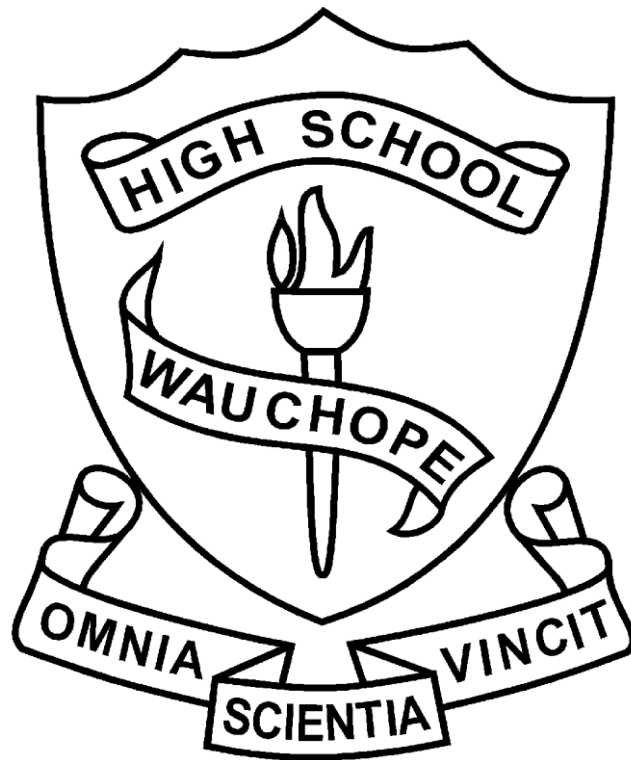


HIGHER SCHOOL CERTIFICATE



ASSESSMENT POLICY 2024/2025

Welcome to Year 12 HSC Course

Introduction

This assessment booklet for the HSC Course is provided to:

- Assist students in understanding the role of assessment in their HSC Course credential
- Explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- Assist students in planning and organising their time, by informing them of when assessment tasks are due.

Students are advised to refer to the NSW Education Standards Authority (NESA) website for all documentation relevant to the courses taught at Wauchope High School. Such documentation includes Syllabuses, Course Support Documents/Materials, Past HSC Exam Papers, sample responses and markers' comments.

Summary of NESA Policies, Requirements and Procedures

The Higher School Certificate

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the state-wide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

Eligibility Requirements for the Higher School Certificate

To be eligible for the award of the Higher School Certificate, students must:

- a. have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- b. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- c. have completed *HSC: All My Own Work* (or its equivalent);
- d. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate;
 - i. a minimum of 12 units of the Preliminary Course and a minimum of 10 units of the HSC Course
 - ii. at least 6 units of Board Developed Courses including at least 2 units of a Board Developed Course in English
 - iii. at least three courses of 2 units value or greater
 - iv. at least four subjects
 - v. at most 6 units of courses in Science can contribute to Higher School Certificate eligibility.

- vi. you must satisfactorily complete the practical, oral and/or project works required for specific courses and the assessment requirements for each course.
- e. Sit for and make a serious attempt at the required Higher School Certificate examinations.
- f. meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the *HSC: All My Own Work* program or its equivalent.

Demonstration of the HSC Minimum Standard

From 2020, students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate. Students must demonstrate the minimum standard in each domain of reading, writing and numeracy.

The HSC minimum standard is set at the Australian Core Skills Framework (ACSF) Level 3. ACSF Level 3 describes the functional literacy and numeracy skills required for life after school, for work and further education. Students in Years 10 to 12 may demonstrate the HSC minimum standard by achieving Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.

Students who leave school and have not met HSC eligibility requirements will (if eligible) receive a Record of School Achievement (RoSA), or a Transcript of Study. Students who subsequently (in the five-year accumulation period) become eligible for the HSC by demonstrating the HSC minimum standard will be issued with a Higher School Certificate testamur and have their results re-issued on a Record of Achievement.

Study of HSC Courses

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course. (Exception: HSC Mathematics Extension 1)

For HSC examining purposes, the Preliminary course is regarded as assumed knowledge that has been covered by all candidates. Examination specifications ensure that the major focus of the examination will be on HSC course content. The HSC course is defined in terms of course content (i.e. knowledge, skills and understanding outcomes) achievable following completion of the Preliminary course or its equivalent.

Commencement of Study of Prescribed Texts

The study of prescribed texts (in any medium) for the Higher School Certificate must not commence until the relevant Preliminary course has been completed. 'Study' of texts or other set works does not apply to attending performances during the Preliminary course study of plays prescribed as HSC texts, nor to taking part in the production of them.

Commencement of HSC projects

Some HSC courses have a project as part of the HSC examination. Work on the following HSC projects must not commence until the relevant Preliminary course has been completed:

- Drama Group Performance or Individual Projects
- Industrial Technology Major Project
- Music Performances, Core and Elective Compositions, Elective Musicology essays or viva voces

Higher School Certificate School-Based Assessment

The school-based assessment marks submitted by a school for each course are intended to indicate students' achievements at the end of the HSC course. The school-based assessment marks are based on:

- a wider range of syllabus outcomes than can be measured by the external examination
- Multiple measures and observations made throughout the HSC course rather than a single assessment event.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final assessment event. Multiple measures also cater for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (e.g. research, fieldwork or practical skills).

Honesty in HSC Assessment: The Standard sets out NESAs requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard. Students who engage in malpractice in school-based assessment tasks will be recorded on the NESAs malpractice register by their school.

NESA expect students to attempt all assessment tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course.

A student who does not comply with the assessment requirements and receives a non-completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course. In the case of Extension courses, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course.

HSC VET Courses

All VET courses are competency-based courses. NESAs and the Australian Qualifications Framework (AQF) require that a competency-based approach to assessment is used. Assessment must:

- meet the requirements of the national training package or nationally accredited qualification/course on which the VET course is based
- Be conducted by a qualified assessor under the auspices of an RTO which may be a school, TAFE College or other VET provider.

The Registered Training Organisation (RTO) must:

- Maintain a record of the competencies achieved by each student. This may take the form of a competency record book (student log), or records generated as a result of school use of the NESAs VCS Online system.

Provisions for non-completion determinations and student warnings apply to VET courses.

HSC Life Skills Courses

The submission of school-based assessment marks is not required for Life Skills courses.

Disability Provisions

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected.

It is not embarrassing to apply for provisions, and more than 7000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do. Schools are responsible for determining and approving adjustments for all school-based assessment tasks. NESAs determines disability provisions for the Higher School Certificate examinations.

To apply for provisions, schools must submit an online application to NESAs. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

Getting Your Results

HSC results are available in Students Online 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 testamur (certificate) are sent in the mail in January the following year.

The Australian Tertiary Admission Rank (ATAR)

This is a ranking based on a scaled aggregate of at least 2 units of English and the next best 8 units of NESAs determined courses as calculated by the University Admissions Centre and recorded as a rank out of 100. This calculation is based on a composite of both the examination and assessment marks and will not be included on the Higher School Certificate or Record of School Achievement itself but will be available to students on a separate document. Please note that a maximum of 2 units of Category B subjects may count towards an ATAR, and at least 2 units of English will be included in the calculation.

The ATAR is used by most of the Tertiary Institutions for their entry requirements.

Wauchope High School Policies, Requirements and Procedures

Rationale

A School Assessment is a mark calculated by the school which compares a student's performance on assessment tasks with all other students in the school doing the same course. Assessment allows the student to be given credit for performance in areas not easily tested in examinations, for example, oral work in English or practical work in the Sciences. NESA considers it to be fairer to base the student's Higher School Certificate results on a combination of the work done throughout the HSC course, and the final HSC Examination, rather than on one exam at the end of Year 12. Advice on assessment may be sought from the Senior Preparation Teacher, Lauren Hinshelwood, or the Career's Adviser, Karina Ostler.

It is important for students to keep all assessment information in a safe place.

This information is vital in assisting a student to manage his or her studies. It is the student's responsibility to keep it in an accessible place. Students will be marked off a roll as they receive their assessment booklets. All students must make every effort to thoroughly read this booklet and understand the rules and procedures of the HSC.

