

# Assessment Information

## Tomaree High School

# STAGE 6

# 2025

*Respect • Responsibility • Success*  
*Tomaree High School is a caring community school*  
*seeking excellence through a commitment to relevant curriculum*



Phone: 02 4981 1444  
Email: [tomaree-h.school@det.nsw.edu.au](mailto:tomaree-h.school@det.nsw.edu.au)

# 2025

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## **STAGE 6 HIGHER SCHOOL CERTIFICATE (HSC) ASSESSMENT POLICY**

The NSW Education Standards Authority (NESA) requires that all students sitting for the HSC will be awarded assessments by their school and that all students be treated fairly and equitably. The HSC certification will provide a performance band based on two marks per subject. The two marks will comprise one HSC examination mark (50%) and one moderated school assessment mark (50%). This latter mark will allow for reporting of student achievement in relation to the complete range of syllabus outcomes.

### **WHAT IS INCLUDED IN A STANDARDS REFERENCED ASSESSMENT PROGRAM?**

Stage 6 courses requires that a standards referenced approach be used for assessing and reporting student achievement.

- Assessment is used by schools to determine the rank order and relative position of the students. The measurements will be determined by the School Assessment Schedule that are published and distributed to students at the commencement of the Year 11 & Year 12 course. Subject teachers and Head Teachers will distribute individual subject assessment schedules to students during the course. These schedules will outline: the outcomes to be assessed, the nature value, and timing of each task. These must conform to NESA mandatory requirements.
- A variety of measurement instruments will be used e.g. practical work, fieldwork, oral presentations, essays, tests, major assignments, observations, portfolios, performance etc.
- Assessment should be made over time. Additional tasks or variations to the assessment schedule can occur only with the approval of the Deputy Principal, the staff and students involved.
- Students are assessed and reported on in reference to specific syllabus outcomes.
- Marks awarded to students reflect the standards they have achieved.
- Syllabus outcomes must be assessed. Assessment tasks must clearly indicate the outcomes being assessed.
- The assessment schedule allows for the demonstration of a range of achievement of all outcomes.
- Only one task may be a formal examination which in Year 12 may not exceed 30% and Year 11 40%.
- Year 11 has a maximum of 3 tasks and year 12 has a maximum of 4. Refer to Assessment and Reporting Guidelines for individual courses.
- Mandatory assessment outcomes must be clearly shown on tasks.

## **CONFIRMATION OF ENTRY**

All students are required to confirm their pattern of study and sign the NESA Confirmation of Entry form.

## **SATISFACTORY COMPLETION OF A COURSE**

The following course completion criteria refer to both Preliminary and HSC courses.

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

- 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.

Student must make a genuine attempt at tasks that total more than 50% of the available school assessment marks for that course.

## **RECORD OF STUDENT ACHIEVEMENT (RoSA)**

The NSW Record of Student Achievement (RoSA) provides the most up to date information on a student's achievement across all subjects and a range of extra-curricular activities. The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). School leavers who are not eligible for the RoSA will receive a Transcript of Study.

Additional information about the ROSA can be accessed at <https://www.educationstandards.nsw.edu.au/>

## **SCHOOL-BASED ASSESSMENTS**

Each Assessment Task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and to provide accurate information on each student's achieve
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time
- Reflect the weightings and components specified in the relevant syllabus
- Use marking guidelines for each task that are linked to the standards by including the wording of the syllabus outcomes and relevant performance descriptors
- Award marks earned on individual tasks that are expressed on a scale sufficiently wide to reflect adequately the relative difference in student performance
- Provide for Life Skills students and ensure adjustments to meet their needs
- Ensure practical tasks meet syllabus requirements and NESA deadlines

### **COMMUNICATION**

Students will be issued with the Subject Assessment Schedule and Scope and Sequence document for each subject at the commencement of their Year 11 and 12 courses. Students are required to sign that they have received those assessment documents and the task notifications throughout the course. The Faculty Head Teacher will monitor classroom teachers through the senior folders to ensure students have been adequately informed.

### **SUBMISSION/ COMPLETION OF ASSESSMENT TASKS**

Assessments must be submitted by close of school on the due date, unless otherwise informed in writing on the assessment task notification.

Teachers may nominate to receive tasks via email, Microsoft Teams, paper, Google Classrooms or Office 365. If this is acceptable it will be expressly stated on the task notification. Students should use their DoE portal email to submit assessments and retain proof by keeping a record of the transmission in "Sent Items".

### **STANDARDISATION OF MARKS**

Students should be aware that individual marks submitted by the school will be moderated by NESA according to the HSC examination performance of the school group of students in each course.

## **REPORTING**

Students will receive two formal reports during the Preliminary Course and two during the HSC course. This will be based on their achievement of course outcomes.

- These reports will indicate achievement of course outcomes and a cumulative rank. Students will also receive notification of their rank order in each subject, based on their school assessment during and at the conclusion of the course. Final assessment marks are confidential.
- When tasks are returned to students, teachers will provide meaningful feedback to students on course outcomes.
- When a student is not meeting NESA requirements, NESA Warning Letters will be issued, the students interviewed and counselled. Class teachers are to inform parents as soon as possible using relevant proforma NESA Warning Letters.

## **SPECIAL NOTES**

- The school may vary the assessment schedule, but students must be informed in writing at least 2 weeks prior to the scheduled time of the task.
- There will be no assessment tasks allowed to be scheduled or due one week prior to the commencement of the midcourse and trial examination periods.

NESA has determined special policies in relation to students who change schools during the assessment period and those who repeat the Year 12 course. They can be made available upon request.

# RESPONSIBILITIES

## RESPONSIBILITIES OF STUDENTS

Students will achieve to the best of their abilities and potential by taking utmost responsibility for the outcome of their education.

Students should:

- be familiar with all assessment requirements and deadlines;
- organise an efficient program of study and work;
- complete and submit all assessable tasks before or by the due date;
- seek advice and assistance from teachers and discuss difficulties and needs openly; and
- seek clarification from teachers when there is misunderstanding regarding marks allocated for specific tasks (students are encouraged to consult with the Head Teachers and their subject teachers
- ensure that Illness/Misadventure appeals have independent documentation and are submitted to the relevant Head Teacher within two school days of the due date of the assessment task
- be prepared to submit a task immediately or be prepared to sit for the task immediately upon returning to school (if absent on the due date of a task)

## RESPONSIBILITIES OF EACH TEACHER

- Design and implement tasks consistent with NESAs, school and faculty policies.
- Record marks on the appropriate faculty register and keep individual copy for at least 12 months after the class completes their Year 12 course.
- Provide alternative tasks or estimates at the direction of the Deputy Principal or Principal.
- Using assessment information to their teaching and learning.
- Provide feedback to assessment tasks to enable students to improve learning.
- Ensure that satisfactory notification of a task is given, at least 2 weeks prior, as per the assessment schedule.
- Communicate with parents when student performance is poor or non-existent, generate NESAs Warning Letters (N-Award) when students fail to submit tasks or make a non-serious attempt at a task, issue follow up letters and contact parents about outstanding N-Awards.
- Keep final assessment marks confidential.
- Maintain their senior folder.
- Consult with Head Teacher and Deputy Principal in writing of any changes to assessment schedule or tasks and then notify students.

## RESPONSIBILITIES OF EACH HEAD TEACHER

- Ensure preparation of assessment information for inclusion in the HSC Course Assessment Schedule indicates:
  - required components, weightings, type of tasks, marks, outcomes assessed and timing in line with the relevant NESAs syllabus and/or subject manual.
- Adhere to the School Assessment Policy and Schedule.
- Ensure each staff member maintains their senior folder.

- Monitor staff each term to ensure assessment policy is being followed.
- Ensure all faculty staff are aware of NESA, school and faculty policies on assessment.

#### **RESPONSIBILITIES OF THE DEPUTY PRINCIPAL**

- Ensure faculties distribute subject-based assessment schedules and assessment tasks to students.
- Ensure records are kept that certify the receipt of this material by students.
- Manage appeal form processes with Head Teacher.
- Monitor and support students to redeem N-Awards with the Class Teacher and Head Teacher.
- Collate N-determinations for Principal to submit to NESA.
- Ensure all Head Teachers comply with NESA and school assessment policy and assessment schedules.
- In consultation with the Leadership Team, amend the school policy to reflect changes made by NESA or DoE as required.



## PROCEDURES FOR LATE SUBMISSION AND NON-SERIOUS ATTEMPTS

Assessment tasks handed in late, will receive a zero. A student has the right to appeal the zero mark.

### LATENESS

- A late assessment is one that has not been submitted before or on the due date and for which the student has not been granted an extension or does not have a valid appeal.
- Appeals for extensions should be sought prior to the due date and not on the due date.
- Late assessments will receive an academic penalty of twenty percent (20%) per day late based on the total mark for the assessment, unless a valid appeal form was submitted. These assessments will still be marked and given appropriate feedback.
- Assignments submitted more than five calendar days after the original due date will be awarded zero (0), but are still required to be completed as per NESA guidelines.

*Example 1: If a student receives 34/50 for an assignment but was two (2) days late. The assignment was marked according to all the original criteria.*

*Penalty/Day = 10 marks per day based on 20% x 50 per day late*

*Final Mark = Original mark – Penalty = 34 – (2 x 10) = 34 – 20 = 14*

*Example 2: Assignments received more than five days after the due date that have not been granted an extension of time must still be marked according to the original marking criteria and students given the appropriate feedback for their work. The final mark for these assignments handed in more than five days late however will be zero (“0”).*

### NON-SERIOUS ATTEMPTS

Students are required to attempt a range of questions throughout assessment tasks. Attempting multiple-choice questions only is not a serious attempt. Where a student is considered to have presented a non-serious attempt at either an examination or an assessment task, this may lead to non-award of marks for that section of the work.

A non-serious attempt may be the presentation of material, which for example, is frivolous or objectionable. Students who provide answers in languages other than English (unless specifically instructed to do so), who mark their papers with symbols or other identifying marks or make inappropriate comments on their task will have them classified as non-serious attempts.

## MALPRACTICE

### ALL MY OWN WORK

To be eligible for entry into a Preliminary and/ or HSC course, students must complete All My Own Work (AMOW). This program is an educational program designed to instruct students about scholarship principles and ethical practices and comprises content across four topics.

The program modules topics are:

- Locating and acknowledging sources of information;
- Plagiarism;
- Copyright; and
- Working with Others.

Students can review the modules anytime at <https://www.nsw.gov.au/education-and-training/nesa/hsc/all-my-own-work> <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

### MALPRACTICE

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, will lead to you receiving zero (0) marks for the assessment task or examination, and will jeopardise your HSC results. Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own
- Using material directly from books, journals, CDs, internet or artificial intelligence (AI) without reference to the source
- Building on the ideas of another person or AI without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as your own (including the use of AI)
- Submitting work which another person, such as a parent, coach or subject expert, has contributed to substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Cheating in an HSC examination
- Using non-approved aids during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice.

In the case of suspected malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas

- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Any student found to commit any of these acts of malpractice, will be awarded zero (0) marks for any task. Any student who lends material for copying will be similarly penalised.

## **PROCEDURES FOR LEAVE / ILLNESS / ACCIDENT OR MISADVENTURE APPEALS**

In the case of special circumstances, such as leave, illness, accident or misadventure, it is the student's responsibility to complete a special consideration appeal form and return it to the Head Teacher within two (2) days of returning to school or the due date of the assessment task.

In the case of being absent due to valid school activities, such as, representative school sport, school excursion or work placement, it is the student's responsibility to complete a special consideration appeal form and return it to the Head Teacher prior to the due date of the assessment task.

It is vitally important that students provide independent evidence of their claims. The documentation provided must be current, specific to the date and time of the assessment task(s) and submitted with the application. The person giving the independent evidence must not be related to the student.

In the cases where authenticated external documentation is provided, a decision will be made in consultation with the Class Teacher and relevant Head Teacher. This means medical certificates or statutory declarations must be provided in cases of illness or injury. A medical practitioner or other health professional must provide the independent evidence. In the case of illness, health professionals should describe the student's symptoms and describe how these symptoms could impede the student's performance. If possible, some indication of the duration of the condition should be given. Other absences must be supported with external documentation, such as a funeral notice, as well as a statutory declaration, as outlined on the appeal form. In any of the above cases this evidence is expected if the appeal is to have a chance of being successful.

Zero (0) marks will be awarded if there is no genuine case or incorrect procedure followed. In the case where more than one faculty is involved, a common approach will be determined.

Note: Family holidays/ sporting events are not considered a valid reason for Misadventure or Special Considerations for HSC Courses. Families should refer to the issued Assessment Schedules for each subject before booking holidays. In the case of a holiday being booked prior to the schedules being published, documentary evidence such as booking slip, is to be provided. Individual students may apply to the Deputy Principal for special consideration.

## **INVALIDITY OF ASSESSMENT TASKS**

Very rarely an incident will occur which impacts on a students' ability to complete a task at school. Examples may include (though not limited to):

- Emergency Evacuation
- Lockdown
- Blackout
- Incorrect printing of papers
- Student misbehaviour/ excessive noise in or out of room

In these situations, the HSC Review Team (consisting of Principal, current Year 12 Deputy Principal, Head Teacher Secondary Studies and Year 12 Year Adviser) will examine the situation and determine an appropriate outcome that suits most of the students. Outcomes may include:

- Rescheduling of task if interrupted in the first half of the allocated time at the nearest available opportunity
- Enabling students to sit only the section they missed after the interruption at the nearest available opportunity
- Providing an estimate for the unfinished section if the time was over 80% complete

Decisions will be communicated to students as soon as practicable.

Students who believe they have been adversely affected due to the changes, may submit a special consideration appeal form. They will need to demonstrate how they have faced a greater hardship than other students who have been able to accommodate the change.

## **N-DETERMINATION**

At any point during Stage 6, when a student is not meeting NESAs course requirements, the following procedure will be followed:

### **Stage One – Warning No. 1**

- Classroom teacher sends an ‘N’ award warning letter because of non-completion of an assessment task, non-completion of coursework due to poor attendance or poor attitude in class thus leading to non-completion of course requirements or non-completion of work placement (VET subject only).
- A revised due date for the task is recorded on the letter.
- Letter is signed by teacher, Head Teacher and Deputy Principal then posted home
- Task is redeemed, but a ‘zero’ mark is recorded.

### **Stage Two – Follow up letter**

- Classroom teacher sends the ‘follow up letter’ home if the task has not been completed by the revised due date.

### **Stage Three – Non completion of more than 50% of course – UPL Process**

- The UPL process is an improvement plan for the student to meet school expectations of assessment task completion, attendance and completion of class work.
- If Stage One and Two’s N Determination Warning letters have been given, a Final N Determination may occur.
- This will result in either:
  - the student being excluded from that course. This usually means the student will have insufficient units of work for the award of the Preliminary HSC or the HSC; or
  - the student may be expelled due to ‘unsatisfactory participation in learning by a student of post-compulsory school age’.
- If a final N Determination is made, it will be submitted to NESAs. A student has a right to appeal this decision. This must be done by completing and submitting an official NESAs Appeal Form.

## **WORK PLACEMENT AND VET COURSES**

Students must complete all mandatory work placements to be eligible for the HSC.

Students are required to show evidence of competencies across a range of areas. Students can attempt the task several times until competent. ‘N’ Determination warning letters will be issued if the student does not attempt the task or demonstrate competency in the timeline published. Students will be given opportunity to address the competency and once achieved, the ‘N’ determination will be redeemed. In VET courses, there are no deduction in marks for attempts after the published date.

## **STUDENTS WITH A DISABILITY**

Students who have a disability require special attention when developing units of work and assessment tasks. Teachers should refer to the link below on NESA website for guidance in preparing quality teaching and learning programs which meets the needs of a variety of students.

All courses (with the exception of VET) have a Life Skills course. This may be an appropriate option after investigation and consideration by the Learning and Support Team, parents and students. Students enrolled in Life Skills courses, should be clearly identified in Monitoring processes and programming must indicate differentiation or adjustments for the student.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/collaborative-curriculum-planning>

## **SPECIAL PROVISIONS**

Students may be granted 'special provisions' to assist them in the completion of examinations and assessment tasks.

These provisions may include:

- Small group supervision
- Individual supervision
- Provision of reader &/or writer
- Additional time

The school can assist in supporting student, though it must be remembered that final decisions about HSC provisions require a detailed application with supporting documentation. The decision to grant or deny rests with NESA.

If the school, through the Learning Support Team process and in consultation with parents, have determined that special provisions are appropriate during the course, teacher's will be notified. Teachers should ensure adequate notice (minimum of 1 week) is given to the Special Provisions coordinator so arrangements can be made to support the student.

## ASSESSMENT FOR, AS AND OF LEARNING

NSW syllabuses and support materials promote an integrated approach to teaching, learning and assessment.

Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

The principles of assessment for learning and assessment as learning strategies have some common elements.

Assessment for learning and assessment as learning incorporate:

- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning
- feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

**Assessment for learning** involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

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

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

Assessment as learning:

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

**Assessment of learning** assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit of work, term or semester and may be used to rank or grade students. The effectiveness of



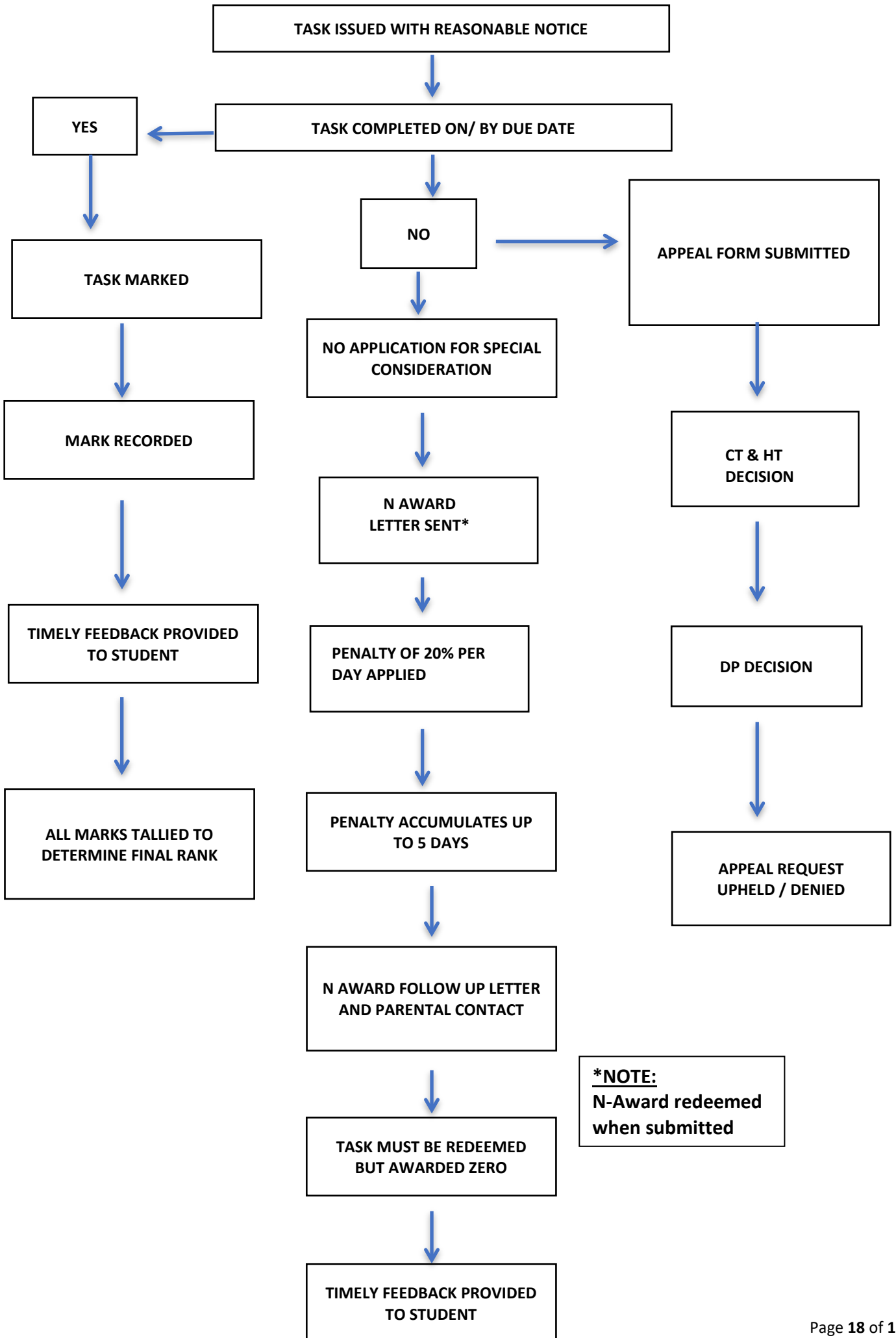
assessment for learning for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

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

Assessment for learning and assessment as learning approaches, in particular, help teachers and students to know if current understanding is a suitable basis for future learning. Teachers using their professional judgement in a standards-referenced framework are able to extend the process of assessment for learning into the assessment of learning.

# ASSESSMENT FLOW CHART



**\*NOTE:**  
N-Award redeemed  
when submitted

# Year 12 (2025 HSC) Assessment Calendar

|                      | WEEK                 | Courses with assessment tasks  |                            |
|----------------------|----------------------|--|----------------------------|
| <b>Term 4 - 2024</b> | 1 - 2                | NIL  |                            |
|                      | 3                    | Marine Studies   |                            |
|                      | 4 - 6                | NIL  |                            |
|                      | 7                    | Earth and Environmental Science, Textiles & Design   |                            |
|                      | 8                    | Mathematics Advanced, Mathematics Extension 1 & 2, Mathematics Standard 2 (ATAR), Mathematics Standard 1 (Non-ATAR), Numeracy, Photography, Video and Digital Imaging, Investigating Science, Music, Personal Development, Health and Physical Education, Physics, Society & Culture |                            |
|                      | 9                    | Agriculture, Biology, Chemistry, Community & Family Studies, Drama, Software Engineering, Business Studies, Industrial Technology Timber, Modern History, Visual Arts  |                            |
|                      | 10                   | English Advanced, English Standard, English Studies, Ancient History, Design & Technology, Engineering Studies, Food Technology, Geography, Japanese, Legal Studies, Sport, Lifestyle and Recreation   |                            |
| <b>Term 1 - 2025</b> | 1-3                  | NIL  |                            |
|                      | 4                    | Marine Studies   |                            |
|                      | 5                    | NIL  |                            |
|                      | 6                    | Engineering Studies  |                            |
|                      | 7                    | Industrial Technology timber, Business Studies   |                            |
|                      | 8                    | Music, Textiles and Design, Design & Technology, Society & Culture, Investigating Science  |                            |
|                      | 9                    | Agriculture, Biology, Chemistry, Drama, Software Engineering, Earth & Environmental Science Modern History, Visual Arts  |                            |
|                      | 10                   | Mathematics Advanced, Mathematics Extension 1 & 2, Mathematics Standard 2 (ATAR), Mathematics Standard 1 (Non-ATAR), Numeracy, Photography, Video and Digital Imaging, Ancient History, Food Technology, Geography, Japanese, Legal Studies, Sport, Lifestyle and Recreation         |                            |
|                      | 11                   | English Extension 1, English Advanced, English Standard, English Studies, Personal Development, Health and Physical Education, Physics   |                            |
|                      | <b>Term 2 - 2025</b> | 1  | Community & Family Studies |
|                      |                      | 2-3  | NIL                        |
| 4                    |                      | Marine Studies   |                            |
| 5                    |                      | English Advanced, English Standard   |                            |
| 6                    |                      | English Extension  |                            |
| 7                    |                      | Textiles & Design, Investigating Science   |                            |
| 8                    |                      | Mathematics Advanced, Mathematics Extension 1 & 2, Mathematics Standard 2 (ATAR), Mathematics Standard 1 (Non-ATAR), Numeracy, Photography, Video and Digital Imaging, Engineering Studies, Japanese, Legal Studies  |                            |
| 9                    |                      | Agriculture, Biology, Chemistry, Community & Family Studies, Business Studies, Earth and Environmental Science, Industrial Technology Timber, Modern History   |                            |
| 10                   |                      | Personal Development, Health and Physical Education, Ancient History, Design & Technology, Food Technology, Geography, Sport, Lifestyle & Recreation   |                            |
| <b>Term 3 - 2025</b> |                      | 1  | Physics                    |
|                      | 2                    | Visual Arts, Drama, Software Engineering   |                            |
|                      | 3                    | Marine Studies, Music 1, English Studies   |                            |
|                      | 4                    | NIL  |                            |
|                      | 5 - 6                | <b>Trial Examinations</b>  |                            |
|                      | 7 - 10               | NIL  |                            |

## NOTE:

- VET Assessment tasks will be advised as the school is advised by the Registered Training Organisation (RTO)
- Assessment weeks for English Extension 1 and Mathematics Extension 1 will be negotiated with class teacher and Deputy Principal

# Agriculture

## Year 12 - 2025

| Task number  | Task 1                                 | Task 2                 | Task 3                             | Task 4   |            |
|--|--|------------------------|------------------------------------|--|------------|
| <b>Task description</b>  | Plant Growth Trial Report and Research | Farm Product Study     | Research – Production and Elective | Trial Exam   |            |
| <b>Due date</b>  | Term 4, Week 9                         | Term 1, Week 9         | Term 2, Week 9                     | Term 3, Week 5/6                                     |            |
| <b>Outcomes</b>  | H1.1, H2.1, H4.1                       | H3.1, H3.2, H3.3, H3.4 | H2.2, 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>Components</b>  |  |                        |                                    |  |            |
| Knowledge and understanding of course content  | 5                                      | 5                      | 10                                 | 20   | <b>40</b>  |
| Knowledge, understanding and skills required to manage agricultural production systems | 5                                      | 20                     | 5                                  | 10   | <b>40</b>  |
| Skills in effective research, experimentation and communication                        | 10                                     | 5                      | 5                                  | 0  | <b>20</b>  |
| <b>Total %</b>   | <b>20</b>                              | <b>30</b>              | <b>20</b>                          | <b>30</b>  | <b>100</b> |



# Ancient History

Year 12 - 2025

| Task number  | Task 1                         | Task 2   | Task 3                          | Task 4  |            |
|--|--------------------------------|--|---------------------------------|---|------------|
| <b>Task description</b>  | Source Analysis Task           | Historical Analysis                            | Research Essay                  | Trial HSC Examination   |            |
| <b>Due date</b>  | Week 10 - Term 4 (2024)        | Week 10 – Term 1                               | Week 10 – Term 2                | Week 5/6 – Term 3   |            |
| <b>Outcomes</b>  | AH12-4, AH12-6, AH12-7, AH12-9 | AH12-1, AH12-4, AH12-5, AH12-6, AH12-8, AH12-9 | AH12-1, AH12-3, ASH12-8, AH12-9 | AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10 |            |
| Components   | Weighting %                    |  |                                 |   |            |
| Knowledge and understanding of course content.                                   | 10%                            | 5%   | 5%                              | 20%   | <b>40%</b> |
| Historical skills in the analysis and evaluation of sources and interpretations. | 10%                            | 5%   |                                 | 5%  | <b>20%</b> |
| Historical inquiry and research.   |                                | 15%  | 5%                              |   | <b>20%</b> |
| Communication of historical understanding in appropriate forms.                  |                                | 5%   | 10%                             | 5%  | <b>20%</b> |
| <b>Total %</b>   | <b>20%</b>                     | <b>30%</b>                                     | <b>20%</b>                      | <b>30%</b>  | <b>100</b> |



## Biology

### Year 12 - 2025

| Task number                                   | Task 1   | Task 2  | Task 3   | Task 4  |            |
|---|--|---|--|---|------------|
| Task Description                              | Open Book Stimulus Test<br>Module 8                                  | Depth Study Case Study and In-class Test<br>Module 7                                | Research and Exam Style Questions<br>Module 5          | Trial Examination<br>Module 5-8   |            |
| Due Date                                      | Week 9   | Week 9  | Week 9   | Term 3, Week 5/6  |            |
| Outcomes                                      | BIO 11/12-4<br>BIO11/12-5<br>BIO 11/12-6<br>BIO 11/12-7<br>BIO 12-15 | BIO11/12-1*<br>BIO 11/12-3<br>BIO 11/12-4<br>BIO 11/12-5<br>BIO11/12-7*<br>BIO12-14 | BIO 11/12-4<br>BIO 11/12-6<br>BIO 11/12-7<br>BIO 12-12 | BIO 11/12-2<br>BIO 11/12-3<br>BIO 11/12-5<br>BIO11/12-6<br>BIO11/12-7<br>BIO12-12<br>BIO12-13<br>BIO 12-14<br>BIO 12-15 |            |
| Components                                    | Weighting %  |   |  |   |            |
| Skills in working scientifically              | 15   | 20  | 10   | 15  | 60         |
| Knowledge and understanding of course content | 5  | 10  | 10   | 15  | 40         |
| <b>Total %</b>                                | <b>20</b>  | <b>30</b>   | <b>20</b>  | <b>30</b>   | <b>100</b> |



## Business Studies

**Year 12 - 2025**

| Task number  | Task 1                      | Task 2                      | Task 3                 | Task 4                                  |            |
|--|-----------------------------|-----------------------------|------------------------|---|------------|
| <b>Task description</b>  | Operations Written Response | Finance Topic Test          | Business Report        | Trial Examination                       |            |
| <b>Due date</b>  | Term 4<br>Week 9            | Term 1<br>Week 7            | Term 2<br>Week 9       | Term 3<br>Week 5/6                      |            |
| <b>Outcomes</b>  | H2, H4, H5, H6, H7, H8, H9  | H2, H4, H5, H6, H8, H9, H10 | H1, H3, H4, H5, H8, H9 | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 |            |
| Components   | Weighting %                 |                             |                        |   |            |
| Knowledge and understanding of course content                                | 10%                         | 5%                          | 10%                    | 15%                                     | <b>40%</b> |
| Stimulus-based skills  |                             | 10%                         |                        | 10%                                     | <b>20%</b> |
| Inquiry and research   | 10%                         |                             | 10%                    |   | <b>20%</b> |
| Communication of business information, ideas and issues in appropriate forms | 5%                          | 5%                          | 5%                     | 5%                                      | <b>20%</b> |
| <b>Total %</b>   | <b>25%</b>                  | <b>20%</b>                  | <b>25%</b>             | <b>30%</b>                              | <b>100</b> |



# Chemistry

## Year 12 - 2025

| Task number                                   | Task 1  | Task 2  | Task 3   | Task 4   |            |
|---|---|---|--|--|------------|
| Task description                              | Application task  | Identification of Organic Compounds                         | Depth Study<br>Acid-Base Titration   | Trial HSC Examination  |            |
| Due date                                      | Week 9, Term 4  | Week 9, Term 1  | Week 9, Term2  | Week 5 & 6, Term 3   |            |
| Outcomes                                      | CH11/12-4<br>CH11/12-5<br>CH11/12-6<br>CH11/12-7<br>CH12-14 | CH11/12-4<br>CH11/12-5<br>CH11/12-6<br>CH11/12-7<br>CH12-15 | CH11/12-1*<br>CH11/12-2<br>CH11/12-3<br>CH11/12-4<br>CH11/12-5<br>CH11/12-6<br>CH11/12-7*<br>CH12-13 | CH11/12-1<br>CH11/12-2<br>CH11/12-4<br>CH11/12-5<br>CH11/12-6<br>CH11/12-7<br>CH12-12<br>CH12-13<br>CH12-14<br>CH12-15 |            |
| Components                                    | Weighting %   |   |  |  |            |
| Skills in working scientifically              | 15  | 15  | 15   | 15   | <b>60</b>  |
| Knowledge and understanding of course content | 10  | 10  | 10   | 10   | <b>40</b>  |
| <b>Total %</b>                                | <b>25</b>   | <b>25</b>   | <b>25</b>  | <b>25</b>  | <b>100</b> |





# Community and Family Studies

Year 12 - 2025

| Task number  | Task 1            | Task 2                       | Task 3               | Task 4              |            |
|--|-------------------|------------------------------|----------------------|---------------------|------------|
| <b>Task description</b>  | Groups in Context | Independent Research Project | Parenting and Caring | Trial Examination   |            |
| <b>Due date</b>  | Term 4, Week 9    | Term 2, Week 1               | Term 2, Week 9       | Term 3, Week 5/6    |            |
| <b>Outcomes</b>  | H2.2 H3.1 H3.3    | H 4.1 H 4.2                  | H2.1 H2.2 H2.3 H3.2  | H1.1 H3.3 H3.4 H4.1 |            |
| Components   | Weighting %       |                              |                      |                     |            |
| Knowledge and understanding of course content                                  | 10                | 5                            | 10                   | 15                  | <b>40</b>  |
| Skills in critical thinking, research methodology, analysing and communicating | 15                | 15                           | 15                   | 15                  | <b>60</b>  |
| <b>Total %</b>   | <b>25</b>         | <b>20</b>                    | <b>25</b>            | <b>30</b>           | <b>100</b> |



## Drama

### Year 12 - 2025

| Task number             | Task 1   | Task 2   | Task 3   | Task 4  |            |
|-------------------------|--|--|--|---|------------|
| <b>Task description</b> | <b>Australian Drama and Theatre Core Component, Dramatic Traditions and development of the Individual Project-</b><br>Small Group Performance and Essay. | <b>Studies in Drama and Theatre &amp; Development of the Individual Project</b><br><br>Small Group Performance | <b>Development of the Group Performance and the Individual Project</b><br><br>Group Performance and Individual Project | <b>Trial HSC Examination</b><br><br>Australian Drama and Studies in Drama and Theatre |            |
| <b>Due date</b>         | Term 4 Week 9  | Term 1 Week 9  | Term 3 Week 2  | Term 3 Weeks 5 & 6  |            |
| <b>Outcomes</b>         | H1.1, H1.2, H1.5, H2.3, H3.1, H3.2, H3.3   | H1.1, H1.2, H1.3, H1.5, H1.7, H2.2   | H1.1, H1.2, H1.3, H1.4, H1.5, H1.6<br>H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3   | H3.1, H3.2, H3.3  |            |
| <b>Components</b>       | <b>Weighting %</b>   |  |  |   |            |
| Making                  |  | 10   | 20   | 10  | <b>40</b>  |
| Performing              | 10   | 10   | 10   |   | <b>30</b>  |
| Critically Studying     | 20   |  |  | 10  | <b>30</b>  |
| <b>Total %</b>          | <b>30</b>  | <b>20</b>  | <b>30</b>  | <b>20</b>   | <b>100</b> |



# Design and Technology

## Year 12 – 2025

### Special Features:

- Complete a major design project and a folio (= 60% of external assessment)
- Complete a Case Study of Innovation
- \*Mandatory Task

| Task number  | Task 1                        | Task 2   | Task 3                                    | Task 4                             |            |
|--|-------------------------------|--|---|------------------------------------|------------|
| <b>Task description</b>  | Project Proposal Presentation | * Innovation and Emerging Technology- Case Study | Project Development and Management Report | Trial HSC Examination              |            |
| <b>Due date</b>  | T4 W10                        | T1 W8  | T2 W10                                    | T3 W5/6                            |            |
| <b>Outcomes</b>  | H2.1, H4.1, H4.2              | H2.2, H3.1, H3.2, H6.2                           | H4.3, H5.1, H5.2, H6.1                    | H1.1, H1.2, H2.1, H2.2, H3.1, H6.2 |            |
| Components   | Weighting %                   |  |   |                                    |            |
| Knowledge and understanding of course content  | -                             | 20   | -   | 20                                 | 40         |
| Knowledge and skills in designing, managing, producing and evaluating a major design project | 20                            | -  | 30  | 10                                 | 60         |
| <b>Total %</b>   | <b>20</b>                     | <b>20</b>  | <b>30</b>                                 | <b>30</b>                          | <b>100</b> |



