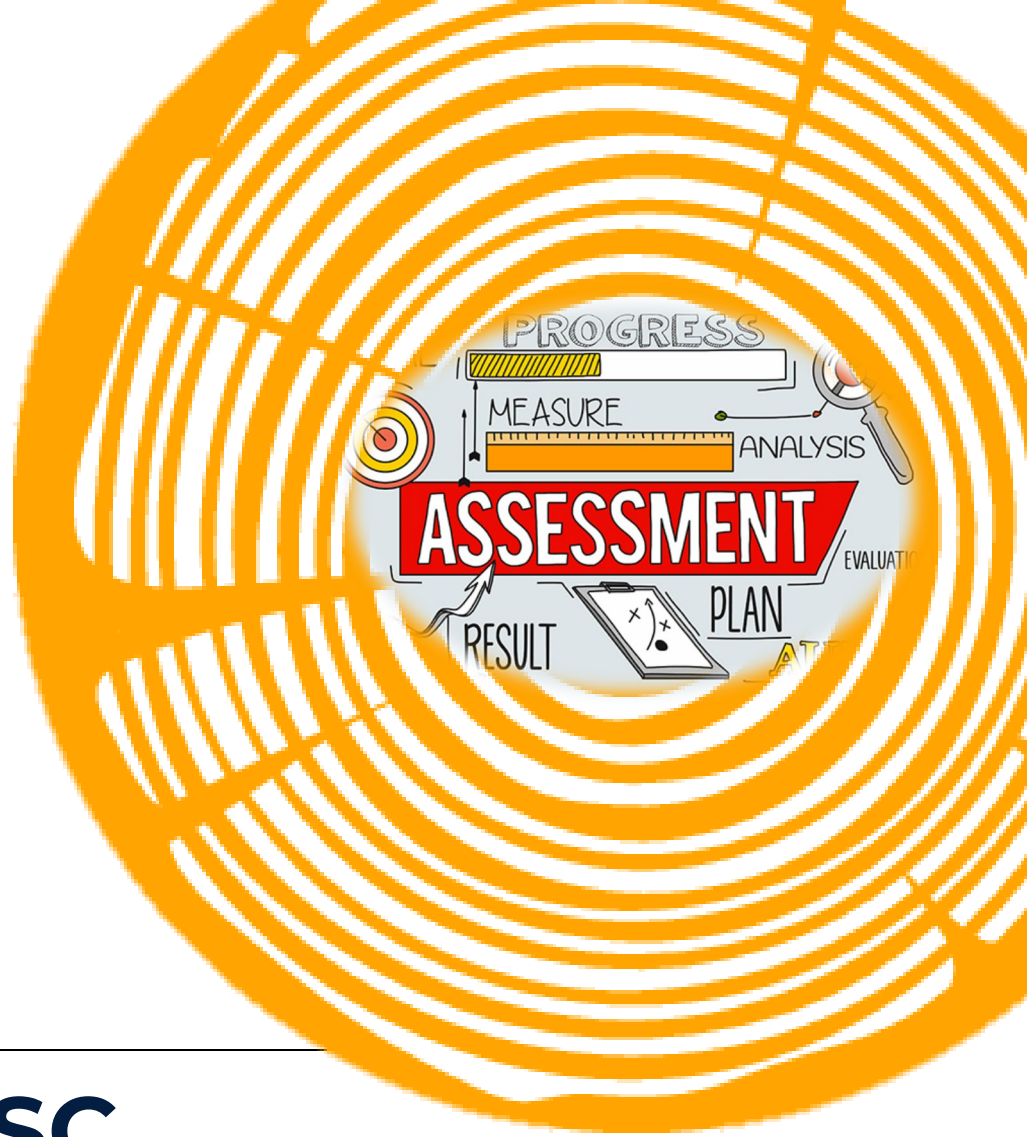




**CALLAGHAN
COLLEGE**

Jesmond Senior Campus

Collaborating to Empower Learners



2025 – HSC

School Assessment Procedures and Schedules

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Deputy Principal and Year Advisor advice

Dear Year 12,

Welcome and congratulations, you have at last reached the final year of your schooling. We trust that you will find this year both enjoyable and stimulating. By applying yourself diligently, we hope that you will achieve your personal goals and gain entry to the tertiary program or career pathway that you hope for.

This final year of high school is a challenging one, but is also an enlightening time, as you become the leaders of our school and start turning your thoughts to beyond school options. My advice to any student entering into the HSC year is balance. Make sure that you organise yourself around your school commitments and your interests outside of your education. This year moves at a very quick pace and without detailed organisation and planning it can get away from you very quickly. Please make sure that you utilise your teachers if you need help planning your study or getting organised.

By utilising your teacher's expertise, advice and feedback, you can maximise your learning and reach your potential. Do not be afraid to take risks or ask questions about your assessments and course content, such as:

- What should it look like?
- Why are I learning this?
- How might I need to change my original idea to improve my understanding?
- What is the impact for now and for the future?
- How can I overcome the challenges?
- How does this learning connect concepts and ideas from other courses?

It is important you remain motivated and responsible towards your studies and have a realistic plan to achieve your goals. We are confident your HSC year will bring you joy and fulfilment. Keep working hard.

We are looking forward to guiding, supporting and working with you during the final year of your schooling journey.

Wishing you all the best in your studies,

Christopher Lee
Deputy Principal

Tim Foster
Year Advisor

Sam Riddell
Year Advisor

Introduction

This booklet is issued to all students at Callaghan College Jesmond Senior Campus (CCJSC) at the beginning of Term 4. It has been prepared to provide students and their parents/carers with information on internal (in- school) assessment for the NSW Higher School Certificate (HSC).

This document is to be read in conjunction with the NSW Educational Standards Authority (NESA) 2025 HSC Rules and Procedures -

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

Later in Term 4, when students sign their NSW Educational Standards Authority (NESA) Confirmation of Entry they certify that they have read the NESA 2025 HSC Rules and Procedures and agree to abide by these rules.

Every school is required by NESA to devise and publish their own school procedures and an assessment program for each course operating by the school, in accordance with NESA Rules and Procedures.

Students must sign an acknowledgement record when they receive each course assessment notification AND when they receive this booklet.

This booklet is to be read in conjunction the NESA NSW 2025 HSC Rules and Procedures. The online version can be read at -

<http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide>

For students studying a course with an education provider other than CCJSC, the assessment procedures, program and marks are provided by that education provider.

Detailed information about HSC courses and how they are assessed is available at -

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

This booklet is also available on the school website - <http://www.jesmondcc-h.schools.nsw.gov.au>

HSC: All My Own Work

Students must apply the principles and practices of good scholarship to their HSC studies. As a prerequisite to enrolment in Preliminary HSC courses students were required by NESA to complete the HSC: All My Own Work Program. This program is designed to help HSC students follow the principles and practices of good scholarship; to understand and value ethical practices when locating and using information.

The programs modules are:

- What is all my own work?
- What is plagiarism?
- How do I acknowledge other people's work?
- How can I work honestly?

Students can review the modules anytime at [All My Own Work | NSW Government](#).

Students Online is your source for information about your study from Year 11 to the HSC. Students Online is developed and delivered by the NSW Education Standards Authority (NESA).

To access the site - <https://studentsonline.nesa.nsw.edu.au/>



Welcome to Students Online

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

Activate your account

Year 10, 11 and 12 students in NSW are eligible for a Students Online account. Your school must submit an email for you to NESA for your account to be created. For most students, the email address recorded will be your school email address – YOUR.NAME@education.nsw.gov.au

To activate your account, go to <https://studentsonline.nesa.nsw.edu.au/go/access/> then complete the following:

- Select your school
- Enter your given name(s)
- Enter your family name
- Enter your date of birth

You will then be emailed an activation link. Click on the activation link, enter your student number and then create a 6-digit pin number. If you have issues, contact your Deputy Principal to check how your details are recorded on NESA, particularly your given name and email address.

Once you have activated your account, log in with your Student Number and PIN to access your personal study details. You can change your address, phone number and email address yourself. This is important so that you receive your final HSC results (email/mobile) and credentials (postal address)

Your account – My Details

My Details is where you will find your personal school details. Alert your school immediately if anything is incorrect.

- Check you are enrolled in the correct courses
- See your personal HSC exam timetable
- See your results including HSC results once they are released
- Change your PIN

You are also able to generate an eRecord PDF of your results to date. The NESA website will also help you with information regarding the following:

- HSC Rules and Processes
- HSC: All My Own Work Program
- Exam advice and resources
- HSC Key Dates and Exam Timetables
- Results and Certificates
- Record of School Achievement
- Disability Provisions

Record of School Achievement (RoSA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

The Record of School Achievement (RoSA) is the NESA credential for students who leave school **after Year 10** and **before they receive their Higher School Certificate (HSC)**. The RoSA will record all courses that a student has completed (with a grade*) as well as courses that a student may be enrolled in but has not yet completed (without a grade) at the date of leaving school.

The RoSA grades for a course will be determined based on student performance in assessment tasks, as detailed in the Assessment Schedule, using the RoSA Common Grade Scale outlined below. The RoSA grade will be issued by NESA to students when they indicate they are leaving school.

RoSA Common Grade Scale for Stage 6 Courses

The Common Grade Scale shown below is used to report student achievement in Stage 6 in all NSW schools.

A

The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

***Note: Vocational (VET) courses do not receive RoSA grades.**

Minimum HSC Standards

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

You need reading, writing and mathematics skills to be successful in everyday life after school.

All students need to meet the HSC minimum standard to receive the HSC. To show you meet the standard you need to:

- pass the online reading test or have achieved Band 8 or above in reading in Year 9 NAPLAN
- pass the online writing test or have achieved Band 8 or above in writing in Year 9 NAPLAN
- pass the online numeracy test or have achieved Band 8 or above in reading in Year 9 NAPLAN

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school.

Students will not be excluded from sitting for their HSC exams if they have not met the standard.

Students who sit for the HSC exams without meeting the standard will have their results recorded on the Record of School Achievement (RoSA) and can still receive an ATAR for university entry.

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.

Variation to Assessment Rules and Procedures

The Principal reserves the right to alter the Callaghan College Jesmond Campus Assessment Rules and Procedures should **exceptional** circumstances present themselves. In such cases advice from NESAs will guide variations.

The Higher School Certificate Program

The Higher School Certificate (HSC) program consists of two levels, a Year 11 level and a Year 12 HSC level.

Satisfactory completion of a course in Year 11 is a **prerequisite** for entry into the same course at HSC level.

At CCJSC, Year 11 courses are completed at the end of Term 3 and HSC courses begin in Term 4 of the same calendar year.

At the end of a course the principal certifies that there is enough evidence that a student has:

- a) followed the course,
- b) applied themselves with diligence and sustained effort to the set tasks and experiences that the school provided in the course, and
- c) achieved some or all the course outcomes.

Eligibility for the Higher School Certificate

To be eligible for the award of the Higher School Certificate you need to:

- be enrolled at an NSW government school, or a registered and accredited non- government school or a TAFE institute,
- study a permitted combination of courses,
- complete the requirements for each course, including any necessary practical or project work,
- complete tasks designed for the internal assessment program in each Preliminary course at your school,
- make a genuine attempt at all Year 12 assessment tasks,
- meet the minimum HSC standards in reading, writing and numeracy.

Pattern of Study

To qualify for the Higher School Certificate a student must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least six (6) units of Board Developed courses
- at least two (2) units of a Board Developed course in English
- at least three (3) courses of two (2) unit value or greater (either Board Developed or Board Endorsed Courses)
- a maximum of six (6) Year 11 units and seven (7) HSC units from courses in Science
- at least four (4) subjects at both Year 11 and Year 12 HSC level

Attendance in relation to the Satisfactory Completion of a Course

At CCJSC, attendance is considered when determining whether a student has applied themselves with 'diligence and sustained effort'.