Students are expected to undertake all assessment tasks set in their HSC courses.

Students who do not comply with the assessment requirements in any course will not receive a HSC mark and rank in that course until assessment requirements are finalised. This could result in the student not achieving the HSC.

Confidentiality of the Final School Assessment Mark

Whilst students are encouraged to keep a record of their performances, final HSC assessment marks are classified as confidential and will not be released to students. Students will be informed of their rank within the school group. This is a NESA requirement.

Prolonged Absences (10 weeks or more)

In many instances, school work may be undertaken while at home, on holidays, or in hospital. In this way, the Principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the main objectives/outcomes of the course.

In the case of prolonged absence where work is not possible during the period of absence, the Principal may judge that catching up is not possible and determine that the student will not satisfy requirements for that course.

Students who have prolonged absences are expected to complete assessment tasks. Applications may be made to the Head Teacher for extension of time to complete any assessment or substitute assessment task outstanding. A **zero** will be recorded for any assessment task not completed within any granted extension of time.

Advance Notice and Frequency of Assessment Tasks

- There should be no assessment tasks in the two weeks before the Half Yearly and Trial examination periods. However assessment tasks can be given in the 2 weeks prior to the exam if there is no Half Yearly or Trial Examination in that course.
- There should be no more than two assessment tasks a day.
- There should be no more than four tasks in any given week with the exception of allocated exam weeks (i.e./ Half Yearly Exams and Trial HSC)
- Students should receive feedback about any given task within two weeks of it being handed in.
- This assessment schedule serves as an early warning of assessment tasks. It should help in planning tasks and study management.
- Teachers are to give in writing at least two weeks' notice of the EXACT dates of assessment tasks.

HSC VET Assessment, USI

For each VET course an estimate will be supplied by the school to NESAs, if the student has indicated to their classroom teacher that they intend to sit for the examination.

All students studying a VET course need to supply the school with their USI (Unique Student Identity number) so their credentials for that course are accredited to the student on NESAs.

Further information concerning assessment, including mandatory work placement, can be found in each VET course outline, in this booklet.

Submission of Assessment Tasks

In courses where Assessment Tasks are to be submitted, students are to submit the task to the teacher delegated and to sign a faculty register except for in-class tasks and formal exams.

Staff Absent on Day of Task

The casual or relieving teacher will proceed with any written assessment task. If the task is a practical or non-written task, then it will be scheduled as soon as possible, after the original date and students notified of the new details.

Wauchope High School Assessment Policy

The Higher School Certificate Assessment program at Wauchope High School begins in Term 4, 2023 and continues for the duration of the HSC course.

There are 2 aspects of satisfactory achievement of results in HSC courses:

- I. Satisfactory completion of the Assessment program, and
- II. Satisfactory completion of a course.

Non-completion of assessment tasks

Failure to submit assessment tasks

If a student fails to complete an assessment task specified in the assessment program and the teacher considers the student has a valid reason, the head teacher may decide that an extension of time can be granted or a mark may be awarded based on a substitute task.

In exceptional circumstances e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the head teacher can use an estimate based on other appropriate evidence.

Where there is no valid reason for not completing or submitting an assessment task, by the due date or on a given day, a zero mark must be recorded for that task. A zero mark will also be recorded when an assessment task is submitted late without the correct procedures being followed. Parents will be notified in writing that a zero mark was awarded.

If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement as to whether or not the attempt was a genuine one.

If it appears that the student is at risk of not meeting the assessment requirements in a course an official "N" warning will be given in writing (*sample in Appendix*). This letter is also used when an assessment task is not completed.

Student Absent on Day of Task

Illness:

If a student is ill on the day an assessment task is to be held or submitted it is the responsibility of the student to inform the school by telephone immediately and to complete the *Illness, Accident & Misadventure Application* found in the Appendix within 5 school days.

Accident/Misadventure:

If for some unforeseen, valid reason a student is unable to attend school on the day an assessment task is to be held or submitted, it is the responsibility of the student to inform the school by telephone as soon as possible and to complete the *Illness, Accident & Misadventure Application* found in the Appendix within 5 school days.

Alternate arrangements:

If students know in advance that they will not be at school, with an acceptable reason, on the day an assessment task is to be completed or submitted it is the student's responsibility to negotiate alternative arrangements with their class teacher or Head Teacher, before the event. Students must complete the *Renegotiating Date of Assessment Task Due to Extenuating Circumstances Application* at least five days before the date of the assessment task. This form is found in the Appendix. Alternate arrangements are only made on rare occasions.

If students, with acceptable reason, know in advance that they will not be able to sit for a written assessment task or examination alternate arrangements may take the form of one of the following:

- If the integrity of the task or examination can be guaranteed, the student(s) may sit for the assessment at another time
- An alternate task may be assigned
- The task or examination may be sat at a later time for feedback and experience and the student(s) would receive an estimate mark for the assessment based on their ranking in the course.

The alternate arrangement will be decided by the Key Learning Area Head Teacher.

Absence from School on the due date of an Assessment Task:

Any absence on the day of an assessment task, prior to the due time, between 9:00am and 3:30pm will require a medical certificate or a supporting statement of misadventure. The student also must attend all timetabled classes on this day.

Appeals:

Appeals can be made at the end of each assessment task only in relation to a student's assessment rank. Appeals can also be made if any of the documentation lodged, concerning a student's absence, is unsuccessful. Appeals will be considered by the Principal and/or Deputy Principal whose decision is final. If a student wishes to appeal then the Appeal form in the Appendix must be completed and submitted to the course Head Teacher.

Satisfactory Completion of a Course

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 or 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.

If at any time it appears that a student is at risk of being given an "N" determination in any course, the student will be warned and parents/caregivers will be advised in writing by the class teacher as soon as the situation arises.

Attendance

In order to satisfy the outcomes of courses, students need to attend classes regularly and work with due diligence. It is a school requirement that students must maintain an overall attendance above 85% to participate in extra-curricular activities or be granted special privileges such as flexible leave.

Wauchope High School

HSC Assessment Schedules

2024 / 2025

The following assessment guidelines for each course are presented in alphabetical order. This assessment guidelines document will be current and useful until the end of the Higher School Certificate. Make sure it is kept in a safe place and referred to often.

Below is an explanation of the terms used in the assessment guidelines.

OUTCOMES	The specific things students are expected to know and to know how to do. It is the responsibility of each classroom teacher to outline the outcomes of the course and ensure students have access to a copy which can be cross referenced with the outcomes column. Many of the course outcomes have been included in the assessment schedule.
COMPONENTS	Areas of the syllabus to be assessed
WEIGHTINGS	Relative importance of each component in the overall assessment of student achievement

AGRICULTURE	
Objectives	HSC Course Outcomes
Knowledge and understanding of the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems	H1.1 Explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner	H2.1 Describes the inputs, processes and interactions of plant production systems H2.2 Describes the inputs, processes and interactions of animal production systems
Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing	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
Skills in effective research, experimentation and communication	H4.1 Justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations
Knowledge and understanding of the impact of innovation, ethics and current issues on Australian agricultural systems	H5.1 Evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

AGRICULTURE – HSC ASSESSMENT SCHEDULE 2024/2025					
Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Farm Product Study	Oral Presentation Animal Task	Experimental Design and Report Plant Task	Trial HSC Examination
		Term 4, Week 10	Term 2, Week 2	Term 3, Week 1	Term 3, Examination Period
Knowledge and understanding of course content	40	10	5	5	20
Knowledge, understanding and skills required to manage agricultural production systems	40	10	10	10	10
Skills in effective research, experimentation and communication	20	-	10	10	-
TOTAL	100	20	25	25	30
Outcomes to be Assessed		H3.1, H3.2, H3.3, H3.4	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1

