week 9 Term 3 Date 20 Sept	Week 2-3 Term 3 Date TBC
Code	Unit of Competency					
BSBXCS303	Securely manage personally identifiable information and workplace information	X				
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	X				
ICTSAS305	Provide ICT advice to clients		X			
ICTSAS308	Run standard diagnostic tests		X			
ICTPRG302	Apply introductory programming techniques		X			
BSBCRT301	Develop and extend critical and creative thinking skills			X		
ICTICT214	Operate application software packages			X		
ICTWEB306	Develop web presence using social media  ## This is an optional unit that MUST be undertaken to attain the full Certificate III qualification				X	

Depending on the achievement of units of competency, the possible qualification outcome is a ICT30120 Certificate III in Information Technology.

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".

### 13. PERSONAL ASSESSMENT CALENDAR

TERM 4, 2024		TERM 1, 2025		TERM 2, 2025		TERM 3, 2025	
Week	Course/Task	Week	Course/Task	Week	Course/Task	Week	Course/Task
1		1		1		1	
2		2		2		2	
3		3		3		3	
4		4		4		4	
5		5		5		5	
6		6		6		6	
7		7		7		7	
8		8		8		8	
9		9		9		9	
10		10		10		10	

## 14. STUDENT TOOLS FOR COMPLETING ASSESSMENTS

Things you need to **KNOW** to complete this task:

<b>Content</b>	
<b>Skills (verbs)</b>	

Things you need to **DO** to complete this task:

Step	Things I will do	What I will see as a result
1		
2		
3		
4		
5		

**My Assessment Task Planner:**

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14

## 15. HIGHER SCHOOL CERTIFICATE (HSC) STUDENT CHECKLIST

### Term 4, 2024 -Term 1, 2025

- Read my Assessment Handbook
- Check I am eligible for the HSC, ensure my personal details and courses are correct including any optional examinations in English Studies, Mathematics Standard and VET courses by reviewing and signing the Student Declaration on the NESAs Confirmation of Entry
- Check I have received my syllabus outline including core and elective topics for all courses
- Check I have been provided with the scope and sequence for each course I am studying
- Go to NESAs Students Online to update my PIN and check my postal address, personal email address and mobile number
- Read and become familiar with course and assessment requirements

### Term 2, 2025

- Download my personal HSC examination timetable from NESAs Students Online
- Check all my exams appear, including performing and optional examinations
- Check I have been shown where past HSC papers and marking criteria's are on the NESAs website

### Term 3, 2025

- Confirm dates for any project submissions, performance and oral examinations
- Submit all projects on due dates
- Attend any performance and oral examinations

### Term 4, 2025

- Check my exam timetable and the equipment I need
- Attend and make a serious attempt at every examination
- Check my assessment ranks in NESAs Students Online after the last examination
- Check my NESAs Students Online account uses my personal email address, not my school address
- Note my NESAs student number and PIN so I can get my results online





*Creative and  
Performing Arts*

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