For post-compulsory students, Principals determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. Students whose attendance is called into question will be required to prove to the principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Students should not plan absences during any school term unless there are exceptional circumstances (e.g., medical operation).

The taking of holidays is not considered to be exceptional circumstances. Any requests for special consideration should be discussed with the principal well before the date in question.

Granting of Leave

Granting of leave is a matter for the school Principal to determine.

The Principal has discretion in granting leave if they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the leave requested is for an extended period, the student must demonstrate to the Principal that outcomes in each course will be achieved.

Acceleration

Students may undertake some Year 11 and/or Year 12 courses in advance of their cohort or in less than the NESA's stated indicative times. Decisions about the acceleration of HSC students will be made by the Principal in accordance with the principles contained in the NESA *Guidelines for Accelerated Progression* (available on NESA website).

The following courses have accelerated students at CCJSC:

- Hospitality (VET)
- Metal and Engineering (VET)
- Construction (VET)

Accelerating students may count results obtained in advance of their cohort in their HSC. This means that acceleration, other than grade advancement, can be regarded as a form of accumulation.

Accelerated and pathways students will be granted one day study leave in preparation for HSC Trial Examinations and two days study leave per HSC Examination.

Students must submit an extension form for any assessment which occurs on any of these days. The forms must be approved by the faculty Head Teacher. It is the responsibility of the student to ensure this process is in place.

Accumulation of the Higher School Certificate (Pathways)

Students may accumulate the HSC over a period of up to five years.

The five-year period starts in the first year an HSC course is completed. Preliminary courses may, but need not, be accumulated within this period. Students will receive a cumulative RoSA for Preliminary and HSC courses completed each year.

By the end of the period of accumulation, students must have met all Year 11 and Year 12 HSC pattern of study requirements. In subjects that include extension courses, students may accumulate by presenting the 2-unit course in one year and the extension course in a later year.

Courses Studied at another School or Institution

Schools are not required to submit internal assessments for students studying courses at a school or college other than their own.

These may include:

- Courses studied at the Open High School
- Distance Education, Camden Haven High School
- The Open Training and Education Network (OTEN)
- The Department of Education Saturday School of Community Languages
- Another secondary school
- TAFE

** These schools or colleges will submit the assessments. For the purpose of moderation, students will be considered as being part of the course candidature at the school or college where the course is being studied.

HSC Internal Assessment

The internal assessment of an HSC course is conducted in relation to the HSC course only.

The final assessment mark for each course represents the achievement level reached at the end of the HSC course. The assessment mark will be based on achievements measured at points throughout the course by scheduled assessment tasks as detailed in the Assessment Schedule.

Teachers will assess your actual performance not potential performance. Assessment marks will not be modified to consider possible effects of illness or domestic situations. Schools may offer substitute tasks, or, in exceptional circumstances, estimated marks based on other tasks. Attendance and application are not to be considered in either the final assessment mark or in any individual assessment task.

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests, written assessments, practical activities, field work and projects.

Assessment Rules and Procedures

Assessment tasks are scheduled to be completed and submitted to teachers for marking on or before dates specified in the Assessment Schedule.

A minimum of two weeks formal notification will be given for each assessment task.

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment requirements and deadlines.

It is expected that all computer generated work should be saved in more than one location.

Assessment tasks must be submitted on paper (handwritten or printed) except where otherwise notified. A teacher may request the student to submit a task by email.

In every faculty a register is maintained to indicate the date that each student receives formal notification of tasks. If a student is absent, it is their responsibility to acquaint themselves with the details of any task notifications. ***Students should note that a published assessment schedule date may have to be changed due to unforeseen circumstances.***

No Assessment Task will be due within two (2) weeks of the commencement of the HSC Trial Examination period. An exemption to this will be for courses that include a Major works submission, portfolio or a non-ATAR course that does not include a final examination.

Where two or more classes undertake a common in-class assessment task, classes will complete it simultaneously where logistically possible. If not, every endeavour will be made to ensure that no student is advantaged or disadvantaged.

Students are provided with formal feedback for each assessment. This may involve exemplar scripts, marking grids, verbal discussion, and written advice.

A Request for Assessment Review can be submitted to the faculty Head Teacher if a student feels unfairly treated because of the process used in an assessment task. The form is included as an appendix to this document and is available from the administration office and the school website.

Completion and Submission of Assessment Tasks

NESA requires that all courses have an Assessment Schedule and that students attempt all assessment tasks in the Assessment Schedule. Except for VET and Life Skills courses, an assessment grade must be submitted to NESA for each student undertaking a course.

Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students who are unable to attend school to submit the assessment task **may** be eligible to apply for consideration based on Illness/Misadventure.

If a student is unable to complete any assessment task by the due date, the student should hand it in unfinished and receive marks according to the quality of the work done.

A student **must** sign the 'Acknowledgement of Assessment' form. In completing and signing the form the student declares that the task submitted is their own work and has not been previously submitted in any other course.

For oral or performance assessment tasks, any written component must be submitted on the date due to the class teacher. Due to time constraints of oral or performance tasks it may be necessary for the task to be timetabled over several days, however, the theory/written components **MUST** be submitted on the due date.

All tasks are due for submission **BEFORE 8.30am on the due date** unless they are to be completed as a discrete task in a scheduled lesson on the prescribed day.

School Sanctioned Activities

Students must make prior arrangements with their class teacher or Head Teacher if attendance or assessment task requirements will be disrupted by work placement or other school sanctioned activities. They must do this as soon as it becomes evident.

Extensions

If a student is aware beforehand that they will have difficulty submitting a task by the due date, they may apply for an 'Extension' of time for submission of the task. The application must be submitted to the faculty Head Teacher at least 5 school days BEFORE the assessment due date.

A copy of the *Application for Assessment Task Extension* form is included as an appendix to this document and is available from the administration office and the school website.

Applications for extensions should be avoided as it often means that there is less time available for the preparation of the next task. Planning ahead will usually mean that an application for extension is not necessary.

Illness/Misadventure

When a student does not submit or completed a scheduled HSC course assessment task on time due to illness, accident or misadventure, the student can apply for the misadventure or illness to be considered. Students whose performance in an assessment task they believe may have been significantly affected by illness or misadventure may also apply.

If a student is ill on the day of an assessment task being due or is unable to attend school through circumstances beyond their control, the student should attempt to have the assessment task delivered to the school. If circumstances arise unexpectedly and the task is unable to be submitted, the student or a parent/carer **MUST** notify the school on the day of the illness or misadventure. Please phone the school on 49 523922 and speak to the relevant faculty Head Teacher or Deputy Principal.

Illness/Misadventure Appeals must relate to illness or misadventure suffered immediately before or during the task(s) that has affected the student's performance or submission. Appeals may be in respect of:

- Illness or accident – that is illness or physical injuries, suffered directly by the student which affects the student's performance in the task(s) (e.g., Influenza, an asthma attack, personal injury) which can be supported by a Doctor's Certificate.
- Misadventure – that is, an event beyond the student's control which affects the student's performance in the task(s) (e.g., death of a friend/family member or, car accident), supported by a police report, certificate or funeral notification.

An Illness/Misadventure Application form, with attached documentary evidence, must be made to the faculty Head Teacher within **five (5) days** following the specified due date for the task. If an application is not lodged under these conditions, then the awarded mark will stand.

****Non-completion and/or submission of the application will result in a mark of zero for the task.**

A copy of the *Illness/Misadventure Application* form is available from the Deputy Principals, the administration office and the school website.

- There is no ground for appeal against the value of the mark awarded, however students can appeal their rank.
- Medical certificates and/or other supplementary evidence e.g., a medical certificate, must be provided to cover absences.

If a student's application for illness or misadventure is upheld, the Principal will decide to use one of the following options, depending on the circumstances:

1. A substitute task.
2. An extension of time will be granted.
3. An estimate based on other appropriate evidence (this would occur only in exceptional circumstances, where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate).

Technological Malfunction

Computer failure, lost drive or any relation **will NOT be accepted** as a reason for failing to submit an assessment task.

It is expected that all computer-generated work should be saved in more than one location. Besides backup to a separate device, students can save their work to the school CANVAS site and attach a document to an email if they have an internet connection.

Where the malfunction of computers or printers prevents the production of a final copy, evidence of completion of the task must be shown to the teacher on the due date.

It is recommended that students do NOT leave printing of an assessment task until the day the task is due.

Students are reminded that the technology resources of the school can be utilised if necessary.

Appeals

Students may appeal to the Appeals Committee established within the school. If they believe the outcome of an Illness or Misadventure Application is unfair, an N determination is unwarranted, or an assessment mark is incorrect.

Students should discuss their grounds for appeal with the Head Teacher of the faculty concerned, the Student Adviser or the relevant Deputy Principal. A written submission must be given to the Principal and Deputy Principal to begin this process.

Important:

- Where a student believes an assessment mark is incorrect, they may request a review of their rank.
- NESAs guidelines on illness and misadventure and N determinations shall form the basis for any appeals.
- If a candidate becomes ill during an examination an Illness/ Misadventure Appeal must be lodged as per policy.
- Appeals will need to be lodged within 5 days of the student being informed of the original decision.

Policy for Non-completion of Assessment Tasks

Students studying a Stage 6 HSC course must make a genuine attempt at assessment tasks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.

Students who do not comply with the assessment requirements in any course will be unable to satisfactorily complete Stage 6 course requirements.

In the case of extension courses, students who fail to meet the assessment requirements for the co-requisite 2-unit course will not receive a result in either course.

If a student: does not hand in any evidence of work by the due date or is absent from an assessment task, **they will automatically be awarded zero.**

The student may appeal to the faculty Head Teacher within 5 days following the specified due date for the task or by the first day of return to school after an absence which encompasses the due date. Students are strongly urged to supply evidence to support consideration of their claim in such circumstances.

Non-Completion of Course Determination ('N' Determination)

NESA has delegated to Principals the authority to determine if students seeking the award of the HSC at their school have satisfactorily completed a course in accordance with the requirements issued by NESA. Principals determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

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 the course outcomes.

Students studying a HSC course must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course. Where in the professional judgement of the teacher an attempt made is not a genuine attempt, a zero mark will be awarded.

If a candidate does not genuinely attempt tasks that total more than 50% the Principal will make a Non-Completion of Course Determination ('N' Determination).

In the case of extension courses, students who fail to meet the assessment requirements for the corequisite 2-unit course will not receive a result in either course.

For post-compulsory students, Principals may determine an appropriate attendance pattern that will allow each student to achieve the outcomes of each course being studied.

While NESA does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences.

'N' Determination Warnings

If at any time it appears that a student is at risk of being given a 'N' (Non-completion of course requirements) Determination in any course, including VET courses, the Principal will warn the student as soon as possible.

This warning will be given in time for the problem to be corrected and will provide advice about the possible consequences of an 'N' Determination in a course.

The Principal will:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected,
- advise the parent/carer in writing (if the student is under 18 years of age),
- request from the student/parent/carer a written acknowledgement of the warning,
- issue at least one follow-up warning letter if the problem has not been corrected,
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirement for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

The Principal will advise the student of the 'N' Determination, its consequences and the student's right to a school review and subsequent appeal to NESAs.

Review of 'N' Determination

The procedures for a school review of an 'N' Determination are as follows:

- A student seeking a review of an 'N' Determination must apply to the Principal by the date listed in the *Higher School Certificate Event Timetable*.
<http://educationstandards.nsw.edu.au/wps/portal/nesa/about/key-dates/hsc-key-dates>
- If the school upholds the appeal, the school advises NESAs by the date stipulated in the *Higher School Certificate Events Timetable*.
- If the appeal is declined, the student may appeal to NESAs. Their review will focus on whether the school has followed a process to review properly and correctly the matters before it.
- NESAs will advise the student and Principal of the outcome of any appeal as soon as possible after the Higher School Certificate examinations

Disability Provisions

(for students with additional support)

Disability Provisions are available for a range of medical and learning conditions.