ANCIENT HISTORY

Objectives	HSC Course Outcomes
<p><u>Knowledge and Understanding:</u></p> <ul style="list-style-type: none"> • Develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context. • Develop an understanding of continuity and change over time. 	<p>AH12-1 Accounts for the nature of continuity and change in the ancient world.</p> <p>AH12-2 Proposes arguments about the varying causes and effects of events and developments.</p> <p>AH12-3 Evaluates the role of historical features, individuals and groups in shaping the past.</p> <p>AH12-4 Analyses the different perspectives of individuals and groups in their historical context.</p> <p>AH12-5 Assesses the significance of historical features, people, places, events and developments of the ancient world</p>
<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Undertake the process of historical inquiry. • Use historical concepts and skills to examine the ancient past. • Communicate an understanding of history, sources and evidence, and historical interpretations. 	<p>AH12-6 Analyses and interprets different types of sources for evidence to support an historical account or argument.</p> <p>AH12-7 Discusses and evaluates differing interpretations and representations of the past.</p> <p>AH12-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.</p> <p>AH12-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.</p> <p>AH12-10 Analyses issues relating to the ownership, custodianship and conservation of the ancient past</p>

ANCIENT HISTORY – HSC ASSESSMENT SCHEDULE 2024/2025

Components	Weighting %	Task 1	Task 2	Task 3
		Research and Extended Response Ancient Societies	Historical Analysis Personality	Trial HSC Examination All Topics
		Term 4, Week 8	Term 2, Week 6	Term 3, Examination Period
Knowledge and understanding of course content	40	10	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	5
Historical inquiry and research	20	5	15	
Communication of historical understanding in appropriate forms	20	5	10	5
TOTAL	100	30	40	30
Outcomes to be Assessed		AH12-3, AH 12-6, AH 12-7, AH 12-8, AH12-9	AH12-1, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	AH12-1 – 12-7, AH12-9, AH12-10

BIOLOGY	
Objectives	HSC Course Outcomes
<p><u>Knowledge and Understanding:</u></p> <ul style="list-style-type: none"> • Develop knowledge and understanding of heredity and genetic technologies • Develop knowledge and understanding of the effects of disease and disorders 	<p>BIO12-12 Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species</p> <p>BIO12-13 Explains natural genetic change and the use of genetic technologies to induce genetic change</p> <p>BIO12-14 Analyses infectious disease in terms of cause, transmission, management and the organism’s response, including the human immune system</p> <p>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</p>
<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Develop skills in applying the processes of Working Scientifically 	<p>Questioning and predicting BIO12-1 Develops and evaluates questions and hypotheses for scientific investigation</p> <p>Planning investigations BIO12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>Conducting investigations BIO12-3 Conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>Processing data and information BIO12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>Analysing data and information BIO12-5 Analyses and evaluates primary and secondary data and information</p> <p>Problem solving BIO12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>Communicating BIO12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>

BIOLOGY – HSC ASSESSMENT SCHEDULE 2024/2025

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Models in Biology	In-class Extended Response	Depth Study Diseases	Trial HSC Examination
		Term 4, Week 7	Term 1, Week 9	Term 3, Week 1	Term 3, Examination Period
Skills in working scientifically	60	20	5	25	10
Knowledge and understanding of course content	40	5	10	5	20
TOTAL	100	25	15	30	30
Outcomes to be Assessed		BIO12-5, BIO12-7, BIO12-12	BIO12-6, BIO12-7, BIO12-12 BIO12-13	BIO12-1, BIO12-3, BIO12-4, BIO12-5, BIO12-7, BIO12-15	All

BUSINESS STUDIES

Objectives	HSC Course Outcomes
<p><u>The student develops knowledge and understanding about:</u></p> <ul style="list-style-type: none"> • The nature, role and structure of business • Internal and external influences on business • The functions and processes of business activity • Management strategies and their effectiveness 	<p>H1 Critically analyses the role of business in Australia and globally</p> <p>H2 Evaluates management strategies in response to changes in internal and external influences</p> <p>H3 Discusses the social and ethical responsibilities of management</p> <p>H4 Analyses business functions and processes in large and global businesses</p> <p>H5 Explains management strategies and their impact on businesses</p> <p>H6 Evaluates the effectiveness of management in the performance of businesses</p>
<p><u>The student develops skills to:</u></p> <ul style="list-style-type: none"> • Investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations • Communicate business information and issues using appropriate formats • Apply mathematical concepts appropriate to business situations 	<p>H7 Plans and conducts investigations into contemporary business issues</p> <p>H8 Organises and evaluates information for actual and hypothetical business situations</p> <p>H9 Communicates business information, issues and concepts in appropriate formats</p> <p>H10 Applies mathematical concepts appropriately in business situations</p>

BUSINESS STUDIES – HSC ASSESSMENT SCHEDULE 2024/2025

Components	Weighting %	Task 1	Task 2	Task 3	Task 3
		Take Home Task Marketing	Test Operations	Take Home Task Finance	Trial HSC Examination All Topics
		Term 4, Week 10	Term 1 Week 9	Term 2, Week 8	Term 3, Examination Period
Knowledge and understanding of course content	40	10	10	10	10
Stimulus-based skills	20	-	10		10
Inquiry and research	20	10		10	-
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
TOTAL	100	25	25	25	25
Outcomes to be Assessed		H3, H4, H6, H7, H8, H9	H2, H3, H4, H5, H9	H2, H4, H5, H9, H10	H1 – H10

CHEMISTRY

Objectives	HSC Course Outcomes
<p>Students develop skills in applying the processes of Working Scientifically</p>	<p>Questioning and predicting CH12-1 Develops and evaluates questions and hypotheses for scientific investigation</p> <p>Planning investigations CH12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>Conducting investigations CH12-3 Conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>Processing data and information CH12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>Analysing data and information CH12-5 Analyses and evaluates primary and secondary data and information</p> <p>Problem solving CH12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>Communicating CH12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>
<p>Students develop knowledge and understanding of equilibrium and acid reactions in chemistry</p>	<p>CH12-12 Explains the characteristics of equilibrium systems, and the factors that affect these systems</p> <p>CH12-13 Describes, explains and quantitatively analyses acids and bases using contemporary models</p>
<p>Students develop knowledge and understanding of the applications of chemistry</p>	<p>CH12-14 Analyses the structure of, and predicts reactions involving, carbon compounds</p> <p>CH12-15 Describes and evaluates chemical systems used to design and analyse chemical processes</p>

CHEMISTRY – HSC ASSESSMENT SCHEDULE 2024/2025

Components	Weighting %	Task 1	Task 2	Task 3
		Depth Study – Practical Investigation Report	Research Task	Trial HSC Examination
		Term 1, Week 10	Term 3, Week 2	Term 3, Examination Period
Skills in working scientifically	60	30	20	10
Knowledge and understanding of course content	40	10	10	20
TOTAL	100	40	30	30
Outcomes to be Assessed		CHEM12-1, CHEM12-2, CHEM12-3, CHEM12-4, CHEM12-5, CHEM12-6, CHEM12-7, CHEM12-13	CHEM12-3, CHEM12-5, CHEM12-7, CHEM12-12	CHEM12-1, CHEM12-2, CHEM12-5, CHEM12-6, CHEM12-7, CHEM12-12, CHEM12-13, CHEM12-14, CHEM12-15

COMMUNITY AND FAMILY STUDIES

Objectives	HSC Course Outcomes
Knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing	H1.1 Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
Knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing	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
Knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities	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
Knowledge and understanding about research methodology and skills in researching, analysing and communicating	H4.1 Justifies and applies appropriate research methodologies H4.2 Communicates ideas, debates issues and justifies opinions
Skills in the application of management processes to meet the needs of individuals, groups, families and communities	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
Skills in critical thinking and the ability to take responsible action to promote wellbeing	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
An appreciation of the diversity and interdependence of individuals, families, groups and communities	7.1 Appreciates differences among individuals, groups and families within communities and values their contributions to society 7.2 Develops a sense of responsibility for the wellbeing of themselves and others 7.3 Appreciates the value of resource management in response to change 7.4 Values the place of management in coping with a variety of role expectations

