



# Wellington High School Year 12 Assessment Booklet 2024



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## INTRODUCTION

The Assessment Procedures used by Wellington High School follow the NSW Education Standards Authority **NESA** (formerly known as NSW Board of Studies Teaching Educational and Standards) Statement and Guidelines concerning Preliminary HSC course assessment and the satisfactory completion of each course.

- There are five broad requirements to be met:
- **Study** a permitted combination of courses through an approved pattern of study;
- Satisfactorily **complete** the requirements of the courses, including any necessary oral, practical or project work;
- **Complete** tasks required for the *assessment* program in each course;
- Maintain a pattern of *attendance* and *application* which will allow achievement of the outcomes of each course being studied;
- Sit for, and make a *genuine attempt* at, the Higher School Certificate in the required combination of courses.

All students sitting for the Preliminary and HSC courses are required to complete school-based assessment tasks for all Board Developed and Board Endorsed courses. Students studying Life Skills Courses are required to complete tasks set by the class teacher as a means of completing the syllabus requirements of the course.

## ELIGIBILITY

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:

- Meet the **HSC minimum standard** in Literacy and Numeracy
- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- Attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- Complete **HSC: All My Own Work** (or its equivalent) before submitting any work for Preliminary or HSC courses, unless a student is only entered for Year 11 and Year 12 Life Skills courses
- Satisfactorily complete courses in the patterns of study that are detailed in the following section
- Sit for and make a serious attempt at the required HSC exams.

## PATTERN OF STUDY

To qualify for the HSC, a student must satisfactorily complete:

- A Preliminary pattern of study that includes at least 12 units
- A HSC pattern of study that includes at least 10 units

Both patterns of study must include:

- At least 6 units from Board Developed Courses
- At least 2 units of a Board Developed Course in English, or English Studies
- At least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses)
- At least 4 subjects.

## HSC RECORD OF ACHIEVEMENT

HSC results are available in the [Students Online](#) account and sent to students by email and SMS in December. Students can also download and print their full credentials from Students Online in December. Hard copies of the certificate are sent in the mail in January the following year. Samples can be viewed on [NESA's HSC Credentials page](#).

The first page of the Record of Achievement will list your results in each HSC course you completed. For Board Developed Courses with an external HSC exam, these results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding. These reports will show you:

- The performance bands
- What a typical student knows and can do at each achievement level
- A graph of the mark distribution for the course.

If you are not eligible for an HSC and are leaving school, you may still receive a [Record of School Achievement](#) (hereby referred to as RoSA). Your RoSA will show your results in all Year 10, 11 and 12 courses that you completed. If you are not eligible for a RoSA, you will receive a Transcript of Study listing your results.

## HSC MINIMUM STANDARDS

Students need to meet 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. The minimum standard online tests are not based on NAPLAN.

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.

## STUDENTS ONLINE

[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.

Go to <https://studentsonline.nesa.nsw.edu.au>

The screenshot shows the top section of the Students Online website. On the left is the NSW Education Standards Authority logo. On the right is the 'STUDENTS ONLINE' title with the subtitle 'for NSW students in Years 10 to 12'. Below this is a navigation bar with buttons for 'HOME', 'MY ACCOUNT', 'HELP', and 'CONTACT US'. Underneath the navigation bar are links for 'About', 'Help', 'Forgotten PIN', and 'Contact us'. The main content area is split into two columns. The left column has the heading 'About Students Online' and text explaining that the site is a source for information about senior school study, HSC exams, and results. It also mentions that the site is developed by NESA. The right column has a 'Login' section with a form for 'Student Number' and 'PIN', a 'LOG IN' button, and links for 'Trouble logging in?', 'Forgot your PIN?', and 'Your security'.

## SATISFACTORY STUDY AND COMPLETION OF COURSES

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

- (a) *followed* the course; developed and endorsed by NESAs; 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*.

**FAILURE TO COMPLETE ALL THE SET EXPERIENCES, HOMEWORK AND CLASSWORK IN A COURSE MAY RESULT IN A NON-SATISFACTORY COMPLETION OF A COURSE AND THEREFORE NO RESULTS AT ALL WOULD BE AWARDED IN THAT SUBJECT.**

The following are indicators that a student has satisfactorily completed a course of study:

- participates positively in class activities - e.g. answering questions; asking questions; co-operating in group work;
- maintains a record of work completed in class and at home - subject/unit workbook;
- completes set class activities to the best of their ability;
- completes home assignments and presents them on time and to the best of their ability;
- completes and submits all *assessment tasks* on time and to the best of their ability;
- provides an acceptable explanation for any failure to meet set *assessment task* requirements;
- achieves course outcomes.

Although reminders about assessment matters will be given, it is the responsibility of the student to:

- keep track of assessment commitments and to complete necessary formalities in the event of late submissions or absences.
- read all examination timetables correctly and follow all instructions relating to procedures in examinations. No allowances will be made for students who fail to turn up for exams due to misreading of the timetable or failing to comply with the examination instructions due to misreading of the exam paper.
- Notify the school if they are going to be absent the day a task is due.
- Complete all relevant paper work when an assessment task is missed or not handed in.

**Commitments to a part-time job, social activities or work in other subjects are not acceptable excuses. All students have such commitments and are expected to plan ahead.**

## FORMAL ASSESSMENT

Formal assessment tasks are those that students undertake as part of the 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, logbooks, process diaries, tests, compositions and formal written examinations.

## RESPONSIBILITIES OF THE SCHOOL

The school is responsible for providing:

- Students with an *Assessment Handbook*, which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6.
- Students with Year 12 HSC Assessment Schedules (found in the *Year 12 HSC Assessment Handbook*) 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.
- NESAs with an assessment of students' achievement in each course they have studied in Year 11 and Year 12.
- Appropriate reporting procedures.
- A review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- Special consideration to students with a disability and others with special needs following endorsement by the Principal.