These are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an assessment situation.

For example:

- students with diabetes may need to monitor blood glucose levels and eat during an assessment
- students with a diagnosed anxiety disorder may need to be seated in a smaller group
- students with conditions that prevent them from reading the examination questions and/or communicating responses may require a reader and/or writer.

Students need to discuss their needs with disability provisions coordinator Ms Hsu (Learning and Support Teacher) or Mrs Rich (Head Teacher Student Services) as soon as they are aware that they may require a provision.

Although the school is able to assess and approve disability provisions for in class HSC assessments, application must be made to NESA for the final HSC Examinations.

It is essential that an application is made to NESA in Term 4, 2024.

For pre-existing conditions, NESA requires applications to be made before the end of Term 1, 2025.

It is the responsibility of students who have approved disability provisions, at the time of receiving an assessment task notification, to ensure their teachers make the necessary adjustments and contact Mrs Kaul to discuss their needs. This will allow time for the particular provision to be organised.

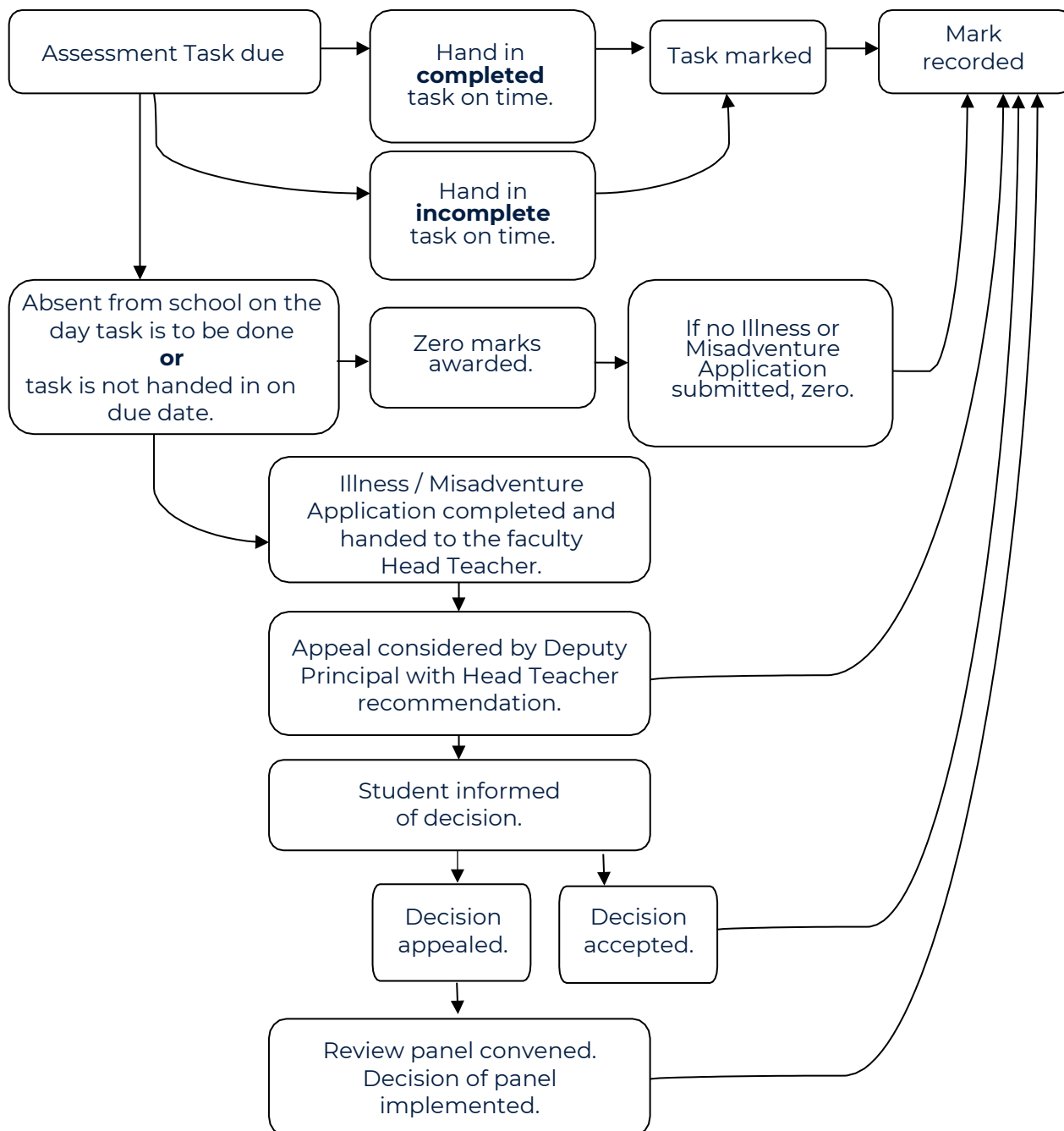
For further information go to:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Stage 6 Assessment Flow Chart

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand.

Leave approval may need to be sought.



NOTE: If a student becomes ill during an assessment task an Illness/ Misadventure Application form must be lodged as per policy.

Assessment of Vocational Education and Training (VET) Courses

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

VET courses are NESAs developed or content endorsed courses which allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) VET accreditation.

VET AQF qualifications are recognised by industry and employers throughout Australia. You receive documents that report the competencies achieved and an AQF Certificate or Statement of Attainment. Some of these courses can be studied at school while others can be studied at TAFE institutes or with other training providers.

- VET courses are competency based.
- No internal assessment mark is required, except for a Year 12 Trial examination mark.

Competency Assessment

NESA and the Australian Skills Quality Authority (ASQA) require that for each student a competency-based approach to assessment be used and that the Registered Training Organisation (RTO) record the competencies achieved by students.

A student's performance is judged against a prescribed standard, not against the performance of other students. Students are assessed as either 'competent' or 'not yet competent'.

The vocational qualification received by a student will be determined by the competencies they have achieved over the two years.

For written VET course assessments at CCJSC, students are required to submit a copy (either hard copy or electronic) to their teacher by 8.30am on the due date.

For practical tasks, your teacher will advise you about how documentary evidence will be recorded.

VET Industry Framework courses

Work Placement is a compulsory part of the CCJSC VET courses listed below.

- Certificate III in Retail Services - SIR 30216
- Certificate III in Live Production and Services - CUA30415
- Certificate III in Business - BSB 30120
- Certificate II in Construction Pathways - CPC 20220
- Certificate II in Kitchen Operations - SIT 20416
- Certificate II in Hospitality - SIT 20316
- Certificate I in Engineering - MEM 10119

The following courses are delivered at TAFE and also require mandatory work placement:

- Certificate II in Automotive Vocational Preparation - AUR20716
- Certificate II in Electrotechnology (Career Start) - UEE22011
- Certificate III in Health Service Assistance - HLT33115
- Certificate III in Allied Health - HLT33015
- Certificate III in Individual Support (Aging) - CHC33015
- Certificate III in Tourism - SIT30116

Mandatory Work Placement

These courses, whether studied at school, at TAFE or through another RTO, **include a mandatory work placement**. Students are to complete 70 hours of Work Placement over the two years.

If a student does not undertake the mandatory work placement it will be deemed that the student has not made a genuine attempt to complete course requirements.

In this case the Principal will indicate that the course has not been satisfactorily completed and the student will be issued with an 'N' Determination.

It is possible for the Principal to certify, at a later time, that the student has subsequently completed the mandatory requirements and request the 'N' Determination be withdrawn.

240-hr VET Industry Curriculum Framework courses have an optional HSC written examination. One of these written examinations can contribute to an Australian Tertiary Admissions Rank (ATAR).

The written examination is independent of the competency-based assessment undertaken during the course and has no relevance to a student's eligibility to receive AQF qualifications.

Students studying a VET course will participate in a VET orientation.

Non-Framework VET Courses

The following CCJSC courses are non-Framework courses:

- Furniture Making Pathways
- Metal and Engineering
- Music Industry
- Sports Coaching (**Students are required to complete mandatory work placement**)
- Skills for Work and Vocational Pathways (FSK)
- Many TVET courses are also non-framework courses.

Some non-framework VET courses have mandatory work placement requirements, but most do not.

Non-framework courses do not include an optional HSC written examination and therefore cannot contribute to an ATAR.

School Assessments

Under Examination Conditions

In school assessments they are often carried out under examination conditions. CCJC uses examination procedures modelled on those used for NESAs external examinations. The majority of students' meet expectations.

Students need to be aware of the examination Procedures and Behaviour Code for Students. They ensure the smooth running of examinations and an environment in which all students are able to respond to the best of their ability without disruption from others.

Procedures and Behaviour Code for Students:

- **School uniform** is to be worn at all times. This assists the supervisor to identify you as a student of this campus.
- Bring all necessary **equipment** in a CLEAR ZIP LOCK BAG or CLEAR PENCIL CASE. A black or blue pen, pencil, pencil sharpener, eraser, highlighter and ruler marked in millimetres (mm) and centimetres (cm) are allowed in ALL examinations.
- For examinations requiring a **calculator** use only a NESAs approved calculator. Make sure it is fully charged.
- You may bring a **clear bottle of water** into the examination. You cannot leave to refill it.
- Supervisors have the right to inspect any equipment you bring into the examination room.
- Arrive at the examination room 20 minutes before examination start time. It can take some time to find your seat.
- **Organise your transport to be on time for your examinations** - If you arrive late, it is at the supervisors' discretion to admit you to the examination.
- Sit at your allocated desk. Do not swap name place tags.
- Remove your watch and place in clear view on the desk in front of you.
- When instructed, **thoroughly check your examination paper** – it is possible that pages are missing or there has been an error in the printing.
- Reading time is for reading only. NO writing or highlighting may be undertaken during reading time.
- Read instructions carefully, noting requirements for the use of answer booklets.
- Supervisors are NOT able to interpret questions.
- Write your name or NESAs number on every page of your answer booklet or where instructed.
- Stop writing immediately you are instructed to do so.
- Arrange completed answers according to examiners instructions.
- **Do not remove examination papers** from the examination room.
- Only leave the examination room when the supervisor says it is OK to do so. Leave immediately, when instructed to do so.
- If you are ill or a problem exists during the examination notify the supervisor immediately, by quietly raising your hand.

You are not approved to:

- Borrow equipment.
- Take mobile phones or programmable watches or other electronic devices into the exam. These devices must be left in your bag, in the examination room.
- Speak or communicate to anyone other than a supervisor during the examination. Behave in a manner that is likely to disturb or disrupt other students.
- Smoke, eat, or come to examinations under the influence of alcohol or illegal drugs.
- Try to cheat or participate in any form of malpractice.
- Students must make a serious attempt at the examination. Where it is considered that a student has made a non-serious attempt, a zero mark will be awarded, and an 'N' Warning letter issued. This could result in an 'N' determination for the course.

If a student breaches the Code of Conduct during the examination, the school will use a **Yellow/Red Card notification system**. Students will receive one official warning (a Yellow Card) placed on their desk. Should the behaviour continue, the student will be removed from the examination venue (**Red Card**) and sent to the Deputy Principal. This will result in disciplinary action.

Yellow Card: THIS IS A WARNING. You have been observed breaking the Code of Conduct. DO NOT ATTEMPT TO DISCUSS THIS NOW. The next step will be a Red Card and removal.

Red Card: You have been observed breaking the Code of Conduct. You are to leave the examination room IMMEDIATELY without disrupting others. Please report immediately to the Deputy Principal.

If you are ill or have a major problem on the morning of the examination: Notify the Administration Office (4952 3922), the Deputy Principal or the Head Teacher Student Services as soon as possible, **and** complete and submit an Illness/Misadventure application as soon as you return to school.

Note: Illness/Misadventure applications require **documentary evidence**.