COMMUNITY AND FAMILY STUDIES – HSC ASSESSMENT SCHEDULE 2024/2025					
Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Independent Research Project	Investigation Positive Influences on Community Attitudes Towards a Group	Parents Directory Support for Parents and Carers	Trial HSC Examination
		Term 4, Week 10	Term 1, Week 11	Term 2, Week 10	Term 3, Examination Period
Knowledge and understanding of course content	40	5	10	10	15
Skills in critical thinking, research methodology, analysing and communicating	60	15	15	15	15
TOTAL	100	20	25	25	30
Outcomes to be Assessed		H4.1, H4.2	H1.1, H2.2, H2.3, H3.3, H4.2, H5.2	H2.2, H3.2, H5.2	H1.1 – H6.2

DRAMA

Objectives	HSC Course Outcomes
<p><u>Making</u> <u>Through Drama, students will develop knowledge and understanding about and skills in:</u></p> <ul style="list-style-type: none"> Using drama, through participation in a variety of dramatic and theatrical forms Making drama and theatre, using a variety of dramatic and theatrical techniques and conventions <p><u>and values and attitudes* about:</u></p> <ul style="list-style-type: none"> The collaborative nature of drama and theatre 	<p>H1.1 Uses acting skills to adopt and sustain a variety of characters and roles H1.2 Uses performance skills to interpret and perform scripted and other material H1.3 Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works H1.4 Collaborates effectively to produce a group-devised performance H1.5 Demonstrates directorial skills H1.6 Records refined group performance work in appropriate form H1.7 Demonstrates skills in using the elements of production</p> <p>H1.8 Recognises the value of the contribution of each individual to the artistic effectiveness of productions H1.9 Values innovation and originality in group and individual work</p>
<p><u>Performing</u> <u>Through Drama, students will develop knowledge and understanding about and skills in:</u></p> <ul style="list-style-type: none"> Using the elements of drama and theatre in performance Performing in improvised and play built theatre and scripted drama <p><u>and values and attitudes* about:</u></p> <ul style="list-style-type: none"> The diversity of the art of dramatic and theatrical performance 	<p>H2.1 Demonstrates effective performance skills H2.2 Uses dramatic and theatrical elements effectively to engage an audience H2.3 Demonstrates directorial skills for theatre and other media</p> <p>H2.4 Appreciates the dynamics of drama as a performing art H2.5 Appreciates the high level of energy and commitment necessary to develop and present a performance</p>
<p><u>Critically Studying</u> <u>Through Drama, students will develop knowledge and understanding about and skills in:</u></p> <ul style="list-style-type: none"> Recognising the place and function of drama and theatre in communities and societies, past and present Critically studying a variety of forms and styles used in drama and theatre <p><u>and values and attitudes* about:</u></p> <ul style="list-style-type: none"> Drama and theatre as a community activity, a profession and an industry 	<p>H3.1 Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements H3.2 Analyses, synthesises and organise knowledge, information and opinion in coherent, informed oral and written responses H3.3 Demonstrates understanding of the actor –audience relationship in various dramatic and theatrical styles and movements</p> <p>H3.4 Appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies H3.5 Appreciates the role of the audience in various dramatic and theatrical styles and movements</p>

DRAMA – HSC ASSESSMENT SCHEDULE 2024/2025

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		IP Progress Meeting	Studies in Theatre Black Comedy – Directing	Group – Interim Performance and Logbooks	Trial HSC Examination
		Term 4, Week 9	Term 1, Week 9	Term 2, Week 10	Term 3, Examination Period
Making	40	20	-	10	10
Performing	30	-	10	10	10
Critically Studying	30	10	10	-	10
TOTAL	100	30	20	20	30
Outcomes to be Assessed		H1.2, H1.3, H1.5	H1.1, H1.2, H1.3, H1.5, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3

ENGLISH ADVANCED	
Objectives	HSC Course Outcomes
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Communicate through speaking, listening, reading, writing, viewing and representing	<p>EA12-1 Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA12-2 Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p>
Use language to shape and make meaning according to purpose, audience and context	<p>EA12-3 Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</p> <p>EA12-4 Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts</p>
Think in ways that are imaginative, creative, interpretive and critical	<p>EA12-5 Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EA12-6 Investigates and evaluates the relationships between texts</p>
Express themselves and their relationships with others and their world	<p>EA12-7 Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA12-8 Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning</p>
Learn and reflect on their learning through their study of English	EA12-9 Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

ENGLISH ADVANCED – HSC ASSESSMENT SCHEDULE 2024/2025					
Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Multimodal Presentation	Essay and Discursive Writing	Essay and Imaginative Writing	Trial HSC Examination
		Common Module	Module A and Module C	Module B and Module C	All modules
		Term 4, Week 8	Term 1, Week 9	Term 2, Week 8	Term 3, Examination Period
Knowledge and understanding of course content	50	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	15	15	10
TOTAL	100	25	25	25	25
Outcomes to be Assessed		12EA-1, 12EA-2, 12EA-3, 12EA-5, 12EA-8	12EA-1, 12EA-3, 12EA-4, 12EA-9	12EA-1, 12EA-3, 12EA-7, 12EA-8	12EA-1, 12EA-3, 12EA-4, 12EA-5, 12EA-6, 12EA-7, 12EA-8, 12EA-9

ENGLISH STANDARD	
Objectives	HSC Course Outcomes
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Communicate through speaking, listening, reading, writing, viewing and representing	<p>EN12-1 Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN12-2 Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p>
Use language to shape and make meaning according to purpose, audience and context	<p>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</p> <p>EN12-4 Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p>
Think in ways that are imaginative, creative, interpretive and critical	<p>EN12-5 Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments</p> <p>EN12-6 Investigates and explains the relationships between texts</p>
Express themselves and their relationships with others and their world	<p>EN12-7 Explains and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN12-8 Explains and assesses cultural assumptions in texts and their effects on meaning</p>
Learn and reflect on their learning through their study of English.	EN12-9 Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

ENGLISH STANDARD – HSC ASSESSMENT SCHEDULE 2024/2025					
Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Common Module	Module B	Module C	Trial HSC Examination
		Multimodal Presentation	Extended Response	Writing Portfolio	
		Term 4, Week 8	Term 1, Week 9	Term 2, Week 5	Term 3, Examination Period
Knowledge and understanding of course content	50	15	15	10	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	10	15
TOTAL	100	30	25	20	25
Outcomes to be Assessed		EN12-1, EN12-2, EN12-4, EN12-5, EN12-6, EN12-7, EN12-9	EN12-1, EN12-3, EN12-5	EN12-2, EN12-3, EN12-5, EN12-7, EN12-8, EN12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7

INDUSTRIAL TECHNOLOGY – METAL AND ENGINEERING TECHNOLOGIES	
Objectives	HSC Course Outcomes
Knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry	<p>H1.1 Investigates industry through the study of businesses in one focus area</p> <p>H1.2 Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry</p> <p>H1.3 Identifies important historical developments in the focus area industry</p>
Knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment	<p>H2.1 Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques</p>
Competence in designing, managing and communicating within a relevant industry context	<p>H3.1 Demonstrates skills in sketching, producing and interpreting drawings</p> <p>H3.2 Selects and applies appropriate research and problem-solving skills</p> <p>H3.3 Applies and justifies design principles through the production of a Major Project</p>
Knowledge and skills in producing quality products	<p>H4.1 Demonstrates competency in a range of practical skills appropriate to the Major Project</p> <p>H4.2 Explores the need to outsource appropriate expertise where necessary to complement personal practical skills</p> <p>H4.3 Critically applies knowledge and skills related to properties and characteristics of materials/components</p>
Knowledge and skills in communication and information processing related to the industry focus area	<p>H5.1 selects and uses communication and information processing skills</p> <p>H5.2 examines and applies appropriate documentation techniques to project management</p>
An appreciation of quality products and the principles of quality control	<p>H6.1 Evaluates the characteristics of quality manufactured products</p> <p>H6.2 Applies the principles of quality and quality control</p>
An appreciation of the relationships between technology, the individual, society and the environment	<p>H7.1 Explains the impact of the focus area industry on the social and physical environment</p> <p>H7.2 Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment</p>

INDUSTRIAL TECHNOLOGY – METAL AND ENGINEERING TECHNOLOGIES – HSC ASSESSMENT SCHEDULE 2024/2025					
Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Project Proposal / Planning	Manufactured Products	Practical Skills and Folio Audit	Trial HSC Examination
		Term 4, Week 10	Term 1, Week 8	Term 2, Week 9	Term 3, Examination Period
Knowledge and understanding of course content	40	15	15	5	5
Knowledge and skills in the design, management, communication and production of a major project	60	25	15	10	10
TOTAL	100	40	30	15	15
Outcomes to be Assessed		H3.1, H3.2, H3.3, H5.1	H1.2, H3.1, H4.2, H4.3, H5.1, H6.1, H7.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.2	H1.2, H3.1, H4.3, H5.1, H6.1

LEGAL STUDIES

Objectives	HSC Course Outcomes
<p><u>Knowledge and Understanding:</u></p> <ul style="list-style-type: none"> • The nature and institutions of domestic and international law • The operation of Australian and international legal systems and the significance of the rule of law • The interrelationship between law, justice and society and the changing nature of the law 	<p>H1. Identifies and applies legal concepts and terminology</p> <p>H2. Describes and explains key features of and the relationship between Australian and international law</p> <p>H3. Analyses the operation of domestic and international legal systems</p> <p>H4. Evaluates the effectiveness of the legal system in addressing issues</p> <p>H5. Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p> <p>H6. Assesses the nature of the interrelationship between the legal system and society</p> <p>H7. Evaluates the effectiveness of the law in achieving justice</p>
<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Investigating, analysing and communicating relevant legal information and issues 	<p>H8. Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p>H9. Communicates legal information using well-structured and logical arguments</p> <p>H10. Analyses differing perspectives and interpretations of legal information and issues.</p>

LEGAL STUDIES – HSC ASSESSMENT SCHEDULE 2023/2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Crime	Human Rights	Workplace	Trial HSC Examinations
		Term 4, Week 7	Term 1, Week 8	Term 2, Week 9	Term 3, Examination Period
Knowledge and understanding of course content	40	10	10		20
Analysis and evaluation	20		5	15	-
Inquiry and research	20	10	-	10	-
Communication of legal information, issues and ideas in appropriate forms	20	5	5		10
TOTAL	100	25	20	25	30
Outcomes to be Assessed		H1, H3, H5, H6, H7, H9	H2, H3, H5	H4, H7, H8, H9, H10	H1 – H7, H9

MATHEMATICS ADVANCED	
Objectives	HSC Course Outcomes
Develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques	<p>MA12-1 Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts</p> <p>MA12-2 Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques</p> <p>MA12-3 Applies calculus techniques to model and solve problems</p>
Develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics and probability	<p>MA12-4 Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems</p> <p>MA12-5 Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs</p> <p>MA12-6 Applies appropriate differentiation methods to solve problems</p> <p>MA12-7 Applies the concepts and techniques of indefinite and definite integrals in the solution of problems</p> <p>MA12-8 Solves problems using appropriate statistical processes</p>
Develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations	<p>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</p>
Develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms	<p>MA12-10 Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context</p>

MATHEMATICS ADVANCED – HSC ASSESSMENT SCHEDULE 2024/2025					
Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Written Test Work to Date (50 minutes)	Written Test Work to Date (50 minutes)	Investigative Task	Trial HSC Examination (3 hours)
		Term 4, Week 8	Term 1, Week 7	Term 2, Week 10	Term 3, Examination Period
Understanding, fluency and communication	50	15	15	10	10
Problem-solving, reasoning and justification	50	10	10	15	15
TOTAL	100	25	25	25	25
Outcomes to be Assessed		MA12-1, MA12-3, MA12-6, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-5, MA12-8, MA12-9, MA12-10	All Outcomes

MATHEMATICS STANDARD 2	
Objectives	HSC Course Outcomes
Develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts	<p>MS2-12-1 Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts</p> <p>MS2-12-2 Analyses representations of data in order to make inferences, predictions and draw conclusions</p>
Develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks	<p>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</p> <p>MS2-12-4 Analyses two-dimensional and three-dimensional models to solve practical problems</p> <p>MS2-12-5 Makes informed decisions about financial situations, including annuities and loan repayments</p> <p>MS2-12-6 Solves problems by representing the relationships between changing quantities in algebraic and graphical forms</p> <p>MS2-12-7 Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data</p> <p>MS2-12-8 Solves problems using networks to model decision-making in practical problems</p>
Develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations	<p>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</p>
Develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs	<p>MS2-12-10 Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response</p>

MATHEMATICS STANDARD 2 – HSC ASSESSMENT SCHEDULE 2024/2025					
Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Written Test Work to Date (50 minutes)	Written Test Work to Date (50 minutes)	Investigative Task	Trial HSC Examination (2½ hours)
		Term 4, Week 8	Term 1, Week 11	Term 2, Week 8	Term 3, Examination Period
Understanding, fluency and communication	50	15	15	10	10
Problem-solving, reasoning and justification	50	10	10	15	15
TOTAL	100	25	25	25	25
Outcomes to be Assessed		MS2-12-1, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-5, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-7, MS2-12-9, MS2-12-10	All Outcomes

MODERN HISTORY	
Objectives	HSC Course Outcomes
<p><u>Knowledge and Understanding:</u></p> <ul style="list-style-type: none"> • Develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context • Develop an understanding of continuity and change over time. 	<p>MH12-1 Accounts for the nature of continuity and change in the modern world</p> <p>MH12-2 Proposes arguments about the varying causes and effects of events and developments</p> <p>MH12-3 Evaluates the role of historical features, individuals, groups and ideas in shaping the past</p> <p>MH12-4 Analyses the different perspectives of individuals and groups in their historical context</p> <p>MH12-5 Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world</p>
<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Undertake the process of historical inquiry • Use historical concepts and skills to examine the modern past • Communicate an understanding of history, sources and evidence, and historical • • interpretations. 	<p>MH12-6 Analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>MH12-7 Discusses and evaluates differing interpretations and representations of the past</p> <p>MH12-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>MH12-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p>

MODERN HISTORY – HSC ASSESSMENT SCHEDULE 2024/2025

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Power & Authority	<i>Test</i> National Study	Peace & Conflict	Trial HSC Examination All Topics
		Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 4/5
Knowledge and understanding of course content	40	5	20		15
Historical skills in the analysis and evaluation of sources and interpretations	20	10		5	5
Historical inquiry and research	20	5		15	
Communication of historical understanding in appropriate forms	20	5	5	5	5
TOTAL	100	25	25	25	25
Outcomes to be Assessed		MH 12-4, MH12-6, MH12-7, MH 12-9	MH12-2, MH12-3, MH12-5, MH12.9	MH12-2, MH12-3, MH12-5, MH12-8, MH12-9	MH 12-1 - 12-7, MH12-9

MUSIC 1

Objectives	HSC Course Outcomes
<p>To develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.</p>	<p><i>Through activities in performance, composition, musicology and aural, a student:</i></p> <p>H1 Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble</p> <p>H2 Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied</p> <p>H3 Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied</p> <p>H4 Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles</p>
<p>To develop the skills to evaluate music critically.</p>	<p><i>Through activities in performance, composition, musicology and aural, a student:</i></p> <p>H5 Critically evaluates and discusses performances and compositions</p> <p>H6 Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening</p>
<p>To develop an understanding of the impact of technology on music.</p>	<p><i>Through activities in performance, composition, musicology and aural, a student:</i></p> <p>H7 Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied</p> <p>H8 Identifies, recognises, experiments with, and discusses the use and effects of technology in music</p>
<p>To develop personal values about music.</p>	<p><i>Through activities in performance, composition, musicology and aural, a student:</i></p> <p>H9 Performs as a means of self-expression and communication</p> <p>H10 Demonstrates a willingness to participate in performance, composition, musicology and aural activities</p> <p>H11 Demonstrates a willingness to accept and use constructive criticism</p>

MUSIC – HSC ASSESSMENT SCHEDULE 2024/2025

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Composition and Viva Voce Topic 1	Performance and Aural Analysis Topic 2	Presentation or Submission: Elective Options for Topics 1 and 2	Trial HSC Examination
		Submission of composition with portfolio and in-class viva voce based on the characteristics of the chosen topic	Solo or ensemble performance and aural analysis of music relevant to the chosen topic	Presentation of performance and/or composition portfolio and/or musicology outline and viva voce	Aural Skills Examination Presentation of elective performance, composition portfolio or musicology outline and viva voce based on Elective Option 3
		Term 4, Week 9	Term 1, Week 7	Term 2, Week 8	Term 3, Examination Period
Performance	10	-	10	-	-
Composition	10	10	-	-	-
Musicology	10	10	-	-	-
Aural	25	-	10	-	15
Electives	45	-	-	30	15
TOTAL	100	20	20	30	30
Outcomes to be Assessed		H2, H3, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1 – H8*	H1 – H8*

*The teacher will select appropriate outcomes based on Elective options selected by each student.