# Earth & Environmental Science

## Year 12 - 2025

| Task number                                   | Task 1   | Task 2  | Task 3   | Task 4   |            |
|---|--|---|--|--|------------|
| <b>Task description</b>                       | <b>Depth Study</b><br>Sustainability   | <b>Practical Task Analysis</b><br>Urey and Miller's<br>Experiment | <b>Analysis of Media Articles</b><br>Climate Science | <b>Trial Examination</b>   |            |
| <b>Due date</b>                               | Term 4, Week 7   | Term 1, Week 9  | Term 2, Week 9                                       | Term 3, Week 5/6   |            |
| <b>Outcomes</b>                               | EES11/12-1*<br>EES11/12-4<br>EES11/12-5<br>EES11/12-6<br>EES11/12-7*<br>EES12-15 | EES11/12-2<br>EES11/12-3<br>EES11/12-5<br>EES11/12-6<br>EES12-12  | EES11/12-2<br>EES11/12-5<br>EES11/12-6<br>EES12-14   | EES11/12-4<br>EES11/12-5<br>EES11/12-6<br>EES11/12-7<br>EES12-12<br>EES12-13<br>EES12-14<br>EES12-15 |            |
| Components                                    | Weighting %  |   |  |  |            |
| Skills in working scientifically              | 20   | 15  | 15   | 10   | <b>60</b>  |
| Knowledge and understanding of course content | 10   | 5   | 5  | 20   | <b>40</b>  |
| <b>Total %</b>                                | <b>30</b>  | <b>20</b>   | <b>20</b>  | <b>30</b>  | <b>100</b> |

\*Mandatory outcomes for Depth Studies



## Engineering Studies

Year 12 – 2025

**Special Features:**

- Each module is of 30 hours indicative time
- Only one of the two application modules and only one of the two focus modules is to generate an Engineering Report. Only one report can be used for assessment.
- One Engineering Report is to be the result of collaborative work (group work).
- \*Mandatory Task

| Task number   | Task 1   | Task 2                                   | Task 3                               | Task 4   |            |
|---|--|--|--------------------------------------|--|------------|
| <b>Task description</b>   | * Civil Engineering Solution and Report              | Topic Test – Personal & public Transport | Aeronautical Engineering Module test | Trial HSC Examination  |            |
| <b>Due date</b>   | T4 W10   | T1 W6                                    | T2 W8                                | T3 W5/6  |            |
| <b>Outcomes</b>   | H1.2, H2.1, H3.1, H3.2, H3.3, H4.3, H5.1, H6.1, H6.2 | H1.2, H3.1, H3.3, H4.2, H6.1             | H1.1, H2.2, H3.1, H4.1, H4.3, H5.2   | H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2 |            |
| Components  | Weighting %  |  |                                      |  |            |
| Knowledge and understanding of course content   | 10   | 15                                       | 15                                   | 20   | <b>60</b>  |
| Knowledge and skills in research, problem solving and communication related to engineering practice | 10   | 5  | 15                                   | 10   | <b>40</b>  |
| <b>Total %</b>  | <b>20</b>  | <b>20</b>                                | <b>30</b>                            | <b>30</b>  | <b>100</b> |



# English Advanced

## Year 12 - 2025

| Task number  | Task 1  | Task 2   | Task 3  | Task 4  |            |
|--|---|--|---|---|------------|
| Task description   | <b>Essay<br/>Common Module</b><br>Texts and Human Experiences | <b>Essay<br/>Module A</b><br>Textual Conversations | <b>Multimodal Presentation<br/>Module C</b><br>Craft of Writing | <b>Trial HSC Examination<br/>Common Module<br/>Module A<br/>Module B<br/>Module C</b> |            |
| Due date   | T4W10   | T1W11  | T2W5  | T3W5/6  |            |
| Outcomes   | EA12-1, EA12-3, EA12-5, EA12-6, EA12-7                        | EA12-1, EA12-3, EA12-5, EA12-6, EA12-7, EA12-8,    | EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9          | EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8,                               |            |
| Components   | Weighting %   |  |   |   |            |
| Knowledge and understanding of course content  | 10  | 15   | 10  | 15  | <b>50</b>  |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules | 15  | 10   | 15  | 10  | <b>50</b>  |
| <b>Total %</b>   | <b>25</b>   | <b>25</b>  | <b>25</b>   | <b>25</b>   | <b>100</b> |



# English Extension 1

Year 12 - 2025

| Task number   | Task 1                              | Task 2  | Task 3                                 | Task 4     |  |
|---|-------------------------------------|---|--|------------|--|
| <b>Task description</b>   | Imaginative response and reflection | Critical Response of Prescribed and Related Texts | Trial HSC Examination                  | N/A        |  |
| <b>Due date</b>   | T1W11                               | T2W6  | T3W5/6                                 | N/A        |  |
| <b>Outcomes</b>   | EE12-2, EE12-4, EE12-5              | EE12-1, EE12-2, EE12-3, EE12-4                    | EE12-1, EE12-2, EE12-3, EE12-4, EE12-5 |            |  |
| Components  | Weighting %                         |   |  |            |  |
| Knowledge and understanding of complex texts and of how and why they are valued | 15                                  | 20  | 15                                     | 50         |  |
| Skills in complex analysis, sustained composition and independent investigation | 15                                  | 20  | 15                                     | 50         |  |
| <b>Total %</b>  | <b>30</b>                           | <b>40</b>   | <b>30</b>                              | <b>100</b> |  |



# English Standard

## Year 12 - 2025

| Task number  | Task 1  | Task 2   | Task 3  | Task 4  |            |
|--|---|--|---|---|------------|
| <b>Task description</b>  | <b>Essay<br/>Common Module</b><br>Texts and Human Experiences | <b>Essay<br/>Module B</b><br>Close Study of Text | <b>Multimodal Presentation<br/>Module C</b><br>Craft of Writing | <b>Trial HSC Examination<br/>Common Module<br/>Module A<br/>Module B<br/>Module C</b> |            |
| <b>Due date</b>  | T4W10   | T1W11  | T2W5  | T3W5/6  |            |
| <b>Outcomes</b>  | EN12-1, EN12-3, EN12-5, EN12-6, EN12-7                        | EN12-3, EN12-5, EN12-6, EN12-7, EN12-8           | EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-9                  | EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8,                               |            |
| <b>Components</b>  | <b>Weighting %</b>  |  |   |   |            |
| Knowledge and understanding of course content  | 10  | 15   | 10  | 15  | <b>50</b>  |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15  | 10   | 15  | 10  | <b>50</b>  |
| <b>Total %</b>   | <b>25</b>   | <b>25</b>  | <b>25</b>   | <b>25</b>   | <b>100</b> |





# English Studies

## Year 12 - 2025

| Task number   | Task 1   | Task 2  | Task 3  | Task 4                         |            |
|---|--|---|---|--------------------------------|------------|
| <b>Task description</b>   | Analysis of texts – short responses<br>Mandatory module<br>Texts and Human Experiences | Research Task<br>Elective module:<br>MiTunes and Text | Collection of Classwork                                 | Trial HSC Examination          |            |
| <b>Due date</b>   | T4W10  | T1W11   | T3W3  | T3W5/6                         |            |
| <b>Outcomes</b>   | ES12-1, ES12-3, ES12-5, ES12-7, ES12-8   | ES12-1, ES12-2, ES12-4, ES12-6, ES12-7, ES12-9        | ES12-1, ES12-2, ES12-3, ES12-4, ES12-7, ES12-9, ES12-10 | ES12-3, ES12-4, ES12-5, ES12-9 |            |
| Components  | Weighting %  |   |   |                                |            |
| Knowledge and understanding of course content   | 15   | 10  | 15  | 10                             | <b>50</b>  |
| Skills in: <ul style="list-style-type: none"> <li>• Comprehending texts</li> <li>• Communicating ideas</li> <li>• Using language accurately, appropriately and effectively</li> </ul> | 10   | 15  | 15  | 10                             | <b>50</b>  |
| <b>Total %</b>  | <b>25</b>  | <b>25</b>   | <b>30</b>   | <b>20</b>                      | <b>100</b> |



# Food Technology

Year 12 - 2025

| Task number  | Task 1            | Task 2           | Task 3                                 | Task 4                |            |
|--|-------------------|------------------|--|-----------------------|------------|
| <b>Task description</b>  | AFI Investigation | Food Manufacture | Food Product Development for Nutrition | Trial HSC Examination |            |
| <b>Due date</b>  | Term 4 Week 10    | Term 1 Week 10   | Term 2 Week 10                         | Term 3 Weeks 5/6      |            |
| <b>Outcomes</b>  | H1.2 H1.4 H3.1    | H1.1 H4.2        | H1.3 H4.1 H5.1                         | H1.1 H1.3 H2.1        |            |
| Components   | Weighting %       |                  |  |                       |            |
| Knowledge and understanding of course content                                    | 5                 | 5                | 5                                      | 25                    | <b>40</b>  |
| Knowledge and skills in designing, researching, analysing and evaluating         | 15                | 5                | 5                                      | 5                     | <b>30</b>  |
| Skills in experimenting with and preparing food by applying theoretical concepts |                   | 20               | 10                                     |                       | <b>30</b>  |
| <b>Total %</b>   | <b>20</b>         | <b>30</b>        | <b>20</b>                              | <b>30</b>             | <b>100</b> |