Missed examinations may be rescheduled DURING the examination period.

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public school students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
 - Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
 - Resolve conflict respectfully, calmly and fairly
 - Comply with the school's uniform policy or dress code
 - Attend school every day (unless legally excused)
 - Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

Malpractice in Assessment Tasks

Malpractice represents a significant breach of the ethical requirements of All My Own Work as determined by NESAs. Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others.

In addition to receiving a zero-award mark, all incidents of malpractice are mandatorily notified to NESAs.

Malpractice during the HSC Examinations may result in a course being withheld. This may impact HSC eligibility and ATAR eligibility.

A student may appeal against the value of the mark awarded if plagiarism is believed to exist. It will be the student's responsibility to prove to the faculty Head Teacher and/or Deputy Principal that the submitted work in question is their own. Appeals will need to be submitted within 5 days of being notified of the original malpractice decision.

Ethical Principles of Scholarship

At CCJSC all students are expected to present their own work. As senior students much of your work is research based. It is expected you will follow ethical principles of scholarship.

Ethical scholarship means learning that is characterised by honesty and integrity and clearly defines:

- The work and ideas of the author/creator of the material
- The work and ideas of others
- Sources from which work is drawn

Being an ethical scholar means three things.

- Being honest and ethical
- Listing all your sources
- Using all your own work

Plagiarism and other forms of academic dishonesty are unacceptable. You should be aware that current rules for cheating and plagiarism still apply to AI. All work should be your own or correctly acknowledged. It is important that you take academic pride and ownership by submitting original work.

Rights and Responsibilities of students

In ensuring the intellectual integrity of your work you have the right to expect:

- Respect from your peers and teachers.
- Clear information about what is required in your assessment task and assignments.
- Guidance about how to improve your work.

You have a responsibility to

- understand what is required of you
- fulfil school requirements for study
- be fair and honest in all your work
- respect the rights and integrity of your peers and teachers, and
- make sure your work is your own.

Malpractice and cheating

This is about doing the wrong thing by behaving dishonestly. Examples of malpractice and cheating are:

- copying in an examination from another student or using information secretly brought into the examination
- handing in someone else's work and saying it is your own
- making up journal entries for a project, and
- using information from the internet or elsewhere and not acknowledging the source.

Misrepresentation

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:
 - a. making up journal entries for a project, and/or
 - b. submitting falsified or altered documents and/or
 - c. referencing incorrect or non-existent sources, and/or
 - d. contriving false explanations to explain work not handed in by the due date.

Plagiarism

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. Plagiarism includes but is not limited to:
 - a. copying someone else's work in part or in whole, and presenting it as their own, and/or
 - b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
 - c. building on the ideas or words of another person without appropriate acknowledgement, and/or
 - d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

1. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
2. Collusion includes but is not limited to:
 - a. sharing answers to an assessment with other students, and/or
 - b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
 - c. contract cheating by outsourcing work to a third party, and/or
 - d. unauthorised use of artificial intelligence technologies.

Breach of assessment conditions

1. All students undertaking an HSC exam or HSC minimum standard test must comply with the assessment conditions set by NESAs.
2. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.
3. A breach of assessment conditions includes any breach of:
 - a. HSC exam rules and procedures, and
 - b. HSC minimum standard test rules and procedures.
4. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Acknowledging Sources

The Golden Rule: Make sure your assessments are referenced correctly.

Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assessment, you must cite and reference those sources.

Why Reference? Inaccurate references or - worse still - no references at all can be regarded as plagiarism.

All school assessments must contain references; an unreferenced assessment implies every word, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research.

References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assessment.

Referencing Methods

American Psychological Association (APA) referencing is the preferred method of referencing at CCJSC and is easily carried out using Microsoft Word. Library and HIVE staff are able to help you with this.

Copyright

Copyright protects creative work from being used without the copyright owner's agreement. Under educational statutory licence students can:

- Copy parts of a book or journal for study or research reasons without seeking copyright permission.
- Books – up to 10% of the book or one chapter.
- Anthologies – One whole item/ up to 15 pages.
- Journal – One article.

As a student you should know copyright requirements and check copyright details of any material you wish to use.

Working with others

While you are studying for your HSC you will be asked in many courses to work with others or work on group projects or you may seek assistance from various people. It is important to make sure you do not accept inappropriate help when completing your work. For example, having someone else do your task for you.

NOTE: If All My Own Work is not complete you will not be entered into NESA for your Year 11 courses.

2025 HSC School Assessment Calendar

Key to colours: → **IN CLASS** → **AT HOME** → **BOTH IN CLASS AND AT HOME**

Week	Term 4 - 2024	Term 1 - 2025	Term 2 - 2025	Term 3 - 2025
1				<ul style="list-style-type: none"> → Dance → English Extension 2 → Software Engineering → Visual Arts
2		<ul style="list-style-type: none"> → English Extension 1 → Mathematics Ext. 1 	<ul style="list-style-type: none"> → Dance → Studies of Religion II 	<ul style="list-style-type: none"> → Enterprise Computing → Industrial Technology
3			<ul style="list-style-type: none"> → Modern History 	<ul style="list-style-type: none"> → English Studies → Mathematics Standard 1 → Maths In Trades → SLR
4			<ul style="list-style-type: none"> → English Extension 2 → Software Engineering 	<ul style="list-style-type: none"> → Mathematics Numeracy CEC → Music 1 → Studies of Religion II
5		<ul style="list-style-type: none"> → Textiles & Design 	<ul style="list-style-type: none"> → SLR 	<ul style="list-style-type: none"> → Music 1 → Studies of Religion II
6		<ul style="list-style-type: none"> → Engineering Studies → Industrial Technology → SLR → Studies of Religion II → Work Studies 	<ul style="list-style-type: none"> → Ancient History → Earth & Environmental Science 	
7	<ul style="list-style-type: none"> → Aboriginal Studies → Biology → Earth & Environmental Science → Exploring Early Childhood → Industrial Technology → PDHPE → Software Engineering → Textiles & Design 	<ul style="list-style-type: none"> → Exploring Early Childhood → Mathematics Standard 1 → Maths In Trades → Modern History 	<ul style="list-style-type: none"> → Aboriginal Studies → Business Studies → Community & Family Studies → Economics → English Extension 1 → Mathematics Advanced → Mathematics Ext. 2 → Mathematics Standard 1 → Maths In Trades → Mathematics Standard 2 → PDHPE → Textiles & Design 	<ul style="list-style-type: none"> → Photography, Video and Digital → Visual Design
8	<ul style="list-style-type: none"> → Business Studies → Economics → English Advanced → English - EALD → English Standard → English Studies → Enterprise Computing → Food Technology → French Beginners → Mathematics Advanced → Mathematics Standard 2 → Physics → SLR 	<ul style="list-style-type: none"> → Earth & Environmental Science → Food Technology → Investigating Science → Mathematics Advanced → Mathematics Ext. 2 → Mathematics Standard 2 → PDHPE 	<ul style="list-style-type: none"> → Food Technology → Geography → Investigating Science 	

Trial HSC Examinations

Week	Term 4 - 2024	Term 1 - 2025	Term 2 - 2025	Term 3 - 2025
9	<ul style="list-style-type: none"> → Ancient History → Chemistry → Community & Family Studies → Dance → English Extension 2 → Geography → Investigating Science → Mathematics Standard 1 → Maths In Trades → Mathematics Numeracy CEC → Modern History → Visual Design → Work Studies 	<ul style="list-style-type: none"> → Biology → Business Studies → Economics → Engineering Studies → English Advanced → English – EALD → English Standard → English Studies → Enterprise Computing → French Beginners → Legal Studies → Mathematics Ext. 1 → Mathematics Numeracy CEC → Music 1 	<ul style="list-style-type: none"> → Chemistry → English – EALD → English Standard → English Studies → Enterprise Computing → French Beginners → Mathematics Ext. 1 → Mathematics Numeracy CEC → Music 1 	<ul style="list-style-type: none"> → English Advanced
10	<ul style="list-style-type: none"> → Engineering Studies → Legal Studies → Music 1 → Photography, Video and Digital → Society and Culture → Studies of Religion II → Visual Arts 	<ul style="list-style-type: none"> → Aboriginal Studies → Ancient History → Chemistry → Community & Family Studies → Geography → Society and Culture → Visual Arts → Visual Design 	<ul style="list-style-type: none"> → Biology → Exploring Early Childhood → History Extension → Legal Studies → Photography, Video and Digital → Physics → Software Engineering → Visual Design → Work Studies 	
11		<ul style="list-style-type: none"> → History Extension → Photography, Video and Digital → Physics 		

→ **Note: Exact timing of assessments will be given via assessment notifications.*

Key dates and Examination Timetable

Languages oral examinations

Students will have their oral examination scheduled during Term 2.

The school will be sent information to access the Languages Oral Examination Scheduling menu via Schools Online to view dates/times and venues for all language courses.

NESA states that 'It is unlikely that your examination centre will be your home school' therefore students need to be able to transport themselves to the scheduled examination centre.

The examinations are generally held on a Saturday from 9.00am to 4.00pm.

Scheduling starts Term 3 Week 3 until Term 3 Week 8.

Practical and performance examinations

Submission Type	Approx Submission Timing
Aboriginal Studies	Term 2 Week 9
Society & Culture – Research Task	Term 3 Week 3
Industrial Technology – Practical & Folio	Term 3 Week 2
Dance Performance Examinations	Term 3 Week 4/5
Textiles and Design Major Project	Term 3 Week 5
English Extension 2 Major Project	Term 3 Week 5
Drama Project	Term 3 Week 6
Drama Performance Examination	Term 3 Week 6/7
Software Design and Development Major Project	Term 4 Week 4
Visual Arts Bodies of Work	Term 3 Week 7
Music Performance Examinations	Term 3 Week 8/9

Written examination timetable

The formal written examination period for the HSC courses is scheduled for Term 4 2025.

The duration of the examinations commences 16 October 2025 until 10 November 2025.

Actual dates for each examination were not available at the time of printing.

All students will be able to view the HSC written examination timetable by accessing the NESA website. Students will also be able to view their personalised timetables via Schools Online.