PHYSICS

Objectives	HSC Course Outcomes
<p>Students develop skills in applying the processes of Working Scientifically</p>	<p>Questioning and predicting PH12-1 Develops and evaluates questions and hypotheses for scientific investigation</p> <p>Planning investigations PH12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>Conducting investigations PH12-3 Conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>Processing data and information PH12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>Analysing data and information PH12-5 Analyses and evaluates primary and secondary data and information</p> <p>Problem solving PH12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>Communicating PH12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>
<p>Students develop knowledge and understanding of advanced mechanics and electromagnetism</p>	<p>PH12-12 Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles</p> <p>PH12-13 Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively</p>
<p>Students develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics</p>	<p>PH12-14 Describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world</p> <p>PH12-15 Explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom</p>

PHYSICS – HSC ASSESSMENT SCHEDULE 2024/2025

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Practical Investigation and Report	Depth Study	Research Task	Trial HSC Examination
		Term 4, Week 8	Term 1, Week 9	Term 2, Week 8	Term 3, Examination Period
Skills in working scientifically	60	15	25	15	5
Knowledge and understanding of course content	40	5	5	5	25
TOTAL	100	20	30	20	30
Outcomes to be Assessed		PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-7, PH12-12	PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-7, PH12-7, PH12-13	PH12-2, PH12-4, PH12-5, PH12-6, PH12-7, PH12-14	PH12-5, PH12-6, PH12-12, PH12-13 PH12-14, PH12-15

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Objectives	HSC Course Outcomes
Knowledge and understanding of the factors that affect health	<p>H1 Describes the nature and justifies the choice of Australia’s health priorities</p> <p>H2 Analyses and explains the health status of Australians in terms of current trends and groups most at risk</p> <p>H3 Analyses the determinants of health and health inequities</p>
A capacity to exercise influence over personal and community health outcomes	<p>H4 Argues the case for health promotion based on the Ottawa Charter</p> <p>H5 Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities</p> <p>H6 Demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)</p>
Knowledge and understanding about the way the body moves	<p>H7 Explains the relationship between physiology and movement potential</p> <p>H8 Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity</p> <p>H9 Explains how movement skill is acquired and appraised</p>
An ability to take action to improve participation and performance in physical activity	<p>H10 Designs and implements training plans to improve performance</p> <p>H11 Designs psychological strategies and nutritional plans in response to individual performance needs</p> <p>H12 Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)</p> <p>H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)</p>
An ability to apply the skills of critical thinking, research and analysis	<p>H14 Argues the benefits of health-promoting actions and choices that promote social justice</p> <p>H15 Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all</p> <p>H16 Devises methods of gathering, interpreting and communicating information about health and physical activity concepts</p> <p>H17 Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation</p>

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION – HSC ASSESSMENT SCHEDULE 2024/2025					
Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Presentation Responding to Sports Medicine Scenarios	Research Analysis Health Priorities Research Task	Research Task Performance Program and Analysis	Trial HSC Examination
		Term 4, Week 8	Term 1, Week 10	Term 2, Week 9	Term 3, Examination Period
Knowledge and understanding of course content	40	10	10	10	10
Skills in critical thinking, research, analysis and communicating	60	10	15	15	20
TOTAL	100	20	25	25	30
Outcomes to be Assessed		H8, H13, H16, H17	H1, H2, H3, H4, H5, H11, H14, H16	H7, H8, H10, H11, H16	H1 – H5, H7 – H11, H14 – H17

SPORT, LIFESTYLE AND RECREATION STUDIES

Objectives	HSC Course Outcomes
Knowledge and understanding of the factors that influence health and participation in physical activity	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
Knowledge and understanding of the principles and processes impacting on the realisation of movement potential	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
The ability to analyse and implement strategies that promote health, physical activity and enhanced 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
A capacity to influence the participation and performance of self and others	4.1 Plans strategies to achieve performance goal 4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context 4.3 Makes strategic plans to overcome the barriers to personal and community health 4.4 Demonstrates competence and confidence in movement contexts 4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	Values and Attitudes 5.1 Accepts responsibility for personal and community health 5.2 Willingly participates in regular physical activity 5.3 Values the importance of an active lifestyle 5.4 Values the features of a quality performance 5.5 Strives to achieve quality in personal performance

SPORT, LIFESTYLE AND RECREATION STUDIES – HSC ASSESSMENT SCHEDULE 2024/2025				
Components	Weighting %	Task 1	Task 2	Task 3
		Outdoor Recreation (10%) Fitness and resistance training (10%) Healthy Lifestyle (10%)	Practical Application and Game Sense Skills	Skill Acquisition and Movement Skill
		Ongoing Term 4 (2023) – Term 3 (2024)	Ongoing Term 4 (2023) – Term 3 (2024)	Ongoing Term 4 (2023) – Term 3 (2024)
Practical Application and Movement Awareness	35	10	20	5
Knowledge and Understanding of Course Content	35	15	10	10
Acquisition of Skills	30	5	5	20
TOTAL	100	30	35	35
Outcomes to be Assessed		1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 4.2, 4.4, 5.2, 5.3, 5.5	1.2, 1.3, 3.3, 4.4, 4.5, 5.2

VISUAL ARTS

Objectives	HSC Course Outcomes
<p><u>Artmaking</u></p> <p>Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view</p>	<p><u>Practice H1</u> Initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions</p> <p><u>Conceptual Framework H2</u> Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work</p> <p><u>Frames H3</u> Demonstrates an understanding of the frames when working independently in the making of art</p> <p><u>Representation H4</u> Selects and develops subject matter and forms in particular ways as representations in artmaking</p> <p><u>Conceptual Strength and Meaning H5</u> Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways</p> <p><u>Resolution H6</u> Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work</p>
<p><u>Art Criticism and Art History Objective</u></p> <p>Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts</p>	<p><u>Practice H7</u> Applies their understanding of practice in art criticism and art history</p> <p><u>Conceptual Framework H8</u> Applies their understanding of the relationships among the artist, artwork, world and audience</p> <p><u>Frames H9</u> Demonstrates an understanding of how frames provide for different orientations to critical and historical investigations of art</p> <p><u>Representation H10</u> Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts</p>

VISUAL ARTS – HSC ASSESSMENT SCHEDULE 2024/2025

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		In-Class Presentation of BOW Proposal supported by VAPD/Art Making	Case Studies (Art Criticism and Art History) Multimedia Presentation	Part A: BOW/VAPD Progress Assessment (Artmaking) Part B: Case Studies (Art Criticism and Art History)	Trial HSC Examination
		Term 1, Week 2	Term 1, Week 11	Term 2, Week 9	Term 3, Examination Period
Artmaking	50	20	-	30	-
Art Criticism and Art History	50	-	20	10	20
TOTAL	100	20	20	40	20
Outcomes to be Assessed		H1 – H5	H6 – H10	H1 – H10	H6 – H10



Education

Hospitality

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

School Name: Wauchope High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week: 9	Week: 5	Week: 9-10
		Term: 2	Term: 3	Term: 3
		Date: 28/06/24	Date: 23/08/24	Date: 16-27/09/24
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

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

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

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



Education

Hospitality

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

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

School Name: Wauchope High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Working in the hospitality industry	HSC TRIAL EXAM
		Week: 11	Week: 7	Week: 4-5
		Term: 1	Term: 3	Term: 3
Code	Unit of Competency	Date: 11/04/25	Date: 05/09/25	Date: 11-22/08/25
SITHIND006	Source and use information on the hospitality industry	X		
SITHFAB024	Prepare and serve non-alcoholic beverages		X	
SITHFAB025	Prepare and serve espresso coffee		X	
SITHFAB027	Serve food and beverages		X	
BSBTWK201	Work effectively with others		X	
SITHIND007	Use hospitality skills effectively		X	

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

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

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

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

The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the skills of each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement. Competency assessment is graded as ‘not yet competent’, ‘developing’, ‘competent’. This means a course mark is not allocated.



Education

Cookery

Qualification: SIT20421 Certificate II in Cookery

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

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

School Name: Wauchope High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Safety in the kitchen	Task 2 Service please	EXAM (Optional)
		Week:10	Week: 5	Week: 9-10
		Term: 2	Term: 3	Term: 3
Code	Unit of Competency	Date: 05/07/2 4	Date: 23/08/24	Date: 16- 27/09 /24
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCOM007	Show social and cultural sensitivity		X	
SITXCCS011	Interact with customers		X	

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

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

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



Education

Cookery

Qualification: SIT20421 Certificate II in Cookery

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

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

School Name: Wauchope High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 Let's start cooking and cleaning	Task 4 Pack it up	Task 5 There's no I in team	HSC TRIAL EXAM
		Week:10 Term: 4 Date: 20/12/24	Week: 10 Term:4 Date: 20/12/24	Week: 6 Term: 3 Date: 29/08/25	Week: 4-5 Term: 3 Date: 11-22/8/25
Code	Unit of Competency				
SITHKOP009	Clean kitchen premises and equipment	X			
SITXINV006	Receive, store and maintain stock	X			
SITHCCC026	Package prepared foodstuffs		X		
SITHCCC023	Use food preparation equipment			X	
SITHCCC024	Prepare and present simple dishes			X	
SITHCCC027	Prepare dishes using basic method of cookery			X	
SITHCCC034	Work effectively in a commercial kitchen			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

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

* HSC Examinable units to be confirmed by teacher.



Education

Cookery

Qualification: SIT20421 Certificate II in Cookery

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

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

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

The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the skills of each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement. Competency assessment is graded as ‘not yet competent’, ‘developing’, ‘competent’. This means a course mark is not allocated.



Education

Primary Industries

Qualification: AHC20122 Certificate II in Agriculture Release 1

Cohort 2024 - 2025

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

School Name:

Livestock Assessment Schedule Year 11 - 2024

Assessment Tasks for AHC20122 Certificate II in Agriculture <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>			Task 1 WHS	Task 2 Communicate and Work Effectively	Task 3 Operate Tractors	Task 4 Biosecurity	Task 5 Handle and Observe Livestock	Task 6 Care for Livestock	EXAM (Optional)
Code	Unit of Competency	HSC Examinable Unit	Week 5 Term 1 Date - 01/03/24	Week 11 Term 1 Date - 12/04/24	Week 8 Term 2 Date - 21/06/24	Week 10 Term 2 Date - 05/07/24	Week 10 Term 4 Date - 20/12/24	Week 10 Term 4 Date - 20/12/24	Week 9/10 Term 3 Date - 16 - 27/09/24
AHCWHS202	Participate in workplace health and safety processes	√	X						
AHCWRK212	Work effectively in industry	√		X					
AHCWRK213	Participate in workplace communications			X					
AHCMOM202	Operate tractors				X				
AHCMOM304	Operate machinery and equipment				X				
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity					X			
AHCLSK205	Handle livestock using basic techniques						X		
AHCLSK204	Carry out regular livestock observation						X		
AHCLSK202	Care for health and welfare of livestock	√						X	

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

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



Education

Primary Industries

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

Qualification: AHC20122 Certificate II in Agriculture Release 1

Cohort 2024 - 2025

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

School Name:

Livestock Assessment Schedule Year 12 – 2025

Assessment Tasks for AHC20122 Certificate II in Agriculture <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>			Task 7 Weather	Task 8 Chemicals and Weeds	Task 9 Environmentally Sustainable	Task 10 Electric Fencing	Task 11 Farm Fencing	Task 12 Provide Feed for Livestock	Task 13 Monitor Water Supplies	HSC Trial EXAM (Optional)
Code	Unit of Competency	HSC Examinable Unit	Week 6 Term 1 Date- 07/04/25	Week 6 Term 2 Date- 06/06/25	Week 10 Term 2 Date- 04/07/25	Week10 Term 3 Date - 26/09/25	Week 10 Term 3 Date- 26/09/25	Week 5 Term 4 Date- 15/11/24	Week 10 Term 4 Date - 20/12/24	Week 4-5 Term 3 Date- 11- 21/08/25
AHCWRK210	Observe and report on weather	√	X							
AHCCHM201	Apply chemicals under supervision	√		X						
AHCPMG201	Treat weeds			X						
AHCWRK211	Participate in environmentally sustainable work practices	√			X					
AHCINF205	Carry out basic electric fencing operations					X				
AHCINF206	Install, maintain and repair farm fencing						X			
AHCLSK211	Provide feed for livestock							X		
AHCLSK209	Monitor water supplies							X		

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

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

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

Appendix

Wauchope High School

HSC Assessment

Documentation

2024 / 2025

This appendix includes:

- A Glossary of Key Words
- A copy of the warning letter that will be sent home should a student be in danger of receiving an 'N' award in a particular course for unsatisfactory progress or when an assessment task is not completed or is handed in late without the correct procedure.
- Illness, Accident, Misadventure Application – Copies can be obtained from your class teacher
- Application for Renegotiation of a Due Date – Copies can be obtained from your class teacher
- Student Appeal – Copies can be obtained from your class teacher
- Personal Assessment Guide Calendar which each student is encouraged to complete for their own HSC Assessment tasks. Completing this guide will allow for planning to take place, ensuring adequate time is given for preparation and completion of each task.
- HSC Assessments Student / Parent Declaration – To be returned to the Senior Prep Room
- Higher School Certificate Student Commitment Letter – To be returned to the Senior Prep Room

Glossary of Key Words

To develop a consistent understanding of some key words in the HSC, the following glossary provides the meaning of these words as they generally apply across all course areas.

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



Wauchope High School

Nelson Street
Wauchope NSW 2446
Ph: 02 65851400

Email: wauchope-h.school@det.nsw.edu.au

Name
Address
Town NSW

Date
Ref #00001

Dear

OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

I am writing to advise you that your son/daughter, _____, is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in _____.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the _____ official warning we have issued notifying you that _____ is at risk of not completing the above course.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself 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.

_____ is not currently meeting one or more of these requirements.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed. _____ is not currently meeting one or more of these requirements.

Opportunity to correct the problem

The following tasks or requirements need to be completed by _____ to correct the problem.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by

Importance Notice:

As part of our ongoing support for students in Years 11 & 12 we provide a Senior Preparation Room where students can go whenever they have a study period. This room is staffed by a full time general teacher. This staff member is available in the Senior Preparation Room to assist our seniors with their assessment task preparation, completion and scheduling, time management, literacy and numeracy skills, study techniques, scholarship applications and much more.

This space means that _____ has a place to work on his/her assessment tasks and is able to seek support and guidance in the scheduling and completion of tasks in an appropriate manner. I ask that you encourage _____ to make use of this facility in the future so that there is no need to issue any further non-completion warning letters.

