



HSC ASSESSMENT GUIDE

WELCOME TO THE HSC

2025/2026

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Important Dates 2025 - 2026

Term 4 2025	14/10/2025
Summer Break	22/12/2025
Term 1 2026	02/02/2026
Autumn Break	07/04/2026
Term 2 2026	22/04/2026
Winter Break	06/07/2026
Term 3 2026	21/07/2026
Spring Break	28/09/2026
HSC 2026	Oct – Nov 2026 (Exact dates TBA)

Note:

The official examination timetable for HSC examinations is published at the start of Term 2, 2026.

Major Work submission dates and external marking windows are published during late Term 1, 2026. These can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables/hsc-important-dates-practical-and-performance-exam>

Public Holidays 2026

New Year's Day	01/01/2026
Australia Day	26/01/2026
Good Friday	03/04/2026
Easter Monday	06/04/2026
ANZAC DAY	25/04/2026
King's Birthday	08/06/2026
Labour Day	05/10/2026

Preface

This booklet sets out Engadine High School's assessment expectations for all Higher School Certificate (HSC) courses you study. Read it alongside the course-specific assessment information issued by your teachers.

Our procedures align with NSW Department of Education policy, NESA Assessment Requirements for the HSC, and the ACE Manual (Assessment Certification Examination). We apply NESA's *Rules and Procedures for 2026 HSC Candidates*.

You must know and follow these requirements. NESA updates them each year. Access the current *Rules and Procedures* and the ACE Manual on the NESA website. The school will also provide copies during your course.

If there is any conflict between school information and NESA requirements, the NESA documents prevail. For questions, contact one of the Deputy Principals.

<https://www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures>

A message to all Year 12 students

As you embark on your HSC journey, we want to remind you of the importance of complying with the guidelines set out in your assessment booklet and the rules and regulations set out by New South Wales Education Standards Authority (NESA). These guidelines and rules are in place to ensure a fair and consistent assessment process for all students.

To achieve your best possible performance, it's essential to be organised and prepared, and to stay motivated and inspired to study. We know that the HSC can be challenging but remember that hard work and dedication will pay off in the end.

If you have any concerns or questions about the HSC assessment process, please do not hesitate to contact the Deputy Principal for assistance. They are here to support you and guide you through this exciting and rewarding time.

We wish you the best of luck in your studies and hope that your HSC experience is both fulfilling and enjoyable.



Ms Lisa Waygood

Relieving Principal

NSW Education Standards Authority (NESA)

Students Online

During your Higher School Certificate year, the NESA Students Online service will be available for you to logon and view your HSC enrolment details. By using your student number and PIN, you will be able to check important details relating to your enrolment and view important information such as your personalised HSC written examination timetable, personalised Advice Line schedule, your Assessment Rank Order (after the final HSC examination) and information regarding your HSC results. In addition, Students Online has links to other relevant sites.

NSW Education Authority

(NESA) GPO Box 530

Sydney NSW 2001

Telephone 1300 138 323

<https://studentsonline.nesa.nsw.edu.au>

Pattern of study

- The Higher School Certificate (HSC) is the highest educational award in New South Wales.
- The HSC program runs over two years, typically Years 11 and 12.
- Students must complete:
 - o Year 11: at least 12 units, including at least 2 units of English.
 - o Year 12: at least 10 units, including at least 2 units of English.
 - o At least four subjects.
 - o At least three courses of 2 units value or greater.
 - o At least six units from Board Developed courses.
 - o A maximum of 6 units in Science in Year 11 and 7 units in Year 12.
- One unit represents approximately 60 hours of learning and assessment.
- Board Developed Courses are set by NESA. Most have an external HSC examination. VET Industry Curriculum Framework courses have an optional HSC exam.
- Board Endorsed Courses are developed by schools or TAFE and endorsed by NESA. They are not externally examined.
- VET courses provide recognised vocational skills and workplace experience.
- Students must satisfactorily complete each course to earn units towards the HSC.
- The HSC credential includes meeting the HSC minimum standards in literacy and numeracy.
- For 2 unit courses, results are reported in Bands 1 to 6.
- For 1 unit Extension courses, results are reported on the E1 to E4 scale.
- HSC results may be used for university admission and by employers.
- For more information on pattern of study and HSC requirements, see the school's subject selection policy on our website.
- Further detail: <https://ace.nesa.nsw.edu.au/higher-school-certificate/eligibility/pattern-of-study>

Higher School Certificate Course Assessment Information

General information

All students must complete an assessment program for each course. These tasks determine achievement against course outcomes and whether the course is satisfactorily completed. HSC results are based on school assessment and, where applicable, the external HSC examination.