Course Assessment Schedules

ABORIGINAL STUDIES

FACULTY: HSIE

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Social Justice and Human Rights	Research and Inquiry	Aboriginal Community Study	All Topics
Type of Task		Research Task	Major Project	Extended Response	Trial HSC Examination
Outcomes		H3.1, 3.2, 3.3, 4.3	H4.1, 4.2	H1.2, 3.2, 3.3	H1.1, 1.3, 2.2
Submission		Term 4 Week 7 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 1 Week 10 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 2 Week 7 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5
Components	Weighting				
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25%	-	15%	5%	5%
Research and inquiry methods, including aspects of the Major Project	20%	5%	10%	5%	-
Communication of information, ideas and issues in appropriate forms	15%	-	5%	5%	5%
TOTAL	100%	10%	40%	20%	30%

ANCIENT HISTORY

FACULTY: HSIE

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Society Study: Spartan Society to the Battle of Leuctra 371 B.C	Core Study: Cities of Vesuvius: Pompeii and Herculaneum	Historical Period: Greek World: 500-440 B.C	All Modules
Type of Task		Historical Analysis	Topic Test	Research Essay	Trial HSC Examination
Outcomes Assessed		AH12-6, AH12-8, AH12-9	AH12-3, AH12-7, AH12-9	AH12-2, AH12-3, AH12-9	AH12-4, AH12-5, AH12-6, AH12-9,
Submission		Term 4 Week 9 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 10 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 6 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5
Components	Weighting				
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Historical skills in the analysis and evaluation of sources and interpretations	20%	-	5%	5%	10%
Historical inquiry and research	20%	15%	-	5%	-
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	25%	20%	25%	30%

BIOLOGY

FACULTY: SCIENCE

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		7	8	5,6,8	5,6,7,8
Type of Task		Practical Examination	Depth Study	Cross Module Assessment	Trial HSC Examination
Outcomes		BIO 12-1, BIO 12-2, BIO 12.3, BIO 12-5, BIO 12-14	BIO 12-2, BIO 12-5, Bio 12-6, BIO 12-15	BIO 12-6, BIO 12-12, BIO 12-13	All outcomes may be assessed
Submission		Term 4 Week 7 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 9 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 10 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4 / 5
Components	Weighting				
Skills in working scientifically	60%	15	20	15	10
Knowledge and understanding of course content	40%	5	5	10	20
TOTAL	100%	20%	25%	25%	30%

BUSINESS STUDIES

FACULTY: HSIE

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Operations	Finance	Marketing	All Topics
Type of Task		Research Essay	Test	Business Report	Trial HSC Examination
Outcomes Assessed		H1, H2, H7, H9	H4, H6, H8, H10	H3, H5, H8, H9	H4, H6, H8 H9, H10
Submission		Term 4 Week 8 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 9 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 7 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5
Components	Weighting				
Knowledge and understanding of course content	40%	10%	5%	10%	15%
Stimulus-based skills	20%	-	5%	10%	5%
Inquiry and research	20%	10%	10%	-	-
Communication of business information, ideas and issues in appropriate forms	20%	5%	-	5%	10%
TOTAL	100%	25%	20%	25%	30%

CHEMISTRY

FACULTY: SCIENCE

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		7/8	5	6	5,6,7,8
Type of Task		Skills Task	Depth Study	Depth Study Practical	Trial HSC Examination
Outcomes		CHEM 12-4 CHEM 12-7 CHEM 12-14 CHEM 12-15	CHEM 12-5 CHEM 12-6 CHEM 12-12	CHEM 12-3 CHEM 12-4 CHEM 12-13	All outcomes may be assessed
Submission		Term 4 Week 9 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 10 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 9 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4 / 5
Components	Weighting				
Skills in working scientifically	60%	15%	15%	15%	15%
Knowledge and understanding of course content	40%	5%	10%	10%	15%
TOTAL	100%	20%	25%	25%	30%

COMMUNITY AND FAMILY STUDIES

FACULTY: PDHPE

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Groups in Context	Research Methodology	Parenting and Caring	All Cores and Modules Taught
Type of Task		Research Task and In Class Quiz	Independent Research Task and In Class Task	Research Task	Trial HSC Examination
Outcomes		H2.2, H2.3 H3.3, H5.1 H6.2	H4.1, H4.2	H3.2, H3.4 H6.1	All outcomes may be assessed
Submission		Term 4 Week 9 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 10 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 7 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 3 Week 4 / 5
Components	Weighting				
Knowledge and understanding of course content	40%	10%	5%	10%	15%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	15%	15%	15%
TOTAL	100%	25%	20%	25%	30%

DANCE

FACULTY: CAPA

Number		Task 1	Task 2	Task 3	Task 4
Module/s		Core Performance	Core Composition	Major Study	Core Appreciation
Type of Task		Presentation of Dance and self-analysis	Presentation of Work and Process Diary and Rationale	Presentation of Major Work and Process Diary	Trial HSC Examination Essay
Outcomes Assessed		H2.1, H2.2, H2.3, H4.4	H1.1, H1.2, H3.1, H3.2, H3.3, H4.4	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3	H.1.3, H1.4 H4.1, H4.2, H4.3, H4.4, H4.5
Submission		Term 4 Week 9 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 2 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 1 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Components	Weighting				
Performance	20%	20	-	-	-
Composition	20%	-	20	-	-
Appreciation	20%	-	-	-	20
Major Study	40%	-	-	40	-
TOTAL	100%	20%	20%	40%	20%

EARTH AND ENVIRONMENTAL SCIENCE

FACULTY: SCIENCE

Task Number	Task 1	Task 2	Task 3	Task 4	
Module/s	5-7	6	8	5,6,7,8	
Type of Task	Data Analysis	Depth Study	Practical Investigation	Trial HSC Examination	
Outcomes	EES 12-5 EES 12-6 EES 12-7	EES 12-5 EES 12-7 EES 12-13	EES 12-1 EES 12-3 EES 12-5 EES 12-15	All outcomes may be assessed	
Submission	Term 4 Week 7 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 8 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 6 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4 / 5	
Components	Weighting				
Skills in working scientifically	60%	25%	5%	20%	10%
Knowledge and understanding of course content	40%	-	15%	5%	20%
TOTAL	100%	25%	20%	25%	30%

ECONOMICS

FACULTY: HSIE

Task Number	Task 1	Task 2	Task 3	Task 4	
Module/s	The Global Economy	Australia's Place in the Global Economy	Economic Issues	All topics	
Type of Task	Case Study	Media Report	Research Task	Trial HSC Examination	
Outcomes Assessed	H1, H2, H3, H4, H5	H6, H7, H8, H9, H10	H7, H9, H10, H11, H12	H1, H2, H5, H6, H7	
Submission	Term 4 Week 8 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 1 Week 9 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 7 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5	
Components	Weighting				
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Stimulus-based skills	20%	10%	5%	-	5%
Inquiry and research	20%	5%	5%	10%	
Communication of economic information, ideas and issues in appropriate forms	20%	-	5%	5%	10%
TOTAL	100%	20%	25%	25%	30%

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Civil Engineering	Personnel and Public Transport	Aeronautical Engineering	Trial HSC
Type of Task		Engineering Report	Test	Research into materials	Trial HSC exam
Outcomes Assessed		Outcomes H3.2, H4.3, H6.1, H6.2	Outcomes H1.2, H2.2, H3.1, H3.3, H4.2, H4.3	Outcomes H1.2, H2.1, H3.1, H3.2, H3.3, H4.3, H5.1, H6.1	All outcomes
Submission		Term 4 Week 10 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 6 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 9 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 3 Week 4/5
Components	Weighting				
Knowledge and understanding of course content	60%	10%	15%	15%	20%
Knowledge and skills in research, problem solving, and communication related to engineering practice	40%	15%	15%	5%	10%
TOTAL	100%	25%	25%	20%	30%

Task Number		Task 1	Task 2	Task 3	Task 4	
Module/s		Common Module: <i>Texts and Human Experiences</i>	Module B: <i>Critical Study of Literature &</i> Module C: <i>Craft of Writing</i>	Module A: <i>Textual Conversations</i>	All Modules	
Type of Task		Multimodal Presentation	Writing Portfolio	Critical Essay	Trial HSC Examination	
Outcomes		EA12-1, EA12-2 EA12-4	EA12-5, EA12-7 EA12-9	EA12-3, EA12-6 EA12-8	EA12-3, EA12-4, EA12-5, EA12-7	
Submission		Term 4 Week 8 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 1 Week 9 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 3 Week 9 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5	
Components		Weighting				
Knowledge and understanding of course content		50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		50%	10%	15%	10%	15%
TOTAL		100%	20%	25%	25%	30%

ENGLISH - EALD

FACULTY: ENGLISH

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Common Module: Text and the Human Experience	Module B: Language, Identity & Culture Module D: Focus on Writing	Module C: Close Study of Literature Module D: Focus on Writing	All Modules
Type of Task		Multimodal Presentation and Listening Task	Writing Portfolio	Critical Essay Response	Trial HSC Examination
Outcomes		EAL12-2 EAL12-4 EAL12-6	EAL12-1A EAL12-8 EAL12-9	EAL12-3 EAL12-5 EAL12-7	EAL12-1B EAL12-4 EAL12-5
Submission		Term 4 Week 8 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 9 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 9 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5
Components	Weighting				
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%	15%	10%	10%	15%
TOTAL	100%	30%	20%	20%	30%

ENGLISH EXTENSION 1

FACULTY: ENGLISH

Task Number		Task 1	Task 2	Task 3
Module/s		Common Module: <i>Literary Worlds</i>	Elective Module: <i>Reimagined Worlds</i>	All Modules
Type of Task		Imaginative & Reflective Response to Stimulus	Multimodal Presentation	Trial HSC Examination
Outcomes		EE12-1, EE12-2, EE12-5	EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-4
Submission		Term 1 Week 2 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 7 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 3 Week 4/5
Components	Weighting			
Knowledge and understanding of complex texts and of how and why they are valued	50%	15%	15%	20%
Skills in complex analysis, sustained composition and independent investigation	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

ENGLISH EXTENSION 2

FACULTY: ENGLISH

Task Number		Task 1	Task 2	Task 3
Module/s		Major Work	Major Work	Major Work
Type of Task		Viva Voce and Written Proposal	Literature Review	Critique of the Creative Process
Outcomes		EEX12-1, EEX12-4, EEX12-5	EEX12-1, EE12-2, EEX12-4	EEX12-2, EEX12-3, EEX12-5
Submission		Term 4 Week 9 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 4 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 3 Week 1 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class
Components	Weighting			
Skills in extensive independent research.	50%	15%	20%	15%
Skills in sustained composition.	50%	15%	20%	15%
TOTAL	100%	30%	40%	30%

ENGLISH STANDARD

FACULTY: ENGLISH

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Common Module: Texts and Human Experiences	Module A: Language, Identity and Culture and Module C: The Craft of Writing	Module B: Close Study of Literature	All Modules
Type of Task		Multimodal Presentation	Writing Portfolio	Critical Essay Response	HSC Trial Examination
Outcomes		EN12-2, EN12-3, EN12-6	EN12-1, EN12-8, EN12-9	EN2-4, EN12-5, EN12-7	EN12-3, EN12-4, EN12-5, EN12-7
Submission		Term 4 Week 8 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 1 Week 9 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 2 Week 9 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5
Components	Weighting				
Knowledge and understanding of course content.	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50%	10%	15%	10%	15%
TOTAL	100%	20%	25%	25%	30%

ENGLISH STUDIES

FACULTY: ENGLISH

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Mandatory Module: <i>Texts and Human Experiences</i>	Module D: <i>Digital World - English and the Web</i>	Module F: <i>MiTunes and Text – English & the Language of Song</i>	All Modules
Type of Task		Multimodal Presentation	Discursive Feature Article	Writing Portfolio	Consolidation Interview and Reflection Statement
Outcomes		ES12-5, ES12-8 ES12-9	ES12-3, ES12-7 ES12-9	ES12-1, ES12-5 ES12-7	ES12-2, ES12-4 ES12-6
Submission		Term 4 Week 8 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 9 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 9 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 3 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Components	Weighting				
Knowledge and understanding of course content.	50%	15%	10%	10%	15%
Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively 	50%	10%	10%	15%	15%
TOTAL	100%	25%	20%	25%	30%

ENTERRISE COMPUTING

FACULTY: MATHEMATICS

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Data Science	Data Visualisation	Intelligent Systems	Enterprise Project
Outcomes		EC-12-01, to EC-12-08, EC-12-10, EC-12-11	EC-12-01, to EC-12-08, EC-12-10, EC-12-11	EC-12-01, to EC-12-08, EC-12-10, EC-12-11	EC-12-06, to EC-12-11
Type of Task		Exam	Case Study	Research	Project
Submission Timing		Term 4 Week 8 <input checked="" type="checkbox"/> In Class	Term 1 Week 9 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 9 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 2 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Components	Weighting				
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Knowledge and skills in the practical application of the content	50%	15%	10%	10%	15%
TOTAL	100%	30%	20%	20%	30%

EXPLORING EARLY CHILDHOOD

FACULTY: HOME ECONOMICS

Task Number		Task 1	Task 2	Task 3
Module/s		Food and Nutrition	Child Health and Safety	Starting School
Type of Task		Research	Problem Solving	Observation Report & Lesson Plan
Outcomes to be assessed		H1.4, H1.5	H2.5	H1.3, H6.1
Submission		Term 4 Week 7 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 1 Week 7 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 10 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Components	Weighting			
Knowledge and understanding outcomes and course content	50%	15%	15%	20%
Skills outcomes and content	50%	20%	20%	10%
TOTAL	100%	35%	35%	30%