Action by parent/guardian

To support _____ in meeting the course requirements, we request that you discuss this matter with him, and encourage and support him to carry out the required actions. If you have any questions about this matter, please contact Mr _____ or Mr _____ on 02 65851400 or via wauchope-h.school@det.nsw.edu.au.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Mr _____
Class Teacher

Mr _____
HT

Ms Anna Reynolds
Principal

Please complete the section below and return to the school

Official Warning - Non Completion of a HSC Internal Assessment Component

I have received the letter dated Wednesday, 13th September 2023 advising me that _____ is in danger of not meeting the course completion requirements for Music, and am aware that this is the _____ official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

Parent/Guardian's Signature _____

Date _____

Student's Signature _____



Illness, Accident, Misadventure Application

Preliminary HSC

Student Name: _____ Assessment Task Number and Title: _____

Course: _____ Class: _____ Teacher's name: _____

Date task due: _____ Date application submitted: _____

Please give your reasons for failing to meet assessment task requirements. Give details to support your case. This form should be handed to your teacher or head teacher immediately after missing the task, or, if possible, before the due date.

.....

.....

.....

.....

Signed:
(Parent/carer) (Student)

Please attach relevant documentation (medical certificate/police report)

Received by: Date:

Teacher recommendation and comment:

.....

.....

.....

Faculty Decision	
Appeal accepted without penalty <input type="checkbox"/>	Extension granted until:
Student to complete a substitute task before:	Student to receive an estimate <input type="checkbox"/>
Alternate time given to complete and submit task:	

Appeal rejected for the following reasons:

.....

.....

Signed: (Head Teacher) Date:



Application for Renegotiation of a Due Date

DUE TO EXTENUATING CIRCUMSTANCES

Preliminary

HSC

If extenuating circumstances arise e.g. Work Placement, a TAFE Interview, a sporting commitment students must negotiate with their course class teacher or Head teacher an alternate time to do or submit the Assessment Task.

- Students are to inform their class teacher and then submit this form to the course Head teacher at least FIVE days before the assessment task is due.
- Students are not to assume that once the application for the renegotiation of the assessment date has been submitted to the Head Teacher in charge of the course, that it has been approved.
- The Head Teacher will advise students on the outcome of their applications.
- The Principal has the right to determine the appropriate extenuating circumstances.

Student Name: _____ Assessment Task Number and Title: _____

Course: _____ Class: _____ Teacher's name: _____

Date task due: _____ Date application submitted: _____

Reason for application

.....

.....

.....

Received by: Date:

Faculty Decision	
Application rejected – see below <input type="checkbox"/>	Extension granted until:
Student to complete a substitute task before:	Student to receive an estimate <input type="checkbox"/>
Alternate time given to complete and submit task:	

Application rejected for the following reasons:

.....

.....

Signed: (Head Teacher) Date:

I understand that I must fulfil my obligation to complete the Assessment Task on or by the negotiated date. If I do not attempt the assessment task I am in danger of not meeting requirements for this course.

Signed: Date:

(Student)

(Parent)



STUDENT APPEAL

Preliminary

HSC

Student Name: _____ Assessment Task Number and Title: _____

Course: _____ Class: _____ Teacher's name: _____

Date task due: _____ Date application submitted: _____

I request the decision regarding

for the following reasons

.....

.....

.....

.....

.....

.....

.....

I understand that this appeal will be considered by the Principal and/or Deputy Principal
whose decision will be final.

Received by: Date:

Principal/Deputy Principal Decision	
Appeal rejected – see below <input type="checkbox"/>	Extension granted until:
Student to complete a substitute task before:	Student to receive an estimate <input type="checkbox"/>
Alternate time given to complete and submit task:	

Appeal rejected for the following reasons:

.....

.....

Signed: (Principal/Deputy Principal) Date:

I understand that I must fulfil my obligation to complete the Assessment Task. If I do not attempt the assessment task I am in danger of not meeting requirements for this course.

Signed: Date:

(Student)

(Parent)

Personal Assessment Guide Calendar

Term 4, 2024

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday
October	1	14	15	16	17	18
October	2	21	22	23	24	25
Oct/Nov	3	28	29	30	31	1
November	4	4	5	6	7	8
November	5	11	12	13	14	15
November	6	18	19	20	21	22
November	7	25	26	27	28	29
December	8	2	3	4	5	6
December	9	9	10	11	12	1
December	10	16	17	18	STAFF DEVELOPMENT DAY 19	STAFF DEVELOPMENT DAY 20

Term 1, 2025

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday
January	1					STAFF DEVELOPMENT DAY 31
February	2	STAFF DEVELOPMENT DAY 3	4	5	6	7
February	3	10	11	12	13	14
February	4	17	18	19	20	21
February	5	24	25	26	27	28
March	6	3	4	5	6	7
March	7	10	11	12	13	14
March	8	17	18	19	20	21
March	9	24	25	26	27	28
March	10	31	1	2	3	4
April	11	7	8	9	10	11

Term 2, 2024

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday
April/May	1	STAFF DEVELOPMENT DAY 28	STAFF DEVELOPMENT DAY 29	30	1	2
May	2	5	6	7	8	9
May	3	12	13	14	15	16
May	4	19	20	21	22	23
May	5	26	27	28	29	30
June	6	2	3	4	5	6
June	7	Public holiday 9	10	11	12	13
June	8	16	17	18	19	20
June	9	23	24	25	26	27
June/July	10	30	1	2	3	4

Term 3, 2024

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday
July	1	STAFF DEVELOPMENT DAY 21	22	23	24	25
July/Aug	2	28	29	30	31	1
Aug	3	4	5	6	7	8
August	4	11	12	13	14	15
August	5	18	19	20	21	22
August	6	25	26	27	28	29
September	7	1	2	3	4	5
September	8	8	9	10	11	12
September	9	15	16	17	18	19
September	10	22	23	24	25	26

HSC Assessments

Student / Parent Declaration

I, _____, am currently studying the following courses for the HSC year of study.

Number of Units	Course / Subject

What do you intend to do when you leave school? _____

I have been issued with and have understood the Assessment Policies in each of the above courses.

Student Signature: _____ Date: _____

I have read the Assessment Requirements for all the courses that my child is studying.

Caregiver Signature: _____ Date: _____

Please return to the Senior Prep Room by Friday 24th October 2025



WAUCHOPE HIGH SCHOOL

Nelson Street Wauchope 2446

www.wauchope-h.schools.nsw.edu.au

Phone: 02 6585 1400

Email: wauchope-h.school@det.nsw.edu.au

Higher School Certificate Student Commitment:

I agree to make the necessary commitment to my Higher School Certificate studies in 2023/2024 as outlined below and as described in the Wauchope High School Assessment Policies and Program Booklet for 2023/2024.

As a Higher School Certificate student for 2023/2024 I agree to:

- Ensure I am meeting pattern of study requirements at all times by studying a minimum of ten units of the correct subjects to fulfil the NSW Educational Standards Authority (NESA) requirements.
- Apply myself with due diligence and sustained effort to all of the tasks and experiences provided by my teachers in each course of study
- Complete all tasks to the best of my ability and to **hand in all assessment tasks on time**.
- Complete all class work, assignments, revision and research in addition to Higher School Certificate assessment tasks to the **best of my ability**.
- Ensure I do not engage in plagiarism or fail to reference sources of information and ideas that are not solely my own.
- Ensure I use study periods effectively and use the sign out privileges appropriately (when granted).
- Make a commitment that my preparation for the HSC will be a top priority over the next twelve months.
- Respect the school by wearing school uniform to school every day and on official school excursions and sporting visits.
- Support the other members of my cohort, and to seek help when problems arise.
- Maintain an 85% or better attendance pattern (whole school and in class).
- Achieve the Minimum Standard requirements in Reading, Writing and Numeracy.

I am prepared to accept the responsibility of a Higher School Certificate student at Wauchope High School and to the commitments outlined above. I understand by not following these commitments outlined above, that I will not be eligible for privileges such as flexible leave.

Name (printed please): _____

Signed: _____ Date: _____

Parent/Carer Acknowledgement:

I have read, understand and accept the responsibility of a Higher School Certificate student and the commitments outlined above and will support my child in striving to follow these commitments.

Name (printed please): _____

Signed: _____ Date: _____