There are three course types approved for HSC study:

1. **Board Developed Courses** — syllabus and (where applicable) external HSC examinations are set by NESA.
2. **Board Endorsed Courses** — developed by schools, TAFE or other providers and endorsed by NESA. They are not externally examined.
3. **VET courses** — deliver nationally recognised vocational qualifications. VET Industry Curriculum Framework courses include an optional HSC examination; other VET courses do not have an HSC exam.

The purpose of school assessment is to indicate a student's attainment of course outcomes:

- with reference to specified performance standards, and
- measured over the whole course rather than at a single point in time.

Assessment marks come from set tasks using syllabus weightings. Tasks vary by subject and may include tests, essays, practical work, fieldwork and oral tasks. This provides time and multiple modes to demonstrate achievement.

Satisfactory completion depends on more than assessment tasks. Students must apply themselves with diligence and sustained effort in all aspects of each course, participate actively, and complete classwork, homework and other non-assessable tasks as required.

Year 12 Assessment and the HSC mark

The HSC mark for each course combines internal and external assessment. It is reported out of 100 and placed in a performance band.

- **External assessment:** NESA designs and marks the HSC examinations (written and, where applicable, practical/oral/submitted works). These are usually sat at the end of Year 12 and contribute 50% of the HSC mark.
- **Internal assessment:** Schools assess students across the course using syllabus weightings. Schools submit marks to NESA. NESA moderates these marks using the exam data to produce the school assessment mark. Together, the moderated school assessment (50) and the external exam mark (50) form the HSC mark (out of 100).

Standards-referenced reporting: Results are awarded against set standards, not ranked on a curve.

Most 2-unit courses are reported in Bands 1–6. Extension courses use E1–E4.

ATAR: The Australian Tertiary Admission Rank is separate from the HSC. It is calculated by UAC, not NESA. UAC uses scaled HSC results to form an aggregate from a student's best 10 units, including at least 2 units of English.

VET: Vocational Education and Training courses use competency-based assessment delivered by an RTO (the school or TAFE). VET Industry Curriculum Framework courses have an optional HSC exam that can count toward the ATAR. Other VET courses do not have an HSC exam.

Assessment schedules: Each faculty's assessment schedule and task weightings are published later in this booklet and issued by faculties at the start of the course. Students must follow those schedules.

Eligibility for the Higher School Certificate

A course is satisfactorily completed when, 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 the set tasks and experiences provided by the school
- achieved at least some of the course outcomes (ACE Manual).

Engadine High School

Assessment Policy

This document sets out Engadine High School's assessment policy. It provides a concise, consistent framework for students in Years 7–12 and their parents/carers. We support students experiencing difficulty where practical, while applying this policy consistently to ensure equity for every student.

Assessment at EHS occurs formally and informally. This policy applies to **formal** assessment tasks only. **Informal** assessment happens in everyday lessons and informs teaching and reporting. Semester reports may draw on evidence from both formal and informal assessment.

Disability Provisions

What they are

NESA provides disability provisions for HSC examinations to support students whose disability, medical condition, mental health condition, or learning difficulty would otherwise disadvantage them.

Who might be eligible

Students with hearing loss, vision impairment, diagnosed specific learning disorders, physical or mental health conditions, or temporary injuries that impact exam performance.

How to apply

- Speak early with the Learning Support teachers, the Deputy Principal, or a School Counsellor.
- The school submits the online application to NESA with required evidence.
- Applications should be finalised by the end of Term 1 in the HSC year. NESA's closing date is usually late March.

Important notes

- It is the responsibility of the student and parent or carer to begin the application through the school and to supply all supporting documents.
- Reasonable adjustments for school assessment tasks are arranged by the school. NESA approval applies to HSC examinations.

More information: <https://ace.nesa.nsw.edu.au/disability-provisions>

Assessment Tasks Policy

Each subject faculty has developed its own Assessment Program which specifies the relative weightings to be given to each component of the course.

Students will be assessed with reference to standards of performance. The marks achieved by students will reflect the standard they have achieved in a course.

A more specific assessment schedule for each course will be provided for students in Term 4 (the commencement of the HSC) as well as a general outline of the Assessment Program for each subject at the commencement of that Program provided in this booklet.

1. Handing out and submission of assessment tasks

When tasks are handed out

- You will receive at least two school weeks' notice.
- You will be given the notification in class and on Google Classroom.
- Years 10, 11 and 12 must sign to confirm receipt. You may sign a class roll or acknowledge online.
- If your teacher is absent, the Head Teacher or their nominee will issue the notification and record your receipt.
- If you are absent when it is handed out, you must collect it on the day you return or download it from Google Classroom. Being absent is not automatic grounds for an extension.
- If the published date changes, you will receive written notice with the new date, time and any changed conditions.

What you must do before submission

- Read the notification carefully. Follow the task requirements, conditions and equipment rules.
- Complete any required cover sheet. Cover sheets are in the Library, the Library Google Classroom and on the school website.
- Keep drafts, notes and version history as evidence of authorship.

