

Northlakes High School

Opportunities for Future Success

STAGE 6 (Year 12)

Assessment Policy
Subject Assessment
Schedules

2025



Northlakes High School HSC Assessment Policy and Guidelines

A student's HSC mark is determined by their level of achievement of the outcomes in each HSC Course that they complete successfully. The HSC mark is based on performance in the:

- School-based internal assessment program, and
- Higher School Certificate examinations

The school-based assessment program and the HSC exams each contribute 50% towards the HSC mark.

The marks indicated on the HSC credentials will reflect the student's level of achievement based on the Performance Bands (please ask your teacher for a copy of the Performance Bands relevant to each of your courses).

The purpose of the internal, school-based assessment is to measure a student's achievement across the full range of syllabus objectives and outcomes. Students complete a range of formal assessment tasks which may include tests, essays, reports, practical tasks, research activities or major projects. The school has to provide a mark (out of 100 in a 2 Unit course) to the NSW Education Standards Authority (NESA) for inclusion in the HSC mark.

This booklet provides an outline of the school-based assessment program for the HSC courses offered. Students and parents should ensure that they understand the procedures, programs and implications of the materials presented.

The NESA and the school place a lot of emphasis on the school-based programs. Students should endeavour to do their best in all assessment tasks regardless of task weighting.

General information about the HSC

The Higher School Certificate (HSC) is the highest educational credential in New School Wales schools. It is awarded to NSW students who have satisfactorily completed the Preliminary Certificate (Year 11) and HSC. To be eligible, students must meet both the Preliminary and HSC course requirements and sit state-wide HSC examinations, where applicable. On completion of school, students will receive certificates issued by NESA for the highest credential completed (RoSA, Preliminary or HSC).

Eligibility [1.2.2](#)

For students to be eligible for the award of the HSC, they must:

- a. have completed Year 10, and
- b. have completed [All My Own Work \(AMOW\)](#), and
- c. have demonstrated the [minimum standard of literacy and numeracy](#), and
- d. have satisfactorily [completed courses](#) that comprise the [pattern of study](#) required by NESA for the [award of the HSC](#), and
- e. undertake and make a [serious attempt](#) at the requisite [HSC exams](#).

Pattern of Study [12.1.1](#)

Students must satisfactorily complete:

- a. Preliminary pattern of study comprising at least 12 units, and
- b. an HSC pattern of study comprising at least 10 units.

Within the pattern of study in both Preliminary and HSC students must;

- a. Complete 2 units of a Board Developed Course in English,
- b. complete at least 6 units of Board Developed Courses,
- c. at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- d. at least 4 subjects.
- e. students must meet all other [course eligibility](#) requirements, and HSC eligibility requirements to be granted the [HSC credential](#).
- f. a maximum of 6 units of Science in Year 11, and a maximum of 7 units of Science in Year 12.

HSC Commencement [3.1.2](#)

Schools must be satisfied that students, have [satisfactorily completed](#) prerequisite requirements of the [Preliminary course](#) before commencing the HSC course. At Northlakes High School to complete the 120-Hour Preliminary course requirement, students will not commence HSC courses in Week 3 Term 4 2024 for all courses except English subjects. English will commence HSC courses Week 1 Term 4 2024.

Changing HSC Courses [3.3.5](#)

Principals have discretion to make decisions regarding students' changes of HSC courses. However, these are not to occur after 30th June in the HSC exam year. Additionally, students must;

- a. have satisfactorily demonstrated the Preliminary course outcomes and content of the course they wish to enter, and
- b. will complete all HSC course requirements including assessment

HSC Assessment Marks

For all Board Developed Courses (except VET, English Studies, Mathematics Standard 1 and Life Skills courses) Northlakes High must submit a school-based assessment mark to NESA. NESA will moderate assessment marks and report these on student's HSC Record of School Achievement.

For students completing Board Endorsed courses, Northlakes High will submit school-based assessment marks, but these will not be moderated by NESA and marks will appear on HSC Record of Achievement as reported.

Under the Assessment Certification Examination Rule 2.2.3, Northlakes High School must not advise students of their final submitted HSC school-based assessment mark. However, students may request the school to review their placement in the rank order for a course based on their performance during the courses.

Performance Bands

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

standard expected is 50:

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

School-based Assessment [2.1.2](#)

Students and teachers must comply with NESA's requirements for upholding the integrity of HSC assessment and exams. This assessment schedule provides students with Northlakes High School's procedures for school-based assessment, including a formal schedules for all subjects, except Life Skill courses to be completed by Year 12 students. Changes made to this schedule after publication will require written notification to individual students within course. This schedule further provides details related to illness and misadventure, malpractice procedures, and appeal procedures for Northlakes High School.

Assessment Tasks

Northlakes High School will provide students with written notification a minimum of 14 calendar days prior to the due date of the assessment tasks. Within the written notification, students will receive;

- a. components and weightings as published in the assessment schedule

- b. syllabus outcomes to be assessed
- c. type of assessment task
- d. scheduled date and time for attempting or submitting the task, and
- e. where appropriate a marking criteria

For tasks to be submitted notifications must include sufficient details on the preferred version of submission (electronically, paper copy or practical components).

Dates for the HSC Trial Examination are firmly set in Week 5/6 Term 3 2025.

Satisfactory completion of HSC Courses

Students are required to make a genuine attempt to complete the courses requirements. Teacher's and Principal professional judgement will be used to determine whether a student has made a genuine attempt to complete requirements.

Students must;

- a. follow the course developed or endorsed by NESA
- b. apply themselves with diligence and sustained effort to all the set tasks and experiences provided in the course; including classwork, assessments, projects, revisions, homework and compulsory excursions
- c. achieve course outcomes
- d. in addition to the formal assessment program, students must also sit for and make a serious attempt at HSC Trial examinations (where applicable)
- e. make a genuine attempt at assessment tasks. For courses that include school assessment marks, students must also sit and make a genuine attempt at assessment tasks that make up over 50% of the possible school assessment marks for that course. Students studying an HSC course must make a genuine attempt to complete the course requirements.

Reporting on Student Progress

Achievement levels are recorded for each course outcome by a grade scale using word descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Level of Achievement	Grade	Descriptor
Outstanding Achievement	A	The student demonstrates extensive knowledge of content and understanding content 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.
High Achievement	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.
Sound Achievement	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.

Basic Achievement	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.
Limited Achievement	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.

Teachers, students and parents/caregivers must be aware that achievement grades do not correlate to the HSC performance bands and, therefore, cannot be used to predict results in a student's HSC Record of Achievement.

Each HSC course report contains a course mark or grade and rank (if applicable) as well as a comment from the class teacher highlighting strengths and areas for improvement. Reports may also include information indicating student participation in other certain activities during the year.

Assessment of Life Skills Outcomes in Stage 6

Stage 6 Life Skills <https://ace.nesa.nsw.edu.au/studying-hsc-life-skills-courses> courses provide options for students with special education needs who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Year 11 course and a 2-unit 120-hour HSC course. Each student accessing a Life Skills course in Years 11-12 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes.

Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes. Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process.

Responsibilities of the School

The school is responsible for providing:

- students with the Year 12 Assessment Handbook 2024-2025, which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6.
- students with Year 12 Assessment Schedules (found in the Year 11 Assessment Handbook 2024) for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task.
- NESA with an assessment of students' achievement in each course they have studied in Year 12.
- appropriate reporting of student achievement based on subject components.
- a review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- special consideration to students with a disability and others with special needs following endorsement by the Principal.

Faculty Head Teachers are responsible for:

- setting assessment tasks that:
 1. will be used to measure student performance in each component of a course.
 2. are effective at discriminating between students' achievement of outcomes in order to determine assessment rank.
 3. specify a mark/weighting for each assessment task.
 4. are of the same type and have the same weighting for all classes studying that course.
- providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task. This notification will be issued at least two weeks in advance. In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal. In such cases, teachers will inform students of the new arrangements, in writing, at least 14 calendar days in advance.
- maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).
- providing students with assessment task feedback at the completion of each task, which includes a mark or grade, rank (if applicable), detailed marking criteria and written feedback.
- establishing procedures for recording and reporting student performance on all assessment tasks. Records of all marks that form part of the assessment program are to be kept in duplicate and filed separately for security purposes.
- issuing official NESA Non-Completion of a Course Warning Letters to students and parents/caregivers outlining the areas of unsatisfactory completion of the Year 11 and/or Year 12 course requirements.
- ensuring that final cumulative school-based assessment marks are not provided to students and that students are aware that they can access their Assessment Rank Order Notice after the last HSC examination has occurred.

Responsibilities of the Student

Students are responsible for:

- being familiar with the procedures and course information contained in the Year 12 Assessment Handbook 2024-2025.
- attending classes regularly and ensuring their attendance enables them to achieve course outcomes.
- demonstrating sustained diligence and effort in each subject and participating in all lessons constructively.
- making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.
- Ensuring, when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work
- ensuring, when absent from school, on the day an assessment task notification is issued, students are responsible for contacting their teacher and/or the relevant Faculty Head Teacher to obtain the task notification. No extension or leave will be granted if a student fails to carry out this action.
- speaking with their Teacher or the relevant Faculty Head Teacher for clarification about the requirements of the subject/course assessment program
- being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification, assessment booklet and the assessment calendar.
- submitting work that is their own. Any material copied without acknowledgment of the original source will be regarded as plagiarism and penalties will be imposed.

- ensuring they are given a receipt for any hand-in assessment task, i.e. one that was not completed during class time or in an examination. Disputes about lost assessment tasks will NOT be considered if the student cannot produce a receipt.
- lodging appeals against marks awarded for an assessment task within 14 calendar days of receiving the marked assessment task. Note: This 14 calendar days excludes school holidays.

Submission of Assessment Tasks

Tasks completed at home must be submitted before 2:30pm on the due date, in accordance with the task notification. In the event of that classroom teacher is unavailable, assessment tasks must be submitted to the Head Teacher or Deputy Principal.

In the case of written assessment tasks completed at home, students are required to keep a good copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request and it will provide a student with security against loss of or damage to the submitted copy. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

Electronic Submission of Assessment Tasks

Students are required to submit assessment tasks as outlined on the assessment notification. In some instances this will be via Google Classroom, email or by other digital media. Head Teachers may also require students to hand in a printed copy of the task. Any such instructions will be made clear on the assessment task notification.