## Subject Head 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 in order to determine assessment rank.
- Specify a mark/weighting for each assessment task.
- Are of the same type and have the same weighting for all classes studying that course.
- Providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task. This notification will be issued at least two weeks 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 written feedback.
- Establishing procedures for recording and reporting student performance on all assessment tasks. Records of all marks that form part of the assessment program are to be kept in duplicate and filed separately for security purposes.
- 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. The Stage 6 Head Teacher will also be notified.
- Ensuring that final cumulative school-based assessment marks are not provided to students and that students are aware that they can access their *Assessment Rank Order Notice* after the last HSC examination has occurred.

## NOTIFICATION OF ASSESSMENT TASKS

Students will be notified in writing of the specific details of an assessment task **at least 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.
- Outcomes assessed.
- Description of the nature of the task.
- Task weighting.
- Marking criteria/information about how the task will be assessed and how feedback will be provided.

## SUBMISSIONS OF ASSESSMENT TASKS

The *Year 12 HSC Assessment Handbook* shows the general timing of assessment tasks by school term and week. Exact submission dates and times for a hand-in task will be clearly specified on the assessment notification.

Dates and times for examinations will be provided on the examination timetable.

**Failure to submit a task on time will result in a zero mark being awarded. 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.**

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.

## EXAMINATION PERIODS

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 12, normal lessons will be suspended, and students will only be required at school when their specific examinations are scheduled.

## PROCEDURES FOR REQUESTING A RESCHEDULING / EXTENSION OF AN ASSESSMENT TASK

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. 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 Illness Misadventure Form** provided by the school. These forms are to be obtained by the student from the school's website, school office or subject Head Teacher or classroom teacher and must be returned to the subject Head Teacher.

Students wishing to request an assessment task extension flowchart.

Step 1: Students obtain an extension form.



Step 2: Submit the form.

- (i) Students must complete all paperwork and submit to the subject Head Teacher
- (ii) The form must be made at least FIVE days prior to the official due date.
- (iii) Supporting documentation (doctors' certificate or a statutory declaration) should be provided as well.



Step 3: Resolution & Feedback.

- (i) The application will be considered by the subject Head Teacher.
- (ii) A decision will be communicated to the student, classroom teacher and Deputy Principal.

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

## PROCEDURES FOR APPLYING 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 illness/misadventure should follow the relevant procedure specific to the situation as outlined below.

**Procedures to follow in the event of:**

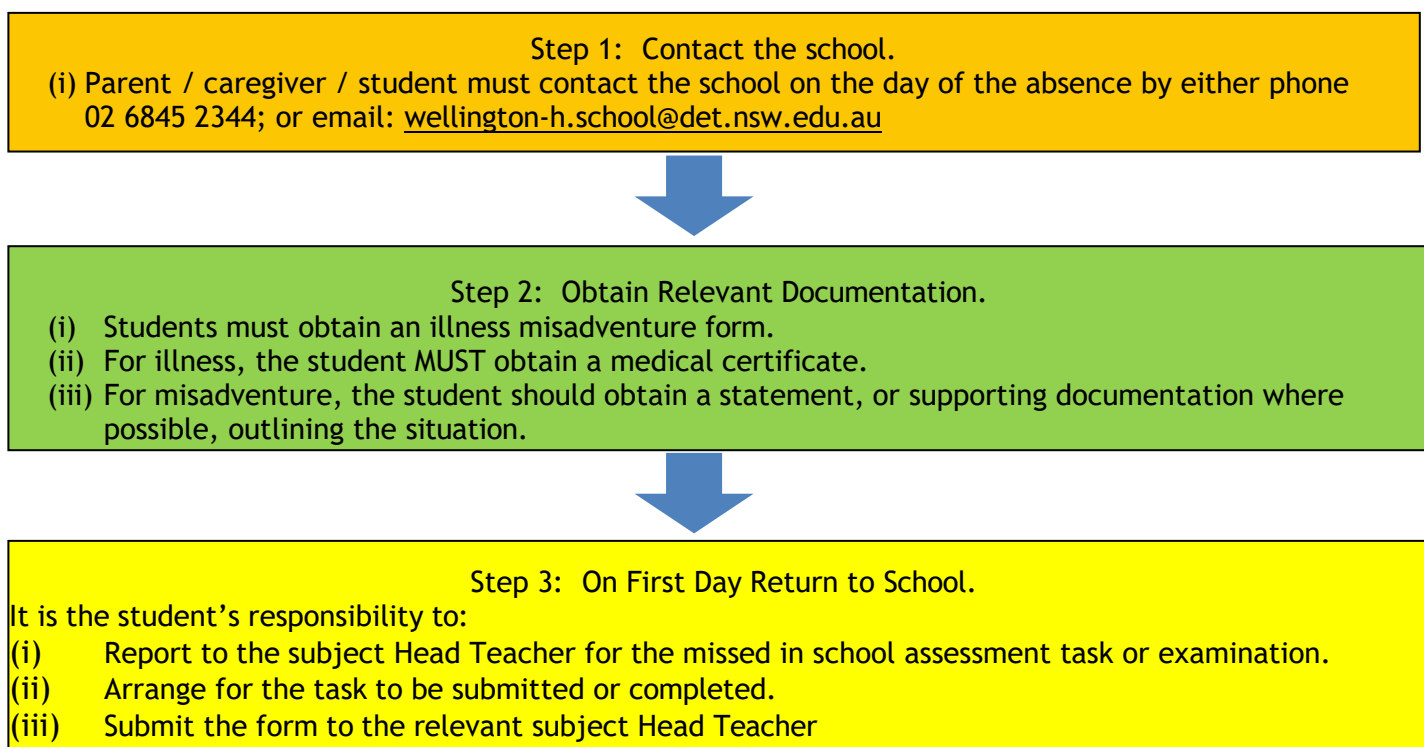
1. **Absence due to illness/misadventure on the day of an in-school assessment task**
  - The student or parent/caregiver **MUST** contact the school by **8:30am** on the day the task is scheduled by phoning: 02 6845 2344
  - Students must report to the **relevant Subject Head Teacher** on the **first day of their return to school** and be prepared to complete the task on that day.
  - Students must obtain an Illness/Misadventure Application Form and any other relevant documentation, such as the school's Medical Certificate.
  - Completed forms and documentation must be returned to the **Subject 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 6845 2344; or email: [wellington-h.school@det.nsw.edu.au](mailto:wellington-h.school@det.nsw.edu.au)
  - If a task is not submitted on the due date, the student must submit the task to the **relevant Subject Head Teacher** on the **first day of their return to school**.
  - Students must obtain an Illness/Misadventure Application Form and any other relevant documentation, such as the school's Medical Certificate.
  - Completed forms and documentation must be returned to the **Subject 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 Head Teacher 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 Illness/Misadventure Application Form and the school's Medical Certificate (if applicable) and following the Illness/Misadventure procedure.
  