FOOD TECHNOLOGY

FACULTY: HOME ECONOMICS

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Aust Food Industry	Food Manufacture	Food Product Development	All modules
Type of Task		Case study	Practical activity +Written task	Research report	Trial HSC exam
Outcomes Assessed		Outcomes H1.4, H3.1	Outcomes H1.1, H4.2	Outcomes H1.3	Outcomes H1.1, H1.2, H1.3, H2.1, H3.2, H5.1
Submission		Term 4 Week 8 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 1 Week 8 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 8 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 3 Week 4/5
Components	Weighting				
Knowledge and understanding of course content	40%	-	10%	5%	25%
Knowledge and skills in designing, researching, analysing and evaluating	30%	25%	-	5%	-
Skills in experimenting with and preparing food by applying theoretical concepts	30%	-	15%	15%	-
TOTAL	100%	25%	25%	25%	25%

FRENCH BEGINNERS

FACULTY: LOTE

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		People, Places and Communities	Holidays Tourism and Travel	Work and Future Plans	All topics
Type of Task		Response in English to spoken texts/Oral presentation	Response in English and French to written texts	Response to written and spoken texts/Interview	Trial HSC Examination
Outcomes Assessed		1.2, 2.1	2.4, 3.3	1.1, 2.2, 2.6	2.3, 2.5, 3.2
Submission		Term 4 Week 8 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 9 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 9 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5
Components	Weighting				
Listening	30	10%	-	10%	10%
Reading	30	-	10%	10%	10%
Speaking	20	10%	-	10%	-
Writing	20	-	10%	-	10%
TOTAL	100%	20%	20%	30%	30%

GEOGRAPHY

FACULTY: HSIE

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Rural and Urban Places	Global Sustainability	Ecosystems and Biodiversity	All Topics
Type of Task		Research Task	Stimulus Based Topic Test	Fieldwork Task	Trial HSC Examination
Outcomes Assessed		GE-12-01 GE-12-02 GE-12-06 GE-12-07	GE-12-02 GE-12-04 GE-12-08 GE-12-09	GE-12-01 GE-12-03 GE-12-05 GE-12-09	GE-12-03 GE-12-06 GE-12-08 GE-12-09
Submission		Term 4 Week 9 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 10 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 8 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5
Components	Weightings				
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Geographical skills and tools	20%	5%	10%	-	5%
Geographical inquiry and research, including fieldwork	20%	10%	-	5%	5%
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	25%	25%	20%	30%

HISTORY EXTENSION

FACULTY: HSIE

Task Number		Task 1	Task 2	Task 3
Module/s		History Project	History Project	History Project
Type of Task		Historical Process <ul style="list-style-type: none"> • Proposal • Process log • Annotated sources 	Essay <ul style="list-style-type: none"> • History Project 	Trial HSC Examination
Outcomes Assessed		H2, H3, H4	H1, H2, H3, H4	H1, H3, H4
Submission Timing		Term 1 Week 11 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 2 Week 10 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 3 Week 4/5
Components	Weighting			
Knowledge and understanding about significant historiographical ideas and processes	40%	10%	10%	20%
Skills in designing, undertaking and communicating historical inquiry and analysis	60%	20%	30%	10%
Total	100%	30%	40%	30%

INDUSTRIAL TECHNOLOGY

FACULTY: INDUSTRIAL ARTS

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Designing and Planning	Industry Study	Project Development & Management	All modules, topic areas
Type of Task		Presentation	Report	Practical and Folio	Trial HSC Examination
Outcomes Assessed		Outcomes H3.1, H3.2, H3.3, H5.1, H5.2	Outcomes H1.1, H1.2, H6.2, H7.1, H7.2	Outcomes H2.1, H3.2, H3.3, H4.1, H4.2, H5.1, H5.2	Outcomes H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2
Submission		Term 4 Week 7 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 6 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 2 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 4 Week 5 / 6
Components	Weighting				
Knowledge and understanding of course content	40%	5%	5%	10%	20%
Knowledge and skills in the design, management, communication and production of a major project	60%	15%	15%	20%	10%
TOTAL	100%	20%	20%	30%	30%

INVESTIGATING SCIENCE

FACULTY: SCIENCE

Task Number	Task 1	Task 2	Task 3	Task 4	
Module/s	Module 5	Module 6	Module 7	Modules 5-8	
Type of Task	Scientific Report	Data Analysis	Manufactures Claim	Trial HSC examination	
Outcomes	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-7, INS11/12-12	INS11/12-1, INS11/12-6, INS11/12-14	INS11/12-2, INS11/12-5, INS11/12-7, INS11/12-14	All outcomes may be assessed	
Submission	Term 4 Week 9 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 8 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 8 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5	
Components	Weighting				
Skills in working scientifically	60%	15%	15%	15%	15%
Knowledge and understanding of course content	40%	5%	15%	5%	15%
TOTAL	100%	20%	30%	20%	30%

LEGAL STUDIES

FACULTY: HSIE

Task Number	Task 1	Task 2	Task 3	Task 4	
Module/s	Crime	Family	Human Rights	All Topics	
Type of Task	Topic Test	Research Essay	Research Task and Class Test	Trial HSC Examination	
Outcomes Assessed	H1, H6, H7, H8, H9	H4, H5, H8, H10	H2, H3, H7, H8	H1, H3, H5, H7, H8, H9	
Submission	Term 4 Week 10 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 9 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 10 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5	
Components	Weighting				
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Analysis and evaluation	20%	5%	2.5%	2.5%	10%
Inquiry and research	20%	-	7.5%	12.5%	-
Communication of legal information, ideas and issues in appropriate forms	20%	5%	5%	-	10%
TOTAL	100%	20%	25%	25%	30%

MATHEMATICS ADVANCED

FACULTY: MATHEMATICS

Task Number	Task 1	Task 2	Task 3	Task 4	
Module/s	Logarithms & Exponentials, Series & Sequences & Financial Applications of both.	Calculus, including the Anti-Derivative and Integration and Graphing Techniques including Translation, Dilation and Stationary Points	Calculus – Integral Calculus, Trigonometric Functions – Trigonometric Functions & Graphs.	All Topics from Year 11 & Year 12.	
Type of Task	Open Book/Class Test	Assignment / Presentation	Open Book/Class Test	Trial HSC	
Outcomes Assessed	MA12.2, MA12.4, MA12.9, MA12.10, MA11.6, MA11.8, MA11.9	MA12.3, MA12.6, MA12.7, MA12.9 MA12-10	MA12.1, MA12.5, MA12.9 MA12-10	All outcomes relevant to topics studied from Years 11 & 12	
Submission	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5	
Components	Weighting				
Understanding, fluency and communication	50%	10%	12.5%	12.5%	15%
Problem-solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
TOTAL	100%	20%	25%	25%	30%

MATHEMATICS EXTENSION 1

FACULTY: MATHEMATICS

Task Number	Task 1	Task 2	Task 3	Task 4	
Module/s	Vectors: Introduction to Vectors, Rates of Change including Exponential Growth & Decay	Proof by Mathematical Induction, Applications of calculus and Further calculus	Inverse Functions, Differential Equations, Binomial Distribution	All Topics from Year 11 & Year 12	
Type of Task	Open Book/Class Test	Assignment/ Presentation	Open Book/Class Test	Trial HSC	
Outcomes	ME11-1, ME11-4, ME11-6, ME11-7, ME12-2, ME12-6, ME12-7	ME12-1, ME12-4, ME12-6, ME 12-7	ME12-3, ME12-4, ME12-5, ME 12-7	All outcomes relevant to topics studied from Years 11 & 12	
Submission	Term 1 Week 2	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4/5	
Components	Weighting				
Understanding, fluency and communication	50%	10%	12.5%	12.5%	15%
Problem-solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
TOTAL	100%	20%	25%	25%	30%

MATHEMATICS EXTENSION 2

FACULTY: MATHEMATICS

Task Number		Task 1	Task 2	Task 3
Module/s		Introduction and Use of Complex Numbers, Further work with Vectors.	Nature of Proof, Further Proof by Mathematical Induction, Further Integration.	All Topics from Year 12
Type of Task		Open Book/Class Test	Open Book/Class Test	Trial HSC Examination
Outcomes		MEX12-2, MEX12-4	MEX12-3, MEX12-5, MEX12-7, MEX12-8	All outcomes from Yr 12
Submission		Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5
Components	Weighting			
Understanding, fluency and communication	50%	17.5%	17.5%	15%
Problem-solving, reasoning and justification	50%	17.5%	17.5%	15%
TOTAL	100%	35%	35%	30%

MATHEMATICS STANDARD 1

FACULTY: MATHEMATICS

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Financial Mathematics including Depreciation and Fuel Economy & Internet Research	Financial Mathematics, Right Angled Trigonometry, Networks – Network Concepts	Statistics - Bivariate Data, Scale Drawing & Rates	Depreciation, Loans, Credit Cards, Graphs of Practical Situations and Exponential Growth & Decay
Type of Task		Assignment	Open Book/Class Test	Open Book/Class Test	Open Book/Class Test
Outcomes		MS1-12-3 MS1-12-9 MS1-12-10 MS1-12-5	MS1-12-8 MS1-12-9 MS1-12-10 MS1-12-5 MS1-12-4	MS1-12-2 MS1-12-9 MS1-12-10 MS1-12-7 MS1-12-4	All stage 6 outcomes
Submission		Term 4 Week 9	Term 1 Week 7	Term 2 Week 7	Term 3 Week 3
Components	Weighting				
Understanding, fluency and communication	50%	12.5%	12.5%	12.5%	12.5%
Problem-solving, reasoning and justification	50%	12.5%	12.5%	12.5%	12.5%
TOTAL	100%	25%	25%	25%	25%

MATHEMATICS STANDARD 1 (Maths in Trades)

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Financial Mathematics including Depreciation and Fuel Economy & Internet Research	Financial Mathematics, Right Angled Trigonometry, Simultaneous Linear Equations	Statistics - Bivariate Data, Scale Drawing & Rates	Depreciation, Loans, Credit Cards, Graphs of Practical Situations and Exponential Growth & Decay
Type of Task		Research Task	Open Book/Class Test	Open Book/Class Test	Open Book/Class Test
Outcomes		MS1-12-3 MS1-12-9 MS1-12-10 MS1-12-5	MS1-12-8 MS1-12-9 MS1-12-10 MS1-12-5 MS1-12-4	MS1-12-2 MS1-12-9 MS1-12-10 MS1-12-7 MS1-12-4	All stage 6 outcomes
Submission		Term 4 Week 9	Term 1 Week 7	Term 2 Week 7	Term 3 Week 3
Components		Weighting			
Understanding, fluency and communication		50%	12.5%	12.5%	12.5%
Problem-solving, reasoning and justification		50%	12.5%	12.5%	12.5%
TOTAL		100%	25%	25%	25%

MATHEMATICS STANDARD 2

FACULTY: MATHEMATICS

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Budgeting & Finance, Rates & Ratio, Networks – Introduction	Non-Right Angled Trigonometry, Simultaneous Linear Equations	Financial Mathematics – Annuities, Bivariate Data Analysis, Non- Linear Equations	All Topics from Year 11 & Year 12
Type of Task		Open Book/Class Test	Research Task	Open Book/Class Test	Trial HSC Examination
Outcomes		MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10, MS2-12-5, MS112, MS11- 5, MS11-6, MS11-9, MS11-10	MS2-12-8, MS212-9 MS-12-3 MS2-12-10 MS2-12-1 MS2-12-6	MS2-12-5 MS2-12-9 MS2-12-10 MS2-12-7 MS2-12-6 MS2-12-2 MS2-12-1	All outcomes from stage 6 (Yrs 11 &12)
Submission		Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5
Components	Weighting				
Understanding, fluency and communication	50%	12.5%	10%	12.5%	15%
Problem-solving, reasoning and justification	50%	12.5%	10%	12.5%	15%
TOTAL	100%	25%	20%	25%	30%