# Geography

## Year 12 2025

| Task number  | Task 1   | Task 2   | Task 3  | Task 4   |            |
|--|--|--|---|--|------------|
| <b>Task description</b>  | <b>Skills Analysis &amp; Extended Response</b><br><i>Ecosystems and Global Biodiversity, Geographical Skills</i> | <b>Topic Test</b><br><i>Global Sustainability, Geographical Skills</i> | <b>Fieldwork Report &amp; In-Class Structured Response</b><br><i>Rural and Urban Places</i> | <b>HSC Trial Examination</b><br><i>All topics and skills</i>                   |            |
| <b>Due date</b>  | Week 10 – Term Four 2024   | Week 10 – Term One 2025  | Week 10 – Term Two 2025   | Week 5/6 – Term Three 2025   |            |
| <b>Outcomes</b>  | GE-12-01, GE-12-02, GE-12-08, GE-12-09   | GE-12-01, GE-12-04, GE12-05, GE-12-09                                  | GE-12-01, GE-12-03, GE-12-05, GE-12-06, GE-12-07, GE-12-09                                  | GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-06, GE-12-08, GE-12-09 |            |
| Components   | Weighting %  |  |   |  |            |
| Knowledge and understanding of course content                                    | 5  | 5  | 10  | 20   | <b>40</b>  |
| Geographical tools and skills  | 5  | 10   |   | 5  | <b>20</b>  |
| Geographical inquiry and research, including fieldwork                           | 10   |  | 10  |  | <b>20</b>  |
| Communication of geographical information, ideas and issues in appropriate forms | 5  | 5  | 5   | 5  | <b>20</b>  |
| <b>Total %</b>   | <b>25</b>  | <b>20</b>  | <b>25</b>   | <b>30</b>  | <b>100</b> |



# Industrial Technology

## Year 12 – 2025

### Special Features:

- Complete a major project and a folio (60% of external assessment)

| Task number   | Task 1                           | Task 2                             | Task 3                                    | Task 4                                   |            |
|---|----------------------------------|------------------------------------|---|--|------------|
| <b>Task description</b>   | Design and Planning Presentation | Industry Study                     | Project Development and Management Report | Trial HSC Examination                    |            |
| <b>Due date</b>   | 2024 T4 W9                       | T1 W7                              | T2 W9                                     | T3 W5/6                                  |            |
| <b>Outcomes</b>   | H3.1, H3.2, H3.3, H4.2, H5.1     | H1.1, H1.2, H6.1, H6.2, H7.1, H7.2 | H2.1, H3.3, H4.1, H5.1, H5.2, H6.2        | H1.1, H1.2, H1.3, H3.1, H4.3, H7.1. H7.2 |            |
| <b>Components</b>   | <b>Weighting %</b>               |                                    |   |  |            |
| Knowledge and Understanding of course content   | 5                                | 5                                  | 10  | 20                                       | <b>40</b>  |
| Knowledge and skills in the design, management, communication and production of a major project | 15                               | 15                                 | 20  | 10                                       | <b>60</b>  |
| <b>Total %</b>  | <b>20</b>                        | <b>20</b>                          | <b>30</b>                                 | <b>30</b>                                | <b>100</b> |



# Investigating Science

## Year 12 - 2025

| Task number                                    | Task 1   | Task 2   | Task 3   | Task 4   | Weighting % |
|--|--|--|--|--|-------------|
| Task description                               | Practical Task   | Depth Study<br>Test a Claim  | Depth Study  | Trial Examination  |             |
| Due date                                       | Term 4<br>Week 8   | Term 1<br>Week 8   | Term 2<br>Week 7   | Term 3<br>Week 5/6   |             |
| Outcomes                                       | INS11/12-1<br>INS11/12-2<br>INS11-12-3<br>INS11/12-4<br>INS11/12-5<br>INS11/12-6<br>INS12-13 | INS11/12-1*<br>INS11/12-2<br>INS11/12-3<br>INS11/12-4<br>INS11/12-5<br>INS11/12-6<br>INS11/12-7*<br>INS12-12 | INS11/12-1*<br>INS11/12-2<br>INS11/12-3<br>INS11/12-4<br>INS11/12-5<br>INS11/12-6<br>INS11/12-7*<br>INS12-14 | INS11/12-1<br>INS11/12-2<br>INS11/12-3<br>INS11/12-4<br>INS11/12-5<br>INS11/12-6<br>INS11/12-7<br>INS12-12<br>INS12-13<br>INS12-14<br>INS12-15 |             |
| Components                                     | Weighting %  |  |  |  |             |
| Skills in working scientifically.              | 10   | 20   | 10   | 20   | 60          |
| Knowledge and understanding of course content. | 10   | 10   | 10   | 10   | 40          |
| <b>Total %</b>                                 | 20   | 30   | 20   | 30   | <b>100</b>  |



# Legal Studies

## Year 12– 2025

| Task number   | Task 1                   | Task 2                     | Task 3                  | Task 4                                  |            |
|---|--------------------------|----------------------------|-------------------------|---|------------|
| <b>Task description</b>   | Crime Topic Test         | Human Rights Research Task | Family Law Essay        | Trial HSC Examination                   |            |
| <b>Due date</b>   | Week 10 – Term Four 2024 | Week 10 – Term One 2025    | Week 8 – Term Two 2025  | Week 5/6, Term Three 2025               |            |
| <b>Outcomes</b>   | H1, H3, H7, H8, H9       | H2, H3, H4, H6, H8         | H4, H5, H7, H8, H9, H10 | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 |            |
| Components  | Weighting %              |                            |                         |   |            |
| Knowledge and understanding of course content                             | 10%                      | 10%                        | 5%                      | 15%                                     | <b>40%</b> |
| Analysis and evaluation   | 5%                       | 5%                         | 5%                      | 5%                                      | <b>20%</b> |
| Inquiry and research  | 5%                       | 5%                         | 10%                     |   | <b>20%</b> |
| Communication of legal information, ideas and issues in appropriate forms | 5%                       |                            | 5%                      | 10%                                     | <b>20%</b> |
| <b>Total %</b>  | <b>25%</b>               | <b>20%</b>                 | <b>25%</b>              | <b>30%</b>                              | <b>100</b> |



# Mathematics Advanced

Year 12 - 2025

| Task number                                  | Task 1   | Task 2                     | Task 3                          | Task 4   |             |
|--|--|----------------------------|---------------------------------|--|-------------|
| Task description                             | Common Test                                    | Common Test                | Assignment / Investigation Task | Trial HSC  |             |
| Due date                                     | T4 W8  | T1 W10                     | T2 W8                           | T3 W5/6  |             |
| Outcomes                                     | MA12-1<br>MA12-3<br>MA12-5<br>MA12-6<br>MA12-7 | MA12-3<br>MA12-6<br>MA12-7 | MA12-8<br>MA12-9<br>MA12-10     | MA12-1<br>MA12-2<br>MA12-3<br>MA12-4<br>MA12-5<br>MA12-6<br>MA12-7<br>MA12-8 |             |
| Components                                   | Weighting %                                    |                            |                                 |  |             |
| Understanding, fluency and communication     | 15%  | 15%                        | 5%                              | 15%  | 50%         |
| Problem-solving, reasoning and justification | 10%  | 10%                        | 15%                             | 15%  | 50%         |
| <b>Total %</b>                               | <b>25%</b>                                     | <b>25%</b>                 | <b>20%</b>                      | <b>30%</b>   | <b>100%</b> |



# Mathematics Extension 1

Year 12 - 2025

| Task number                                  | Task 1                     | Task 2   | Task 3           | Task 4   |             |
|--|----------------------------|--|------------------|--|-------------|
| Task description                             | Common Test                | Assignment / Investigation Task                | Common Test      | Trial HSC                                      |             |
| Due date                                     | T4 W8                      | T1 W10   | T2 W8            | T3 W5/6  |             |
| Outcomes                                     | ME12-1<br>ME12-2<br>ME12-3 | ME12-1<br>ME12-2<br>ME12-4<br>ME12-6<br>ME12-7 | ME12-1<br>ME12-4 | ME12-1<br>ME12-2<br>ME12-3<br>ME12-4<br>ME12-5 |             |
| Components                                   | Weighting %                |  |                  |  |             |
| Understanding, fluency and communication     | 15%                        | 5%   | 15%              | 15%  | 50%         |
| Problem-solving, reasoning and justification | 10%                        | 15%  | 10%              | 15%  | 50%         |
| <b>Total %</b>                               | <b>25%</b>                 | <b>20%</b>                                     | <b>25%</b>       | <b>30%</b>                                     | <b>100%</b> |

**Disclaimer: Any alteration to this schedule will be notified in the Assessment Task Notification with at least 2 weeks notice**





# Mathematics Standard 1

Year 12 - 2025

| Task number                                  | Task 1                           | Task 2                                       | Task 3  | Task 4   |             |
|--|----------------------------------|--|---|--|-------------|
| Task description                             | Common Test                      | Common Test                                  | Assignment / Investigation Task                                       | Trial HSC  |             |
| Due date                                     | T4 W8                            | T1 W10                                       | T2 W8   | T3 W5/6  |             |
| Outcomes                                     | MS1-12-3<br>MS1-12-4<br>MS1-12-5 | MS1-12-2<br>MS1-12-5<br>MS1-12-6<br>MS1-12-7 | MS1-12-1<br>MS1-12-3<br>MS1-12-4<br>MS1-12-6<br>MS1-12-9<br>MS1-12-10 | MS1-12-1<br>MS1-12-2<br>MS1-12-3<br>MS1-12-4<br>MS1-12-5<br>MS1-12-6<br>MS1-12-7<br>MS1-12-8 |             |
| Components                                   | Weighting %                      |  |   |  |             |
| Understanding, fluency and communication     | 15%                              | 15%  | 5%  | 15%  | 50%         |
| Problem-solving, reasoning and justification | 10%                              | 10%  | 15%   | 15%  | 50%         |
| <b>Total %</b>                               | <b>25%</b>                       | <b>25%</b>                                   | <b>20%</b>  | <b>30%</b>   | <b>100%</b> |



## Mathematics Standard 2

Year 12 - 2025

| Task number                                  | Task 1      | Task 2   | Task 3  | Task 4   |             |
|--|-------------|--|---|--|-------------|
| <b>Task description</b>                      | Common Test | Common Test  | Assignment / Investigation Task               | Trial HSC  |             |
| <b>Due date</b>                              | T4 W8       | T1 W10   | T2 W8   | T3 W5/6  |             |
| <b>Outcomes</b>                              | MS2-12-8    | MS2-12-1<br>MS2-12-3<br>MS2-12-4<br>MS2-12-5<br>MS2-12-6 | MS2-12-2<br>MS2-12-7<br>MS2-12-9<br>MS2-12-10 | MS2-12-1<br>MS2-12-2<br>MS2-12-3<br>MS2-12-4<br>MS2-12-5<br>MS2-12-6<br>MS2-12-7<br>MS2-12-8 |             |
| Components                                   | Weighting % |  |   |  |             |
| Understanding, fluency and communication     | 15%         | 15%  | 5%  | 15%  | 50%         |
| Problem-solving, reasoning and justification | 10%         | 10%  | 15%   | 15%  | 50%         |
| <b>Total %</b>                               | <b>25%</b>  | <b>25%</b>   | <b>20%</b>                                    | <b>30%</b>   | <b>100%</b> |



## Marine Studies

Year 12 - 2025

| Task number                                 | Task 1   | Task 2  | Task 3  | Task 4   |            |
|---|--|---|---|--|------------|
| <b>Task description</b>                     | Boat Safety Checklist and Online Boat License Competency | Fishing in Port Stephens                            | Marine Studies Online Quiz                                      | Personal Interest Project Presentation                   |            |
| <b>Due date</b>                             | Term 4, Week 3   | Term 1, Week 4                                      | Term 2, Week 4  | Term 3, Week 3   |            |
| <b>Outcomes</b>                             | 1.2<br>2.2<br>3.1<br>5.1<br>5.3<br>5.4                   | 1.1, 1.2<br>2.1, 2.3<br>3.3, 3.4<br>5.1, 5.2<br>5.3 | 1.1, 1.2<br>1.3, 1.4<br>2.1, 2.2<br>3.3, 3.4<br>5.1, 5.2<br>5.3 | 1.1, 1.2<br>1.3, 1.4<br>1.5, 2.1<br>2.3, 3.2<br>3.3, 3.4 |            |
| Components                                  | Weighting %  |   |   |  |            |
| Skills in Marine Studies                    | 5  | 10  | 20  | 25   | <b>60</b>  |
| Knowledge & Understanding of Course Content | 15   | 10  | 10  | 5  | <b>40</b>  |
| <b>Total %</b>                              | <b>20</b>  | <b>20</b>   | <b>30</b>   | <b>30</b>  | <b>100</b> |



# Modern History

## Year 12 - 2025

| Task number  | Task 1                            | Task 2                            | Task 3   | Task 4  |             |
|--|-----------------------------------|-----------------------------------|--|---|-------------|
| <b>Task description</b>  | Source Analysis Task              | Research Essay                    | Historical Analysis                                  | Trial HSC Examination   |             |
| <b>Due date</b>  | Week 9 - Term 4 (2024)            | Week 9 – Term 1 (2025)            | Week 9 – Term 2 (2025)                               | Week 5/6 – Term 3 (2025)  |             |
| <b>Outcomes</b>  | MH12-4, MH12-6,<br>MH12-7, MH12-9 | MH12-1, MH12-3,<br>MH12-8, MH12-9 | MH12-1, MH12-4,<br>MH12-5, MH12-6, MH12-8,<br>MH12-9 | MH12-1, MH12-2,<br>MH12-3, MH12-4,<br>MH12-5, MH12-6, MH12-7,<br>MH12-9 |             |
| Components   | Weighting %                       |                                   |  |   |             |
| Knowledge and understanding of course content.                                   | 10%                               | 5%                                | 5%   | 20%   | <b>40%</b>  |
| Historical skills in the analysis and evaluation of sources and interpretations. | 10%                               |                                   | 5%   | 5%  | <b>20%</b>  |
| Historical inquiry and research.   |                                   | 15%                               | 5%   |   | <b>20%</b>  |
| Communication of historical understanding in appropriate forms.                  |                                   | 10%                               | 5%   | 5%  | <b>20%</b>  |
| <b>Total %</b>   | <b>20%</b>                        | <b>30%</b>                        | <b>20%</b>   | <b>30%</b>  | <b>100%</b> |



# Music 1

## Year 12 - 2025

| Task number             | Task 1  | Task 2   | Task 3   | Task 4   |            |
|-------------------------|---|--|--|--|------------|
| <b>Task description</b> | <b>Presentation of Core Performance</b><br><br>Presentation of solo or ensemble <b>Core Performance</b> | <b>Composition Portfolio, Presentation and Reflection of Elective 1</b><br><br>Composition portfolio work with analysis of 2 selected works.<br>Presentation and reflection of <b>Elective 1</b> | <b>Presentation and Submission of Electives 2 &amp; 3</b><br><br>Presentation of Electives 2 & 3 | <b>Trial HSC Examination</b><br><br>Aural Skills Exam.<br>Responses to aural excerpts. |            |
| <b>Due date</b>         | Term 4, Week 8  | Term 1, Week 8   | Term 3, Week 3   | Term 3, Weeks 5/6  |            |
| <b>Outcomes</b>         | H1, H2  | H2, H3, H4, H5, H6, H7   | H1, H2, H3, H4, H5, H6, H7, H8   | H4, H6, H8   |            |
| Components              | Weighting %   |  |  |  |            |
| Performance             | 10  |  |  |  | <b>10</b>  |
| Composition             |   | 10   |  |  | <b>10</b>  |
| Musicology              |   | 10   |  |  | <b>10</b>  |
| Aural                   |   |  |  | 25   | <b>25</b>  |
| Electives               |   | 15   | 30   |  | <b>45</b>  |
| <b>Total %</b>          | <b>10</b>   | <b>35</b>  | <b>30</b>  | <b>25</b>  | <b>100</b> |



# Mathematics Numeracy CEC

Year 12 - 2025

| Task number                 | Task 1   | Task 2   | Task 3                               | Task 4  |            |
|-----------------------------|--|--|--------------------------------------|---|------------|
| Task description            | <b>Assignment</b><br>New job, new adventure    | <b>Assignment</b><br>Alternate Olympics        | <b>Assignment</b><br>Rule of thirds  | <b>Assignment</b><br>Explorations in Numeracy |            |
| Due date                    | T4 W8  | T1 W10   | T2 W8                                | T3 W5/6                                       |            |
| Outcomes                    | N6-2.1<br>N6-2.3<br>N6-2.4<br>N6-2.5<br>N6-3.1 | N6-1.2<br>N6-1.3<br>N6-2.2<br>N6-2.5<br>N6-3.2 | N6-1.1<br>N6-2.3<br>N6-2.5<br>N6-3.1 | N6-1.1<br>N6-2.6<br>N6-3.1<br>N6-3.2          |            |
| Components                  | Weighting %                                    |  |                                      |   |            |
| Knowledge and understanding | 10%  | 15%  | 15%                                  | 10%   | <b>50%</b> |
| Skills                      | 15%  | 10%  | 10%                                  | 15%   | <b>50%</b> |
| <b>Total %</b>              | <b>25%</b>                                     | <b>25%</b>                                     | <b>25%</b>                           | <b>25%</b>                                    | <b>100</b> |



# Personal Development, Health and Physical Education

Year 12 - 2025

| Task number   | Task 1                       | Task 2              | Task 3                    | Task 4  |            |
|---|------------------------------|---------------------|---------------------------|---|------------|
| <b>Task description</b>   | Case Study Recall            | Case Study Analysis | Research Task             | Trial Examination   |            |
| <b>Due date</b>   | Term 4<br>Week 8             | Term 1<br>Week 11   | Term 2<br>Week 10         | Term 3<br>Week 5/6  |            |
| <b>Outcomes</b>   | H1, H2, H3, H14, H15,<br>H16 | H8, H13, H16, H17   | H7, H8, H9, H11, H16, H17 | H1, H2, H3, H4, H5, H7,<br>H8, H9, H10, H11, H13,<br>H14, H15, H16, H17 |            |
| Components  | Weighting %                  |                     |                           |   |            |
| Knowledge and understanding of course content                     | 10                           | 10                  | 10                        | 10  | <b>40</b>  |
| Skills in critical thinking, research, analysis and communicating | 15                           | 10                  | 15                        | 20  | <b>60</b>  |
| <b>Total %</b>  | <b>25</b>                    | <b>20</b>           | <b>25</b>                 | <b>30</b>   | <b>100</b> |



# Photography Video and Digital Imaging

Year 12 - 2025

| Task number                     | Task 1   | Task 2   | Task 3  | Task 4   |            |
|---------------------------------|--|--|---|--|------------|
| <b>Task description</b>         | Submission of a series of images, with documentation in photographic journal<br>Manipulated Form | Extended written research response.<br>The Arranged Image. | Submission of short film or series of images with documentation in photographic journal and Artist Practice Research Task.<br>Developing a Point of View. | Submission of self-directed learning and Professional Digital Portfolio<br>Individual/Collaborative Project. |            |
| <b>Due date</b>                 | Term 4 Week 8  | Term 1 Week 10   | Term 2 Week 8   | Term 3 Week 5/6  |            |
| <b>Outcomes</b>                 | M1, M2, M3, M4, M5, M6   | CH1, CH2, CH3, CH4, CH5                                    | M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5   | M1, M2, M3, M4, M5, M6,  |            |
| <b>Components</b>               | <b>Weighting %</b>   |  |   |  |            |
| Making                          | 30   |  | 20  | 20   | <b>70</b>  |
| Critical and Historical Studies |  | 20   | 10  |  | <b>30</b>  |
| <b>Total %</b>                  | <b>30</b>  | <b>20</b>  | <b>30</b>   | <b>20</b>  | <b>100</b> |





## Physics

### Year 12 – 2025

| Task number                                    | Task 1  | Task 2  | Task 3  | Task 4  |     |
|--|---|---|---|---|-----|
| Task description                               | Processing and Modelling Task                                   | Research and Stimulus Task  | Depth Study   | Trial HSC Examination   |     |
| Due date                                       | Term 4, Week 8  | Term 1, Week 11   | Term 3, Week 1  | Term 3, Week 5/6  |     |
| Outcomes                                       | PH11/12-4,<br>PH11/12-5,<br>PH11/12-6,<br>PH11/12-7,<br>PH12-12 | PH11/12-3,<br>PH11/12-4,<br>PH11/12-5,<br>PH11/12-6,<br>PH11/12-7,<br>PH12-13 | PH11/12-1*,<br>PH11/12-2,<br>PH11/12-3,<br>PH11/12-5,<br>PH11/12-7*,<br>PH12-14 | PH11/12-4,<br>PH11/12-5,<br>PH11/12-6,<br>PH11/12-7,<br>PH12-12,<br>PH12-13,<br>PH12-14,<br>PH12-15 |     |
| Components                                     | Weighting %   |   |   |   |     |
| Skills in working scientifically.              | 15  | 15  | 20  | 10  | 60  |
| Knowledge and understanding of course content. | 10  | 10  | 5   | 15  | 40  |
| <b>Total %</b>                                 | 25  | 25  | 25  | 25  | 100 |

\*Mandatory outcomes for Depth Studies



## Society and Culture

### Year 12 - 2025

| Task number   | Task 1                              | Task 2                          | Task 3                              |            |
|---|-------------------------------------|---------------------------------|-------------------------------------|------------|
| <b>Task description</b>   | Research Task                       | In Class Task                   | Trial HSC                           |            |
| <b>Due date</b>   | Term 4 Week 8                       | Term 1 Week 8                   | Term 3 Weeks 5-6                    |            |
| <b>Outcomes</b>   | H1, H2, H3, H5, H6, H7, H8, H9, H10 | H1, H2, H3, H5, H6, H7, H9, H10 | H1, H2, H3, H4, H5, H6, H7, H9, H10 |            |
| Components  | Weighting %                         |                                 |                                     |            |
| Knowledge and understanding of course content                       | 15%                                 | 15%                             | 10%                                 | <b>40%</b> |
| Application and evaluation of social and cultural research methods  | 10%                                 | 10%                             | 10%                                 | <b>30%</b> |
| Communication of information, ideas and issues in appropriate forms | 5%                                  | 15%                             | 10%                                 | <b>30%</b> |
| <b>Total %</b>  | <b>30%</b>                          | <b>40%</b>                      | <b>30%</b>                          | <b>100</b> |



# Software Engineering

Year 12 - 2025

| Task number  | Task 1                                       | Task 2  | Task 3   | Task 4                                       |            |
|--|--|---|--|--|------------|
| Task description   | Secure Software Architecture (Research task) | Web Analysis and Development (Programming task) | Software Engineering Project                             | Trial HSC Examination                        |            |
| Due date   | Term 4, Week 9                               | Term 1, Week 9                                  | Term 3, Week 2   | Term 3, Week 5/6                             |            |
| Outcomes   | SE-12-03<br>SE-12-04<br>SE-12-05<br>SE-12-07 | SE-12-03<br>SE-12-04<br>SE-12-06<br>SE-12-07    | SE-12-02<br>SE-12-06<br>SE-12-07<br>SE-12-08<br>SE-12-09 | SE-12-01<br>SE-12-03<br>SE-12-05<br>SE-12-06 |            |
| Components   |  |   |  |  |            |
| Knowledge and understanding of course content                    | 10   | 10  | 10   | 20   | 50         |
| Knowledge and skills in the practical application of the content | 10   | 10  | 20   | 10   | 50         |
| <b>Total %</b>   | <b>20</b>                                    | <b>20</b>                                       | <b>30</b>  | <b>30</b>                                    | <b>100</b> |



## Sport, Lifestyle and Recreation

Year 12 - 2025

| Task number                 | Task 1                                | Task 2                             | Task 3                      | Task 4  |            |
|-----------------------------|---------------------------------------|------------------------------------|-----------------------------|---|------------|
| <b>Task description</b>     | <i>Practical Coaching Application</i> | Research and practical application | Resistance Training Program | <i>Trial Examination</i>  |            |
| <b>Due date</b>             | Term 4, Week 10                       | Term 1, Week 10                    | Term 2, Week 10             | Term 3, Week 5/6  |            |
| <b>Outcomes</b>             | 1.3, 2.1, 3.1, 3.2, 4.2               | 2.2, 3.1, 4.4                      | 2.1, 2.2, 2.3, 3.2          | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.6, 4.1, 4.2, 4.4, 4.5 |            |
| Components                  | Weighting %                           |                                    |                             |   |            |
| Knowledge and understanding | 10                                    | 10                                 | 15                          | 15  | 50         |
| Skills                      | 15                                    | 15                                 | 10                          | 10  | 50         |
| <b>Total %</b>              | <b>25</b>                             | <b>25</b>                          | <b>25</b>                   | <b>25</b>   | <b>100</b> |



## Visual Arts

### Year 12 - 2025

| Task number             | Task 1   | Task 2   | Task 3   | Task 4  |            |
|-------------------------|--|--|--|---|------------|
| <b>Task description</b> | <p><b>Development of the Body of Work</b><br/>Submission of works in progress, VAPD with annotated research and critical evaluation of material and conceptual intention through the frames. Panel interview with submitted questions to discuss concepts.</p> | <p><b>Essay written submission In class short response.</b><br/>Essay submission completed in own time. In class response - short answer questions of unseen plates.</p> | <p><b>Development of the Body of Work</b><br/>Submission of artworks under development, VAPD including a written account of artmaking practice through the artwork/ audience relationship.</p> | <p><b>Trial HSC Examination</b><br/>Art Criticism and Art History Written Examination</p> |            |
| <b>Due date</b>         | Term 4 Week 9  | Term 1 Week 9  | Term 3 Week 2  | Term 3 Week 5 & 6   |            |
| <b>Outcomes</b>         | H1, H2, H3, H4, H9   | H7, H8, H9, H10  | H1, H2, H3, H4, H5, H6, H8   | H7, H8, H9, H10   |            |
| Components              | Weighting %  |  |  |   |            |
| Artmaking               | 20   |  | 30   |   | <b>50</b>  |
| Critical and Historical |  | 20   |  | 30  | <b>50</b>  |
| <b>Total %</b>          | <b>20</b>  | <b>20</b>  | <b>30</b>  | <b>30</b>   | <b>100</b> |