4. **Illness/misadventure on a day during an examination period**
  - The student or parent/caregiver **MUST** contact the school by phone: 02 9626 3562.
  - **Prior to their return to school**, the student must contact the **Subject Head Teacher** to organise a rescheduling of the affected examination(s).
    - On the day of a rescheduled examination, the student must report to the **Subject Head Teacher**.
    - Students must obtain an Illness/Misadventure Application Form and any other relevant documentation, such as the school's Medical Certificate.
    - Completed forms and documentation must be returned to the **Subject Head Teacher** **within two school days** of his/her return to school (i.e. no later than his/her third day back at school).

## SUMMARY PROCEDURES FOR APPLYING FOR ILLNESS OR MISADVENTURE

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



# KLA ASSESSMENT SCHEDULES

## HSC English Advanced Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Multimodal Presentation Common Module: Texts and Human Experiences <i>All the Light We Cannot See</i>	Analytical Comparative Essay Module A: Textual Conversations <i>King Richard III and Looking for Richard</i>	Creative Response with Reflection Module C: Craft of Writing	Trial HSC Examination 5% COW All modules	
Timing	Term 4, Week 10	Term 1, Week 9	Term 2, Week 5	Term 3, Week 3-4	
Outcomes Assessed	EA12-1, EA12-2, EA12-7, EA12-8	EA12-3, EA12-4, EA12-5, EA12-6	EA12-1, EA12-4, EA12-9	EA12-1, EA12-3, EA12-5, EA12-9	
<b>Components</b>					
Knowledge and understanding of course content	10	15	10	15	50 %
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50 %
<b>Total %</b>	<b>20 %</b>	<b>30 %</b>	<b>20 %</b>	<b>30 %</b>	<b>100 %</b>
<p><b>Outcomes:</b></p> <p><b>EN12-1:</b> independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p><b>EN12-2:</b> uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p><b>EN12-3:</b> analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning</p> <p><b>EN12-4:</b> adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p> <p><b>EN12-5:</b> thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments</p> <p><b>EN12-6:</b> investigates and explains the relationships between texts</p> <p><b>EN12-7:</b> explains and evaluates the diverse ways texts can represent personal and public worlds</p> <p><b>EN12-8:</b> explains and assesses cultural assumptions in texts and their effects on meaning</p> <p><b>EN12-9:</b> reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner</p>					

## HSC English Standard Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Multimodal Presentation Common Module: Texts and Human Experiences	Analytical Essay Module A: Textual Conversations	Writing Portfolio with Reflection Module C: Craft of Writing	Trial HSC Examination All modules	
Timing	Term 4, Week 9	Term 1, Week 11	Term 2, Week 6	Term 3, Week 3-4	
Outcomes Assessed	EN12-2, EN12-3, EN12-6	EN12-1, EN12-7, EN12-8	EN12-4, EN12-5, EN12-9	EN12-1, EN12-4, EN12-5	
<b>Components</b>					
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
<b>Total %</b>	<b>20 %</b>	<b>30 %</b>	<b>20 %</b>	<b>30 %</b>	<b>100 %</b>

**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

## HSC English Studies Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Multimodal Presentation Common Module: Texts and Human Experiences Billy Eliot	Imaginative Writing & Reflection Module C: On the Road	Collection of Coursework Module D: Digital Worlds	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 11	Term 2, Week 4	Term 3, Week 3-4	
Outcomes Assessed	ES12-2, ES12-4, ES12-5, ES12-6, ES12-8	ES12-1, ES12-7, ES12-9 ES12-10	ES12-3, ES12-7, ES12-10	ES12-1, ES12-5, ES12-7, ES12-9	
<b>Components</b>					
Knowledge and understanding of course content	10	15	15	10	50 %
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	50 %
<b>Total %</b>	<b>25 %</b>	<b>25 %</b>	<b>30 %</b>	<b>20 %</b>	<b>100 %</b>
<b>Outcomes:</b> <b>ES12-1:</b> 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 <b>ES12-2:</b> 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 <b>ES12-3:</b> accesses, comprehends and uses information to communicate in a variety of ways <b>ES12-4:</b> composes proficient texts in different forms <b>ES12-5:</b> 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 <b>ES12-6:</b> uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes <b>ES12-7:</b> represents own ideas in critical, interpretive and imaginative texts <b>ES12-8:</b> understands and explains the relationships between texts					

## HSC Mathematics Extension 1 Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Open Book Test	Assignment	Class Test	Trial Examination	
Timing	Term 4 - Week 7	Term 1 - Week 8	Term 2 - Week 8	Exam Week Term 3	
Outcomes Assessed	ME12-1, ME12-2, ME12-6, ME12-7	ME12-2, ME12-3, ME12-6, ME12-7	ME12-1, ME12-4, ME12-6, ME12-7	ALL Outcomes	
Topics	ME-V1 - Vectors ME-P1 - Proof	ME-T1 -Trigonometric Equations ME-V1 - Vectors	ME-C2 - Further Calculus Skills ME-C3 - Applications of Calculus	ME-S1 -Statistics Plus All other topics	
<b>Components</b>					
Understanding, Fluency and Communicating.	13	10	12	15	50 %
Problem Solving, Reasoning and Justification.	12	10	13	15	50 %
<b>Total %</b>	<b>25 %</b>	<b>20 %</b>	<b>25 %</b>	<b>30 %</b>	<b>100 %</b>

**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

## HSC Advanced Mathematics Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Assignment	Open Book Test	Class Test	Trial Higher School Certificate Examination	
Timing	Term 4 - Week 10	Term 1 - Week 8	Term 2 - Week 8	Exam Week Term 3	
Outcomes Assessed	MA12-2, MA12-4, MA12-9, MA12-10	MA12-1, MA12-5, MA12-6, MA12-9, MA12-10	MA12-5, MA12-6, MA12-7, MA12-10	ALL Outcomes	
Topics	MA-M1 - Modelling Financial Situations	MA-F2 - Graphing Techniques MA-T3 - Trigonometric Functions and Graphs MA-C2 - Differential Calculus	MA-C3 - Applications of Differentiation MA-C4 - Integral Calculus	MA-S2 - Descriptive Statistics and Bivariate Data Analysis. MA-S3 - Random Variables + (MA-F2, T3, C2-4 and M1)	
<b>Components</b>					
Understanding, Fluency and Communicating.	10	13	13	15	50 %
Problem Solving, Reasoning and Justification.	10	12	12	15	50 %
<b>Total %</b>	<b>20 %</b>	<b>25 %</b>	<b>25 %</b>	<b>30 %</b>	<b>100 %</b>

**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

## HSC Standard 1 Mathematics Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	In-class open book test	Investigation/Assignment	In-class test	Trial HSC Examination	
Timing	Term 4 - Week 10	Term 1 - Week 9	Term 2 - Week 8	Term 3 - Exam Period	
Outcomes Assessed	MS1-12-3 - MS1-12-5, MS1-12-9 - MS1-12-10	MS1-12-2, MS1-12-5, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1 - MS1-12-4, MS1-12-6, MS1-12-7, MS-1-12-9, MS1-12-10	MS1-12-1 - MS1-12-10	
Topics	M5–Scale Drawings F2–Investment	S3.1- Statistical Investigation Process F3–Depreciation and Loans	A3.1–Simultaneous Equations M3–Right-angled Triangles S3.2–Bivariate Data Analysis	All previous topics plus: N1–Networks and Paths M4–Rates A3.2–Graphs of Practical Situations	
<b>Components</b>					
Understanding, Fluency and Communicating.	10	15	10	15	50 %
Problem Solving, Reasoning and Justification.	10	15	10	15	50 %
<b>Total %</b>	<b>20 %</b>	<b>30 %</b>	<b>20 %</b>	<b>30 %</b>	<b>100%</b>
<p>Outcomes:</p> <p>MS1-12-1: uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts.</p> <p>MS1-12-2: analyses representations of data in order to make predictions and draw conclusions</p> <p>MS1-12-3: interprets the results of measurements and calculations and makes judgements about their reasonableness</p> <p>MS1-12-4: analyses simple two-dimensional and three-dimensional models to solve practical problems.</p> <p>MS1-12-5: makes informed decisions about financial situations likely to be encountered post-school</p> <p>MS1-12-6: represents the relationships between changing quantities in algebraic and graphical forms</p> <p>MS1-12-7: solves problems requiring statistical processes</p> <p>MS1-12-8: applies network techniques to solve network problems</p> <p>MS1-12-9: chooses and uses appropriate technology effectively and recognises appropriate times for such use</p> <p>MS1-12-10: uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.</p>					



## HSC Standard 2 Mathematics Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	In-class open book test	Investigation/Assignment	In-class test	Trial HSC Examination	
Timing	Term 4 - Week 10	Term 1 - Week 9	Term 2 - Week 8	Term 3 - Exam Period	
Outcomes Assessed	MS1-12-3 - MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-5, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1 - MS1-12-7, MS-1-12-9, MS1-12-10	MS1-12-1 - MS1-12-10	
Module	M7—Rates and Ratio A4.1 Simultaneous Linear Equations	N2.1, N2.2 Introduction to Networks F4.1—Investments F4.2 Depreciation and Loans	M6—Non-right angled Trigonometry S4—Bivariate Data Analysis F5—Annuities	All previous topics plus: A4.2—Non-linear Algebra S5—The Normal Distribution N3—Critical Path Analysis	
<b>Components</b>					
Understanding, Fluency and Communicating.	10	15	10	15	50 %
Problem Solving, Reasoning and Justification.	10	15	10	15	50 %
<b>Total %</b>	<b>20 %</b>	<b>30 %</b>	<b>20 %</b>	<b>30 %</b>	<b>100 %</b>
<b>Outcomes:</b> MS2-12-1: uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts MS2-12-2: analyses representations of data in order to make inferences, predictions and draw conclusions MS2-12-3: interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate MS2-12-4: analyses two-dimensional and three-dimensional models to solve practical problems MS2-12-5: makes informed decisions about financial situations, including annuities and loan repayments MS2-12-6: solves problems by representing the relationships between changing quantities in algebraic and graphical forms MS2-12-7: solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data. MS2-12-8: solves problems using networks to model decision-making in practical problems. MS2-12-9: chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use MS2-12-10: uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response					

## HSC Biology Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Modelling Task and Presentation Module 5 <i>Polypeptide Synthesis</i>	Depth Study Module 6 <i>Genetic Technologies, DNA &amp; Disease</i>	Practical Task & Research Module 7 <i>Infectious Diseases</i>	Trial HSC Examination Modules 5, 6, 7 & 8	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 6	Term 3, Exam Period	
Outcomes Assessed	BIO11/12-1, BIO 11/12-4 BIO 11/12-5, BIO 11/12-6, BIO 12-7, BIO 12-12	BIO12-2, BIO12-3, BIO12-4, BIO 12-5, BIO 12-6, BIO12-7, BIO12-12, BIO12-13	BIO12-2, BIO12-3, BIO12-4, BIO 12-5, BIO 12-6, BIO12-7, BIO12-12, BIO12-13	BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14	
Module	5	6	7	5-8	
<b>Component</b>					
Skills in Working Scientifically	10	25	15	10	60
Knowledge and Understanding	10	10	5	15	40
<b>Total %</b>	<b>20</b>	<b>35</b>	<b>20</b>	<b>25</b>	<b>100</b>

### Outcomes

BIO12-1: develops and evaluates questions and hypotheses for scientific investigation  
 BIO12-2: designs and evaluates investigations in order to obtain primary and secondary data and information  
 BIO12-3: conducts investigations to collect valid and reliable primary and secondary data and information  
 BIO12-4: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media  
 BIO12-5: analyses and evaluates primary and secondary data and information  
 BIO12-6: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes  
 BIO12-7: communicates scientific understanding using suitable language and terminology for a specific audience or purpose  
 BIO12-12: 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

## HSC Chemistry Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Data Analysis Equilibrium Constants	Depth Study Titration	Research Task Polymerisation	Trial HSC Examination Modules 5, 6, 7 & 8	
Timing	Term 4 Week 10	Term 1, Week 8	Term 2, Week 9	Term 3, Week3 & 4	
Outcomes Assessed	CH12-4, CH12-5, CH12-6, CH12-7, CH12-12	CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-13	CH12-2, CH12-3, CH12-5, CH12-6, CH12-7, CH12-13	CH12-2 - CH12-7 & CH12-12 - CH12-14	
Module	Module 5 Equilibrium	Module 6 Acids / Base Reactions	Module 7 Organic Chemistry	Modules 5 - 8	
<b>Components</b>					
Skills in Working Scientifically	15	20	15	10	60 %
Knowledge & Understanding	10	10	10	10	40 %
<b>Total %</b>	<b>25 %</b>	<b>30 %</b>	<b>25 %</b>	<b>20 %</b>	<b>100 %</b>

### Outcomes

CH12-1 develops and evaluates questions and hypotheses for scientific investigation  
 CH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information  
 CH12-3 conducts investigations to collect valid and reliable primary and secondary data and information  
 CH12-4 selects and processes appropriate qualitative 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  
 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

## HSC Agriculture Assessment Schedule 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Experiment report (plant and animal)	Farm Product Study	Elective Investigation	Trial HSC Examination	
Timing	Term 4, Week 10	Term 2, Week 4	Term 2, Week 10	Term 3, Week 3/4	
Outcomes Assessed	H1.1, H2.1, H2.2, H4.1	H3.1, H3.2, H3.3, H3.4	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1,	
<b>Component</b>					
Plant /Animal Production	30			20	50 %
Farm Product Study		25		5	30 %
Elective			15	5	20 %
Marks %	30 %	15 %	40 %	15 %	100 %
<b>Outcomes</b>					
H1.1: explains the influence of the physical, biological, social, historical and economic factors on sustainable agricultural production					
H2.1: describes the inputs, processes and interactions of plant production systems					
H2.2: describes the inputs, processes and interactions of animal production systems.					
H3.1: assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products					
H3.2: critically assesses the marketing of a plant OR animal product					
H3.3: critically examines the technologies and technological innovations employed in the production and marketing of agricultural products					
H3.4: evaluates the management of the processes in agricultural systems.					
H4.1: justifies and applies appropriate experimental techniques, technologies, research by methods and data presentation and analysis in relation to agricultural problems and situations.					
H5.1: evaluates the impact of innovation, ethics and current issues on Australian agricultural systems.					

## HSC Aboriginal Studies Assessment Schedule 2024

Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of Task	Social Justice and Human Rights Stimulus	Major Project	Trial Examination	
Timing	Term 4, Week 9	Term 1, Week 8	Term 3, Exam Period	
Outcomes Assessed Module	H1.1, H1.2, H1.3, H2.2, H3.2, H3.3, H4.1	H1.1, H4.1, H4.2, H4.3	H1.1, H1.2, H2.1, H2.2, H3.3, H4.2, H4.3	
<b>Components</b>				
Knowledge and understanding of course content	15	5	20	40 %
Investigating, analysis, synthesis and evaluation of information from a variety of sources & perspectives	10	10	5	25 %
Research & inquiry methods, including aspects of the Major project		20		20 %
Communication of information, ideas & issues in appropriate forms	5	5	5	15 %
<b>Total %</b>	<b>30 %</b>	<b>40 %</b>	<b>30 %</b>	<b>100 %</b>
<b>Outcomes</b> H1.1: evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples H1.2: analyses & discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal & other Indigenous peoples H1.3: assesses the representation of Aboriginal peoples and cultures for bias and stereotyping H2.1: examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity H2.2: analyses the importance of Country as a contemporary issue impacting on Aboriginal & other Indigenous peoples' cultural, political, social & economic life H3.1: assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination H3.2: evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities H3.3: evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples H4.1: plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives H4.2: undertakes community consultation and fieldwork and applies ethical research practices H4.3: investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples				

## HSC Ancient History Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Source Analysis	Historical Inquiry Research	Analysis Essay	Trial Higher School Certificate	
Timing	Term 4 2023 Week 6	Term 1 Week 8	Term 2 Week 7	Term 3 Exam period	
Outcomes Assessed	AH12-4; AH12-5; AH12-7; AH12-9	AH12-5; AH12-8; AH12-9	AH12-1; AH1202; AH12-03; AH12-09	AH12-2; AH12-3; AH12-4; AH12-6; AH12-9; AH12-10	
<b>Components</b>					
Knowledge & understanding of course content	10	5	10	15	40 %
Historical skills in the analysis and evaluation of sources & interpretations	10		5	5	20 %
Historical inquiry & research		15	5		20 %
Communication of historical understanding in appropriate forms	5	5	5	5	20 %
<b>Total %</b>	<b>25 %</b>	<b>25 %</b>	<b>25 %</b>	<b>25 %</b>	<b>100 %</b>
<b>Outcomes</b> AH12-1: accounts for the nature of continuity and change in the ancient world AH12-2: proposes arguments about the varying causes and effects of events and developments AH12-3: evaluates the role of historical features, individuals and groups in shaping the past AH12-4: analyses the different perspectives of individuals and groups in their historical context AH12-5: assesses the significance of historical features, people, places, events and developments of the ancient world AH12-6: analyses and interprets different types of sources for evidence to support an historical account or argument AH12-7: discusses and evaluates differing interpretations and representations of the past AH12-8: plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH12-9: communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-10: analyses issues relating to the ownership, custodianship and conservation of the ancient past					

## HSC Business Studies Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Extended Response Operations	Business Report Marketing	In class topic test Finance	Trial HSC Examination All topics	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5	
Outcomes Assessed	H2, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5	H2, H4, H5, H6, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Module	Operations	Marketing	Finance	All topics	
<b>Components</b>					
Knowledge and understanding of course content.	5	5	10	20	40 %
Stimulus-based skills		5	10	5	20 %
Inquiry and research	15	5			20 %
Communication of business information, ideas, and issues in appropriate forms		10	5	5	20 %
<b>Total %</b>	<b>20 %</b>	<b>25 %</b>	<b>25 %</b>	<b>30 %</b>	<b>100 %</b>
<b>Outcomes</b> 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 a large and global business. 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.					

## HSC Geography Assessment Schedule

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Stimulus	Research	Trial HSC Examination	
Timing	Term 4, Week 8 2023	Term 2, Week 4	Term 3, Week 4	
Outcomes assessed	H1, H2, H5, H8, H10	H1, H3, H6, H7, H8, H9, H10	H4, H5, H10, H11, H12, H13	
Module	Ecosystem at Risk	Urban Places	All components	
<b>Component</b>				
Knowledge and understanding of course content	10	15	15	40 %
Geographical tools and skills	5	5	10	20 %
Geographical inquiry and research, including fieldwork	10	10		20 %
Communication of geographical information, ideas and issues in appropriate forms	10	5	5	20 %
<b>Total %</b>	<b>35 %</b>	<b>35 %</b>	<b>30 %</b>	<b>100 %</b>

### Outcomes

- H1: explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H2: explains the factors which place ecosystems at risk and the reasons for their protection
- H3: analyses contemporary urban dynamics and applies them in specific contexts
- H4: analyses the changing spatial and ecological dimensions of an economic activity
- H5: evaluates environmental management strategies in terms of ecological sustainability
- H6: evaluates the impacts of, and responses of people to, environmental change
- H7: justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8: plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9: evaluates geographical information and sources for usefulness, validity and reliability
- H10: applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11: applies mathematical ideas and techniques to analyse geographical data
- H12: explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13: communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms



## HSC Modern History Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Power and Authority Source Analysis	Conflict in Europe Presentation	Russia Historical Analysis	Trial HSC Examination	
Timing	Term 4: Week 9	Term 1: Week 8	Term 2: Week 9	Term 3: Exam Period	
Outcomes Assessed	MH 2-3, MH12-5, MH12-6	MH12-4, MH12-7, MH12-	MH12-3, MH12-5, MH12-6	All Outcomes	
<b>Components</b>					
Knowledge & understanding of course content.	10	10	10	10	40 %
Historical skills in the analysis & evaluation of sources and interpretations	5	5	5	5	20 %
Historical inquiry & research		10	10		20 %
Communication of historical understanding in appropriate	5	5	5	5	20 %
<b>Total %</b>	<b>20 %</b>	<b>30 %</b>	<b>30 %</b>	<b>20 %</b>	<b>100 %</b>
<b>Outcomes</b> 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 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					

## HSC Work Studies Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Budget Activity	Effective Team Member Booklet	Family and Work Research Task	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week TBA	
Outcomes Assessed	5,8,9	2,5,6	5,6,8	2,7,9	
Module	Personal Finance	Teamwork and Enterprise Skills	Managing Work & Life Commitments	Workplace Issues	
Components					
Knowledge and Understanding		5	5	20	30
Skills	25	20	20	5	70
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### 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

## HSC PDHPE 2023-24 Assessment schedule

Course components	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Nature of Task</b>	Stimulus based task Factors Affecting Performance	Extended response questions Improving Performance	Research and knowledge application Health Priorities in Australia	Trial HSC examination	
<b>Timing Due date</b>	Term 4 Week 8	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4/5	
<b>Outcomes</b>	H7; H8; H11; H17	H8; H10; H16	H1; H2; H3; H5; H16	H1; H2; H3; H5; H7; H8; H9; H11; H13; H14; H15; H16; H17	
Component					
Knowledge and understanding of course content.	10	10	5	15	40 %
Skills in critical thinking; research; analysing and communication	15	10	20	15	60 %
<b>Total %</b>	<b>25 %</b>	<b>20 %</b>	<b>25 %</b>	<b>30 %</b>	<b>100 %</b>
<p><b>H1:</b> describes the nature and justifies the choice of Australia's health priorities</p> <p><b>H2:</b> analyses and explains the health status of Australians in terms of current trends and groups most at risk</p> <p><b>H3:</b> analyses the determinants of health and health inequities</p> <p><b>H5:</b> explains the different roles and responsibilities of individuals; communities; governments regarding health priorities</p> <p><b>H7:</b> explains the relationship between physiology and movement potential</p> <p><b>H8:</b> explains how a variety of training approaches and other interventions enhance performance and safety</p> <p><b>H9:</b> explains how movement skill is acquired and appraised</p> <p><b>H10:</b> designs and implements training plans in response to individual performance needs</p> <p><b>H11:</b> designs psychological strategies and nutritional plans in response to individual performance needs</p> <p><b>H13:</b> selects and applies strategies for the management of injuries and the promotion of safety in sport/PA</p> <p><b>H14:</b> argues the benefits of health-promoting actions and choices that promote social justice</p> <p><b>H15:</b> critically analyses key issues affecting the health of Australians and proposes strategies</p> <p><b>H16:</b> devises methods of gathering; interpreting and communicating information about Health and Physical Activity concepts</p> <p><b>H17:</b> selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation</p>					

## HSC SLR Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Research and Practical	Research and Practical	Research and Practical	Trial HSC Examination	
Timing	Term 4, Week 7	Term 1, Week 8	Term 2, Week 8	Term 3, Week 4/5	
Outcomes assessed	1.1, 1.3, 2.1, 3.1, 4.1	1.3, 2.2, 3.1, 3.6	1.3, 2.1, 2.5, 3.2	1.1, 1.3, 1.6, 2.2, 2.4, 2.5, 3.2, 3.3, 3.6, 4.1 - 4.5	
<b>Component</b>					
Knowledge & understanding of course content	10	15	15	20	60
Critical thinking, research, analysing & communicating	10	10	10	10	40
Total %	20 %	25 %	25 %	30 %	100 %
<b>Outcomes</b> 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 goals 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					

## HSC Community and Family Studies Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of tasks	Independent Research Project	Investigation	Presentation	Trial HSC Examination	
Timing	Term 4, Week 10	Term 1, Week 7	Term 2, Week 9	Term 3, Week 4	
Outcomes assessed	H4.1, H4.2	H1.1, H2.2, H3.1 H3.3, H3.3	H2.1, H2.3, H3.2, H3.4 H5.1, H5.2	H1.1 to H6.2	
<b>Component</b>					
Knowledge & understanding of course content	5	10	10	15	40 %
Skills in critical thinking, research methodology, analysing & communicating	15	15	15	15	60 %
<b>Total %</b>	<b>20 %</b>	<b>25 %</b>	<b>25 %</b>	<b>30 %</b>	<b>100 %</b>
<b>Outcomes</b> 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					

## HSC Exploring Early Childhood Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Children's Literature - Children's Book	Food and Nutrition - Food Pamphlet	Diary - Student Observations	Trial Examination	Weighting %
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 3/4	
Outcomes assessed	1.2 - 1.4, 4.1, 5.1, 6.1, 6.2	1.3, 1.4, 1.5, 2.2, 2.4, 5.1	1.2, 1.3, 2.4, 3.1, 4.1 - 4.3, 6.2	All outcomes	
<b>Component</b>					
Knowledge & understanding of course content	5	5	5	30	50 %
Skills in critical thinking, research methodology, analysing & communicating	25	15	15		50 %
Total %	30 %	20 %	20 %	30 %	100 %

### 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: Examines 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: Analyses 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 understand of decision making process
- 6.2: Critically examines all issues including beliefs and values that may influence interactions with others

## HSC Food Technology Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<b>Australian Food Industry</b> Practical & Theory Task	<b>Food Manufacture</b> Research & Practical Task	<b>Food Product</b>	<b>Trial HSC</b>	Weighting %
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 8	Term 3, Week 3/4	
Outcomes assessed	H1.2, H1.4, H3.1, H5.1	H4.2, H1.1, H5.1	H2.1, H3.2, H4.1, H1.3	H1.1, H1.3, H1.4, H2.1, H4.2	
<b>Component</b>					
Knowledge and understanding of course content	10		10	20	40 %
Knowledge and skills in designing, researching, analysing and evaluating		10	10	10	30 %
Skills in experimenting with & preparing food by applying theoretical concepts	10	10	10		30 %
Total %	20 %	20 %	30 %	30 %	100 %
<b>Outcomes</b> 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 H1.4: evaluates the impact of the operation of an organisation within the Australian food industry on the individual, society and environment H3.1: investigates operations of one organisation within the Australian food industry H3.2: independently investigates contemporary nutrition issues H4.1: develops, prepares and presents food using product development processes H4.2: applies principles of food preservation to extend the life of food and maintain safety H5.1: develops, realises and evaluates solutions to a range of food situations					

## HSC Industrial Technology -Timber Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Project Portfolio Draft	Industry Study	Project Progress Draft	Trial HSC Examination	
Timing	Term 4, Week 10	Term 1, Week 7	Term 3, Week 2	Term 3, Week 4/5	
Outcomes assessed	H3.1, H 3.2, H3.3, H4.1, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3, H5.1, H7.1, H7.2	H3.1, H 3.2, H3.3, H4.1, H5.2, H6.1, H6.2	H1.1, H1.2, H3.1 - H3.3, H4.1 - H4.3, H5.1, H5.2, H6.1, H6.2 H7.1	
<b>Component</b>					
Knowledge and understanding of the organisation and management of, and manufacturing processes	10		10	20	40 %
Knowledge, skills & understanding in designing, managing, problem-solving, communicating		10	10	10	30 %
<b>Total %</b>	<b>20 %</b>	<b>20 %</b>	<b>30 %</b>	<b>30 %</b>	<b>100 %</b>
<b>Outcomes</b> 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 effectively through the production of a Major Project H4.1: demonstrates competence in a range of practical skills appropriate to the Major Project H4.2: explores the need to outsource appropriate expertise where necessary to complement personal practical skills H4.3: critically applies knowledge and skills related to properties and characteristics of materials/components H5.1: selects and uses communication and information processing skills H5.2: examines and applies appropriate documentation techniques to project management H6.1: evaluates the characteristics of quality manufactured products H6.2: applies the principles of quality and quality control H7.1: explains the impact of the focus area industry on the social and physical environment H7.2: analyses the impact of existing, new and emerging technologies of the focus					



## HSC Music 1 Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 3	Weighting %
Nature of Task	Viva Voce Presentation: Elective Option for Topic 1	Composition Portfolio: Elective Option for Topic 2	Performance representative of elective option 3	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 6	Term 3, Week 3	
Outcomes to be assessed	H1-8*	H2, H3, H4, H5, H6, H7	H1, H2	H4, H6, H8	
<b>Components</b>					
Performance			10		10 %
Composition		10			10 %
Musicology	10				10 %
Aural				25	25 %
Electives	15	15	15		45 %
<b>Total %</b>	<b>25 %</b>	<b>25 %</b>	<b>25 %</b>	<b>25 %</b>	<b>100 %</b>

### 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

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

## HSC Visual Arts Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Body Of Work Planning + VAPD	Artist Case Study Presentation	Trial HSC Examination	“Body Of Work” Visual Arts Major	
Timing	Term 4, Week 8	Term 2, Week 8	Term 3 Exam Period	Term 3 August	
Outcomes Assessed	H1. H2. H3. H4. H5. H6	H7. H8. H9. H10	H7. H8. H9. H10	H.1- H.10	
<b>Component</b>					
Art Criticism & Historical Understanding		20	30		50 %
Artmaking	20			30	50 %
<b>Total %</b>	<b>20 %</b>	<b>20 %</b>	<b>30 %</b>	<b>30 %</b>	<b>100 %</b>
<b>Outcomes</b>					
H1. Initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions conceptual framework.					
H2. Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work frames.					
H3. Demonstrates an understanding of the frames when working independently in the making of art representation.					
H4. Selects and develops subject matter and forms in particular ways as representations in art making conceptual strength and meaning.					
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 conceptual framework.					
H8. Applies their understanding of the relationships among the artist, artwork, world and audience frames.					
H9. Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art representation.					
H10. Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.					

## HSC Visual Design Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Design Project Visual Diary & Planning	Design Practice Module 1	Mandatory Work Health + Safety Research Task	Final Year Visual Design Exam	
Timing	Term 4, Week 8	Term 2, Week 6	Term 3, Week 7	Term 3 Exam Period	
Outcomes Assessed	DM1, DM2, DM3, DM4, DM5, DM6	DM1, DM2, DM3, DM4, DM5, DM6	DM6	CH1, CH2, CH3, CH4	
<b>Components</b>					
Design Criticism & Historical Understanding	-	-	10	20	30 %
Design Studio	30	30	-	10	70 %
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>10</b>	<b>30</b>	<b>100</b>
<p><b>Outcomes</b></p> <p>DM1: generates a characteristic style that is increasingly self-reflective in their design practice</p> <p>DM2: explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works</p> <p>DM3: investigates different points of view in the making of designed works</p> <p>DM4: generates images and ideas as representations/simulations</p> <p>DM5: develops different techniques suited to artistic and design intentions in the making of a range of works</p> <p>DM6: takes into account issues of Work Health and Safety in the making of a range of works</p> <p>CH1: generates in their critical and historical practice ways to interpret and explain design</p> <p>CH2: investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations</p> <p>CH3: distinguishes between different points of view, using the frames in their critical and historical investigations</p> <p>CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design</p>					

## HSC Primary Industries Assessment Schedule AHC20116 CERTIFICATE II IN AGRICULTURE (release 7.2) 2023/2024

Requirements for HSC purposes									
Work Placement (compulsory for the HSC) - 70 hours in total.									
Trial HSC exam—Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.									
Competency codes	Units of competency	Evidence Collection							
		HSC examinable	Self-assessment	Third Party report	Role play, oral presentation	Written assignment, Test, Quiz	Oral questioning	Product assessment	Observation of practical work
<b>Cluster 1—Participate in WHS Processes</b>									
AHCWHS201	Participate in WHS processes	✓		✓	✓		✓		✓
<b>Cluster 2—Working in the Industry (YR 12)</b>									
AHCWRK209 AHCWRK204 AHCWRK205	Participate in environmentally sustainable work practices Work Effectively in Industry Participate in workplace communications	✓		✓	✓	✓	✓		✓
<b>Cluster 3—Weather (YR 12)</b>									
ACHWRK201	Observe and report on weather	✓			✓		✓		✓
<b>Cluster 4—Chemicals (YR 12)</b>									
AHCCHM201 AHCPMG201	Apply Chemicals Under Supervision Treat Weeds	✓			✓	✓			✓
<b>Cluster 5—Healthy Animals (YR 12)</b>									
AHCLSK202 AHCLSK204 - AHCLSK206	Care for health and welfare of livestock Handle livestock using basic techniques Identify and mark livestock Carry out regular livestock observations	✓	✓		✓			✓	✓
<b>Cluster 7—Tractors (Yr 11)</b>									
AHCMOM202 AHCMOM304 AHCB10201	Operate tractors Operate machinery and equipment	✓		✓	✓				

Cluster 8– Feed and Water Livestock (YR 11)									
AHCLSK211 ACHLSK209	Provide feed for livestock Monitor water supplies	✓		✓	✓				
Cluster 9–Fencing (Yr 11)									
AHCINF202 AHCINF201	Install, maintain and repair farm fencing Carry out basic electric fencing operations	✓	✓		✓				
Cluster 11–Show Livestock <i>Optional Cluster</i> (YR 11/12)									
AHCLSK316	Prepare livestock for competition	✓	✓	✓					
Cluster 12–Clean Machinery (Yr 11)									
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity	✓		✓	✓				

Shaded areas are Year 12 HSC Course—An opportunity for reassessment for competencies not yet achieved will be provided

Depending on the achievement of units of competency; the possible AQF qualification outcome is AHC20116 Certificate II in Agriculture or a Statement of Attainment towards AHC20116 Certificate II in Agriculture