When electronic submission does occur, the following rules will apply:

1. The school will not be responsible for unreadable, unusable or virus infected files or media.
2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
3. The assessment task should be readily identifiable.
4. An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
5. The school will not be responsible for not receiving emails. If submitting work by email, students must ensure they have entered the correct email or placed the digital version of the task as described in assessment notification.

School Assessments under Examination Conditions

In-school assessments are occasionally carried out under examination conditions. Northlakes High School uses examination procedures modelled on those used for NESA external examinations. Students need to be aware of the examination procedures and code of conduct. They ensure the smooth running of examinations and an environment in which all students can respond to the best of their ability without disruption from others. Students must make a serious attempt. Where it is considered that a student has made a non-serious attempt, a zero may be awarded and an 'N' Determination issued.

Examination Periods

Formal examination periods offer an opportunity for students to experience examination conditions under the HSC examination format. The examination period for Year 12 in 2025 is Week 5/6 Term 3. During this period an allocated examination for applicable courses will be scheduled. Students will continue to attend school as normal during these weeks.

Examination Procedures and Rules

- Students must read the examination timetable carefully and be prepared to attend exams at the times and venues that the school arranges. Students must arrive at the exam at least 15 minutes early. Concessions will not be made (such as extra time given) for students who arrive late for an examination or who miss an examination due to poor organisation.
- Students must sit for all exams in which they are entered, unless they have an illness or misadventure, in which case they must notify the school immediately and follow the appropriate procedures.

- Students should bring the equipment they need and know what equipment is allowed for each exam. Students are responsible for ensuring their equipment is in good working order because the school will not uphold misadventure applications for equipment failure. Students may not borrow equipment during exams. Exam staff may inspect equipment when a student enters the room, and will tell them where to place any unauthorised items. However, exam staff are not responsible for these items.
- Students must sit at the desk that shows their name and/or student number.
- During the exam, students must:
 - a) always follow the exam supervisors' instructions.
 - b) complete the Student Attendance Slip as an official record of attempting the task.
 - c) read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
 - d) write their name and/or student number on all writing booklets, question and answer booklets and answer sheets (unless that information is already printed on them).
 - e) write clearly with black pen (only use pencil if instructed to).
 - f) write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet, and write a note on the front and back of both booklets stating that you wrote an answer in the wrong place. Do not rewrite answers, but make sure you label and hand in all parts of your answers.
 - g) answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
 - h) make a serious attempt at the exam by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt.
 - i) stop writing immediately when the supervisor tells you to.
 - j) Follow the supervisor's instructions for arranging completed answers, and wait for the supervisor to collect them.

- During each exam, students must not:
 - a) start writing until the Supervisor in Charge tells you.
 - b) write on anything other than writing books, answer booklets or other writing material provided by the Supervisor in Charge. You should not write on any other equipment including your body, clothing or tissues.
 - c) leave the room, except in an emergency. If you have to leave and want to come back to continue the exam, you must be supervised while you are out of the room.
 - d) leave (finish) the exam in the first hour. Your school may not allow any students to leave early.
 - e) leave the exam in the last 15 minutes.
 - f) take an exam paper out of the room. Speak to your teacher if you want to see a paper afterwards.

Students must follow the normal school rules, behaving politely and courteously towards the exam supervisors and other students.

Examination Equipment list	
Approved Equipment	Equipment Not Approved

<ul style="list-style-type: none"> • Black pens to write (recommended) – ensure to bring spare pens • Ruler • NESA Approved Calculators • Highlighters • Pencils • Sharpener • Water in a clear label-free bottled • Watches but should be taken off and placed in clear view on desk. 	<ul style="list-style-type: none"> • Mobile phones • Programmable watch • Electronic devices • Paper or any printed material (Presiding officer can provide working paper) • Print dictionaries • Correction fluid
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Further details can be found at: [NESA Equipment Rules](#)

Feedback on performance:

Students will receive their ranking for the assessment task as well as their current overall (cumulative) rank. Students are required to sign as confirmation of receipt as part of receiving this information. Students will also receive feedback on all formal assessment tasks about how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being.

Appeals on Assessment Tasks:

If a student feels that his or her mark or rank in an assessment task is incorrect, then they should firstly approach the teacher or Head Teacher concerned. If the situation is not resolved satisfactorily, the student may appeal to the Principal for a review of the process. This must be done within 5 school days of receiving marks and be provided in writing to the Head Teacher Secondary Studies or Deputy Principal.

School Sanctioned Activities

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 task requirements and deadlines.

Students must make prior arrangements with their teacher or Head Teacher if attendance in class or assessment task requirements will be disrupted by work placement or other school-sanctioned activities such as sport. This must be done prior to work placement or school-sanctioned activities.

Absence due to Suspension

Students absent from school due to suspension will not be entitled to apply for an extension of assessment. At the time of suspension, the Deputy Principal will notify the Head Teacher Secondary Studies (HT SS) and relevant Head Teachers. Head Teacher Secondary Studies will;

- for Hand-in assessment tasks, student will be responsible to submit task on time either by delivery to school by a third party or online, when applicable.
- for in-class assessment tasks, HT SS and relevant Head Teacher will reschedule an alternative date for the tasks, which will be communicated to the students and parent/carer.
- for examinations, HT SS will arrange for student to sit the examination at the schedule time in an alternative school-based location. This will be communicated to the student, parent/ carer and relevant faculty Head Teacher.

Failure to comply with these procedures may result in a zero mark being awarded.

Extensions

If there are difficulties of which students are aware of before the due date of a task, students may apply for an extension of time for submission of the task. The application for extension must be submitted to the faculty Head Teacher at least 5 school days before the assessment due date. Applications for extensions should be

avoided because it often means that there is less time available for the preparation of the next task. Planning will usually mean that an application for an extension is not necessary.

School-based Disability Provision

School-based disability provisions are at the discretion of the Principal. Students who require school-based disability provisions need to be referred to the school Learning Support Team (LST) by classroom teachers, Year advisors or Head Teachers. LST will consider each application on a case-by-case basis. Student's who believe they are eligible for school-based provisions should speak with classroom Teacher, Year Advisor or Head Teacher.

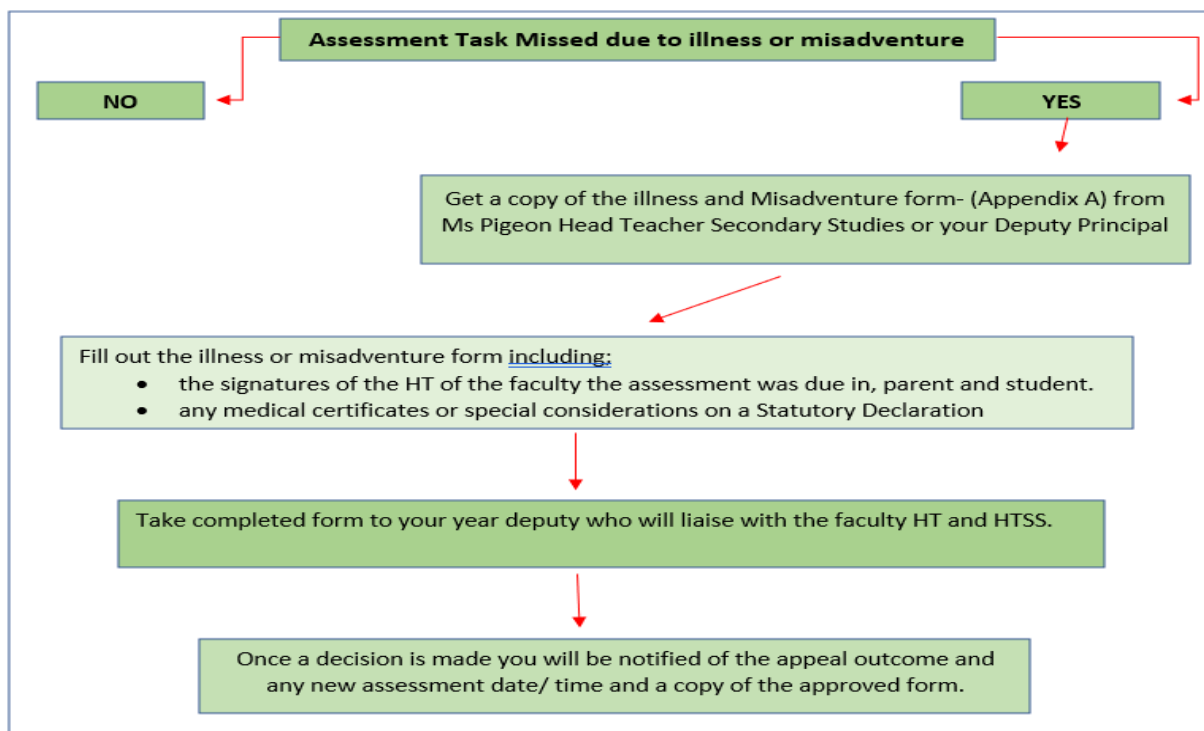
Illness/Misadventure

If a student requires additional time to complete an assessment or was absent on the day an assessment was due and there is genuine reason, the student may complete an Illness/Misadventure Appeal form. This form is to be completed by the student, signed by the parent and handed to the faculty Head Teacher within 3 days following the specified due date or by the first day of return to school after an absence which encompasses the due date (whichever is sooner).

Students are strongly urged to supply evidence, such as a medical certificate, to support consideration of their claim in such circumstances. If an appeal is not lodged under these conditions, then the awarded mark will stand. Copies of appeal forms can be found with Deputy Principals.

Note:

- There is no ground for appeal against the value of the mark awarded.
- Medical certificates and/or other supplementary evidence must be provided to cover absences.
- The NESAs guidelines of illness and misadventure shall form the basis for determination of appeals.



In the event of a student missing a significant number of tasks, other assessment avenues may be explored.

Malpractice 10.1

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

considers students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Malpractice is any attempt to gain an unfair advantage over other students. This includes plagiarism, collusion, misrepresentation, and breach of assessment procedures.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. When using work originating from another source, students must acknowledge the source material.

Common Forms of Plagiarism include but not limited to;

- downloading an assignment from an online source and submitting it as your own work.
- copying a section of a book, article or AI and submitting it as your own work.
- quoting from a source 'word for word', without using quotation marks
- copying, cutting and pasting text from an electronic source and submitting it as your own work.
- using the words of someone else and presenting them as your own.
- using significant ideas from someone else and presenting them as your own.
- putting someone else's ideas into your own words and not acknowledging the source.
- copying the written expressions of someone else without proper acknowledgement. Lifting sentences or paragraphs from someone else, even with proper acknowledgement' gives the impression that the idea or information comes from the source cited, but that the Phrasing, the choice of words to express it, is your own contribution.
- relying too much on other people's material.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

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

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

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

Assessment Breaches;

Student who attempt to gain an unfair advantage over other students in relation to assessment includes but is not limited to:

- a student being absent t from any lessons or normal school routine on a day that an assessment task is scheduled or a hand-in task is due.
- a student to absent themselves from any lessons within one day prior to a scheduled assessment task without a doctor's certificate.
- arriving late to school on the day of a scheduled assessment task or hand-in task
- failing to comply with HSC Rules and Procedures
- Failing to comply with HSC minimum standard test rules [8.3.2](#)

Review of Malpractice

Where staff believe malpractice has occurred they need to advise Head Teacher of the faculty. This information is then to be provided to Deputy Principal who will investigate reports. During this process an interview will be completed with students involved and parents/Carers notified of suspected malpractice.

Students are encouraged to provide evidence of time stamps as they progress with the completing assessments, this protects students in cases of suspected malpractice and can be provide to Deputy Principal during interview.

Consequence of Malpractice

If it is deemed that a student has gained an unfair advantage consequences for malpractice may include;

- A zero mark being recorded for an affected assessment task or examination,
- A partial mark being recorded for an affected assessment task or examination,
- A formal warning to the student and record of incident to NESAs as part of the Malpractice Register.
- Requirement to complete components of All My Own Work related to breach, and/or
- Cancellation of submitted work or examination result.

Appealing Findings of Malpractice

Should the student wish to appeal a decision of malpractice, they must submit in writing to the Head Teacher Secondary studies within two school days of the decision being taken. This will be provided to the Principal, who will convene a panel including Head Teacher of faculty, Head Teacher Secondary Studies, Year Advisor and themselves to review information related to malpractice

Northlakes High School 'N' Determination Procedures

To be eligible for the award of the Preliminary Certificate, Principals must certify that students have met the eligibility and pattern of study requirements as detailed by NESAs. Warning letters must be issued in time for students to redeem their assessment tasks. The letters must contain the correct information regarding NESAs policy on satisfactory completion of course requirements. If course requirements aren't completed satisfactorily, the following will occur:

Stage One – Warning No. 1

1. Classroom teacher sends an "N" Warning letter home because of non-completion of an assessment task, non- completion of coursework due to poor attendance or poor attitude in class thus leading to non-completion of course requirements.
2. A new due date for the task is recorded on the letter.
3. Letter is signed by Head Teacher and Deputy Principal then posted home.
4. Tear off slip is returned to Head Teacher or Classroom Teacher.

5. Task is redeemed but a 'zero' mark recorded.

Stage Two – Warning No. 2

1. Classroom teacher sends a second warning letter home (if another task is not completed) or if initial task has not been completed by the new due date.
2. Letter is signed by teacher and Deputy Principal and posted home to parents.
3. Concerns are discussed with the Parent and student by the faculty Head Teacher and/or Deputy Principal.
4. Head Teacher implementation plan developed.

Stage Three – Warning No. 3- Non completion

1. If the student has not redeemed assessment tasks, or completed course requirement parents will be notified by the Deputy Principal and informed that their child is at-risk of not meeting requirements in that subject.
2. DP implementation plan developed

Stage Four – Ongoing failure to complete N-warning or additional N-warnings issued

1. If the student hasn't completed the work required or additional N-warnings are issued, then a parent meeting will be organised with the Deputy Principal informing the parents and the student that they will be 'N' Determined as they have not qualified to complete the course.
2. Parents will have the option to appeal this process to the school Principal. If the appeal is not upheld by the Principal, the parent can then appeal to NESAs.
3. Parents, Students and the Deputy Principal will discuss educational and/or employment pathways.

Post Compulsory School Age Students

Students who are 17 Years and older and have received a 1B attendance letter will be considered a non-completion of course 'N' determination. Northlakes will remove student from all courses except English. Students can request a review of school processes using the Review of 'N' Determination steps below.

Non-completion of Course 'N' Determination

NESA has delegated to Principals the authority to determine if students seeking the award of the Preliminary Certificate at their school have satisfactorily completed each course in which they are enrolled in accordance with the requirements issued.

Principals therefore will determine if there is sufficient evidence that each student has applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

The Principal must:

- 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 must 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 a 'N' Determination must apply to the Principal in writing.
- The school upholds the appeal, the school advises NESAs that the 'N' determination can be removed and the grade/assessment mark reinstated
- If the appeal is declined, the student may appeal to NESAs. This is completed through the student declaration form as part of the 'N' Determination documentation.

NESA's review will focus on whether the school reviewed properly and correctly considering the matters before it. NESAs will advise students and Principals of the outcome of any appeal as soon as possible.

Appealing of final Rank/ Grades

Students may request a school review of rank order for a course based on their performance during the course. They cannot seek a review of teachers' judgment of the worth of individual performance in assessment tasks or appeal marks or grades in individual assessment tasks. To request a school review, students must;

- in writing to the Head Teacher Secondary Studies, submit a review request. Head Teacher Secondary Studies will then submit the review request to the Principal, who will convene a panel consisting of themselves, Head Teacher Secondary Studies, Head Teacher of the faculty review concerns and Year 12 Deputy Principal. Where reviews are required multiple faculties, the Principal will determine the most appropriate Head Teacher representative.

HSC Minimum Standards [8.1](#)

Students need to show they meet the HSC minimum standard of literacy and numeracy to receive the HSC. Literacy and numeracy skills are essential skills for everyday life, with students needing to achieve a Level 3 or 4 in a short online reading, writing and numeracy tests. Students master basic skills at different stages so there are multiple opportunities available for students to successfully pass the minimum standard online tests. Throughout Year 10, Year 11 and Year 12 students will be supported to achieve HSC minimum standards. Additionally, student who don't complete HSC minimum standards may apply to NESAs within 5 years to attempt one or more minimum standard tests.

Students with disabilities studying Life Skills courses in English or Mathematics may be exempt from meeting minimum standards to receive their HSC credential.

HSC: ALL My Own Work

HSC: [All My Own Work](#) is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment. To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Year 11 or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. At Northlakes High School the HSC: All My Own Work program is delivered prior to completion of Year 11 assessments.

Life Skills

All students are entitled to participate in and progress through curriculum. Life Skill courses provide options for students with disabilities in Year 11-12, who cannot access the regular course outcomes. Decisions on about

appropriate Life Skills Courses involves collaboration between Parents/ Carers and Northlakes High Learning Support Team. Students completing a Life Skills course will be required to complete assessment tasks adjusted based on the individual needs of the student and course requirements.

Disability Provisions

Disability provisions <https://ace.nesa.nsw.edu.au/disability-provisions> are approved by NESA to provide students who have a permanent or temporary disability with practical support in the Higher School Certificate examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation. Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.

Schools must submit an online application to NESA through Schools Online to apply for provisions. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through Schools Online, and the school will communicate this decision to the student. Students and parents/caregivers are strongly advised to consult the NESA website <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions> for more information about Disability Provisions.

Vocational Education Training

Students at Northlakes High School have the option to study VET courses at school, through TAFE or other accredited providers. VET courses with Industrial Curriculum Frameworks can count as Board Developed unit to meet the HSC credentials. Students studying a 240-hours VET Industry Curriculum Framework course may also enter for an HSC examination in course endorsed by NESA. Students should discuss these options with Head Teacher VET. Students completing VET courses are assessed against competency, which includes two mandatory 35-hour work placement components.

Students online

Students Online provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and requirements of the HSC. Year 10, 11 and 12 students in NSW are eligible for a Students Online account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account. If you need to access your NESA Student Number, please Head Teacher Secondary Studies. It is also important to note that at any time, students in Years 11 and 12 can access an online eRecord to provide potential employers when seeking casual work via their Students Online account. To access [Students online](#), click the provided link or go to <https://studentsonline.nesa.nsw.edu.au/>. Student can activate their student's online account using their school email address. Additional, support can be provided by NESA through its student Enquiry Centre (1300 13 83 23).

NSW EDUCATION STANDARDS AUTHORITY

STUDENTS ONLINE

for NSW students in Years 10 to 12

HOME MY ACCOUNT **HELP** CONTACT US

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About Students Online

About Students Online

Students Online is your source for information about your [senior school study](#), from Year 10 to the HSC.

Find information about school-based [assessment](#), HSC [exams](#) and [results](#), including grades, how the HSC works, preparing for exams and more. Log in with your Student Number and PIN to access your personal study details.

Students Online is developed and delivered by the [NESA](#).

Your account – My Details

My Details is where you will find your personal study details, including your:

Login

Login below or [activate your account now](#)

Student Number:

PIN:

LOG IN

[Trouble logging in?](#)
[Forgot your PIN?](#)
[Your security](#)

Click on [activate your account now](#)

NSW EDUCATION STANDARDS AUTHORITY

STUDENTS ONLINE

for NSW students in Years 10 to 12

HOME MY ACCOUNT **HELP** CONTACT US

Account activation

Activate your Students Online account

Access your enrolment details see your accumulating results and download your credential with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

Submit your details below. Your NESA Student Number will be displayed and you will also be sent an email to the address your school has supplied to NESA. Open the link in your email and enter your NESA Student Number to create your six-digit PIN.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

Activate my account

School: *

Proceed to answer all the questions and submit. Once you have done this you will be asked to go to the email you have registered at your school. Click the link provided in the email. Then follow the

Frequently Asked Questions

1. What must I do to have satisfactorily completed a course?

NESA expects students to have: Followed the course developed or endorsed by the Board; and

a) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

b) Achieved some or all of the course outcomes in simple terms, you must complete all assessment tasks, hand in class work on time and be present at school. If you continually hand in work late, truant, are absent

without justification or your behavior affects your studies or that of others, you will not satisfy the criteria of applying yourself “with diligence and sustained effort”.

2. What do the terms internal and external assessment mean?

Internal assessment refers to assessment tasks designed and conducted by the school. External assessment refers to the HSC examinations, which are designed and conducted by NESA. In Year 12, internal assessment contributes 50% of your HSC mark and the HSC examination contributes the other 50% of your HSC mark.

3. What do the terms “examination”, “in-class” and “hand-in” assessment task mean?

An “examination” is one that is held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus. An “in-class assessment task” is one that requires you to be present at school in order to complete, such as topic tests, presentations, performances and submissions of major works. “Hand-in assessment tasks” are those that are completed at home and submitted by a designated due date and time.

4. How do I know when I have an assessment task?

The Year 12 Assessment Handbook 2025 outlines the weeks in which tasks are due for ALL courses. You will receive an Assessment Task Notification for each task with a specific due date at least 2 weeks before the task is due.

5. What happens if I am not present when an assessment task is issued?

It is your responsibility to obtain the task from your teacher. Extensions will not be granted based on the task not being received.

6. Why may I be penalised for being absent the day before a task is due?

This may be perceived as unfair to other students, as it may allow you extra time to complete a task, a luxury that other students do not have. If you have a valid reason for being absent, you may be asked to prove this by completing an Illness/Misadventure Form (and Medical Certificate in the case of illness).

7. What happens if I have a valid reason for being unable to submit an assessment task on time?

You have to complete and submit an illness and misadventure form to apply for the task to be rescheduled or for an extension of the due date.

8. What happens if I am absent the day a task is due?

Every effort must be made to submit the task on that day. If it is not submitted or attempted in the case of an examination or in-class task, then you must contact the school on the day by phone 43900555 or email: northlake-h.schools@det.nsw.edu.au and apply for Illness/ Misadventure. In the case of illness, a Medical Certificate must be attached to the illness/ misadventure form.

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

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

10. What does “non-serious attempt” mean?

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

11. What happens if I have been found guilty of malpractice?

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

12. What happens if my application for the rescheduling of a task or an extension to the due date of a task is rejected?

You will be required to submit the task by the due date.

13. What happens if my application for illness/misadventure is rejected?

If the task was submitted on time, you will be awarded the marks you have earned. If it was submitted late, you will be awarded zero marks. If it has not been attempted, you must attempt the task.

14. Can I appeal the decision of an application for reschedule, extension or illness/misadventure or if I have been found guilty of malpractice?

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the Review Panel will consider.

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

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

YEAR 12 ENGLISH ADVANCED

	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2024	Term 1 Week 7 2025	Term 2 Week 7 2025	Term 3 Week 4-5 2025
		<i>Reading Section and Extended Response</i>	<i>Portfolio of Writing</i>	<i>Multimodal Task</i>	<i>Trial HSC Examination</i>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	15%	10%
Knowledge and understanding of course content.	50%	10%	10%	15%	15%
TOTAL MARKS:	100%	20%	25%	30%	25%
Outcomes		EA12-1, EA12-5, EA12-7	EA12-3, EA12-4, EA12-9	EA12-2, EA12-6, EA12-8	EA-12-3, EA12-5, EA12-6, EA12-7
OUTCOMES TO BE ASSESSED					
EA12-1	Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure				
EA12-2	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies				
EA12-3	Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and context and evaluates their effects on meaning				
EA12-4	Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts				
EA12-5	Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments				
EA12-6	Investigates and evaluates the relationships between texts				
EA12-7	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued				
EA12-8	Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning				
EA12-9	Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner				

YEAR 12 ENGLISH STANDARD

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2024	Term 1 Week 7 2025	Term 2 Week 5 2025	Term 3 Week 4- 5 2025
		<i>Reading section and Extended response</i>	<i>Writing and Critical Reflection</i>	<i>Multimodal Task</i>	<i>Trial HSC Examination</i>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	10%	10%
Knowledge and understanding of course content.	50%	15%	10%	10%	15%
TOTAL MARKS	100%	30%	25%	20%	25%
Outcomes		EN12-1, EN12-6, EN12-7	EN12-4, EN12-9	EN12-2, EN12-8	EN-12-3, EN12-5, EN12-6, EN12-7
OUTCOMES TO BE ASSESSED					
EN12-1	Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure				
EN12-2	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies				
EN12-3	Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning				
EN12-4	Adapts and applies knowledge, skills and understanding language concepts and literary devices into new and different contexts				
EN12-5	Thinks imaginatively, creatively, interpretively, analytically and discerning to respond to and compose texts that include considered and detailed information, ideas and arguments				
EN12-6	Investigates and explains the relationships between texts				
EN12-7	Explains and evaluates the diverse ways texts can represent personal and public worlds				
EN12-8	Explains and assesses cultural assumptions in texts and their effects on meaning				
EN12-9	Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner				

YEAR 12 ENGLISH STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2024	Term 1 Week 8 2025	Term 2 Week 9 2025	Term 3 Week 5-6 2025
		<i>Reading Section and Extended Response</i>	<i>Multimodal Task</i>	<i>Portfolio of Writing</i>	<i>Trial HSC Examination</i>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	10%	10%
Knowledge and understanding of course content.	50%	15%	10%	10%	15%
TOTAL MARKS:	100%	30%	25%	20%	25%
Outcomes		ES12-1, ES12-5, ES12-7	ES12-2, ES12-6, ES12-8	ES12-4, ES12-9, ES12-10	ES12-3, ES12-5, ES12-6, ES12-7
OUTCOMES TO BE ASSESSED					
ES12-1	comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes				
ES12-2	identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts				
ES12-3	accesses, comprehends and uses information to communicate in a variety of ways				
ES12-4	composes proficient texts in different forms				
ES12-5	develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences				
ES12-6	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes				
ES12-7	represents own ideas in critical, interpretive and imaginative texts				
ES12-8	understands and explains the relationships between texts				
ES12-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences				
ES12-10	monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner				

YEAR 12 ENGLISH EXTENSION 1

Components	Weighting	Task 1	Task 2	Task 3
		Term 1 Week 5 2025	Term 2 Week 9 2025	Term 3 Week 5 – 6 2025
		<i>Imaginative Response and Reflection</i>	<i>Critical Response with Related Text</i>	<i>Trial HSC Examination</i>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
Knowledge and understanding of course content.	50%	15%	20%	15%
TOTAL MARKS	100%	30%	40%	30%
Outcomes		EE12-1, EE12-4, EE 12-5	EE12-1,EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5
OUTCOMES TO BE ASSESSED				
EE12-1	Demonstrates and applies insightful understanding of the dynamic, often subtle. Relationship between text, purpose, audience and context, across a range of modes, media and technologies			
EE12-2	Analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts			
EE12-3	Independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts			
EE12-4	Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts			
EE12-5	reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes			

YEAR 12 ENGLISH EXTENSION 2

Components	Weighting	Task 1	Task 2	Task 3
		Term 4 Week 1 2025	Term 1 Week 9 2025	Term 3 Week 1 2025
		<i>Viva Voce (including written proposal)</i>	<i>Literature Review</i>	<i>Reflection of the Creative process</i>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
Knowledge and understanding of course content.	50%	15%	20%	15%
TOTAL MARKS	100%	30%	40%	30%
Outcomes		EEX12-1, EEX12-4	EEX12-3 EEX12-4	EEX12-2, EEX12-3, EEX12-5
OUTCOMES TO BE ASSESSED				
A STUDENT:				
EEX12-1	Demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology			
EEX12-2	Strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context			
EEX12-3	Applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition			
EEX12-4	Undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea			
EEX12-5	Reflects on and evaluates the composition process and the effectiveness of their own published composition			

YEAR 12 ENGLISH STUDIES LIFE SKILLS

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2024	Term 1 Week 8 2025	Term 2 Week 9 2025	Term 3 Week 5-6 2025
		<i>Reading Section and Extended Response</i>	<i>Multimodal Task</i>	<i>Portfolio of Writing</i>	<i>Trial HSC Examination</i>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	10%	10%
Knowledge and understanding of course content.	50%	15%	10%	10%	15%
TOTAL MARKS:	100%	30%	25%	20%	25%
Outcomes		ES12-1, ES12-5, ES12-7	ES12-2, ES12-6, ES12-8	ES12-4, ES12-9, ES12-10	ES12-3, ES12-5, ES12-6, ES12-7
OUTCOMES TO BE ASSESSED					
ENLS6-1	communicates in a range of everyday contexts for familiar audiences and purposes				
ENLS6-2	reads, views and responds to texts in familiar contexts				
ENLS6-3	comprehends and responds to a range of texts in familiar and unfamiliar contexts				
ENLS6-4	uses strategies to comprehend a range of texts composed for different purposes and contexts				
ENLS6-5	accesses information to communicate for different purposes and in different contexts				
ENLS6-6	composes texts for a variety of purposes and audiences in a range of modes				
ENLS6-7	identifies how language forms and features of texts vary according to purpose, audience and context				
ENLS6-8	uses appropriate language forms and features when composing texts for different modes, media, audiences, contexts and purposes				
ENLS6-9	represents own ideas and personal experiences in interpretive and imaginative texts				
ENLS6-10	compares ideas, purposes and audiences of texts				
ENLS6-11	explores texts that express a range of ideas, values, points of view and attitudes				
ENLS6-12	reflects on own learning processes and goals				

YEAR 12 MATHEMATICS STANDARD 1

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10 2024	Term 1 Week 6 2025	Term 2 Week 10 2025	Term 3 Week 5-6 2025
		<i>Scaffolded Learning task</i>	<i>Assignment/ Investigation task</i>	<i>Assignment/ Investigation task</i>	<i>Trial HSC Examination</i>
Understanding, fluency and communication	50%	12.5%	13%	9.5%	15%
Problem solving, Reasoning and Justification	50%	12.5%	13%	9.5%	15%
TOTAL MARKS	100%	25%	26%	19%	30%
Outcomes		MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10
Note: that up to 30% of the internal assessment in Year 12 Mathematics Standard 2 course may be based on the Year 11 course. Some questions, based on the Year 11 Course may be included in each assessment task.					
OUTCOMES TO BE ASSESSED					
MS1-12-1	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts				
MS1-12-2	analyses representations of data in order to make predictions and draw conclusions				
MS1-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness				
MS1-12-4	analyses simple two-dimensional and three-dimensional models to solve practical problems				
MS1-12-5	makes informed decisions about financial situations likely to be encountered post-school				
MS1-12-6	represents the relationships between changing quantities in algebraic and graphical forms				
MS1-12-7	solves problems requiring statistical processes				
MS1-12-8	applies network techniques to solve network problems				
MS1-12-9	applies network techniques to solve network problems				
MS1-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others				

YEAR 12 MATHEMATICS STANDARD 2

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10 2024	Term 1 Week 6 2025	Term 2 Week 10 2025	Term 3 Week 5-6 2025
		<i>Scaffolded Learning task</i>	<i>Assignment/ Investigation task</i>	<i>Assignment/ Investigation task</i>	<i>Trial HSC Examination</i>
Understanding, fluency and communication	50%	12.5%	13%	9.5%	15%
Problem solving, Reasoning and Justification	50%	12.5%	13%	9.5%	15%
TOTAL MARKS	100%	25%	26%	19%	30%
Outcomes		MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-5, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10

Note: that up to 30% of the internal assessment in Year 12 Mathematics Standard 2 course may be based on the Year 11 course. Some questions, based on the Year 11 Course may be included in each assessment task.

OUTCOMES TO BE ASSESSED

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

YEAR 12 MATHEMATICS ADVANCED

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10 2024	Term 1 Week 6 2025	Term 2 Week 10 2025	Term 3 Week 5-6 2025
		<i>Scaffolded Learning task</i>	<i>Assignment/ Investigation task</i>	<i>Assignment/ Investigation task</i>	<i>Trial HSC Examination</i>
Understanding, fluency and communication	50%	12.5%	13%	9.5%	15%
Problem solving, Reasoning and Justification	50%	12.5%	13%	9.5%	15%
TOTAL MARKS	100%	25%	26%	19%	30%
Outcomes		MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10

Note: that up to 30% of the internal assessment in Year 12 Mathematics Standard 2 course may be based on the Year 11 course. Some questions, based on the Year 11 Course may be included in each assessment task.

OUTCOMES TO BE ASSESSED

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

YEAR 12 MATHEMATICS NUMERACY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10 2024	Term 1 Week 6 2025	Term 2 Week 10 2025	Term 3 Week 5-6 2025
		<i>Scaffolded Learning task</i>	<i>Assignment/ Investigation task</i>	<i>Assignment/ Investigation task</i>	<i>Written Examination</i>
Understanding, fluency and communication	50%	12.5%	15%	10%	12.5%
Problem solving, Reasoning and Justification	50%	12.5%	15%	10%	12.5%
TOTAL MARKS	100%	25%	30%	20%	25%
Outcomes		N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.4, N6-2.5, N6-3.1, N6-3.2	N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.4, N6-2.5, N6-3.1, N6-3.2	N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.4, N6-2.5, N6-3.1, N6-3.2	N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2

Note that up to 30% of the internal assessment in Year 12 Mathematics Numeracy course may be based on the Year 11 course. Some questions, based on the Year 11 Course may be included in each assessment task.

OBJECTIVES

N6-1	develop numerical reasoning and mathematical thinking skills needed in everyday contexts to solve problems, evaluate results and communicate solutions using appropriate language
N6-2	develop the capacity to choose and apply techniques to effectively meet the numeracy demands of life in personal and community, workplace and employment, and education and training contexts
N6-3	develop the capacity to use numerical reasoning and mathematical skills and techniques, aided by appropriate technology, to organise, represent and analyse information, and interpret practical situations

OUTCOMES

N6-1.1	recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
N6-1.2	applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
N6-1.3	determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
N6-2.1	chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
N6-2.2	chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
N6-2.3	chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
N6-2.4	chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
N6-2.5	chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
N6-3.1	chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
N6-3.2	chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

YEAR 12 AGRICULTURE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10 2024	Term 1 Week 10 2025	Term 2 Week 10 2025	Term 3 Week 5-6 2025
		<i>Farm Product Study - Portfolio</i>	<i>Plant Production - Experimental Design and Report</i>	<i>Elective Topic - Research</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%	20%			20%
Knowledge, understanding and skills required to manage agricultural production systems	40%	10%	5%	15%	10%
Skills in effective research, experimentation and communication	20%		15%	5%	
Total Marks	100%	30%	20%	20%	30%
Outcomes		H3.1, H3.1, H3.3, H3.4	H1.1, H2.1, H4.1	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1
OUTCOMES TO BE ASSESSED					
H1.1	explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production				
H2.1	describes the inputs, processes and interactions of plant production systems				
H2.2	describes the inputs, processes and interactions of animal production systems				
H3.1	assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products				
H3.2	critically assesses the marketing of a plant OR animal product				
H3.3	critically examines the technologies and technological innovations employed in the production and marketing of agricultural products				
H3.4	evaluates the management of the processes in agricultural systems				
H4.1	applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations				
H5.1	evaluates the impact of innovation, ethics and current issues on Australian agricultural systems				

YEAR 12 BIOLOGY

Components	Weighting	Task 1	Task 2	Task 3
		Term 4 Week 9 2024	Term 1 Week 9 2025	Term 3 Week 4-5 2025
		<i>Depth Study</i>	<i>Modelling</i>	<i>Trial HSC Exam</i>
Skills in working scientifically	60%	25%	25%	10%
Knowledge and understanding	40%	15%	5%	20%
TOTAL MARKS	100%	40%	30%	30%
Outcomes		BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO12-14,	BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12 to 12-15
OUTCOMES TO BE ASSESSED				
A student will develop:				
Skills in applying the processes of Working Scientifically				
BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation			
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information			
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information			
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media			
BIO11/12-5	analyses and evaluates primary and secondary data and information			
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes			
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose			
Knowledge and understanding of science and technology				
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species			
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change			
Knowledge and understanding of contemporary issues involving science				
BIO12-14	analyses infectious disease in terms of cause, transmission, management, and the organisms response, including the human immune system			
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease			

YEAR 12 DANCE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10 2024	Term 1 Week 10 2025	Term 2 Week 10 2025	Term 3 Week 5-6 2025
		<i>Core Performance, Discussion & Logbook</i>	<i>Core Composition, discussion & Logbook</i>	<i>Major Study (Trial HSC Practical Exam) Discussion & Logbook</i>	<i>Trial HSC Examination</i>
Performance	20%	20%			
Composition	20%		20%		
Appreciation	20%				20%
Major Study	40%			40%	
TOTAL MARKS	100%	20%	20%	40%	20%
Outcomes		H1.1, H1.2, H1.3, H2.1, H2.2, H2.3	H1.1, H1.2, H1.3, H1.4, H3.1, H3.2, H3.3, H3.4	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H4.1, H4.2, H4.3, H4.4, H4.5

OUTCOMES TO BE ASSESSED

A student will develop:

H1.1	understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
H1.2	performs, composes and appreciates dance as an artform
H1.3	appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
H1.4	acknowledges and appreciates the relationship of dance and other media
H2.1	understands performance quality, interpretation and style relating to dance performance
H2.2	performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
H2.3	values the diversity of dance performance
H3.1	identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent
H3.2	demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent
H3.3	recognises and values the role of dance in achieving individual expression
H3.4	explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
H4.1	understands the concept of differing artistic, social and cultural contexts of dance
H4.2	recognises, analyses and evaluates the distinguishing features of major dance works
H4.3	utilises the skills of research and analysis to examine dance as an artform
H4.4	demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
H4.5	acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

YEAR 12 MUSIC 1

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2024	Term 1 Week 6 2025	Term 2 Week 9 2025	Term 3 Week 5-6 2025
		<i>Composition Portfolio & Aural Analysis</i>	<i>Presentation of Performance & Viva Voce</i>	<i>Presentation or Submission: Elective Options for Topics 1 & 2</i>	<i>Trial HSC Examination</i>
Performance	10%		10%		
Composition	10%	10%			
Musicology	10%		10%		
Aural	25%	10%			15%
Electives	45%			30%	15%
TOTAL MARKS	100%	20%	20%	30%	30%
Outcomes		H2, H3, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1-8	H1-8
OUTCOMES TO BE ASSESSED					
Through activities in performance, composition, musicology and aural, a student will develop:					
Knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.					
H1	Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble				
H2	Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied				
H3	Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical context studied				
H4	Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles				
The skills to evaluate music critically.					
H5	Critically evaluates and discusses performances and compositions				
H6	Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening				
An understanding of the impact of technology on music.					
H7	Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied				
H8	Identifies, recognises, experiments with, and discusses the use and effects of technology in music				

YEAR 12 MARINE STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2024	Term 1 Week 6 2025	Term 2 Week 8 2025	Term 3 Week 4 2025
		<i>Life in the Sea Depth Study</i>	<i>Humans in Water Practical task</i>	<i>Marine and Maritime Employment Depth Study</i>	<i>Trial HSC Examination</i>
Skills in working scientifically	60%	15%	15%	15%	15%
Knowledge and understanding of course content	40%	11%	10%	9%	10%
TOTAL MARKS	100%	26%	25%	24%	25%
Outcomes		1.1,1.3,1.4,5.4	1.4, 5.4	1.1, 4.2	1.1,1.3,1.4,4.2, 5.4
OUTCOMES TO BE ASSESSED					
A student will develop:					
Skills in applying the processes of Working Scientifically					
1.1	relates with a respectful and caring attitude to the ocean and its life forms				
1.3	recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course				
5.4	selects, organises, assembles, dismantles, cleans, and returns equipment				
Knowledge and understanding					
1.4	recognises Aboriginal and Torres Strait Islander values and attitudes toward the sea				
4.2	appreciates marine environments as sources of employment and leisure				

YEAR 12 INVESTIGATING SCIENCE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2024	Term 1 Week 9 2025	Term 2 Week 8 2025	Term 3 Week 5-6 2025
		<i>Practical Investigation</i>	<i>Depth Study/Research Task 1</i>	<i>Depth Study/Research Task 2</i>	<i>Trial HSC Examination</i>
Skills in working scientifically	60%	20%	20%	16%	4%
Knowledge and understanding	40%	5%	10%	4%	21%
TOTAL MARKS	100%	25%	30%	20%	25%
Outcomes		INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS12-12	INS11/12-1, INS11/12-4, INS11/12-5, INS11/12-7, INS12-13	INS11/12-1, INS11/12-2, INS11/12-5, INS11/12-6, INS11/12-7 INS12-14	INS11/12-5, INS12-12, INS12-13, INS12-14, INS12-15
OUTCOMES TO BE ASSESSED					
A student will develop:					
Skills in applying the processes of Working Scientifically					
INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation				
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information				
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information				
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media				
INS11/12-5	analyses and evaluates primary and secondary data and information				
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes				
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose				
Knowledge and understanding of science and technology					
INS12-12	develops and evaluates the process of undertaking scientific investigations				
INS12-13	describes and explains how science drives the development of technologies				
Knowledge and understanding of contemporary issues involving science					
INS12-14	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis				
INS12-15	evaluates the implications of ethical, social, economic and political influences on science				

YEAR 12 COMMUNITY & FAMILY STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2024	Term 1 Week 8 2025	Term 2 Week 8 2025	Term 3 Week 5-6 2025
		<i>Research Methodology (IRP)</i>	<i>Groups in Context</i>	<i>Parenting & Caring</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%	5%	16%	9%	10%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	15%	10%	20%
TOTAL MARKS	100%	20%	31%	19%	30%
Outcomes		H1.1, H4.1, H4.2	H2.2, H2.3, 3.1- H3.3, H5.1, H6.2	H2.1, H3.2 - H3.4, H5.2, H6.1	All
OUTCOMES TO BE ASSESSED					
A student will develop:					
Knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing					
H1.1	Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities				
Knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing					
H2.1	Analyses different approaches to parenting and caring relationships				
H2.2	Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities				
H2.3	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing				
Knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities					
H3.1	Analyses the socio-cultural factors that lead to special needs of individuals in groups				
H3.2	Evaluates networks available to individuals, groups and families within communities				
H3.3	Critically analyses the role of policy and community structures in supporting diversity				
H3.4	Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities				
Knowledge and understanding about research methodology and skills in researching, analysing and communicating					
H4.1	Justifies and applies appropriate research methodologies				
H4.2	Communicates ideas, debates issue and justifies opinions				
Skills in the application of management processes to meet the needs of individuals, groups, families and communities					
H5.1	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources				
H5.2	Develops strategies for managing multiple roles and demands of family, work and other environments				
Skills in critical thinking and the ability to take responsible action to promote wellbeing					
H6.1	Analyses how the empowerment of women and men influences the way the function within society				
H6.2	Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments				
Note: The following outcomes are assessed holistically across the Year 11 and HSC courses.					
An appreciation of the diversity and interdependence of individuals, families, groups and communities					
7.1	Appreciates differences among individuals, groups and families within communities and values their contributions to society				
7.2	Develops a sense of responsibility for the wellbeing of themselves and others				
7.3	Appreciates the value of resource management in response to change				
7.4	Values the place of management in coping with a variety of role expectations				

YEAR 12 PD/H/PE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 2 2025	Term 2 Week 5 2025	Term 3 Week 1 2025	Term 3 Week 5-6 2025
		<i>Factors Affecting Performance</i>	<i>Sports Medicine</i>	<i>Improving Performance</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%	11%	5%	5%	19%
Skills in critical thinking, research, analysing and communicating	60%	20%	15%	15%	10%
TOTAL MARKS	100%	31%	20%	20%	29%
Outcomes		H7, H8, H9, H11	H13, H16, H17	H7, H8, H10	H1, H2, H3, H4, H5, H14, H15
OUTCOMES TO BE ASSESSED					
H1	describes the nature and justifies the choice of Australia's health priorities				
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk				
H3	analyses the determinants of health and health inequities				
H4	argues the case for health promotion based on the Ottawa Charter				
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities				
H7	explains the relationship between physiology and movement potential				
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity				
H9	explains how movement skill is acquired and appraised				
H10	designs and implements training plans to improve performance				
H11	designs psychological strategies and nutritional plans in response to individual performance needs				
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)				
H14	argues the benefits of health-promoting actions and choices that promote social justice				
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all				
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts				
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation				

YEAR 12 SPORT LIFESTYLE & RECREATION

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2024	Term 1 Week 10 2025	Term 2 Weeks 5- 10 2025 (Students negotiate presentation dates)	Practical Terms 1-3 2025
		<i>Outdoor Recreation Assignment</i>	<i>First Aid and Injury Task</i>	<i>Peer Coaching Task</i>	<i>Game & Sport Applications II Practical</i>
Knowledge and understanding	50%	12.5%	13%	12%	10%
Skills	50%	12.5%	13%	12%	15%
TOTAL MARKS	100%	25%	26%	24%	25%
Outcomes		1.3, 1.4, 2.3, 4.1	2.5, 3.6, 4.5	2.1, 3.2, 4.2	1.1, 3.1, 4.4
OUTCOMES TO BE ASSESSED					
A student will develop:					
Knowledge and understanding of the factors that influence health and participation in physical activity					
1.1	Applies the rules and conventions that relate to participation in a range of physical activities				
1.2	Explains the relationship between physical activity, fitness and healthy lifestyle				
1.3	Demonstrates ways to enhance safety in physical activity				
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia				
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status				
1.6	Describes administrative procedures that support successful performance outcomes				
Knowledge and understanding of the principles and processes impacting on the realisation of movement potential					
2.1	Explains the principles of skill development and training				
2.2	Analyses the fitness requirements of specific activities				
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities				
2.4	Describes how societal influences impact on the nature of sport in Australia				
2.5	Describes the relationship between anatomy, physiology and performance				
The ability to analyse and implement strategies that promote health, physical activity and enhanced performance					
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts				
3.2	Design programs that respond to performance needs				
3.3	Measures and evaluates physical performance capacities				
3.4	Composes, performs and appraises movement				
3.5	Analyses personal health practices				
3.6	Assesses and responds appropriately to emergency care situations				
3.7	Analyses the impact on professionalism in sport				
A capacity to influence the participation and performance of self and others.					
4.1	Plans strategies to achieve performance goals				
4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context				
4.3	Makes strategic plans to overcome the barriers to personal and community health				
4.4	Demonstrates competence and confidence in movement contexts				
4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity				

YEAR 12 EXPLORING EARLY CHILDHOOD

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2024	Term 1 Week 10 2025	Term 2 Week 6 2025	Term 3 Week 5-6 2025
		<i>Children with Special Needs – Lesson Plan</i>	<i>Children's Services</i>	<i>Child Health and Safety – First Aid</i>	<i>Trial HSC Examination</i>
Knowledge	50%	10%	11%	10%	19%
Skills	50%	10%	20%	20%	
TOTAL MARKS:	100%	20%	31%	30%	19%
Outcomes		1.5, 2.1, 4.2, 6.2	1.4, 2.1, 4.1,	2.5, 6.1	2.2, 2.3, 2.5, 4.3
OUTCOMES TO BE ASSESSED					
A student will develop:					
Knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children					
1.1	analyses prenatal issues that have an impact on development				
1.2	examines major physical, social-emotional, behavioural, cognitive and language development of young children				
1.3	examines the nature of different periods in childhood — infant, toddler, preschool and the early school years				
1.4	analyses the ways in which family, community and culture influence the growth and development of young children				
1.5	examines the implications for growth and development when a child has special needs				
Knowledge and understanding about the environmental factors that have an impact upon young children's growth and development					
2.1	analyses issues relating to the appropriateness of a range of services for different families				
2.2	critically examines factors that influence the social world of young children				
2.3	explains the importance of diversity as a positive issue for children and their families				
2.4	analyses the role of a range of environmental factors that have an impact on the lives of young children				
2.5	examines strategies that promote safe environments				
Knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children					
3.1	evaluates strategies that encourage positive behaviour in young children				
Skills in communication and interaction					
4.1	demonstrates appropriate communication skills with children and/or adults				
4.2	interacts appropriately with children and adults from a wide range of cultural backgrounds				
4.3	demonstrates appropriate strategies to resolve group conflict				
Skills in research and analysis					
5.1	analyses and compares information from a variety of sources to develop an understanding of child growth and development				
Skills in decision making, evaluation and reflective thinking					
6.1	demonstrates an understanding of decision-making processes				
6.2	critically examines all issues including beliefs and values that may influence interactions with others				

YEAR 12 ANCIENT HISTORY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10 2024	Term 1 Week 10 2025	Term 2 Week 10 2025	Term 3 Week 5-6 2025
		<i>Cities of Vesuvius Source Analysis</i>	<i>New Kingdom Egypt In class Extended Response</i>	<i>Hatshepsut In class Extended Response</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	5%	5%
Historical inquiry and research	20%	10%	5%	5%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Total Marks	100%	30%	25%	25%	20%
Outcomes		AH12-3, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10	AH12-2, AH12-3, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10

OUTCOMES TO BE ASSESSED

Students:	
<ul style="list-style-type: none"> develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context develop an understanding of continuity and change over time. 	
AH12-1	Accounts for the nature of continuity and change in the ancient world
AH12-2	Proposes arguments about the varying causes and effects of events and developments
AH12-3	Evaluates the role of historical features, individuals and groups in shaping the past
AH12-4	Analyses the different perspectives of individuals and groups in their historical context
AH12-5	Assesses the significance of historical features, people, places, events and developments of the ancient world
Students:	
<ul style="list-style-type: none"> undertake the process of historical inquiry use historical concepts and skills to examine the ancient past communicate an understanding of history, sources and evidence, and historical interpretations. 	
AH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-7	discusses and evaluates differing interpretations and representations of the past
AH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12-10	analyses issues relating to the ownership, custodianship and conservation of the ancient past

YEAR 12 BUSINESS STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2024	Term 1 Week 6 2025	Term 2 Week 4 2025	Term 3 Week 5-6 2025
		<i>In class Extended Response</i>	<i>Research and case study analysis</i>	<i>In Class Financial Stimulus Activity</i>	<i>Trial HSC Examination</i>
Knowledge & understanding of course content	40%	10%			30%
Stimulus-based skills	20%			20%	
Inquiry and research	20%		20%		
Communication of business information, ideas and issues in appropriate forms	20%	10%	10%		
TOTAL MARKS	100%	20%	30%	20%	30%
Outcomes		H2, H5, H9	H1, H3, H7, H8	H4, H6, H10	H1, H2, H3, H4, H5,H6,H7,H8, H9,H10

OUTCOMES TO BE ASSESSED

A student develops knowledge and understanding about:	
The nature, role and structure of business	
H1	critically analyses the role of business in Australia and globally
Internal and external influences on business	
H2	evaluates management strategies in response to changes in internal and external influences
H3	discusses the social and ethical responsibilities of management
The functions and processes of business activity	
H4	analyses business functions and processes in large and global businesses
Management strategies and their effectiveness	
H5	explains management strategies and their impact on businesses
H6	evaluates the effectiveness of management in the performance of businesses
The student develops skills to:	
Investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations	
H7	plans and conducts investigations into contemporary business issues
H8	organises and evaluates information for actual and hypothetical business situations
Communicate business information and issues using appropriate formats	
H9	communicates business information, issues and concepts in appropriate formats
Apply mathematical concepts appropriate to business situations	
H10	applies mathematical concepts appropriately in business situations

YEAR 12 LEGAL STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2024	Term 1 Week 8 2025	Term 2 Week 8 2025	Term 3 Week 5-6 2025
		<i>Crime Evidential Research</i>	<i>Human Rights In Class short Responses</i>	<i>Family In Class Extended Response</i>	<i>Trial HSC Examination</i>
Knowledge & Understanding of course content	40%	10%	10%	10%	10%
Analysis and Evaluation	20%	5%	5%	5%	5%
Inquiry and Research	20%	10%	5%	5%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
TOTAL MARKS:	100%	30%	25%	25%	20%
Outcomes		H7, H8, H9	H2, H3, H4, H8, H9, H10	H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9, H10

OUTCOMES TO BE ASSESSED

A student develops knowledge and understanding about:	
The nature and institutions of domestic and international law	
H1	Identifies and applies legal concepts and terminology
H2	Describes and explains key features of, and the relationship between Australian and international law
The operation of Australian and international legal systems and the significance of the rule of law	
H3	Analyses the operation of domestic and international legal systems
H4	Evaluates the effectiveness of the legal system in addressing issues
The interrelationship between law, justice and society and the changing nature of the law.	
H5	Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
H6	Assesses the nature of the interrelationship between the legal system and society
H7	Evaluates the effectiveness of the law in achieving justice
A student develops skills in:	
Investigating, analysing and communicating relevant legal information and issues.	
H8	Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
H9	Communicates legal information using well-structured and logical arguments
H10	Analyses differing perspectives and interpretations of legal information and issues

YEAR 12 MODERN HISTORY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10 2024	Term 1 Week 10 2025	Term 2 Week 10 2025	Term 3 Week 5-6 2025
		<i>Power and Authority in the Modern World Source Analysis</i>	<i>Japan In class Extended Response</i>	<i>Peace and Conflict In class Extended Response</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	5%	5%
Historical inquiry and research	20%	10%	5%	5%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Total Marks	100%	30%	25%	25%	20%
Outcomes		MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9,	MH12-3, MH12-5, MH12-6, MH12-8, MH12-9	MH12-1, MH12-2, MH12-5, MH12-6, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9,

OUTCOMES TO BE ASSESSED

Students: <ul style="list-style-type: none"> develop knowledge and understanding of a range of features, people, places, events and developments of the modern world in their historical context develop an understanding of continuity and change over time. 	
MH12-1	Accounts for the nature of continuity and change in the modern world
MH12-2	Proposes arguments about the varying causes and effects of events and developments
MH12-3	Evaluates the role of historical features, individuals and groups in shaping the past
MH12-4	Analyses the different perspectives of individuals and groups in their historical context
MH12-5	Assesses the significance of historical features, people, places, events and developments of the modern world
Students: <ul style="list-style-type: none"> undertake the process of historical inquiry use historical concepts and skills to examine the modern past communicate an understanding of history, sources and evidence, and historical interpretations. 	
MH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH12-7	discusses and evaluates differing interpretations and representations of the past
MH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

YEAR 12 SOCIETY & CULTURE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10 2024	Term 1 Week 10 2025	Term 2 Week 9 2025	Term 3 Week 5-6 2025
		<i>PIP Progress Report</i>	<i>Popular Culture In Class Extended Response</i>	<i>Social Inclusion and Exclusion In Class Extended Response</i>	<i>Trial HSC Examination</i>
Knowledge & Understanding	50%	10%	20%	15%	5%
Application & Evaluation of social & cultural research methodologies	30%	10%	5%	5%	10%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TOTAL MARKS:	100%	25%	30%	25%	20%
Outcomes		H1, H4, H6, H7, H8, H9, H10	H6, H7, H8, H9, H10	H2, H3, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H9, H10

OUTCOMES TO BE ASSESSED

Students will develop knowledge and skills about:	
Social and cultural concepts and their application	
H1	Evaluates and effectively applies social and cultural concepts
Personal, social and cultural identity and interactions within societies and cultures	
H2	Explains the development of personal, social and cultural identity
H3	Analyses relationships and interactions within and between social and cultural groups
How personal experience and public knowledge interact to develop social and cultural literacy	
H4	Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
Continuity and change, personal and social futures	
H5	Analyses continuity and change and their influence on personal and social futures
Social and cultural research methods	
H6	Evaluates social and cultural research methods for appropriateness to specific research tasks
Students will develop skills to:	
Apply ethical social and cultural research to investigate and analyse information from a variety of sources	
H7	Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
H8	Uses planning and review strategies to conduct ethical, social and cultural research that is appropriate for tasks ranging from the simple to the complex
Communicate information, ideas and issues in appropriate form to different audiences and in a variety of contexts	
H9	Applies complex course language and concepts appropriate for a range of audiences and contexts
H10	Communicates complex information, ideas and issues using appropriate written, oral and graphic forms

YEAR 12 WORK STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2024	Term 1 Week 9 2025	Term 3 Week 2 2025	Term 3 Week 5-6 2025
		<i>Workplace Issues Research Task</i>	<i>Team Enterprise Project</i>	<i>Work Experience Report</i>	<i>Trial HSC Exam</i>
Knowledge & understanding	40%		20%		20%
Skills	60%	20%	20%	20%	
TOTAL MARKS	100%	20%	40%	20%	20%
Outcomes		H1, H8, H9	H3, H5, H6, H7	H1, H2, H3, H4, H8, H9	H3, H4, H8, H9

OUTCOMES TO BE ASSESSED

A student develops knowledge and understanding about:	
Work, the work environment and skills for employment	
H1	investigates a range of work environments
H2	examines different types of work and skills for employment
Employment options, career management, life planning and further education and training	
H3	analyses employment options and strategies for career management
H4	assesses pathways for further education, training and life planning
A student develops skills:	
For success in the workplace	
H5	communicates and uses technology effectively
H6	applies self-management and teamwork skills
H7	utilises strategies to plan, organise and solve problems
In critically assessing personal and social influences on individuals and groups	
H8	assesses influences on people's working lives
H9	evaluates personal and social influences on individuals and groups

INDUSTRIAL TECHNOLOGY- TIMBER/MULTIMEDIA

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2024	Term 1 Week 4 2025	Term 2 Week 8 2025	Term 3 Week 5-6 2025
		<i>Proposal and Communication of Ideas Presentation</i>	<i>Industry Study Extended Response</i>	<i>Project Development and Management</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%		25%		15%
Knowledge and skills in the design, management, communication and production of a major project	60%	30%		25%	5%
TOTAL MARKS	100%	30%	25%	25%	20%
Outcomes		H3.1, H3.2, H4.3, H5.1	H1.1, H1.3, H7.2	H2.1, H4.1, H5.2	H1.2, H6.1, H7.1, H7.2

OUTCOMES TO BE ASSESSED

A student will develop:	
Knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry	
H1.1	Investigates industry through the study of businesses in one focus area
H1.2	Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
H1.3	Identifies important historical developments in the focus area industry
Knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment	
H2.1	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
Competence in designing, managing and communicating within a relevant industry context	
H3.1	Is skilled in sketching, producing and interpreting drawings
H3.2	Selects and applies appropriate research and problem-solving skills
H3.3	Applies design principles effectively through the production of projects
Knowledge and skills in producing quality products	
H4.1	Demonstrates competency in practical skills appropriate to the major project
H4.2	Explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H4.3	Critically applies knowledge and skills related to properties and characteristics of materials/components
Knowledge and skills in communication and information processing related to the industry focus area	
H5.1	Selects and uses communication and information processing skills
H5.2	Selects and applies appropriate documentation techniques to project management
An appreciation of quality products and the principles of quality control	
H6.1	Evaluates the characteristics of quality manufactured products
H6.2	Applies the principles of quality and quality control
An appreciation of the relationships between technology, the individual, society and the environment	
H7.1	Evaluates the impact of the focus area industry on the social and physical environment
H7.2	Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

YEAR 12 PHOTOGRAPHY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2024	Term 1 Week 10 2025	Term 2 Week 9 2025	Term 3 Week 7 2025
		<i>Folio</i>	<i>Research Assignment</i>	<i>Folio</i>	<i>In-Class Essay</i>
Making	70%	30%		40%	
Historical Study	15%		7.5%		7.5%
Critical Study	15%		7.5%		7.5%
TOTAL MARKS	100%	30%	15%	40%	15%
Outcomes		M1-M6	CH1-CH5	M1-M6	CH1-CH5

OUTCOMES TO BE ASSESSED

A student will develop:

Knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment

M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M3	investigates different points of view in the making of photographs and/or videos and/or digital images
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6	takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

Knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging

CH1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
CH2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
CH5	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

YEAR 12 VISUAL ARTS

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 4 2025	Term 2 Week 2 2025	Term 3 Week 2 2025	Term 3 Week 5-6 2025
		<i>Development of the Body of Work</i>	<i>In – Class Essay</i>	<i>Development of the Body of Work</i>	<i>Trial HSC Examination</i>
Artmaking	50%	20%		30%	
Art Criticism and Art History	50%	10%	15%	10%	15%
TOTAL MARKS	100%	30%	15%	40%	15%
Outcomes		H1, H2, H3, H4, H8, H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7	H7, H8, H9, H10

OUTCOMES TO BE ASSESSED

A student will develop:

Knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.

H1	Initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
H2	Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
H3	Demonstrates an understanding of the frames when working independently in the making of art
H4	Selects and develops subject matter and forms in particular ways as representations in artmaking
H5	Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
H6	Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

Knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

H7	Applies their understanding of practice in art criticism and art history
H8	Applies their understanding of the relationships among the artist, artwork, world and audience
H9	Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
H10	Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

CONSTRUCTION PATHWAY

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM	
			Week 10	Week 11	Week 9	Week	5-6
			Term 4	Term 1	Term 3	Term	3
Code	Unit of Competency	HSC Examinable Unit	Date	Date	Date	Date	
CPCCB2001	Handle and prepare bricklaying and block laying materials		X				
CPCCB2002	Use bricklaying and block laying tools and equipment		X				
CPCCF2002	Use wall and floor tiling tools and equipment		X				
CPCCCM2013	Undertake basic installation of wall tiles		X				
CPCCCJN2001	Assemble components		X				
CPCCCJN3004	Manufacture and assemble joinery		X				
CPCCCA2002	Use carpentry tools and equipment			X			
CPCCCM2005	Use construction tools and equipment	√		X			
CPCCCA2011	Handle carpentry materials			X			
CPCCV1011	Undertake a basic construction project				X		
CPCCOM1012	Work effectively and sustainability in the construction industry	√			X		

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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

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

MAUFACTURING & ENGINEERING

Assessment Tasks for MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 4 Can we build it	Task 5 Welding	Task 6 Career planning
		Week 10	Week 8	Week 11
		Term 3	Term 3	Term 1
Code	Unit of Competency	Date	Date	Date
MEMPEO 06	Undertake a basic engineering project	X		
MEMPEO 01	Use engineering workshop machines	X		
MEMPEO 02	Use electric welding machines		X	
MEMPEO 0	Use fabrication equipment		X	
MEMPEO 05	Develop a career plan for the engineering and manufacturing industry			X

Depending on the achievement of units of competency, the possible qualification outcome is a MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1).

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”.

HOSPITALITY- KITCHEN OPERATIONS

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster D	Cluster E	Cluster F	Trial HSC Exam
		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen	
		Week: 9 Term: 1	Week: 9 Term: 1	Week: 9 Term: 3	
Code	Unit of Competency				HSC Examinable Units of Competency
SITHCCC003	Prepare and present sandwiches	X			
SITHCCC006	Prepare appetizers and salads	X			
BSBWOR203	Work effectively with others		X		
SITHIND002	Source and use information on the hospitality industry		X		
BSBSUS201	Participate in environmentally sustainable work practices		X		
SITHCCC005	Prepare dishes using basic methods of cookery			X	
SITHCCC011	Use cookery skills effectively			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416 or a Certificate II in Kitchen Operations SIT20416.

Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment 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”. A course mark is not allocated.

HOSPITALITY- FOOD & BEVERAGE

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry		Task 4 Working in the hospitality industry	
		Week 11		Week 8	
		Term 1		Term 3	
Code	Unit of Competency	Date		Date	
SITHIND006	Source and use information on the hospitality industry		X		
SITHFAB024	Prepare and serve non-alcoholic beverages			X	
SITHFAB025	Prepare and serve espresso coffee			X	
SITHFAB027	Serve food and beverages			X	
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

HSC TRIAL EXAM
Week 5-6
Term 3
Date

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

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

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

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

ENTERTAINMENT INDUSTRY

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services Assessment Due		Task 4	Task 5	Task 6	Task 6a	Trial HSC Exam (Optional)
		Working in the Industry	To Project and Serve	Showtime	Plan a Career	
		Week: 6 Term: 4 2023	Week: 10 Term: 1 2024	Week: 5 Term: 3 2024	Week: 5 Term: 3 2024	Week: 3-6 Term: 3 2024
Code	Unit of Competency					HSC Examinable Units of Competency
CUAIND311	Work effectively in the Creative Arts Industry	X				
SITXCCS006	Provide service to customers		X			
CUASOU306	Operate sound reinforcement systems		X			
CUAVSS312	Operate vision systems		X			
CUASTA311	Assist with production operations for live performances			X		
CUASMT311	Work effectively backstage during performances			X		
CUAIND314	Plan a career in the creative arts industry				X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards CUA30420 Certificate III in Live Production and Services**. **Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment 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”. A course mark is not allocated.

ENTERTAINMENT INDUSTRY

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services (Release 1)		Task 8
		Specialisation Study
		Week: 9 Term: 3
Code	Unit of Competency	
CUAPPR314	Participate in collaborative creative projects	X
BSBPEF301	Organise personal work priorities	X
CUALGT314	Install and operate follow spots	X

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Live Production and Services CUA30420.

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”.

FITNESS

Assessment Tasks for SIS30321 Certificate III in Fitness <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 4 Using skill-based decisions for instruction in the Fitness Industry	Task 5 Instructing Fitness Clients	Task 6 First Aid	Task 1 Portfolio *
		Week 6, Term 1 Date	Week 10 Term 2 Date	Week 10 Term 1 Date	Week 9 Term 3 Date
Code	Unit of Competency				
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise				
SISFFIT035		X			
SISFFIT036					
SISFFIT035	Plan group exercise sessions	X			
SISFFIT033	Instruct group exercise sessions Instruct group exercise sessions	X			
SISXCAI009	Instruct strength and conditioning techniques		X		
HLTAID011	Provide first aid			X	
SISXIND011	Maintain sport, fitness and recreation industry knowledge				X



Northlakes High School

Assessment - Student Appeal Form

Where possible, appeals must be submitted to the Deputy Principal prior to assessment due date. Appeals must be submitted no later than 3 days after the students return to school or 5 days after the original assessment due date, whichever comes first.

Student to complete:

Student Name:	Subject:
Teacher:	Circle one: Y12 / Y11 / RoSA
Task Title:	Original Due Date:

Details of circumstance that led to failure to complete/submit by the due date or details of misadventure

If more space is required, use overleaf.

You must attach additional information; Medical Certificate/ Statutory Declaration or any other documentation to support your appeal. Insufficient supportive evidence will not assist the appeal panel in making a determination. Appeals are only considered based on the information provided with this form

Faculty Head Teacher to complete - Student Consultation:

Task details are correct. <input type="checkbox"/> Yes <input type="checkbox"/> No		
Medical Certificate or Stat Dec attached? <input type="checkbox"/> Yes <input type="checkbox"/> No		
HT Recommendation: Should this appeal be approved?		
<input type="checkbox"/> Yes <input type="checkbox"/> Alternate task: Due Date: _____ <input type="checkbox"/> Extension: Due Date: _____ <input type="checkbox"/> Estimated Result: Estimate: _____ <input type="checkbox"/> Other	<input type="checkbox"/> No Justification:	
Head Teacher	Signature	Date

Deputy Principal to complete

Approval		
<input type="checkbox"/> Yes - Approved <input type="checkbox"/> Alternate task: Due Date: _____ <input type="checkbox"/> Extension: Due Date: _____ <input type="checkbox"/> Estimated Result: Estimate: _____ <input type="checkbox"/> Other	<input type="checkbox"/> No – Not Approved Justification:	
Deputy Principal	Signature	Date

Distribute copies; Student, Faculty, Original in PRC. Sentral Data Entry

Assessment Schedule Calendar

	Term 4, 2024	Term 1, 2025	Term 2, 2025	Term 3, 2025
Week 1		SLR Prac(4)	SLR Prac(4)	SLR Prac(4) PDHPE (5)
Week 2		PDHPE (5)	Visual Arts (2)	Visual Arts (2) Work Studies (6)
Week 3				Assessment Moratorium Period
Week 4		Visual Arts (2) IT Timber (2)		
Week 5		Eng Ext1 (3)	Eng Std (3) PDHPE (5) SLR (4) -Negotiated Due date	Trial HSC Exams Entertainment (1)
Week 6	Entertainment (1)	Math Std1 (5) Math Std2 (5) Math Num (5) Math Adv (5) Music (6) Marine Studies (1) Fitness (2)	EEC (2)	
Week 7	EEC (2) Photography (5)	Eng Adv (3) Eng Std (3)	Eng Adv (3)	Photography (5)
Week 8	Eng Adv (3) Eng Std (3) Eng Stu (3) CAFS (4) Hospitality F&B (6) Marine Studies (1) IT Timber (2)	Eng Stu (3) CAFS (4) Legal Studies (1)	Inv Science (4) CAFS (4) Marine Studies (1) Legal Studies (1) IT Timber (2)	Manufacturing (6) Hospitality FB (6)
Week 9	SLR (4) Work Studies (6) Biology (2) Inv Science (4) Legal Studies (1) Music (6) Business Studies (6) Hospitality KO	Work Studies (6) Hospitality KO Inv Science (4) Business Studies (6) Biology (2)	Eng Stu (3) Eng Ext1 (3) Photography (5) Society & Culture (6) Music (6) Business Studies (6)	Hospitality KO Construction (1) Entertainment (1)
Week 10	Math Std1 (5) Math Std2 (5) Math Num (5) Math Adv (5) Dance (2) Agriculture (4) Society & Culture (6) Modern History (1) Ancient History (5) Construction (1)	EEC (2) SLR (4) Dance (2) Society & Culture (6) Photography (5) Agriculture (4) Ancient History (5) Modern History (1) Entertainment (1) Fitness (2)	Math Std1 (5) Math Std2 (5) Math Num (5) Math Adv (5) Modern History (1) Agriculture (4) Dance (2) Ancient History (5) Fitness (2)	Manufacturing (6)
Week 11	Manufacturing (6) Hospitality FB(6)	Construction (1)		