MATHEMATICS NUMERACY CEC

FACULTY: MATHEMATICS

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Financial Mathematics including Depreciation and Fuel Economy & Internet Research	Renovate and Redecorate - renovate and redecorate a bedroom	Travel – create a travel guide for a multi-day trip.	Festival - plan a one-day outdoor festival.
Type of Task		Assignment	Assignment	Assignment	Assignment
Outcomes Assessed		N6-1.1, N6-1.2, N6-2.4, N6-3.1	N6-1.1, N6-1.2, N6-2.1, N6- 2.2, N6-3.1	N6-1.1, N6-2.2, N6-2.3, N6- 3.2.	N6-2.2, N6- 2.3, N6-2.5, N6-3.2.
Submission		Term 4 (2024) Week 9	Term 1 (2025) Week 9	Term 2 (2025) Week 9	Term 3 (2025) Week 4
Components	Weighting				
Understanding, fluency and communication	50%	12.5%	12.5%	12.5%	12.5%
Problem-solving, reasoning and justification	50%	12.5%	12.5%	12.5%	12.5%
TOTAL	100%	25%	25%	25%	25%

MODERN HISTORY

FACULTY: HSIE

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Core	National Study	Peace and Conflict	All Topics
Type of Task		Topic Test	Historical Analysis	Research Essay	Trial HSC Examination
Outcomes		MH12-4, MH12-6, MH12-9	MH12-2, MH12-5, MH12-9	MH12-2, MH12-6, MH12-9	All outcomes may be assessed
Submission		Term 4 Week 9 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 7 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 3 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5
Components		Weighting			
Knowledge and understanding of course content	40%	10%	5%	5%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	5%	5%
Historical inquiry and research	20%	-	10%	10%	-
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	20%	25%	25%	30%

MUSIC 1

FACULTY: CAPA

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Music of the 20/21 st century	An instrument and its repertoire	Rock/popular music	All modules
Type of Task		Composition/elective	viva/elective	performance/elective	Trial HSC/performance/elective
Outcomes Assessed		H3, H2, H6	H5, H4, H6	H1, H9, H10	H11, H10
Submission		Term 4 Week 10 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 9 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 9 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Components		Weighting			
Performance	10%	-	-	10%	-
Composition	10%	10%	-	-	-
Musicology	10%	-	10%	-	-
Elective 1	15%	15%	-	-	-
Elective 2	15%	-	15%	-	-
Elective 3	15%	-	-	15%	-
Aural	25%	-	-	-	25%
TOTAL	100%	25%	25%	25%	25%

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

FACULTY: PDHPE

Task Number		Task 1	Task 2	Task 3	Task 4
Core and/or Option		Sports Medicine	Health Priorities in Australia	Factors Affecting Performance	All Cores and Options undertaken
Type of Task		Research And in class quiz	Take home combined with in class quiz	Modified in class quiz	HSC Trial Examination
Outcomes		H13, H17	H1 - 5 H14 -16	H7 - 11 H16, H17	All outcomes may be assessed
Submission		Term 4 Week 7 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 8 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 7 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5
Components	Weighting				
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%

PHOTOGRAPHY, VIDEO AND DIGITAL

FACULTY: CAPA

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Stop motion	The beach	Promotions	Portfolio
Type of Task		Digital Diary	Digital diary, Present 3 images	Digital diary, Final Project	Interview, portfolio presentation
Outcomes		M3, M6, CH2	M2, M4, CH1	M2, M5, CH5	M1, CH3, CH4
Submission		Term 4, 2024 Week 10 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1, 2025 Week 11 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2, 2025 Week 10	Term 3, 2025 Week 7
Components	Weighting				
Making	70%	25%	20%	15%	10%
Critical and Historical studies	30%	5%	5%	10%	10%
TOTAL	100%	30%	25%	25%	20%

PHYSICS

FACULTY: SCIENCE

Task Number	Task 1	Task 2	Task 3	Task 4	
Module/s	Module 5	Module 5 & 6	Module 6 & 7	5,6,7,8	
Type of Task	Module 5 Test	Skills Task	Depth study with in-class component	Trial HSC Examination	
Outcomes	PH12-6, PH12-12	PH12-4, PH12-5 PH12-6 PH12-12, PH12-13	PH12-1, PH12-3. PH12-6, PH12-7	All outcomes may be assessed	
Submission	Term 4 Week 8 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 11 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 10 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4 / 5	
Components	Weighting				
Skills in working scientifically	60%	15%	10%	20%	15%
Knowledge and understanding of course content	40%	5%	10%	10%	15%
TOTAL	100%	20%	20%	30%	30%

SOCIETY AND CULTURE

FACULTY: HSIE

Task Number	Task 1	Task 2	Task 3	
Module/s	Social and Cultural Continuity and Change	Depth Study 1: Popular Culture	All Topics	
Type of Task	Multimodal Presentation	Research Essay	Trial HSC Examination	
Outcomes	H1, H6, H9, H10	H1, H5, H10	All outcomes may be assessed	
Submission	Term 4 Week 10 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 10 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5	
Components	Weighting			
Knowledge and understanding of course content	50%	-	25%	25%
Application and evaluation of social and cultural research methods	30%	20%	5%	5%
Communication of information, ideas and issues in appropriate forms	20%	15%	5%	-
TOTAL	100%	35%	35%	30%

SOFTWARE ENGINEERING

FACULTY: MATHEMATICS

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Secure software architecture	Examination - Trial	Software Automation	Software Engineering Project
Type of Task		Research	Exam	Case Study	Project
Outcomes		SE-12-01 to SE-12-08	SE-12-01 to SE-12-09	SE-12-01 to SE-12-09	SE-12-01 to SE-12-09
Submission Timing		Term 4 Week 7 <input checked="" type="checkbox"/> In Class	Term 2 Week 4 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 10 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 1 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Components	Weighting				
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Knowledge and skills in the practical application of the content	50%	10%	15%	10%	15%
TOTAL	100%	20%	30%	20%	30%

SPORT, LIFESTYLE AND RECREATION

FACULTY: PDHPE

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Games and Sports Applications II	First Aid and Sports Injuries	Individual Games and Sports Applications	Sports Administration
Type of Task		Practical Skills and Canvas Quiz	Practical Application and Canas Quiz	Practical Skills and Canvas Quiz	Practical Skills and Canvas Quiz
Outcomes		1.1, 3.1 4.4, 5.2	1.3, 3.6, 4.5	1.1, 3.1 4.4, 5.2	1.1, 1.3 5.2
Submission		Term 4 Week 8 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 6 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 5 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 3 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Components	Weighting				
Knowledge and Understanding	50%				
Skills	50%				
TOTAL	100%	25%	15%	30%	30%

STUDIES OF RELIGION II

FACULTY: HSIE

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Religion and Belief Systems in Australia post- 1945 & Religious Tradition Depth Study 1: Judaism	Religious Tradition Depth Study 2: Buddhism	Religious Tradition Depth Study 3: Hinduism	All Topics
Type of Task		Test	Research Task	Extended Response	Trial Examination
Outcomes		H1, H2, H3, H4, H8	H5, H6, H7, H9	H1, H2, H5, H8,	All outcomes may be assessed
Submission		Term 4 Week 10 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 6 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 2 Week 2 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Weeks 4-5 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Components	Weighting				
Knowledge and understanding of course content	40%	15%	5%	5%	15%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	20%	-	10%	5%	5%
Research and inquiry methods, including aspects of the Major Project	20%	-	10%	10%	-
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	20%	30%	25%	25%

TEXTILES AND DESIGN

FACULTY: HOME ECONOMICS

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Design - Major Textiles Project	Design- Contemporary Designers	Properties and Performance of Textiles	All modules
Type of Task		MTP Proposal Presentation	Case Study	Innovation Study	Trial HSC Examination
Outcomes		H1.1, H1.2, H2.1	H6.1	H3.1, H4.2	H1.3, H3.1, H4.1, H5.2, H6.1
Submission		Term 4 Week 7 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 1 Week 5 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 2 Week 7 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5
Components	Weighting				
Knowledge and understanding of course content	50%	-	10%	10%	30%
Skills and knowledge in the design, manufacture and management of a major textiles project	50%	25%	-	25%	-
TOTAL	100%	25%	10%	35%	30%

VISUAL ARTS

FACULTY: CAPA

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Art Review	My Own Case Study	Art Review	All Modules
Type of Task		Practical	Theoretical	Practical	Trial HSC Examination
Outcomes		H1, H2, H4, H5	H7, H8, H9, H10	H1, H2, H5, H6	H7, H8, H9, H10
Submission		Term 4, 2024 Week 10 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1, 2025 Week 10 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3, 2025 Week 1 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3, 2025 Week 5/6 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Components	Weighting				
Art Making	50%	25%	-	25%	-
Art criticism and art history	50%	-	25%	-	25%
TOTAL	100%	25%	25%	25%	25%

VISUAL DESIGN

FACULTY: CAPA

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		IEDI: Exterior Design	GM: Individual Design Project	PD1: Product Design	GD1: Graphic Design
Type of Task		Structures & Environments	Industrial Product	Package Design	Publications & Information
Outcomes Assessed		DM2, DM4, CH4	DM 3, CH4	DM1 , DM2, CH2	DM4, CH2
Submission		Term 4 Week 9 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 1 Week 10 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 10 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 7 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Components	Weighting				
Designing and Making	70%	20%	20%	15%	15%
Critical and Historical Studies	30%	10%	10%	-	10%
TOTAL	100%	30%	30%	15%	25%

WORK STUDIES (240hr)

FACULTY: HSIE

Task Number		Task 1	Task 2	Task 3	Task 4
Module/s		Team Enterprise Project	Workplace Issues	School Developed Module: Community Initiatives	Managing Work Life Commitments & Personal Finance
Type of Task		Risk Assessment	Case Study	Project	Formal Examination
Outcomes Assessed		2,7	1,8,9	1,5,6	4,7,8
Submission		Term 4 Week 9 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 1 Week 6 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 10 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 4/5
Components	Weighting				
Knowledge and understanding	30%	5%	5%	15%	5%
Skills	70%	10%	20%	20%	20%
TOTAL	100%	15%	25%	35%	25%

Assessment Schedules for VET courses

BUSINESS SERVICES



RTO 90162 Public Schools NSW, Tamworth
Callaghan College Jesmond Senior Campus

COURSE: Business Services

Student Competency Assessment Schedule 2023 - 2025

HSC outcome: BSB30120 Certificate III in Business

Assessment Tasks for BSB30120 Certificate III in Business Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 4	Task 5		Task 6	Task 7	HSC TRIAL EXAM
		Wellbeing	Mastering document design		Sharing is caring	Thinking critically	
		Week 4 Term 4 2024 Date 8/11/24	Week 6 Term 1 2025 Date 6/3/25	Week 10 Term 2 2025 Date 4/7/25	Week 10 Term 4 2025 Date 29/9/25	Week 4/5 Term 3 Date TBA	
Code	Unit of Competency						
BSBPEF201	Support personal wellbeing in the workplace	x					
BSBPEF301	Organise personal work priorities		x				
BSBTEC301	Design and produce business documents		x				
BSBSUS211	Participate in sustainable work practices				x		
BSBTWK301	Use inclusive work practices				x		
BSBTEC303	Create electronic presentations				x		
BSBCRT311	Apply critical thinking skills in a team environment					x	
BSBOPS301	Maintain business resources					x	

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".

CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Task 4 Project planning	Task 5.2 Wall and Floor Tiling	Task 6 Tools and equipment	Task 7 Group project	Trial HSC Exam**
		Term: 4	Term: 2 to 3	Week: 8 Term: 3	Week TBA	Term 3 Week 4/5 Date: TBA
Code	Unit of Competency					
CPCCWF2002	Use wall and floor tiling tools and equipment	X	X			
CPCCCM2013	Undertake basic installation of wall tiles	X	X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment			X		√
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project	X			X	
CPCCOM1012	Work effectively and sustainability in the construction industry				X	√

Depending on the achievement of units of competency, the possible qualification outcome is **CPC20220 Certificate II in Construction Pathways** or **Statement of Attainment towards CPC20120 Certificate II in Construction**.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and/or NESA reporting requirements * Selected units only to be confirmed by your teacher

** Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

Assessment Events for Statement of attainment towards CUA30415 – Certificate III in Live production and Services			Cluster 5	Cluster 6	Cluster 7	Event Work Placement 2*	Event Trial HSC Exam*
			Week: 10 Term: 1	Week: 10 Term: 3	Week: TBA as per school delivery Term:	Week: Term:	Term 3 Week 4/5 Date: TBA
Cluster	Code	Unit of Competency					
Cluster 5	SITXCCS006	Provide service to customers					
	CUASOU306	Operate sound reinforcement systems	✓				
	CUAVSS312	Operate vision systems					
Cluster 6	CUASTA311	Assist with production operations for live performances					
	CUASMT311	Work effectively backstage during performances		✓			
	CUAIND314	Plan a career in the creative arts industry					
60 Hour Specialisation							
Cluster 7	BSBWOR301	Organise personal work priorities and development					
	CUAPPR304	Participate in collaborative creative projects			✓		
	CUALGT304	Install and operate follow spots					

Depending on the achievement of units of competency, the possible qualification outcome is a **CUA30420 - Certificate III in Live Production and Technical Services** or a **Statement of Attainment towards a CUA30420 - Certificate III in Live Production and Technical Services**. The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

FURNITURE MAKING PATHWAYS



RTO 90333, 90222, 90072, 90162

Callaghan College Jesmond Senior Campus

COURSE: Furniture Making Pathways

Student Competency Training Package MSF Furnishing 2024 - 2025

HSC outcome: MSF20522 Certificate II in Furniture Making Pathways

Assessment Tasks for MSF20522 Certificate II in Furniture Making Pathways Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 4 Furniture Project Techniques	Task 6 Apply Hardware and Assemble	Task Effective Work	Task 8 Furniture Making Careers
Code	Unit of Competency	Week 11 Term 1	Week , 5 Term , 3	Week , 11 Term , 1	Week , 10 Term , 3
MSFFP201	Use timber furnishing construction techniques	X			
MSFFP2020	Undertake a basic furniture making project	X			
MSFFM2019	Assemble furnishing products		X		
MSFFM2014	Select and apply hardware		X		
MEM13015	Work safely and effectively in manufacturing and engineering			X	
MSFFP2017	Develop a career plan for the furnishing industry				X

Depending on the achievement of units of competency, the possible qualification outcome is a MSF20522 Certificate II in Furniture Making Pathways.

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”.

Delivery Strategy A			Task 2	Task 3	Task 4	Task 5	Trial HSC Exam
SIT20416 Certificate II in Hospitality			Week 7/8 Term 4	Week 8/9 Term 4	Week 7/8 Term 1	Week 8/9 Term 2	Week 4/5 Term 3
Cluster	Code	Unit of Competency					
Task 2	SITHKOP009	Clean kitchen premises and equipment	✓				
	SITXINV006	Receive, store and maintain stock					
Task 3	SITHCCC026	Package prepared foodstuffs		✓			
Task 4	SITHCCC023	Use food preparation equipment			✓		
	SITHCCC024	Prepare and present simple dishes					
Task 5	SITHCCC027	Prepare dishes using basic methods of cookery				✓	
	SITHCCC034	Work effectively in a commercial kitchen					

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

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

HOSPITALITY – FOOD & BEVERAGE



RTO 90162 Public Schools NSW, Tamworth
Callaghan College Jesmond Senior Campus

COURSE: Hospitality – Food & Beverage

Student Competency Assessment Schedule 2023 - 2025

HSC outcome: SIT20322 Certificate II in Hospitality

Delivery Strategy A SIT20322 Certificate II in Hospitality		Task 2	Task 3	Task 4	Trial HSC Exam*
		Week: 7/8 Term: 4	Week: 8/9 Term: 1	Week: 8/9 Term: 2	Week 4/5 Term 3
Code	Unit of Competency				
SITHIND006	Source and use information on the hospitality industry	✓			
SITHFAB024	Prepare and serve non- alcoholic beverages		✓		
SITHFAB025	Prepare and serve espresso coffee		✓		
SITHFAB027	Serve food and beverages		✓		
BSBTWK201	Work effectively with others			✓	
SITHIND007	Use Hospitality skills effectively			✓	

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **SIT20316 Certificate II in Hospitality** or a **Statement of Attainment towards a SIT20316 Certificate II in Hospitality**.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

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HOSPITALITY – SPECIALISATION

Delivery Strategy A SIT20316 Certificate II in Hospitality			Cluster 4	Cluster 5	Cluster 3	Cluster 2	Cluster 8 Work Placement 2*	Trial HSC Exam*
			Week 8 Term 4	Week 8 Term 1	Week 8 Term 3	Week 4 Term 3	Week 8/9 Term 1	Week 4/5 Term 3
Cluster	Code	Unit of Competency						
Cluster 4 Enjoy every bite	SITHFAB007	Serve food and beverage	✓					
Cluster 5 Espresso yourself	SITFAB005	Prepare and serve espresso coffee		✓				
	SITXCCS003	Interact with customers						
Cluster 3 Drinks galore	SITHFAB004	Prepare and serve non-alcoholic beverages			✓			
	SITHFAB007	Serve food and beverage						
Cluster 2 Communication is the key	SITXCOM002	Show social and cultural sensitivity				✓		
	BSBCMM201	Communicate in the workplace						
Cluster 8(B) Working in industry (work placement 2)	SITHIND003	Use Hospitality skills effectively					✓	

Depending on the achievement of units of competency, the possible qualification outcome is a **SIT20316 Certificate II in Kitchen Operations** or a **Statement of Attainment towards a SIT20316 Certificate II in Kitchen Operations**.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

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MANUFACTURING & ENGINEERING



Education

RTO: NSW Department of Education 90333

Callaghan College Jesmond Senior Campus

COURSE: Manufacturing & Engineering Introduction

Student Competency Assessment Schedule 2023 - 2025

HSC outcome: MEM10119 Certificate I in Engineering
& Statement of Attainment towards MEM20422
Certificate II in Engineering Pathways

		Task 4	Task 5	Task 6	Work Placement
Students successfully completing this program will be eligible to receive a nationally recognised qualification MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways.		Week 10 Term 4	Week: 10 Term: 2	Week: 10 Term: 3	Week: TBA
Code	Unit of Competency				
MEM18002	Use power tools/hand held operations (Continuing Assessment)				
MEM12024	Perform computations (Continuing Assessment)				
MEM16008	Interact with computer technology (Continuing Assessment)				
MEM07032	Use workshop machines for basic operations	(Continuing Assessment)			
MEMPE006	Undertake a basic engineering project (Continuing Assessment)	✓			
MEMPE005	Develop a career plan for the engineering and manufacturing industry			✓	
MEMPE001	Use engineering workshop machines	✓			
MEMPE002	Use Electric welding machines		✓		
MEMPE004	Use fabrication equipment		✓		
Mandatory work placement hours for NESA Students must complete a minimum of 35 hours work placement over 2 years					

The MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways covers aspects of engineering, manufacturing and fabrication skills using safe and efficient practices. Participants will be provided with the necessary resources to gain an understanding of the theoretical and practical requirements surrounding safe work practices whilst working in a manufacturing environment including work procedures and the correct and safe use of tools, equipment and materials. Participants will also gain fundamental skills in planning manufacturing projects, working in a team and have the option of using either GMAW or MMAW electric welding machines.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

MUSIC INDUSTRY



Education
Public Schools

RTO 90162 Public Schools NSW, Tamworth

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HSC Assessment Events for Certificate III in Music Industry CUA30915		Cluster 3	Cluster 4	Cluster 5	Yearly Exam*
		Creating music	Recording music		
		Term 4 Week 9	Term 3 Week 5	Term 3 Week 4	Term 3 Week 4/5
Code	Unit of Competency				
CUAMPF315	Develop and perform musical improvisation	✓			
CUAMCP313	Create simple musical pieces using music technology	✓			
CUAMPF314	Make music demos		✓		
CUAMCP311	Create simple musical compositions		✓		
CUAMLT302	Apply knowledge of style and genre to music industry practice		✓		
CUAIND314	Plan a career in the creative arts industry			✓	

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate III in Music Industry CUA30920** or a Statement of Attainment towards a **Certificate III in Music Industry CUA30920**.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

* Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

RETAIL SERVICES



RTO 90162 Public Schools NSW, Tamworth
Callaghan College Jesmond Senior Campus

Student Competency Assessment Schedule 2023 - 2025

HSC outcome: SIR30216 Certificate III in Retail

Assessment Events for SIR30216 Certificate III in Retail			Event 4 Window of opportunity	Event 5 I see sales people	Event 6 Commission impossible	HSC Trial Examination
			Term 1 Week 6	Term 2 Week 6	Term 3 Week 7	Term 3 Week 4/5
Cluster	Code	Unit of Competency				
4 Window of opportunity	SIRXPDK001	Advise on products and services	✓			
	SIRRINV001	Receive and handle retail stock	✓			
	SIRRMER001	Produce visual merchandise displays	✓			
5 I see sales people	SIRXSLS001	Sell to the retail customer		✓		
	SIRXRSK001	Identify and respond to security risks		✓		
6 Commission impossible	SIRXSLS002	Follow point-of-sale handling procedures			✓	
	SIRRRTF001	Balance and secure POS terminal			✓	

Depending on the achievement of units of competency, the possible qualification outcome is a **SIR30216 Certificate III in Retail** or a Statement of Attainment towards a **SIR30216 Certificate III in Retail**.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

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SPORT COACHING

Assessment Events for SIS30521 Certificate III in Sports Coaching			Event 3B	Cluster 4	Event 3C	Cluster 5	Event 6	Work Placement
			Week 7 Term 4	Week 6 Term 1	Week 8 Term 2	Week 8 Term 3	Week 5 Term 3	Week Term
Cluster	Code	Unit of Competency						
3B	SISXDIS001	Facilitate inclusion for people with a disability	✓					
4	SISSSCO003 BSBOPS403	Meet participant coaching needs Apply business risk management processes		✓				
3C	SISXCAI009	Instruct strength and conditioning techniques			✓			
6	SISSSCO012	Coach sports participants up to an intermediate level				✓		
7	HLTAID011	Provide first aid					✓	

Depending on the achievement of units of competency, the possible qualification outcome is a **SIS30521 Certificate III in Sports Coaching** or a Statement of Attainment towards a **SIS30521 Certificate III in Sports Coaching**.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and/or NESA reporting requirements. * Selected units only to be confirmed by your teacher

Appendices

The following forms can be downloaded from our website or are available from the Deputy Principals' offices and the Administration Office.

- *Illness/Misadventure Application*

- *Extension for Assessment Task Application*
- *Review of Assessment Task Application*

Abbreviations used in this document:

CCJSC	Callaghan College Jesmond Senior Campus
HSC	Higher School Certificate
NESA	NSW Educational Standards Authority
VET	Vocational Education and Training
RoSA	Record of Student Achievement
NAPLAN	The National Assessment Program – Literacy and Numeracy
ASQA	Australian Skills Quality Authority

This booklet provides students and their parents with information about internal assessment for the NSW Higher School Certificate and should be read in conjunction with the NSW Educational Standards Authority (NESA) 2022 HSC Rules and Procedures.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

Notes: