



**ERINA HIGH SCHOOL**



**ASSESSMENT SCHEDULES,  
POLICIES & PROCEDURES  
HSC YEAR 12 2025**

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This handbook was revised in February 2025 and is subject to change. Students and parents are advised to refer to the school's website for the latest version.

This handbook was developed in line with NESA and ACE Manual guidelines.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

<https://curriculum.nsw.edu.au/ace-rules>

## INTRODUCTION

### Assessment in Stage 6

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Assessments allow the school to measure a number of skills which cannot be measured in the HSC examination and provide students and teachers with opportunities to assess and discuss progress throughout HSC courses. NSW syllabuses promote an integrated approach to teaching, learning and assessment. Schools use syllabuses, assessment and reporting materials and Assessment Certification and Examination (ACE) requirements to develop school-based assessment programs. <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment>

### How does the formal assessment program contribute to the Record of School Achievement (RoSA)

For each student who completes a Stage 5 and Stage 6 course (except Life Skills and VET courses), the school awards a grade (Year 10 & 11 only) representing each student's achievement against statewide standards. The grade is submitted to NESA and recorded on the RoSA. The RoSA is a cumulative credential received by students who leave before the completion of HSC examinations. Students are able to access an eRecord of their grades at any time through their students online account.

### How does the formal assessment program contribute to the HSC credential?

At the conclusion of the Year 12 Course, the school will submit an assessment mark or grade and course rank to NESA for each performance in a course. This mark or grade is based on the formal school based assessment program.

### What credential do students receive on completion of Stage 6?

If the student completes the Year 12 program, including the course and assessment requirements, they will receive the Higher School Certificate.

The following table explains the marks and records you will receive for your courses.

Course Type	Marks and Records
<b>Board Developed Course</b>	For most courses you will receive an assessment mark, an examination mark and an HSC mark, which is the rounded average of your examination mark and assessment mark.
<b>Board Developed Courses with Optional HSC Examination</b>	For board developed courses with an optional examination, you will receive a grade (A to E) for your school-based assessment. If you do the optional HSC examination for the course, you will receive an examination mark. The HSC mark and performance band are based on the examination mark only. For VET courses, all course names and unit values will be listed. You will receive an examination mark for any VET examinations you complete. The HSC mark and performance band are based on the examination mark only. You will also receive an AQF VET Certificate and transcript, or a Statement of Attainment for your achieved units of competency.
<b>VET Board Endorsed Course</b>	All course names and unit values will be listed. You will also receive an AQF VET Certificate and transcript, or a Statement of Attainment for your achieved units of competency.

Course Type	Marks and Records
<b>Board Endorsed Course (other than VET Courses)</b>	Your assessment mark is the unmoderated mark that your school or provider submitted. This mark cannot be compared with marks for similar courses at other schools.
<b>Life Skills Course</b>	The course name and unit value will be listed if you completed the course. You will also receive a Profile of Student Achievement listing your achieved outcomes.
<b>Course Studied with an Outside Tutor / External Provider</b>	Your result will be reported as an examination mark and an HSC mark. Your assessment mark will only be listed if you lodged an illness/misadventure application and it was upheld.

Every student's HSC marks are determined by their individual level of achievement of the outcomes in each HSC course that they successfully complete. The HSC mark is based on performance in the:

- School-based internal assessment program (Term 4 2024 – Term 3 2025); and
- Year 12 Higher School Certificate Examinations (Term 4 2025) Board Developed Courses.

The school-based assessment program and the HSC examinations each contribute 50% towards the final overall HSC mark. In subjects that have them, major works contribute towards the HSC examination portion of the final overall HSC mark.

The marks indicated on the HSC credentials will reflect a student's level of achievement based on the Performance Bands. *(The Performance Band descriptors will be issued by your class teacher or are available on the NESA website <http://educationstandards.nsw.edu.au>).*

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 maximum of 4 formal assessment tasks which may include, but not limited to: tests, essays, reports, practical tasks, research activities or major projects. The school is required to provide a mark (out of 100 in a 2 Unit Course and out of 50 in a 1 Unit course) or grade to the NSW Education Standards Authority (NESA) for inclusion in the HSC Mark.

This assessment schedule and policy provides an outline of the school-based assessment program for the HSC courses offered in 2024-2025. Students, parents and carers should ensure that they understand the procedures, programs and implications of the materials presented. NESA and Erina High School places a heavy emphasis on the assessment programs so students should do their best in every assessment task.

Following the HSC examinations, each student's assessment mark is moderated by NESA to bring assessment marks from different school/colleges to a common scale. Students receive a result notice containing their examination mark and their assessment mark from the NSW Education Standards Authority.

Students enrolled in a Board Endorsed Course must also complete HSC assessment tasks. The school submits an assessment mark for each student enrolled in the course. This mark is not moderated by the NESA and is reported on the "Record of Achievement".

## ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE

To be eligible (see [ACE 8804 https://ace.nesa.nsw.edu.au/higher-school-certificate/eligibility](https://ace.nesa.nsw.edu.au/higher-school-certificate/eligibility)) for the award of the Higher School Certificate, students must:

- a) have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- b) have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a college of TAFE;
- c) have completed HSC: All My Own Work (or its equivalent) <https://www.nsw.gov.au/education-and-training/nesa/hsc/all-my-own-work>
- d) have demonstrated a minimum standard of literacy and numeracy (see [ACE 4060 https://ace.nesa.nsw.edu.au/hsc-minimum-standard-of-literacy-and-numeracy](https://ace.nesa.nsw.edu.au/hsc-minimum-standard-of-literacy-and-numeracy))
- e) have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate (<https://ace.nesa.nsw.edu.au/ace-8005>); and
- f) sit for and make a serious attempt at the requisite Higher School Certificate examinations.

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

Exemptions may apply to the minimum standard of literacy and numeracy (see [ACE 4061 https://ace.nesa.nsw.edu.au/ace-4061](https://ace.nesa.nsw.edu.au/ace-4061)) The rules and requirements may be viewed at <https://ace.nesa.nsw.edu.au/>

## HSC MINIMUM STANDARD – NUMERACY AND LITERACY

Demonstrating the HSC minimum standard before leaving school:

- Students must meet the HSC minimum standard prior to completing Year 12, to be eligible for the award of the HSC.
- To meet the HSC minimum standard, students must demonstrate Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.
- Students may demonstrate the HSC minimum standard at any time while they are enrolled in a school in Years 10 to 12, but before their enrolment ceases.
- Students planning to leave school in Years 10 to 12 may choose to attempt the NESA minimum standard tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers. Students must attempt the tests whilst they are enrolled in a school.

For more information: <https://www.nsw.gov.au/education-and-training/nesa/hsc/minimum-standard>

## SATISFACTORY COMPLETION OF A COURSE

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

- followed the course developed or endorsed by NESA.
- applied themselves with diligence and sustained effort to ALL of the set tasks and experiences provided in the course; including classwork, assessments, projects, revision, homework and compulsory excursions.
- achieved some or all of the course outcomes
- made genuine attempts at assessment tasks. For courses that include school assessment marks, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the possible school-based assessment marks. Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the Principal's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

## ATTENDANCE AND EFFORT

Students who have a record and/or pattern of attendance which, in the Principal's judgement may warrant the withholding of the Higher School Certificate, will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria referred to above.

HSC courses (Year 11 and 12) are generally defined as being of 240 hours duration; students who fail to attend classes regularly and do not complete all coursework and assessment work are at risk of an N determination award in one or more courses and will thus be unlikely to attain a Higher School Certificate. As a guide, every student should maintain an attendance rate above 90% for whole days and for every course. The Principal may also judge that insufficient effort has been made by a student which may result in the non-awarding of credentials. Insufficient effort may be reflected in poor classwork, a lack of homework, negative attitude, truancy as well as non-serious attempts at assessment tasks or a failure to complete mandatory Work Placement for some VET Courses.

## NON-COMPLETION OF A COURSE – N DETERMINATION AWARD

The NSW Education Standards Authority (NESA) has **delegated to Principals** the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

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.

For **post-compulsory students (17 years of age)**, Principals may consider expelling a student for unsatisfactory participation in learning where a student is at risk of receiving an 'N Determination' in a minimum of 2 courses and has received a minimum of 2 written 'N Warnings' in each course. While NESA does not stipulate attendance requirements, Principals may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

See 'Satisfactory Completion of a Course' for requirements for a student to be considered to have satisfactorily completed a course.

A student may be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50% of the final assessment marks in a course.

If a student is at risk of not meeting the requirements and/or of not satisfactorily completing a course, a warning will be given to indicate that the student may be in danger of "non-completion" of a course/s. This is called an 'N determination award warning' This warning will provide advice about the possible consequences on Higher School Certificate eligibility of an 'N' determination in a course.

When a student is at risk of not meeting requirements and/or not satisfactorily completing a course, the school will:

- a) advise the student in writing in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a non-completion.
- b) advise the parent or guardian in writing if the student is under 18 (this will usually be in the same correspondence as set out above).

- c) request from the student/parent or carer a written acknowledgment of receipt of the warning letter
- d) issue at least on follow-up warning letter (if the student is still at risk of not meeting requirements)

The school views this component of the HSC very seriously. Students who are not making a serious attempt in their courses will be interviewed by Head Teachers and/or the Deputy Principal to make them aware of the requirements and consequences.

The Principal may give approval for a student to study additional course(s) with an external provider, such as through NSW School of Languages, TAFE Digital, Distances Education Centres etc. Students should be aware that failure to meet the requirements of a course delivered through an external provider, could impact on their eligibility to meet the requirements of the Higher School Certificate.

### **First Warning Letter:**

This warning will be recommended by the class teacher and issued in conjunction with the Head Teacher. The student will be interviewed by the class teacher who will explain the reasons for the warning and indicate what has to be done to correct the situation, and when this action is to be done by. Parents/Carers will be notified via phone call and also informed in writing.

### **Second Warning Letter:**

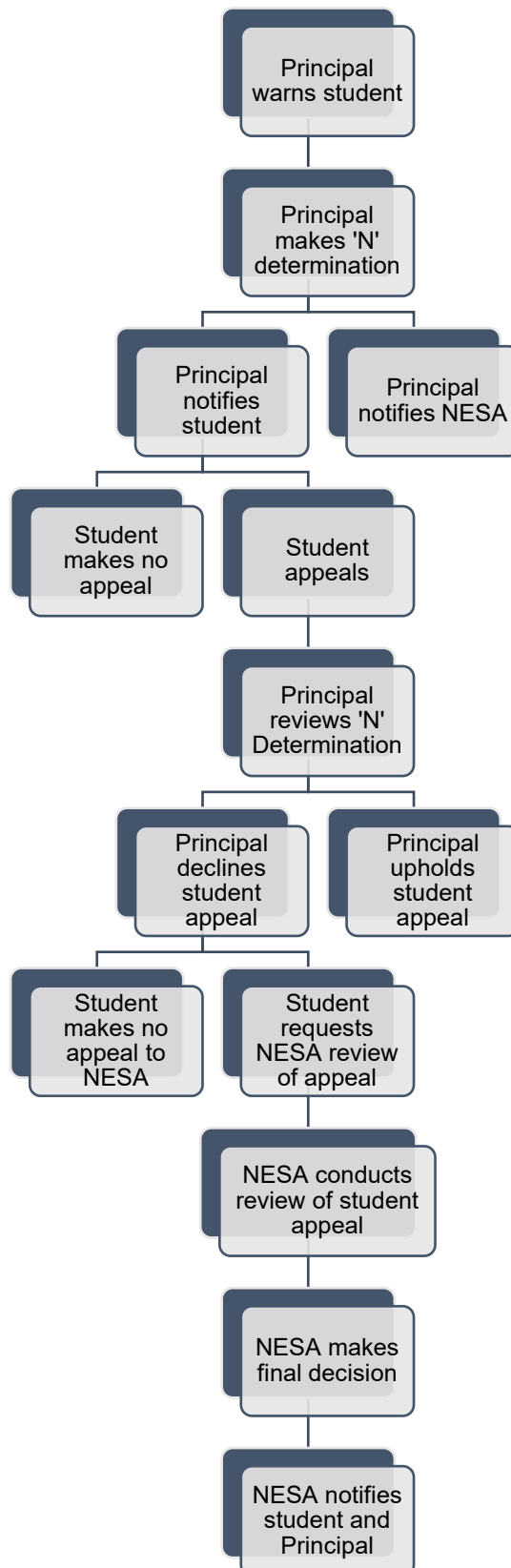
This warning indicates that the student must speak immediately with his/her class teacher and make every effort to correct the concern identified in the first warning. The student will be interviewed by the Head Teacher. Parents/Carers will be contacted via phone call and be sent written notification.

An Improvement Program may be used to assist the student in 'clearing' an N-Determination award warning, however, continued non-participation in learning could lead to the issuing of an 'N determination' in one or more courses. More importantly, this may then lead to withdrawal of the student's enrolment in a course/s. This may deem the student ineligible to qualify for an HSC. Where a number of 'N Award' warnings have accumulated across different courses, withdrawal of the student's enrolment at Erina High School is a real and possible outcome. It is a requirement for students to redeem their 'N Award' warning notifications by completing all required work as soon as possible after the notification; no marks will be awarded but the student may be able to demonstrate achievement of outcomes, receive feedback on their demonstrated learning and achieve full course completion.

Support is available to students to resolve 'N Award' warnings. This may be in the format of learning support if requested by students or at additional sessions outside class hours negotiated with the classroom teacher.

The process for N-Determination in a course/s is outlined on the following page.

## Process for N-Determination



Where a student receives an N-Determination in a course, that course will not appear on their Higher School Certificate results notice, and will not contribute in that year to the required pattern of study. This may result in students having their HSC withheld until they can meet HSC requirements.



## DISABILITY PROVISIONS

Disability provisions are approved by NESA to provide students who have a **permanent** or **temporary** disability with practical support. Provisions may include large print paper, use of a writer, use of a reader, extension of examination time, rest breaks, small group supervision, individual supervision, permission to take medication, or other provisions as judged appropriate.

The Learning Support Team is responsible for determining and approving disability provisions for all school-based assessment tasks. This includes liaising with parents and teachers through a student's Individual Education Plan and conducting NESA approved screening tests.

At the commencement of Term Four, applications are made to NESA for 'disability provisions' in the Higher School Certificate. This application outlines which provisions the student is requesting and includes recent evidence. Evidence may include medical reports, reading results, writing samples etc. NESA may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from reading the examination questions; and/or communicating his or her responses.

Applications for provisions should be submitted to the **Deputy Principal by the end of Term 1**. Late applications are accepted for an emergency, such as a broken arm, until the time of the examinations. Once NESA have decided which provisions are approved or declined, a decision letter is provided to the school, and the student will be given a copy.

Detailed information about disability provisions can be found at:

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

## PROCEDURES FOR ASSESSMENT

Students should refer to the assessment schedules and calendar that are contained in this Assessment Schedule and Policy handbook and make a note of each of the tasks required of them. This includes dates for the Trial HSC Examinations.

1. Teachers will give students at least 14 calendar days written notice of the details of an assessment task. This notice will include; due date, task number, task components & weighting, timing, outcomes assessed, description of the nature of the task, marking criteria and feedback to be provided. The notification will be distributed in class, and electronically provided to students via Google Classroom and/or student email.
2. Under extenuating circumstances, if elements of an assessment program require adjustment, this will be approved by the Head Teacher of the Faculty and Senior Executive, and students will be informed in writing.
3. Students are required to make a serious attempt at all tasks which are set out in the assessment program of each course, and they are to do their OWN work (except where directed by the teacher). See the Malpractice Policy for further details.
4. Students will be required to sign to acknowledge that they have received every assessment task notification, submitted the task and received their mark, rank and feedback. If a student is away from school on the day a task is given out, it is their responsibility to approach their teacher to determine if any tasks were notified during their absence. This includes but is not limited to: Work Placement, illness, sport and excursions. Students must complete all work given in their absence. If students are absent from class it is their responsibility to catch up on missed work. Content taught in class could be assessed in formal assessment tasks.

5. **Dates for the HSC Trial Examinations are firmly set in place:**
- Students who are unable to complete an examination should contact the school immediately in the case of illness/misadventure and complete the necessary paperwork. It is expected that students will sit the alternative task on the first day that they return to school unless another date has been previously approved by the Deputy Principal.
  - Absence due to family holidays is not deemed to be an acceptable reason for missing examinations.** It is expected that families take note of the advertised dates and avoid interruptions to student learning and assessment.
  - Refusing to sign for a task is also not deemed an acceptable excuse.
  - A mark of zero will be recorded until the task has been completed.
6. **Tasks for submission are to be submitted by 9.00am on the due date**, while those for completion during a scheduled period are to be completed according to the time scheduled on the notification. Students found to be completing assessment tasks by:
- late or non-attendance at scheduled classes during the day;
  - working on tasks during other course lessons;
  - late attendance to the scheduled assessment;
  - deliberate absence/s from the school; or
  - working on tasks in collaboration with other students without approval,
- will be interviewed by the Deputy Principal and may receive a mark of zero (0) for all or parts of the task/s, and/or issued an N-Warning letter.
7. Students must follow the procedures set out in the “Examination Procedures” (Appendix B) in relation to their conduct during examinations. Failure to follow these rules will, in the case of a serious or repeated breaches, lead to students being removed from the examination and awarded a zero (0) mark, and the possibility of an N-Warning.
8. Consideration for the **extension of time to submit or complete a task** will only be given to a student who completes and submits the Illness/Misadventure Form (Appendix A) **to the Deputy Principal prior to the date the assessment task is due**. Supporting documents need to be attached to the Illness/Misadventure Form including a medical certificate, evidence of a school excursion or other. An extension may be granted for in class assessment tasks only for the following reasons:
- representing the school on the day the task is due (leadership, sport, academic),
  - work placement on the day the task is due,
  - other extracurricular activities on the day the task is due (e.g. school business, excursions etc.),
  - approved explained leave from school on the day the task is due (e.g. injury or illness).

Where possible, the assessment task should be submitted on the day prior to the leave or in the case of an in-class task, students will be advised of the alternative time/place/task if an extension has been granted. **It is the student’s responsibility to communicate with teachers and arrive at the best solution.** The granting of a possible concession is at the discretion of the Deputy Principal. An alternative arrangement will be negotiated where it is deemed appropriate and in line with school and NESAs policy and procedures.

9. **Illness/Misadventure Process:**

The illness and misadventure process is available to support students who are unwell or have an accident or misadventure and are unable to submit an assessment task or attend an examination on a due date. Misadventures include incidents which are out of the student’s control but which allegedly affect performance in an examination or the ability to submit an assessment task. For example, illness, the death of a family member etc.

Students may be eligible for an illness/misadventure if they experience a “flare up” in a long-term illness such as cancer, glandular fever, diagnosed anxiety etc., during the time of the task or exam.

If a student has a valid reason for not submitting an assessment task or sitting an examination on the due date the student must:

- Notify the school on or before the due date in writing/in person;  
OR
- Phone the school; and provide the following information:
  - Name
  - Assessment task details
  - Course
  - Course teacher, and
  - Details of the illness/misadventure

**On the first day the student returns to school (and within 5 school days of the task) the student must:**

- Report to the Deputy Principal immediately to complete an Illness/Misadventure form (Appendix A) and arrange a time for the handing in or completion of the task.
- All paperwork for Illness/Misadventure must be submitted within 5 school days of the task due date.
- It is expected that students will hand in/sit the task on the first day that they return to school unless another date has been previously approved by the Deputy Principal.
- Hand in a Doctor’s Certificate or evidence of the misadventure, such as a Statutory Declaration, to confirm the reasons for absence from a task to the Deputy Principal.
- For hand in tasks, the assessment task must be submitted the first day the student returns to school.
- In the case of a missed examination/s or in class task, the completion of the task must occur on the first day the student returns (or as negotiated with the Head Teacher of the faculty in collaboration with the Deputy Principal).
- The student may also request special consideration if they feel genuinely disadvantaged by circumstances. This will require evidence and will be subject to the approval of the Deputy Principal in consultation with the Head Teacher of that faculty.
- No incorrect or incomplete Illness/Misadventure forms will be accepted for consideration.
- Illness/misadventure forms can be emailed to the school.

**If more than one assessment task is due, students must complete one form for each course/task.** Students who miss a task will receive zero (0) marks until the task is completed and the illness/misadventure form is submitted along with a valid reason and supporting evidence that applies to the date of the task. Only then will the illness/misadventure be considered.

**Circumstances that the Illness and Misadventure Process does not cover include:**

- Matters relating to long term loss of preparation time.
- Matters that could have been avoided e.g. misreading a timetable, missing a bus, misreading the due date etc.
- Technology failure such as computer malfunction, printer malfunction, internet failure etc.

## **10. Unforeseen Circumstance**

In the event of a circumstance occurring during an assessment or examination out of student or staff control such as but not limited to; fire, flood, fire alarm, blackout, staff/student medical episode, student/s should immediately notify the supervising teacher of their concern. Student/s should then follow the necessary steps to obtain the required supporting documentation i.e. medical certificate, before submitting illness/misadventure

paperwork.

In the case of an unforeseen circumstance, a student/s mark and rank could be decided on one of the following:

- i. an alternate and comparable task
- ii. re-do a section/s of the task

**11. Assessment tasks may be due on a day when the class is not scheduled.** Specific instruction about the time and mode of submission will be communicated in writing on the Assessment Notification. Tasks submitted after this time will be given zero marks. Note that tasks should be handed in to the class teacher or the Head Teacher of the faculty with the student name and date of submission clearly marked on it. Assessment Tasks are not to be given to office staff or another teacher. Students are required to sign when handing in a task.

**12. Excursions:**

Some course rules require students to undertake compulsory field studies/excursions. Other course assessment schedules link assessment tasks to excursions and special study days.

***In the case of absence from such activities, the student must complete an Illness/Misadventure form and arrange to complete the task.*** The granting of a possible concession in such a case is at the discretion of the Principal. This concession may take the form of a report submitted on the basis of consultation after negotiation with the class teacher and Head Teacher.

**13. Use of electronic means for preparation and submission of assessment tasks:**

If students are instructed to use this medium to prepare or submit assessment tasks, then they must ensure that appropriate backup copies and hard copies are kept well in advance of the due date. Failure of technology (e.g. corrupt files, computer crashes, printer failure) without ample evidence of the stages of the “lost” work, is not an acceptable reason for late or non-submission. If a task is submitted by email or on Google Classroom, it is the student’s responsibility to ensure that any attachment has been received and accepted by the class teacher by the due date, or on the due date at the required time stated in the task notification (unless required to submit in a timetabled lesson earlier in the day). It is the student’s responsibility to ensure that all digital files submitted as part of an assessment task are in a format that is accessible by the teacher.

It is best practice for students to be working in a Google Document so that there is evidence of time stamps to protect the student in the case of suspected malpractice.

**14.** On occasions, students may come to a course at a later stage, for example if they change schools. Depending on the timing, students may be required to complete additional or alternate assessment tasks to demonstrate their ability to achieve course outcomes. Consideration may be given to assessment tasks completed at a previous school. This should be planned and agreed upon when the student commences the course and will be confirmed in writing.

**15. Feedback on performance:**

In addition to receiving their mark for an assessment task, students will receive their ranking for the task as well as their current cumulative rank. Students are required to sign as confirmation of receipt. 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 studied.

Students will be provided with their final course rank after the completion of the final school-based HSC assessment, however will not be provided a cumulative mark as dictated by NESA.

### **Non-Serious Attempts:**

HSC students who do not make a serious attempt at all assessment tasks and examinations may not meet the necessary requirements to satisfactorily complete a given course. This may render some students ineligible for the award of the Higher School Certificate. A non-serious attempt is one in which the student fails to demonstrate a reasonable amount of diligence towards their tasks. This is determined at the discretion of the teacher in consultation with the Head Teacher, and if necessary the Deputy Principal. A non-serious attempt at a task or examination may lead to zero (0) marks being recorded and the initiation of the N-Warning process. In all cases where work is deemed a non-serious attempt, students will be required to redo the task or examination to demonstrate successful course completion and receive meaningful feedback on performance, however the zero (0) mark will remain. Examples of non-serious attempts include:

- An unreasonable amount of work submitted for the time that was allocated.
- Frivolous or objectionable material
- Answers to examination questions in a language other than English (unless specifically instructed to do so).
- Assessments in which less than 50% of the task is attempted.
- Examinations in which only multiple-choice questions are attempted.

### **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 Deputy Principal for a review of the process. This must be done within 5 school days of receiving marks and should be submitted in writing, by completing and submitting an appeal form (Appendix C).

An appeal mechanism is also available to students at the end of Year 12 if their order of merit (rank) differs significantly from expectations they may have from feedback on their performance on assessment tasks throughout the course. An appeal form must be completed and submitted to the Deputy Principal to lodge an appeal (Appendix C).

Appeals can not to be submitted based on concerns surrounding the teacher's judgements of the worth of individual tasks. The only grounds for appeal are:

- i. prescribed weightings were not followed.
- ii. the procedures indicated by the school were not followed.
- iii. clerical or computational errors occurred.

### **Invalid or Unreliable Assessment Tasks:**

Erina High School has policies in place to ensure the integrity of all assessment tasks. If, for any reason, a student believes an assessment task may be considered invalid, unreliable or does not discriminate either before or after an assessment task has been completed, then the matter should be immediately raised with the Deputy Principal.

The Deputy Principal will then meet with the Head Teacher of the faculty involved to determine if any or all of the task should be deemed invalid or unreliable and the appropriate course of action. If a task is deemed invalid or unreliable and has already been issued or completed, then a new task will be created. The students and parents will be informed in writing and given two weeks preparation time for the new task. Any NESA requirements for data collection, which affect the above policy will be considered by the Deputy Principal.

# MALPRACTICE POLICY

Malpractice Policy <https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice>

Students, as well as their teachers and others who guide them, must comply with NESAs requirements for upholding the integrity of HSC school-based assessment and examinations. The honesty of students in completing assessment tasks, examinations, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

Students are responsible for knowing and complying with NESAs ACE rules and policies regarding malpractice, including:

- a) [All My Own Work](#) (or its equivalent), and
- b) [HSC Rules and Procedures Guide](#), and
- c) [HSC minimum standard: Malpractice and breaches of test rules](#), and
- d) [HSC practical exams](#).

NESAs rules regarding malpractice must be read in conjunction with any course specific requirements outlined in [NESAs syllabus](#) packages including Assessment and Reporting information.

Malpractice is any attempt to gain an unfair advantage over other students. Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will jeopardise a students award and achievement of the RoSA or the HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

## Purpose

The purpose of this policy is to establish clear guidelines for managing cases of academic malpractice in Year 11 and 12, in accordance with the New South Wales Education Standards Authority (NESAs) guidelines and the *Assessment Certification Examination Manual*. This policy aims to ensure academic integrity, fairness, and transparency in the assessment process.

## Scope

This policy applies to all students enrolled in Year 11 and 12, as well as teachers, examination supervisors, and administrative staff involved in assessment and reporting processes within the Department of Education schools.

## Definitions

- **Malpractice:** Any action by a student that gives them an unfair advantage over others in any assessment task or examination. This includes, but is not limited to, plagiarism, cheating, collusion, and other forms of dishonesty.
- **Misrepresentation:** When a student misleads or deceives others by presenting untrue information through the fabrication, alteration or omission of information.
- **Plagiarism:** When a student pretends to have written, created or developed work that has originated from another source.
- **Collusion:** When a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
- **Breach of assessment conditions:** When assembling for, undertaking, and leaving an examination or test session, students are subject to the direction of the supervisor. Students

must adhere to the rules prescribed by their school or alternate venue conducting the assessment, and must abide by the HSC Examination Rules and Procedures.

### **Examples of Malpractice**

Examples of malpractice include, but are not limited to:

- copying someone else's work in part or in whole, and presenting it as their own.
- referencing non-existent sources or using false explanations to explain unsubmitted work.
- using material from any offline/online resource without appropriate acknowledgement of the authors and/or source.
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- sharing answers to an assessment with other students.
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert.
- contract cheating by outsourcing work to a third party.
- unauthorised use of artificial intelligence technologies.

### **Responsibilities**

- **Students:** Must ensure that all work submitted is their own and adhere to the principles of academic integrity.
- **Teachers:** Must provide clear instructions regarding assessments, monitor assessments to detect possible malpractice, and report any suspected malpractice according to the procedures outlined in this policy.
- **School Administration:** Must support teachers in the investigation and resolution of malpractice cases and ensure that all staff and students are aware of this policy.

### **Detection of Malpractice**

- Teachers and exam supervisors are responsible for identifying and reporting any suspicious behaviour during assessments and examinations.
- All assessments submitted by students are subject to scrutiny of plagiarism detection software.

### **Reporting Malpractice**

- **Initial Report:**
  - If a teacher or exam supervisor suspects malpractice, they must document the incident and report it to the Head of Faculty or Deputy Principal immediately.
  - The teacher must retain any relevant evidence, such as the assessment task, examination materials, or other items related to the incident.
- **Investigation:**
  - The Head of Faculty and/or Deputy Principal will conduct a thorough investigation, including interviewing the student involved and any witnesses.
  - The student will be given the opportunity to explain their actions and provide any relevant information or evidence.
  - Staff involved may need to use a variety of formative assessment strategies to check for student understanding, knowledge and skills if any breach of malpractice is suspected.
- **Outcome:**
  - Following the investigation, a determination will be made as to whether malpractice has occurred.
  - If malpractice is confirmed, appropriate consequences will be applied, as outlined in this policy, and parents/carers will be contacted via phone.

### **Consequences of Malpractice**

It is best practice for students to be working in a Google Document so that there is evidence of

time stamps to protect the student in the case of suspected malpractice.

Consequences for confirmed cases of malpractice may include:

- a mark of zero (0) for the affected assessment task or examination.
- the initiation of the N-Warning process.
- cancellation of submitted work or examination results.
- a formal warning to the student and a notation of the incident in their school record.
- for repeated or severe cases, further disciplinary action may be taken, including referral to NESAs.

### **Appeals Process**

- Students have the right to appeal decisions related to allegations of malpractice.
- Appeals must be submitted in writing to the school Principal within five school days of the student being informed of the decision. This is to be done using the Appeals Form (Appendix C).
- The appeal will be reviewed by a panel consisting of senior school staff, who will consider the evidence and provide a final decision within ten school days of receiving the appeal.

### **Communication of the Policy**

- This policy will be communicated to all Year 11 and 12 students at the beginning of each academic year and will be included in the student Assessment Schedules, Policies and Procedures handbook.
- Teachers will review the policy with students before each major assessment period to reinforce the importance of academic integrity.

### **Review of the Policy**

This policy will be reviewed annually or in response to changes in NESAs guidelines or school procedures. Any changes to the policy will be communicated to students, parents, and staff in writing, and in a timely manner. This malpractice policy is designed to align with NESAs guidelines, ensuring that all assessments are conducted fairly, and that academic integrity is upheld throughout the school community.



## HSC COURSES WITH A MAJOR PROJECT

Some courses require students to work on an ongoing major project throughout Year 12 as a key part of course assessment. These courses are referred to as 'practical courses', as students need to demonstrate their learning through 'practical application of that learning' to produce a large scale product.

For students to succeed in practical courses they need to ensure that they work throughout the entire HSC course with diligence and sustained effort, making consistent progress over time. Students will be required to provide supporting evidence of where they obtained their information or carried out their work, and maintain a log or process diary detailing the progress of the project.

School-based assessment of the Major Project: The use of the external marking criteria to assess HSC project work at school is not appropriate. The progress of the major project should be assessed in other valid ways, such as oral presentations or reports on progress linked to other syllabus outcomes.

Time management and proactive planning are also vital components to HSC success with practical courses.

The following courses running at Erina High School in 2025 have a major project as part of course assessment:

- Community & Family Studies (IRP)
- Industrial Technology - Timber
- Music
- Visual Arts

To support students undertaking the above courses, teachers will, at regular intervals, monitor student progress to ensure that students are on track to produce a quality end product. As part of this process, students will be given feedback about their current progress at a set point in time, in addition to receiving guidance as to where students should be headed next. Major projects that have not gone through the process of supervision and are only produced on the due date will not be validated for submission by the school.

Students who fail to demonstrate satisfactory progress during these checkpoints will receive an official NSW Education Standards Authority (NESA) warning. Students who fail to demonstrate satisfactory progress, or clear their warning, may place their enrolment in the course in jeopardy, possibly leading to an N-Determination, or withdrawal from that course, which may also lead to being ineligible for receiving the qualification of the Higher School Certificate.

## ASSESSMENT SCHEDULES

The following pages outline the assessment schedules for each subject. They are listed in alphabetical order.

To assist with your planning you should fill in the summary calendar provided in Appendix D.

### HSC Courses in 2025

Ancient History

**Biology- Amended Jan 2025**

Business Studies

**Chemistry- Amended Jan 2025**

Community and Family Studies

Engineering Studies

English Advanced

English Standard

English Studies

Enterprise Computing

**Food Technology- Amended Jan 2025**

Industrial Technology – Timber

**Investigating Science- Amended Jan**

**2025**

Legal Studies

**Marine Studies- Amended Jan 2025**

Mathematics Advanced

Mathematics Extension 1

Mathematics Standard 1

Mathematics Standard 2

Music

**Personal Development / Health / Physical**

**Education- Amended Jan 2025**

Sport / Lifestyle / Recreation

**Visual Arts- Amended Jan 2025**

**Work Studies- Amended Jan 2025**

## ASSESSMENT OF VET COURSES

VET Courses are 'Competency Based' Assessments and are not 'Outcome Based'. Students are required to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent, a student must demonstrate that they can effectively carry out tasks to industry standard. Students will progressively be assessed as 'competent' or 'not yet competent' in units of competency to achieve a nationally recognised qualification.

Assessment of competencies varies between courses. Assessment is ongoing throughout Year 11 and Year 12 over the 240 hour course. There are Cluster Tasks for each course that must be completed in entirety to achieve competence. VET Cluster Tasks will be assessed according to the schedules. The theory component of Cluster Tasks will be assessed as per the schedules, however, the practical component may be completed at a later time if determined by the school.

### **Work Placement:**

NESA mandates that all students studying an Industry Curriculum Framework Course (see list of courses below) must complete mandatory Work Placement. A minimum of 70 hours work placement in a related industry workplace is required, which is usually completed doing 35 hours of work in Year 11 and 35 hours in Year 12.

### **Optional HSC Examination:**

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Focus areas and associated Units of Competency. The purpose of the examination is to provide a mark, which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification. Students will sit the optional HSC Examination during the final HSC Examination period. Students who elect to sit the optional HSC Examination must also complete the Year 12 Trial HSC optional Examination.

### **Recognition of Prior Learning:**

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

### **NESA Developed Courses:**

Industry Curriculum Framework Courses (with mandatory Work Placement and Optional examination) running in Year 12 at Erina High School in 2025 include:

- Construction Pathways
- Hospitality – Cookery

Students completing a VET course will be issued with an RTO assessment schedule, advice and individual assessment task information for every course assessment.

## VET Courses in 2025

VET – Construction

VET – Hospitality

## Appendix A: Illness/Misadventure Form

### YEAR 9 – 12 ASSESSMENT ILLNESS/MISADVENTURE FORM

If illness, misadventure, accident or special circumstances prevent you from completing an Assessment Task on or before the due date the following form is to be completed. Where the circumstance is known in advance, this form must be submitted **prior to the assessment task**. In the case of unforeseen circumstances, the **form must be submitted no later than 5 school days from the submission date of the assessment task**.

Student Name: \_\_\_\_\_

Year/Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

#### THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED:

- |   |  |
|---|--|
| <input type="checkbox"/> Reason for illness/misadventure request is completed | <input type="checkbox"/> Medical Certificate/supporting evidence is attached |
| <input type="checkbox"/> All course and task details are completed            | <input type="checkbox"/> Parent/Carer signature and date are completed       |
| <input type="checkbox"/> Student signature and date are completed             |  |

*The completed form and supporting evidence are to be submitted to the Deputy Principal.*

Reason for Request:       Illness       Misadventure

Brief Details of Reason: \_\_\_\_\_  
\_\_\_\_\_

Course Name: \_\_\_\_\_

Original due date: \_\_\_\_\_

Task Name: \_\_\_\_\_

Task Weighting: \_\_\_\_\_

Task Number:     1       2       3       4

Has the task been  
completed/submitted?

Yes

If 'Yes' – when? \_\_\_\_\_

No

New due date: \_\_\_\_\_

Course Teacher Comments: \_\_\_\_\_  
\_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Documentation Attached:     Medical Certificate     Other : \_\_\_\_\_

Parent/Carer Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### DEPUTY PRINCIPAL TO COMPLETE:

REQUEST

UPHELD:       Yes       No

Deputy Principal

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Extension of Time      New Submission Date: \_\_\_\_\_

Alternate Task     Possible adjustment of marks compared to similar task

Copies to:     Student     Class Teacher (Original)     Head Teacher     Deputy Principal

## Appendix B: Examination Procedures

Formal examinations held in the school hall or other locations are an important part of the school's assessment policy. Students are expected to conduct themselves in an appropriate manner. It is assumed that students will not cheat or disrupt others during the progress of an examination.

Students who breach the code of conduct by displaying disruptive, unco-operative or inappropriate behaviour will be warned. If the behaviour continues they may be isolated from the examination. The student may receive zero for the examination. Students found to be cheating will receive zero for their examination.

Students are advised to thoroughly read and abide by the NSW Education Standards Authority's Higher School Certificate Rule and Procedures Booklet, and the rules and procedures outlined below.

### Before the examination:

1. Check your timetable carefully. Misreading the timetable is not a reason for a misadventure appeal.
2. Arrive early for your examination and ensure that you allow sufficient time for travelling to the examination centre. Late arrival due to travel difficulties is not a reason for a misadventure appeal except under extreme circumstances.
3. Ensure you have the appropriate equipment before your examination. You will not be permitted to borrow equipment during the examination. <https://www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/exam-equipment-list>
4. Carry your equipment in a clear plastic bag/sleeve. You will not be permitted to use a pencil case. You may bring a clear bottle of water with no label, and are able to use NESAs approved scientific calculators for certain courses.
5. Do not bring mobile phones, tablets, programmable or smart watches, or other electronic devices into the examination room. Using mobile phones during an examination (even if you have finished) will result in a zero mark being awarded for that exam.
6. Do not take paper or other written material into the examination.
7. Bags for personal items must be left at the back of the room.
8. Contact the school immediately if you have an illness/misadventure.

### During the examination

1. Enter the examination hall only after instructions from the supervisor.
2. Sit in your allocated seat quickly and do not touch/open the examination paper until instructed. Follow all written and verbal instructions.
3. Complete the attendance slip and place in the top right hand corner of your desk.
4. Reading time is provided for all examinations. You must not write or use any equipment in this time.
5. Write your student number on all examination papers. Do not write your name.
6. Once the examination has commenced you will not talk or communicate with other students in the room/hall.
7. If you need to go to the toilet, raise your hand and wait for the permission of the supervising teacher.
8. You will not be allowed to leave any examination before the end of the allocated time for that examination. If you finish early, sit quietly, check your paper and wait.
9. At the end of the examination, check you have written your student number at the top of each page used; bundle your papers together neatly.
10. Wait quietly until you are instructed to leave.
11. Do not remove any papers from the examination room.

**YEAR 9 – 12 ASSESSMENT**

**APPEAL FORM**

If a student believes their assessment task mark or rank is incorrect, and the issue has not been resolved at a faculty level, the student may appeal to the Deputy Principal for a review of the process. This **must be done within 5 school days of receiving marks** and should be submitted in writing using this form.

<b>Student Name:</b>		<b>Year/Class:</b>	<b>Date:</b>
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**THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED:**

- |   |  |
|---|--|
| <input type="checkbox"/> All course and task details are completed                    | <input type="checkbox"/> Reason for an appeal request is completed     |
| <input type="checkbox"/> Supporting documentation is attached ( <i>if available</i> ) | <input type="checkbox"/> Parent/Carer signature and date are completed |
| <input type="checkbox"/> Student signature and date are completed                     |  |

***The completed form and supporting documentation are to be submitted to the Deputy Principal.***

<b>Course Name:</b>					<b>Teacher:</b>	
<b>Task Name:</b>					<b>Task Weighting:</b>	
<b>Task Number:</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4		

**Reasons for requesting an appeal:**

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<b>Documentation Attached:</b>	<input type="checkbox"/> No	<input type="checkbox"/> Yes : _____
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<b>Parent/Carer Signature:</b>	<b>Date:</b>
<b>Student Signature:</b>	<b>Date:</b>

**DEPUTY PRINCIPAL TO COMPLETE:**

**APPEAL UPHeld:**  Yes  No

**Reasons for appeal decision:**

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<b>Deputy Principal Signature:</b>	<b>Date:</b>
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- Head Teacher notified  Class Teacher notified  Student notified

## Appendix D: Year 12 Assessment Calendar 2024/2025

WEEK	TERM 4 - 2024	TERM 1 - 2025	TERM 2 - 2025	TERM 3 - 2025
1				
2			Marine Studies	
3			Investigating Science	SLR
4				SLR
5		Investigating Science	Food Technology	<b>HSC TRIAL EXAMINATIONS (WK 5-6)</b> All subjects except: SLR
6			Ancient History English Advanced English Standard English Studies	
7	Chemistry Food Technology Investigating Science Visual Art	Biology Engineering Studies Legal Studies Marine Studies Mathematics Standard 2 Music 1	Engineering Studies Legal Studies Mathematics Advanced	VET Hospitality Week 6
8	Biology SLR VET Construction	Ancient History IT- Timber Mathematics Advanced Mathematics Standard 1 VET Construction	Biology CAFS Chemistry Mathematics Extension 1 Mathematics Standard 2 PDHPE VET Construction Work Studies	VET Construction
9	CAFS Engineering Studies English Advanced English Standard English Studies Enterprise Computing Food Technology IT – Timber Legal Studies Marine Studies Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 Work Studies	CAFS Mathematics Extension 1 Work Studies	IT – Timber SLR	
10	Ancient History Business Studies Mathematics Extension 1 Music 1 PDHPE VET Hospitality	Chemistry Enterprise Computing Food Technology PDHPE SLR Visual Art	Business Studies Enterprise Computing Mathematics Standard 1 Music 1 Visual Art	
11		Business Studies English Advanced English Standard English Studies		







# ANCIENT HISTORY - 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		Source Analysis Pompeii & Herculaneum	Historical Analysis Bronze Age: Minoan Crete	In-class Test New Kingdom Egypt to the death of Thutmose IV	Trial HSC Examination All Topics
		Outcomes Assessed AH12-3 AH12-4 AH12-6 AH12-10	Outcomes Assessed AH12-4 AH12-7 AH12-8 AH12-9	Outcomes Assessed AH12-1 AH12-2 AH12-5 AH12-6	Outcomes Assessed AH12-3 AH12-5 AH12-6 AH12-9
Knowledge and understanding of course content	40%	5	10	10	15
Historical skills in the analysis and evaluation of sources and interpretations	20%	5	5	5	5
Historical inquiry and research	20%	5	10	5	
Communication of historical understanding in appropriate forms	20%	5	5		10
<b>Assessment Weighting:</b>		20%	30%	20%	30%
<b>Date Due:</b>		Term 4 Week 10 2024	Term 1 Week 8 2025	Term 2 Week 6 2025	Term 3 Week 5-6 2025





## BIOLOGY – 2025 Amended Jan 2025

### HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		HSC In Class Test	Genetic Change Representation	Depth study	Trial HSC Examination
		Heredity	Genetic Change	Infectious Disease OR Non-Infectious Diseases	Heredity, Genetic Change, Infectious Disease and Non-Infectious Disease
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		BIO12-6 BIO12-7 BIO12-12	BIO12-2 BIO12-6 BIO12-7 BIO12-13	BIO12-1 BIO12-7 + 3 other outcomes of student choice*	BIO12-1 BIO12-2 BIO12-4 – BIO12-7 BIO12-12 - BIO12-15
Skills in Working Scientifically	60%	5%	15%	25%	15%
Knowledge and understanding of Course Content	40%	15%	5%	5%	15%
<b>Assessment Weighting:</b>		<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
<b>Date Due:</b>		<b>Term 1 Week 4 2025</b>	<b>Term 1 Week 9 2025</b>	<b>Term 2 Week 8 2025</b>	<b>Term 3 Week 5-6 2025</b>

\*Depth Study Tasks must assess a total of 5 outcomes. All Depth Study tasks are different due to student choice.

- The two Working Scientifically outcomes of Questioning and Predicting, and Communicating must be addressed in both Year 11 and Year 12.
- A minimum of two additional Working Scientifically skills outcomes, and further development of at least one Knowledge and Understanding outcome (one of the Modules), must be assessed. There is student choice for these outcomes.





# BUSINESS STUDIES - 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		Extended Response	Business Report	Topic Test	Trial HSC Examination
		Operations	Marketing	Finance	All Topics
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		H1 H4 H7 H9	H2 H5 H8 H9	H4 H5 H6 H10	H1 - H10
Knowledge and understanding of course content	<b>40%</b>	5	10	10	15
Stimulus-based skills	<b>20%</b>	5	5	5	5
Inquiry and research	<b>20%</b>	10	5	5	
Communication of business information, ideas and issues in appropriate forms	<b>20%</b>	5	5		10
<b>Assessment Weighting:</b>		<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>
<b>Date Due:</b>		<b>Term 4 Week 10 2024</b>	<b>Term 1 Week 11 2025</b>	<b>Term 2 Week 10 2025</b>	<b>Term 3 Week 5-6 2025</b>





# COMMUNITY AND FAMILY STUDIES - 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		Independent Research Project Research Methodology	Research and class task Groups In Context	In-Class Written Task Individuals and Work	Trial HSC Examination All Topics
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		H4.1 H4.2	H3.1 H3.3 H5.1 H6.2	H3.3 H5.2	H1.1 - H6.2
Knowledge and understanding of course content	40%		10	10	20
Skills in critical thinking, research methodology, analysing and communicating	60%	20	15	15	10
<b>Assessment Weighting:</b>		20%	25%	25%	30%
<b>Date Due:</b>		Term 4 Week 9 2024	Term 1 Week 9 2025	Term 2 Week 8 2025	Term 3 Week 5-6 2025





# CHEMISTRY – 2025 Amended Jan 2025

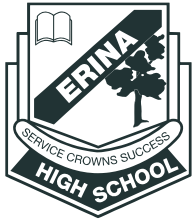
## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		<b>Practical Task</b>  Organic Chemistry	<b>In Class Test</b>  Equilibrium and Acid Reactions	<b>Depth Study</b>  Choice of Module; Equilibrium and Acid Reactions, Acid/base Reactions, Organic Chemistry and Applying Chemical Ideas	<b>Trial HSC Examination</b>  Equilibrium and Acid Reactions, Acid/base Reactions, Organic Chemistry and Applying Chemical Ideas
		<b>Outcomes Assessed</b>  CH12-2 CH12-3 CH12-6 CH12-14	<b>Outcomes Assessed</b>  CH12-5 CH12-7 CH12-12	<b>Outcomes Assessed</b>  CH12-1 CH12-7 + 3 other outcomes of student choice*	<b>Outcomes Assessed</b>  CH12-1 - CH12-5 CH12-7 CH12-12 - CH12-15
Skills in Working Scientifically	<b>60%</b>	15	5	25	15
Knowledge and Understanding of Course Content	<b>40%</b>	5	15	5	15
<b>Assessment Weighting:</b>		<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
<b>Date Due:</b>		<b>Term 4 Week 7 2024</b>	<b>Term 1 Week 10 2025</b>	<b>Term 2 Week 8 2025</b>	<b>Term 3 Week 5-6 2025</b>

\*Depth Study Tasks must assess a total of 5 outcomes. All Depth Study tasks are different due to student choice.

- The two Working Scientifically outcomes of Questioning & Predicting, & Communicating must be addressed in both Year 11 & Year 12.
- A minimum of two additional Working Scientifically skills outcomes, and further development of at least one Knowledge and Understanding outcome (one of the Modules), must be assessed. There is student choice for these outcomes.





# ENGINEERING STUDIES - 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		Engineering Report Civil Structures	Topic Test Personal and Public Transport	Engineering Report Aeronautical Engineering	Trial HSC Examination All Topics
		Outcomes Assessed H1.1 H2.1 H3.2 H4.1 H4.2 H5.1 H6.2	Outcomes Assessed H1.2 H3.1 H3.3 H4.2 H4.3 H6.1	Outcomes Assessed H1.2 H2.1 H3.2 H4.3 H5.2 H6.1	Outcomes Assessed H1.1 - H6.2
Knowledge and understanding of course content	60%	10	15	15	20
Knowledge and skills in research, problem solving and communication related to engineering practice.	40%	10	15	5	10
<b>Assessment Weighting:</b>		<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
<b>Date Due:</b>		<b>Term 4 Week 9 2024</b>	<b>Term 1 Week 11 2025</b>	<b>Term 2 Week 7 2025</b>	<b>Term 3 Week 5-6 2025</b>



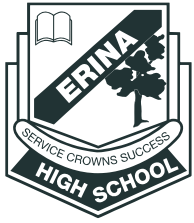


# ENGLISH ADVANCED - 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		<b>Multimodal Essay and Visual Representation</b>	<b>Comparative Essay</b>	<b>Imaginative Text with Reflection</b>	<b>Trial HSC Examination</b>
		Texts and Human Experiences	Textual Conversations	Craft of Writing	All Modules
		<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>
		EA12-1 EA12-2 EA12-3 EA12-5 EA12-6 EA12-7	EA12-3 EA12-5 EA12-7 EA12-8	EA12-2 EA12-3 EA12-4 EA12-5 EA12-7 EA12-9	EA12-3 EA12-4 EA12-5 EA12-6 EA12-8
Knowledge and understanding of course content	<b>50%</b>	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>	10	15	10	15
<b>Assessment Weighting:</b>		<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>
<b>Date Due:</b>		<b>Term 4 Week 9 2024</b>	<b>Term 1 Week 11 2025</b>	<b>Term 2 Week 6 2025</b>	<b>Term 3 Week 5-6 2025</b>





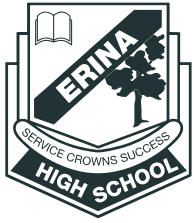
# ENGLISH STANDARD - 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		Multimodal Essay and Visual Representation	Extended Response Essay	Imaginative Text with Reflection	Trial HSC Examination
		Texts and Human Experiences	Language, Identity and Culture	Craft of Writing	All Modules
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-8	EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-6 EN12-8	EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-7 EN12-9	EN12-1 EN12-2 EN12-5 EN12-6
Knowledge and understanding of course content	50%	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50%	10	15	10	15
<b>Assessment Weighting:</b>		<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>
<b>Date Due:</b>		<b>Term 4 Week 9 2024</b>	<b>Term 1 Week 11 2025</b>	<b>Term 2 Week 6 2025</b>	<b>Term 3 Week 5-6 2025</b>







# ENGLISH STUDIES - 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		Multimodal Essay and Visual Representation	Narrative and Persuasive Writing	Portfolio of Texts	Trial HSC Examination
		Texts and Human Experiences	We Are Australian	All Modules	All Modules
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		ES12-1 ES12-5 ES12-6 ES12-10	ES12-1 ES12-2 ES12-5 ES12-9	ES12-1 ES12-3 ES12-4 ES12-6 ES12-7 ES12-8 ES12-10	ES12-1 ES12-3 ES12-4 ES12-8 ES12-9
Knowledge and understanding of course content	50%	15	10	15	10
Skills in: -Comprehending texts -Communicating ideas -Using language accurately, appropriately and effectively	50%	10	15	15	10
<b>Assessment Weighting:</b>		<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>
<b>Date Due:</b>		<b>Term 4 Week 9 2024</b>	<b>Term 1 Week 11 2025</b>	<b>Term 2 Week 6 2025</b>	<b>Term 3 Week 5-6 2025</b>





# ENTERPRISE COMPUTING - 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		Dataset Analysis	Practical Design Project UX & UI Design	Practical Design Project	Trial HSC Examination
		Data Science	Data Visualisation	Enterprise Project	All Topics
		<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>
		EC-12-02 EC-12-04 EC-12-05	EC-12-01 EC-12-05 EC-12-06 EC-12-11	EC-12-06 EC-12-07 EC-12-08 EC-12-09 EC-12-10 EC-12-11	EC-12-01 - EC-12-11
Knowledge and understanding of course content	<b>50%</b>	10	10	15	15
Knowledge and skills in the practical application of the content	<b>50%</b>	10	10	15	15
<b>Assessment Weighting:</b>		<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
<b>Date Due:</b>		<b>Term 4 Week 9 2024</b>	<b>Term 1 Week 10 2025</b>	<b>Term 2 Week 10 2025</b>	<b>Term 3 Week 5-6 2025</b>





# FOOD TECHNOLOGY - 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
		<b>Practical Project</b>  Australian Food Industry	<b>Industry Case Study</b>  Australian Food Industry	<b>Topic Test</b>  Australian Food Industry & Food Manufacture	<b>Design Project &amp; Portfolio</b>  Food Product Development	<b>Trial HSC Examination</b>  All Topics
		<b>Outcomes Assessed</b>  H5.1	<b>Outcomes Assessed</b>  H1.2 H1.4 H3.1	<b>Outcomes Assessed</b>  H1.1 H1.2 H1.4 H3.1 H4.2	<b>Outcomes Assessed</b>  H4.1 H5.1	<b>Outcomes Assessed</b>  H1.1 - H5.1
Knowledge and understanding of course content	40%		5	15		20
Knowledge and skills in designing, researching, analysing and evaluating	30%		5	5	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30%	10			20	
<b>Assessment Weighting:</b>		<b>10%</b>	<b>10%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
<b>Date Due:</b>		<b>Term 4 Week 7 2024</b>	<b>Term 4 Week 9 2024</b>	<b>Term 1 Week 10 2025</b>	<b>Term 2 Week 5 2025</b>	<b>Term 3 Week 5-6 2025</b>





# INDUSTRIAL TECHNOLOGY TIMBER - 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		MDP Elements Assessment	Extended Response	MDP Elements Assessment	Trial HSC Examination
		MDP Portfolio	Industry Study	MDP Project & Portfolio	All Topics
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		H3.1 H3.2 H3.3 H5.1 H5.2	H1.1 H1.2 H1.3 H4.2 H7.1 H7.2	H2.1 H4.1 H4.3 H5.1 H5.2 H6.1 H6.2	H1.1 – H7.2
Knowledge and understanding of course content	40%		20		20
Knowledge and skills in the design, management, communication and production of a major project	60%	20		40	
<b>Assessment Weighting:</b>		20%	20%	40%	20%
<b>Date Due:</b>		Term 4 Week 9 2024	Term 1 Week 8 2025	Term 2 Week 9 2025	Term 3 Week 5-6 2025





# INVESTIGATING SCIENCE – 2025 Amended Jan 2025

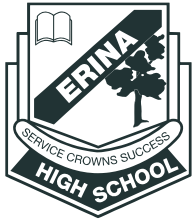
## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4		
		<b>Skills Test</b>  Working Scientifically skills and Scientific Investigations	<b>In Class Task</b>  Scientific Investigations and Technologies	<b>Depth Study</b>  Choice of Module; Scientific Investigations, Technologies, Fact or Fallacy? and Science and Society	<b>Trial HSC Examination</b>  Scientific Investigations, Technologies, Fact or Fallacy? and Science and Society	<b>Outcomes Assessed</b>  INS12-3 INS12-5 INS12-6 INS12-12	<b>Outcomes Assessed</b>  INS12-5 INS12-7 INS12-12 INS12-13
Skills in Working Scientifically	<b>60%</b>	15	5	25	15		
Knowledge and understanding of Course Content	<b>40%</b>	5	15	5	15		
<b>Assessment Weighting:</b>		<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>		
<b>Date Due:</b>		<b>Term 4 Week 7 2024</b>	<b>Term 1 Week 5 2025</b>	<b>Term 2 Week 3 2025</b>	<b>Term 3 Week 5-6 2025</b>		

\*Depth Study Tasks must assess a total of 5 outcomes. All Depth Study tasks are different due to student choice.

- The two Working Scientifically outcomes of Questioning and Predicting, and Communicating must be addressed in both Year 11 and Year 12.
- A minimum of two additional Working Scientifically skills outcomes, and further development of at least one Knowledge and Understanding outcome (one of the Modules), must be assessed. There is student choice for these outcomes.





# LEGAL STUDIES - 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		Topic Test	Research Based Written Responses	Research Based Essay	Trial HSC Examination
		Crime	Crime/Human Rights	World Order	All Topics
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		H1 H3 H5 H6	H2 H3 H7 H9 H10	H5 H7 H8 H9 H10	H1 – H9
Knowledge and understanding of course content	<b>40%</b>	10	5	5	20
Analysis and evaluation	<b>20%</b>	5	5	5	5
Inquiry and research	<b>20%</b>		5	15	
Communication of legal information, ideas and issues in appropriate forms	<b>20%</b>	5	5	5	5
<b>Assessment Weighting:</b>		<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
<b>Date Due:</b>		<b>Term 4 Week 9 2024</b>	<b>Term 1 Week 7 2025</b>	<b>Term 2 Week 7 2025</b>	<b>Term 3 Week 5-6 2025</b>



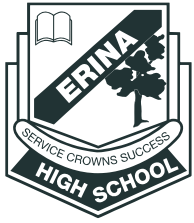


# MARINE STUDIES – 2025 Amended Jan 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		Topic Test	PIP Project and Verbal Communication	Practical Investigation	Formal Written Examination
		Skin Diving and Diving Science	Personal Interest Project	Oceanography	Skin diving and diving science, Archaeology, Oceanography
		<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>
		1.1 1.2 4.1 5.1	1.1 1.3 2.3 3.2 3.3 3.4	1.2 1.5 3.2 3.3 3.4 5.3	1.2 1.3 1.4 3.3 4.1 5.1 5.2
Skills outcomes and content	<b>50%</b>		20%	20%	10%
Knowledge and understanding outcomes and course content	<b>50%</b>	20%	10%	5%	15%
<b>Assessment Weighting:</b>		<b>20%</b>	<b>30%</b>	<b>25%</b>	<b>25%</b>
<b>Date Due:</b>		<b>Term 4 Week 9 2024</b>	<b>Term 1 Week 7 2025</b>	<b>Term 2 Week 2 2025</b>	<b>Term 3 Week 5-6 2025</b>





# MATHEMATICS ADVANCED - 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		<b>Class Test</b>	<b>Extended Modelling Task</b>	<b>Assignment</b>	<b>Trial HSC Examination</b>
		Graphing Techniques, Differentiation of Trigonometry, Exponentials and Logs	The First and Second Derivative, Applications of Derivatives, Areas and the Definite Integral	Data and Summary Statistics, Bivariate Data Analysis, Continuous Random Variable	All Topics
		<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>
		MA12-1 MA12-3 MA12-7	MA12-3 MA12-6 MA12-7 MA12-10	MA12-1 MA12-8 MA12-9 MA12-10	MA12-1 - MA12-10
Understanding, Fluency and Communication	<b>50%</b>	10	15	10	15
Problem Solving, Reasoning and Justification	<b>50%</b>	10	15	10	15
<b>Assessment Weighting:</b>		<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
<b>Date Due:</b>		<b>Term 4 Week 9 2024</b>	<b>Term 1 Week 8 2025</b>	<b>Term 2 Week 7 2025</b>	<b>Term 3 Week 5-6 2025</b>







# MATHEMATICS EXTENSION 1 - 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		<b>Class Test</b> Mathematical Induction, Trigonometric Equations	<b>Extended Modelling Task</b> Vectors, Further Calculus	<b>Assignment</b> Differential Equations, Projectile Motion	<b>Trial HSC Examination</b> All Topics
		<b>Outcomes Assessed</b> ME12-1 ME12-3 ME12-7	<b>Outcomes Assessed</b> ME12-1 ME12-2 ME12-7	<b>Outcomes Assessed</b> ME12-1 ME12-2 ME12-4 ME12-6 ME12-7	<b>Outcomes Assessed</b> ME12-1 - ME12-7
Understanding, Fluency and Communication	<b>50%</b>	10	15	10	15
Problem Solving, Reasoning and Justification	<b>50%</b>	10	15	10	15
<b>Assessment Weighting:</b>		<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
<b>Date Due:</b>		<b>Term 4 Week 10 2024</b>	<b>Term 1 Week 9 2025</b>	<b>Term 2 Week 8 2025</b>	<b>Term 3 Week 5-6 2025</b>





# MATHEMATICS STANDARD 1 - 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		<b>Class Test</b>	<b>Extended Modelling Task</b>	<b>Assignment</b>	<b>Trial HSC Examination</b>
		Simultaneous Linear and Physical Graphs	Right Angled Triangles, Rates and Scale	Investments and Loans and Depreciation	All Topics
		<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>
		MS1-12-1 MS1-12-6 MS1-12-10	MS1-12-3 MS2-12-6 MS1-12-10	MS1-12-5 MS1-12-9 MS1-12-10	MS1-12-1 - MS1-12-10
Understanding, Fluency and Communication	<b>50%</b>	10	15	10	15
Problem Solving, Reasoning and Justification	<b>50%</b>	10	15	10	15
<b>Assessment Weighting:</b>		<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
<b>Date Due:</b>		<b>Term 4 Week 9 2024</b>	<b>Term 1 Week 8 2025</b>	<b>Term 2 Week 10 2025</b>	<b>Term 3 Week 5-6 2025</b>





# MATHEMATICS STANDARD 2 - 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4		
		<b>Class Test</b>  Simultaneous Linear Relationships, Non-Linear Relationships	<b>Extended Modelling Task</b>  Non-Right Angled Trigonometry, Rates and Ratios, Investments	<b>Assignment</b>  Networks, Shortest Path, Critical Path Analysis	<b>Trial HSC Examination</b>  All Topics	<b>Outcomes Assessed</b>  MS2-12-1 MS2-12-6 MS2-12-10	<b>Outcomes Assessed</b>  MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-10
Understanding, Fluency and Communication	<b>50%</b>	10	15	10	15		
Problem Solving, Reasoning and Justification	<b>50%</b>	10	15	10	15		
<b>Assessment Weighting:</b>		<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>		
<b>Date Due:</b>		<b>Term 4 Week 9 2024</b>	<b>Term 1 Week 7 2025</b>	<b>Term 2 Week 8 2025</b>	<b>Term 3 Week 5-6 2025</b>		





# MUSIC 1 - 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components		Task 1		Task 2		Task 3		Task 4	
		Composition Portfolio & Aural Analysis		Viva Voce & Core Performance		Presentation of Electives 1 and 2		Trial HSC Aural Examination & Presentation of Elective 3	
		An Instrument and Its Repertoire		Music of the 20th and 21st Centuries		Student Choice		Fine Tuning	
Weightings		Outcomes Assessed		Outcomes Assessed		Outcomes Assessed		Outcomes Assessed	
		H3 H4		H1 H6		H1* H3* H6*		H1 – H11	
Performance	10%			10					
Composition	10%	10							
Musicology	10%			10					
Aural	25%	10						15	
Electives	45%					30		15	
<b>Assessment Weighting:</b>		20%		20%		30%		30%	
<b>Date Due:</b>		Term 4 Week 10 2024		Term 1 Week 7 2025		Term 2 Week 10 2025		Term 3 Week 5-6 2025	

\*indicates outcomes assessed can vary dependent on the elective chosen by the individual student



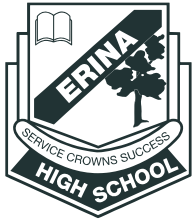


## PDHPE – 2025 Amended Jan 2025

### HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		<b>Research and Extended Response</b>  Factors Affecting Performance	<b>Class test</b>  Factors Affecting Performance, Sports Medicine and Improving Performance	<b>Presentation</b>  Health Priorities in Australia	<b>Trial HSC Examination</b>  All Topics
		<b>Outcomes Assessed</b>  H7 H8 H10-11 H16-17	<b>Outcomes Assessed</b>  H7-9 H13 H16-17	<b>Outcomes Assessed</b>  H1-3 H5 H14-16	<b>Outcomes Assessed</b>  H1 – 6 H7 – 11 H13 – 17
Knowledge and understanding of course content	<b>40%</b>	5	15	5	15
Skills in critical thinking, research, analysis and communicating	<b>60%</b>	15	15	15	15
<b>Assessment Weighting:</b>		<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
<b>Date Due:</b>		<b>Term 4 Week 10 2024</b>	<b>Term 1 Week 10 2025</b>	<b>Term 2 Week 8 2025</b>	<b>Term 3 Week 5-6 2025</b>





## SLR - 2025

### HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		<b>Practical Skills Test and Peer Observation</b>  Games and Sports Application 1	<b>Topic Test</b>  Resistance Training	<b>Topic Test and CPR Demonstration</b>  First Aid	<b>Practical Skills Teamwork Test</b>  Games and Sports Application 2
		<b>Outcomes Assessed</b>  1.1 3.1 3.4 4.4 5.4	<b>Outcomes Assessed</b>  1.2 2.2 2.5 3.2	<b>Outcomes Assessed</b>  1.3 2.5 3.6 4.5	<b>Outcomes Assessed</b>  1.3 3.1 4.2 4.4
Knowledge and understanding	<b>50%</b>	5	25	20	
Skills	<b>50%</b>	20		5	25
<b>Assessment Weighting:</b>		<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Date Due:</b>		<b>Term 4 Week 8 2024</b>	<b>Term 1 Week 10 2025</b>	<b>Term 2 Week 9 2025</b>	<b>Term 3 Week 3-4 2025</b>



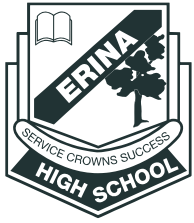


# VISUAL ART – 2025 Amended Feb 2025

## HSC COURSE ASSESSMENT SCHEDULE

		Task 1	Task 2	Task 3	Task 4
<b>Components</b>	<b>Weightings</b>	<b>Essay – written research</b>  Investigating practice and the cultural frame	<b>A: BOW Development/ VAPD</b>  <b>B: Critical and Historical: Short answer written responses</b>  A: Development of the Body of Work  B: Examining the conceptual framework	<b>Submission of artworks under development including VAPD</b>  Resolving the Body of Work	<b>Trial HSC Examination</b>  Art Criticism and Art History
		<b>Outcomes Assessed</b>  H7-9	<b>Outcomes Assessed</b>  H2 H3 H4 H8 H10	<b>Outcomes Assessed</b>  H1-6	<b>Outcomes Assessed</b>  H7-10
Artmaking	<b>50%</b>		20	30	
Art Criticism and Art History	<b>50%</b>	15	15		20
<b>Assessment Weighting:</b>		<b>15%</b>	<b>35%</b>	<b>30%</b>	<b>20%</b>
<b>Date Due:</b>		<b>Term 4 Week 7 2024</b>	<b>Term 1 Week 11 2025</b>	<b>Term 2 Week 10 2025</b>	<b>Term 3 Week 5-6 2025</b>





# WORK STUDIES – 2025 Amended Jan 2025

## HSC COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3	Task 4
		Extended Response & Booklet	In-Class Test	Booklet and Presentation	Formal Written Examination
		Work Place Issues	Personal Finance	Managing Work and Commitments	Teamwork and Enterprising Skills
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		WS1 WS3 - WS9	WS5 WS7 WS8 WS9	WS2 WS3 WS5 WS7 WS8 WS9	WS3 WS5 WS6 WS7
Knowledge and understanding	30%	5	10	5	10
Skills	70%	20	15	20	15
<b>Assessment Weighting:</b>		<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Date Due:</b>		<b>Term 4 Week 9 2024</b>	<b>Term 1 Week 9 2025</b>	<b>Term 2 Week 8 2025</b>	<b>Term 3 Week 5-6 2025</b>







School Name: Erina High School

Assessment Schedule Year 12 - 2025

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 4 Project Planning	Task 5 Joinery	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Code	Unit of Competency	Week 8 Term 4 Date 2024	Week 8 Term 1 Date 2025	Week 8 Term 2 Date 2025	Week 8 Term 3 Date 2025	Week 5-6 Term 3 Date 2025
CPCCOM2001	Read and interpret plans and specifications	X				
CPCCOM1013	Plan and organise work	X				
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery components		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment			X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
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".



School Name: Erina High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 Let's start cooking and cleaning	Task 4 Pack it up	Task 5 There's no I in team	HSC TRIAL EXAM
		Week 10	Week 10	Week 6	Week
		Term 4	Term 4	Term 3	Term
<b>Code</b>	<b>Unit of Competency</b>	Date 2024	Date 2024	Date 2025	Date
SITHKOP009	Clean kitchen premises and equipment	X			
SITXINV006	Receive, store and maintain stock	X			
SITHCCC026	Package prepared foodstuffs		X		
SITHCCC023	Use food preparation equipment			X	
SITHCCC024	Prepare and present simple dishes			X	
SITHCCC027	Prepare dishes using basic method of cookery			X	
SITHCCC034	Work effectively in a commercial kitchen			X	

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

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

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

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".