Submitting your work

- Submit exactly as stated on the notification. Follow file type and naming rules.
- If the task requires both digital and hard copy, the submission is complete only when both are received.
- Digital submissions use the platform timestamp as the official submission time.
- Technology problems are not a valid reason for late work. Keep backups and submit what you have.

On the due date

- Attend all timetabled lessons that day, including Period 0 for senior extension classes.
- Do not work on the task during other classes.
- If you are unwell, do not attend. Submit any work you can and lodge illness or misadventure when you return.

Proof of submission

- Years 10, 11 and 12 must sign when they submit a task or acknowledge digital submission online.
- If your class teacher is absent, the Head Teacher or their nominee will record submissions.

2. Rule for attendance on the due date of an assessment task

Your responsibilities

- Attend all timetabled lessons on the due date, including Period 0 for senior extension classes.
- Arrive on time. “On time” means at or before the exact due time on the notification.
- Do not work on the task during other classes.

Hand-in tasks (submitted work)

- Submit by the stated time and method (e.g. start of Period 1 via Google Classroom).
- If you arrive after the due time, the task is late. Submit immediately on arrival. You may receive a zero for the task, unless Illness/Misadventure is approved.
- Digital submissions use the platform timestamp as the official time.

In-class tasks/exams

- Be in the scheduled room at the published start time.
- Late arrival may reduce your working time. Arrival after the reading time or once the task has started may be treated as a missed task unless Illness/Misadventure is approved.

If you are unwell or there is a misadventure

- Do not attend if you are unwell. Lodge an Illness/Misadventure application with evidence.
- See your Head Teacher/Deputy Principal on return to arrange next steps.

Scheduled activities and clashes

- School representation, work placement, TAFE, excursions or external commitments do not override a published assessment date.
- If a clash exists, apply before the due date. Extensions/alternate sittings are not automatic.

Non-compliance

- Failure to meet these requirements may lead to a zero for missed in-class tasks, and/or N-award warnings, unless Illness/Misadventure is approved.

3. Extensions, illness and misadventure for assessment tasks and examinations

Extensions

- Apply in writing to the Deputy Principal Curriculum.
- Collect the school Illness or Misadventure form in person from a Deputy Principal. Interim approval from a Deputy Principal is required to begin the process.
- Bring supporting evidence when you collect the form. Submit the completed form and evidence to the Deputy Principal.
- Apply at least two school days before the due date.
- Approval is not automatic and is granted based on the evidence provided.

Illness or misadventure

- If you are unwell, do not attend the assessment.
- On your first day back, collect the Illness or Misadventure form in person from a Deputy Principal, attach evidence, and submit it that day.
- Do not discuss the task with other students.

Evidence requirements

- Medical: a doctor's certificate that confirms you were unfit on the due date or during the assessment window.

- Non-medical misadventure: independent evidence such as a police report, court notice, funeral notice, statutory declaration, insurance report, or equivalent.
- Technology failure is not accepted. Keep backups and version history. Submit what you have by the due time.

Hand-in tasks

- Submit by the stated time and method on the notification.
- If you are absent on the due date, submit digitally by the due time if you can. This is provisional only and does not count as a correct submission unless you also lodge an Illness/Misadventure form with evidence in person on your first day back and it is approved.
- If digital submission is not possible, submit on the first day you return and lodge your Illness/Misadventure form with evidence that day.

The following do *not* count as correct submission (without approved Illness/Misadventure):

- Uploading digitally while absent and not lodging the paper form on return.
- Emailing the task to a teacher (unless the notification explicitly allows email).
- Handing work to a friend to pass on, placing it in a staffroom tray, or sliding it under a door.
- Submitting to the wrong platform, wrong class, or after the due time.
- Providing a hard copy when a digital submission is required, or vice versa.

Other requirements

- Where both digital and hard copy are required, your submission is complete only when both are received.
- The platform timestamp is the official time for digital submissions.
- Technology issues are not grounds for late submission. Keep backups and submit what you have.
- Do not work on the task during other classes on the due date.

In-class tasks and examinations

- If absent, lodge your form on return and see the Head Teacher or Deputy Principal to arrange next steps.
- Alternate tasks or sittings are considered on a case-by-case basis. They are not automatic.

Planned activities and clashes

- Avoid clashes with assessment dates for work placement, TAFE, school representation, excursions, or external commitments.
- If a clash exists, apply before the due date. Approval is not automatic.

If you do not apply or your evidence is insufficient

- Late penalties or a zero may apply.
- You may receive an N-award warning.

NB: Disability Provisions for HSC examinations are a separate process. See Learning Support to discuss eligibility and timelines.

4. Nature or form of the extension

For senior students, the Faculty Head Teacher will determine which of the following is the appropriate course of action for an extension:

- An extension of time for submission.
- Completion of an alternate task submitted at a later date.

- An estimate (if authorised by the Principal or Principal nominee) based upon the student's relative achievement in the course in *like* tasks.

NB. Once notified of the decision, students have the option to appeal the decision as per Point 8 in this document.

5. Acceptable reasons for an extension

- Verified illness or injury that prevents you meeting the task requirements
- Family bereavement
- Approved school representation or leadership duty
- Mandatory work placement or TAFE where the clash is unavoidable and published in advance
- Religious observance
- Court attendance or urgent legal matter
- Disability-related adjustment confirmed with Learning Support
- Acute carer responsibilities with evidence

Family holidays are not accepted.

Assessment schedules appear on Sentral, the school website, and in this booklet. Plan around these dates.

6. Family holidays

- Family holidays are not an acceptable reason for extensions or alternate tasks.
- This applies to RoSA students in Years 7–10, Preliminary HSC in Year 11, and HSC in Year 12.
- Assessment dates are published in advance. Plan travel around them.
- In exceptional circumstances, submit a written request to the Principal well before travel. Approval is rare.

7. Penalties for late submission

Years 10-12

- Students will be awarded a mark of zero for any task not submitted by the specified time on due date or, for non-submitted tasks, not completed during the timetabled lesson, unless a valid extension or misadventure have been approved (see Point 3).
- Failure to submit an assessment task, or non-serious attempts made on assessment tasks, may result in a warning of an N Award Warning or a N Determination being issued.

8. Assessment Appeals

Students should first speak with their class teacher to clarify or resolve concerns about an assessment task. If unresolved, the student should approach the Head Teacher for the course.

If the issue persists, or there was a breach of validity or fairness, a formal appeal may be lodged.

- Who lodges:
 - Students (primary pathway). Parents/carers may support but cannot lodge alone.
 - Teachers may lodge an appeal where there is a procedural or validity concern affecting a class/cohort (e.g. misapplied criteria, invalid task, breach of conditions).

- How to lodge: Submit a written appeal with evidence to the Deputy Principal.
- Deadline: Lodge within 3 school days of marks/feedback being released (or of becoming aware of the issue for teacher-initiated appeals).
- Required evidence (student appeals): task notification, marked work, rubric/criteria, and any supporting documents (e.g. approved adjustments, medical evidence).
- Required evidence (teacher appeals): task notification, rubric/criteria and marking guide, samples/mark records illustrating the concern, class list/conditions log, and any relevant faculty minutes or communications.

Grounds for an appeal

- Validity of assessment: Task not aligned to syllabus outcomes, or content assessed was not taught.
- Marking criteria: Published criteria/rubric not applied or not applied consistently.
- Process of assessment: Administrative error, bias, breach of exam conditions, or failure to provide approved reasonable adjustments.

Disputes about eligibility for adjustments follow the separate Disability Provisions/Learning Support process.

Assessment appeals panel

A panel will review the written appeal:

- Composition: Deputy Principal (Chair) and two Head Teachers from faculties not involved in the subject.
- Conflicts: Members must declare conflicts and have no involvement with the task/class.

What the panel may do: review the task and alignment, examine criteria application, interview relevant parties (student, teacher, Head Teacher), and consider all evidence.

Timeline: Decision within 10 school days where possible. If more time is required, the school will advise.

Scope: The panel focuses on process integrity. It does not normally re-mark or adjust marks. A limited re-mark may occur only to correct a clerical error or a documented failure to apply the published criteria.

Possible outcomes

- Re-sit of the assessment (cohort or individual) if the original task was invalid/compromised.
- Substitute assessment (cohort or individual) if the original task was inappropriate/unfair.
- Process adjustments for future tasks (e.g. clearer instructions, refined criteria).
- No change where the task was valid, criteria followed, and process was fair.

Outcome and records: The panel's ruling is binding and final at school level and will be communicated to all parties. Records are retained and handled confidentially.

Next steps beyond school: After HSC results are released, students may lodge a NESA HSC Assessment Rank Appeal where applicable.

Limits: Appeals cannot contest task difficulty, personal effort, mark cut-offs, cohort rank, or professional judgement where published criteria were correctly applied.

No automatic stay: Lodging an appeal does not pause penalties unless a temporary stay is issued in writing.

9. Plagiarism

- Plagiarism is presenting someone else's words, ideas, data, images or code as your own. It is malpractice.
- AI use is banned for assessment tasks unless the notification explicitly permits it and states the limits. This includes text-generators, paraphraser, translators, image/code generators and chatbots.
- Burden of proof: If a teacher reasonably suspects plagiarism or AI-generated work, the school treats the work as not your own until you prove authorship. You must provide evidence.

Proving authorship

Provide all of the following where applicable:

- Drafts and planning: dated notes, outlines, mind maps, hand drafts
- Version history: Google Docs/Microsoft 365 history showing step-by-step development
- In-class evidence: classwork samples, exit slips, teacher feedback applied to later drafts
- Sources and process: bibliography, annotated sources, research log with dates
- Verification tasks: completion of an oral defence, short supervised write-up, or skills check on similar content

Failure to provide sufficient evidence may result in a finding of malpractice.

Detection and verification

- Staff may use similarity tools (e.g. Turnitin) and other checks (style shifts, metadata, unexplained references, inconsistent skill level).
- You may be asked to complete a supervised task or oral explanation to verify your understanding.

Consequences

If malpractice is confirmed or you cannot prove authorship:

- Zero for the task (in full or in part)
- Resubmission under supervision (for feedback only, no marks) where appropriate
- N-award warning where course completion is at risk
- Report to NESA (HSC assessment tasks) and entry on the HSC malpractice register where required
- Further school disciplinary action under the Academic Integrity policy

Contract cheating and collaboration

- Buying, commissioning, swapping, or using another person's work (including AI prompts written by others) is contract cheating.
- Unauthorised collaboration is malpractice. Follow the task's collaboration rules.

Limited, permitted use (only if stated on the notification)

- If a task allows specific AI or digital tools (e.g. grammar checking, data visualisation), you must acknowledge the tool and describe how you used it. Undisclosed AI use is malpractice.

Appeals

You may appeal under the Assessment Appeals process. Your appeal must include your authorship evidence listed above.

Reminder: “All My Own Work” and the Malpractice sections in this booklet provide further examples and expectations.

10. Non-Serious attempt

A non-serious attempt is work that does not show a genuine effort to meet the task requirements.

Examples

- Leaving large sections blank or writing nothing
- Irrelevant or inappropriate content (e.g. jokes, abuse, drawings)
- Token responses well below your demonstrated ability
- Random answers or copied text with no attempt to address the question

Consequences

- Mark of zero for the task
- N-award warning and, if not remedied, possible N determination for the course

Notes

- AI-generated or nonsensical content may be treated as a non-serious attempt and/or malpractice.
- The teacher records evidence of an non-serious attempt. You may appeal under the Assessment Appeals process.

11. In Class tasks on the same line

- When a subject has two classes that are on different lines and the assessment task is completed in class, the task will be completed on a Wednesday afternoon during periods 5 and 6. Details regarding this task will be on the assessment notification, provided at least two weeks prior to the task.
- Students must make themselves available to sit this task at the appropriate time.

12. Use of Electronic Devices

- Only NESAs-approved calculators may be used in examinations. NESAs provides a list of approved calculators that may be used in the HSC. Electronic dictionaries, translators, mobile phones, programmable watches, including smartwatches, and other devices that can contain formulae or can be used to assist in accessing an examination or assessment task are not permitted under any circumstances.
- If students are found to have used such a device in an assessment task or examination, the task or examination will be cancelled, a mark of zero awarded and an ‘N’ warning letter sent.
- The student may be placed on the HSC Malpractice register.

Malpractice Policy

At Engadine High School, any form of malpractice in school-based assessment is unacceptable and will be dealt with in accordance with NESA guidelines (ACE 10.1). Malpractice is defined as any activity that gives a student an unfair advantage over others. All students are responsible for understanding and adhering to the school's malpractice policy.

What Constitutes Malpractice?

Malpractice includes, but is not limited to:

- **AI misuse:** using AI to generate or substantially edit work where not explicitly permitted, or failing to acknowledge permitted use
- **Plagiarism:** presenting another's words, ideas, images, code or data as your own
- **Contract cheating:** buying, commissioning, swapping or using another person's work
- **Collusion:** working with others on an individual task
- **Cheating in exams or tasks:** copying, sharing answers, signalling, accessing restricted materials
- **Unauthorised devices/materials:** possession or use of phones, smartwatches, earbuds, notes or programmable devices
- **Impersonation or facilitation:** sitting a task for someone else or helping another to cheat
- **Falsifying data or results:** inventing or altering data, citations or sources
- **Misrepresentation:** false claims about illness or misadventure, forged documents
- **Disruption:** behaviour that interferes with others' assessment

These examples represent common forms of malpractice, but other forms may also be considered malpractice if they provide an unfair advantage.

Investigation of Malpractice

Any allegation of malpractice will be referred to the Deputy Principal Curriculum by the Head Teacher of the relevant faculty. The investigation will involve gathering evidence, including interviews and written statements from students, neutral parties, and staff, as well as reviewing work samples. Engadine High School ensures that the process is impartial, and any senior executive member may adjudicate on the case.

Penalties for Malpractice

One or more of the following penalties may apply if a student is found to have engaged in malpractice:

- Reduced marks for part or all of the assessment task or examination.
- A zero mark for part or all of the assessment task or examination.
- An interview with a 'malpractice' panel at NESA.
- Loss of one or more courses towards the Record of School Achievement (RoSA) or HSC award.
- Potential damage to the student's ability to apply for TAFE or university courses or scholarships.

Results of the investigation will be communicated to the student by their classroom teacher. If the student is recorded in the HSC Malpractice Register, the Deputy Principal of the student's year group will notify their parents or carers.

Appeals

Students have the right to appeal a malpractice decision. The appeals process is outlined in the 'Appeals Process' section of this booklet. Students are encouraged to review this section for guidance on how to proceed with an appeal.

Record of Malpractice

Where a student is found guilty of malpractice, this will be recorded in the NESA Malpractice Register via Schools Online (ACE 10.1.3).

Official Warning Letters

Where a student fails to comply with NESA or school requirements for the satisfactory completion of the Higher School Certificate course, the student will receive an official warning letter from the school outlining the nature of any outstanding learning responses or assessment tasks. The warning letter is designed to give the student the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student must comply with the letter's requirements in full.

If a warning letter is issued for an assessment task, and the student has an appeal related to that task upheld, then the appeal decision overrides the warning letter for that task.

Failure by the student to respond to the requests made in official warning letters may lead to the issue of an N Determination in that course, indicating non-completion of course requirements. An N Determination will mean that the student may not be eligible for the award of the Higher School Certificate.

‘N’ Determination [Non Award]

If a student fails to comply with NESAs requirements for the HSC course, they will receive an ‘N’ Determination. This means that the relevant course will not appear on the student’s Record of Achievement and in some cases, this will mean that the student may not meet the pattern of study requirements and therefore, will be ineligible for the award of the HSC in that year.

- Students are required to meet course completion criteria as well as assessment criteria. A student will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:
 - followed the course developed or endorsed by NESAs; and
 - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - achieved some or all of the course outcomes.
- Students who are likely to travel overseas during the HSC year should note that they need to demonstrate regular engagement with their courses of study until the end of the academic year, in order to fulfil these NESAs requirements.
- Students are expected to complete all tasks which are part of the assessment program in each course of study. School-based HSC assessment contributes 50% of the final Higher School Certificate mark and is reported on the Higher School Certificate Record of Achievement.
- Students are also required to complete assessment tasks worth more than 50% of the total assessment marks to qualify for the Higher School Certificate. Students cannot qualify for a Higher School Certificate in a course where they do not meet these minimum assessment requirements.

All My Own Work

What is cheating in an Assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Here some examples of plagiarism and behaviour considered to be cheating:

- Copying, buying, stealing or borrowing part or all of someone else’s work, presenting it as your own.
- Using material directly from books, journals, CDs or the internet without acknowledging the source.
- Submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author.
- Paying someone to write or prepare material that is associated with a task, such as drafts, processes, diaries, logs and journals.
- Sharing your assessment task with another student to use as their own work.

What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest, and it will jeopardise your RoSA or HSC results.

The following are common questions about plagiarism.

Q. Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A. Definitely yes!

Q. Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A. Yes. You are using someone else's thoughts and words without acknowledgement.

Q. Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my exam?

A. Yes. This is plagiarism.

Q. Is it plagiarism if someone else proofreads my written work and changes my final draft?

A. It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your work.

Q. Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A. No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Q. Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A. This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

Q. Can I use Artificial intelligence to write all or parts of my assessment task?

A. Students are not permitted to use Artificial intelligence (AI) to write or contribute to summative assessment tasks unless it is specifically outlined in the course instructions. This policy is in place to ensure that students are demonstrating their own knowledge and skills, rather than relying on technology to complete their work.

Honesty in HSC Assessment – the Standard

This standard sets out the NSW Education Standards Authority (NESA) requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- Rules and Procedures for Higher School Certificate Candidates
- HSC: All My Own Work

These documents are publicly available on the NSW Education Standards Authority (NESA) website at <https://ace.nesa.nsw.edu.au/ace-9022>

Register of Malpractice in HSC Assessment Tasks

For many years, the NSW Education Standards Authority (NESA) has collected and published information on malpractice in HSC examinations. NESA has now instituted a Register of Malpractice in HSC Assessment Tasks that will build on that body of knowledge.

All instances of proven malpractice in HSC assessment tasks must be entered into the Register. All schools are required to participate by entering information on proven cases of malpractice in HSC assessment tasks.

At the end of the year, NESA will aggregate the data provided by schools without identifying either the school or the students involved.

The key data included in the Register is:

- the course involved.
- the type of offence.
- the nature of the assessment task.
- the penalty applied.

Malpractice is any attempt to gain an unfair advantage over other students. Types of malpractice in HSC assessment tasks may include, but are not limited to:

- being in possession of unauthorised notes or electronic devices during a test or examination
- using the words, ideas, designs or workmanship of others without acknowledgement
- copying from another student
- paying someone to write or prepare an assessment task
- late submission of an assessment task where it is proven to be a deliberated mechanism to gain advantage over other students
- a non-serious attempt that is deemed to be frivolous or offensive

The implementation of this Register is supported by the Independent Commission Against Corruption.

Final Assessment Rank Reviews and Appeals

- Your final school assessment rank in each HSC course reflects your position in the cohort at the end of the school assessment program.
- Marks are not released. After the HSC exams, you can view your final rank order for each course on Students Online. If a rank looks wrong, you may request a School Review.

School Review (first step)

- Grounds: procedural error only (e.g. incorrect weighting, missing task, data entry error, breach of published policy). It is not a remark.
- How: submit a written request to the Deputy Principal with evidence (task notifications, returned tasks/marks, weightings, communications).
- Deadline: within 3 school days of rank release (or the date advised by the school). Outcome: the school checks records and either confirms the rank or corrects the rank order and notifies NESA if required.

NESA assessment rank appeal (second step)

- If you're not satisfied with the School Review outcome, you may lodge a NESA Assessment Rank Appeal via Students Online by the published NESA deadline.
- Scope: NESA considers whether the school followed its assessment program. NESA does not re-mark tasks or change school marks—only the rank order can change.

Remember: Your final Higher School Certificate assessment rank will be based on the results of all assessment tasks in that course.

Request for Review

Requests for School Review of your final HSC assessment rank must be based on one of the following three official grounds:

- The weightings that were used are not those specified by NESA in the subject Assessment Guides
- The school's procedures for determining assessments do not conform with its stated policy and programs
- There are clerical or computational errors.
- Marks awarded by any teachers for individual tasks are not subject to review as part of this process. Concerns relating to individual tasks must be raised within one week of receipt of the marked task.

Requests for review of your final Higher School Certificate assessment rank must be made on a special form called Application for School Review of Assessment Ranking. This is available via Schools Online on the last day of the HSC examinations. The completed form

should reach NESA by the date specified by NESA. This date is available on the NSW Education Standards Authority (NESA) website at

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables>

The school will make arrangements to ensure that your request proceeds without delay. The school will advise you of the outcome of its review and will advise NESA of any changes to assessment marks.

Appeals

If your rank is reviewed by the school, and you are not satisfied with the result, you can appeal to the NSW Education Standards Authority (NESA). Your appeal must be made on the official form which you should obtain by contacting the school or the nearest District Office of the Department of Education.

In the event that you believe that you are entitled to appeal against your ranking in a subject, you may do so in the following manner:

1. Advise the Principal of the school of your intention by emailing or telephoning and requesting that a form be sent to you.
2. Complete the form and deliver it immediately to the school.

The timeframe for Reviews and Appeals is very short. Please apply to the school for the appropriate form promptly.
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Glossary of Key Terms

Assessment tasks and examination have **key words** that every student should know the meaning of

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

Course Assessment Overview Schedule

Term 4, 2025: Assessment schedule

Week	Subjects
1-3	
4	• VET Entertainment
5	• Earth and Environmental Science
6	• Biology • Society & Culture • Sport, Lifestyle and Recreation
7	• English Extension 2 • Modern History
8	• Business Studies • Chemistry • Engineering • Mathematics Advanced • Mathematics Standard 1 • Mathematics Standard 2 • Visual Arts
9	• Ancient History • Dance • English Standard • English Studies • English Advanced • Mathematics Extension 1 • Music 2
10	• Community and Family Studies • Economics • English Extension 1 • Food Technology • Geography • Health & Movement Science • Industrial Technology Timber & Furnishings and Multimedia • Legal Studies • Mathematics Extension 2 • Visual Design • VET Construction • VET Entertainment

Term 1, 2026: Assessment schedule

Week	Subjects
1	
2	• Physics • Software Engineering • Textiles and Design
3	• Industrial Technology Timber & Furnishings and Multimedia
4	• Dance • Earth and Environmental Science • VET Sports Coaching
5	• Chemistry • Society and Culture • Visual Arts
6	• English Extension 2 • Extension Science • Health & Movement Science • Music 1
7	• Ancient History • Mathematics Standard 1 • Mathematics Standard 2 • Mathematics Advanced • Modern History
8	• Geography • Legal Studies • Mathematics Extension 1 • Sport, Lifestyle and Recreation
9	• Business Studies • Biology • Community and Family Studies • Economics • English Studies • Food Technology • Mathematics Extension 2 • Physics
10	• Engineering • Music 2 • Visual Design • English Advanced • English Standard • VET Hospitality • VET Construction

Term 2, 2026: Assessment schedule

Week	Subjects
1	
2	• Dance • Music 1
3	• English Extension 1
4	• Sport, Lifestyle and Recreation • VET Entertainment
5	• Ancient History • Biology
6	• Business Studies • Earth and Environmental Science • Economics • Physics • Software Engineering
7	• Chemistry • Community and Family Studies • English Studies • Food Technology • Geography • Legal Studies • Modern History • Textiles and Design
8	• Extension History • Extension Science • Industrial Technology Timber & Furnishings and Multimedia
9	• VET Sports Coaching
10	
11	HSC TRIAL EXAMS: • Dance • English Advanced • English Standard • English Extension 1 • Engineering • Industrial Technology Timber & Furnishings and Multimedia • Mathematics Extension 2 • Music 1 • Music 2 • Society and Culture • Software Engineering • Textiles and Design • Visual Arts • Visual Design • VET Entertainment • VET Hospitality • VET Construction

Term 3, 2026: Assessment schedule

Week	Subjects
1	HSC TRIAL EXAMS: • Ancient History • Biology • Business Studies • Chemistry • Community and Family Studies • Earth and Environmental Science • Economics • Extension History • Food Technology • Geography • Health & Movement Science • Legal Studies • Mathematics Standard 1 • Mathematics Standard 2 • Mathematics Advanced • Mathematics Extension 1 • Modern History • Physics
2	• English Extension 2
3	
4	• Extension Science • Visual Arts
5	• English Advanced • English Standard • Engineering • Mathematics Extension 1 • Music 1 • Music 2
6	• English Studies • Visual Design • Mathematics Standard 1 • Mathematics Standard 2 • Mathematics Advanced • Software Engineering
7	• Mathematics Extension 2 • Society and Culture • Textiles and Design • VET Hospitality
8	
9	• VET Sports Coaching
10	• VET Entertainment • VET Construction

Course Assessment Schedules

This section details the assessment schedules for each course.

See this guide to help understand how to read an assessment schedule for your course.

The terms/weeks scheduled for tasks are provided as a guide to help you plan your workload and study. Tasks should fall in this week or very close to the week specified. Some variation on task timing may be necessary. The official course assessment task notification will provide the exact timing and details of the task.

English Faculty

English Advanced

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
1	Term 4 Week 9	Related Text Analytical Responses	Common Module: Texts and Human Experiences	EA12-1, EA12-3, EA12-6, EA12-7	25%	15%	10%
2	Term 1 Week 10	Extended Response	Module A: Textual Conversations	EA12-3, EA12-5, EA12-6, EA12-7, EA12-8	25%	15%	10%
3	Term 2 Week 11	Trial HSC Examination	All Modules	All	25%	10%	15%
4	Term 3 Week 5	Reading Task	Module C: Craft of Writing	EA12-2, EA12-4, EA12-5, EA12-9	25%	10%	15%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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 contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in 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, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

English Extension 1

Board Developed, 1 Unit, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of complex texts and how and why they are valued	Skills in complex analysis, sustained composition and independent investigation
1	Term 4 Week 10	Imaginative Writing and Tutorial Presentation	Common Module: Literary Worlds	EE12-2, EE12-5	35%	20%	15%
2	Term 2 Week 3	Critical Response	Elective: Worlds of Upheaval	EE12-1, EE12-2, EE12-3, EE12-4	35%	15%	20%
3	Term 2 Week 11	Trial HSC Examination	All Modules	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	30%	15%	15%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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

English Extension 2

Board Developed, 1 Unit, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Skills in extensive independent research	Skills in sustained composition
1	Term 4 Week 7	Viva Voce	Major Work	EEX12-1, EEX12-4	30%	20%	10%
2	Term 1 Week 6	Literature Review	Major Work	EEX12-1, EEX12-2, EEX12-3, EEX12-4	40%	20%	20%
3	Term 3 Week 2	Critique of the Creative Process	Major Work	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	30%	10%	20%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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

English Standard

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
1	Term 4 Week 9	Related Text Analytical Responses	Common Module: Texts and Human Experiences	EN12-1, EN12-3, EN12-6, EN12-7	25%	15%	10%
2	Term 1 Week 10	Extended Response	Module A: Module, Language, Culture & Identity	EN12-3, EN12-5, EN12-7, EN12-8	25%	15%	10%
3	Term 2 Week 11	Trial HSC Examination	All Modules	All	25%	10%	15%
4	Term 3 Week 5	Reading Task	Module C: Craft of Writing	EN12-2, EN12-4, EN12-5, EN12-9	25%	10%	15%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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 of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly 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

English Studies

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in comprehending texts, communicating ideas, using language accurately and effectively
1	Term 4 Week 9	Multimodal	Common Module: Texts and Human Experiences	ES12-1, ES12-2, ES12-3, ES12-5, ES12-6	25%	15%	10%
2	Term 1 Week 9	Examination	Module A: We are Australians	ES12-4, ES12-5, ES12-8, ES12-9	20%	10%	10%
3	Term 2 Week 7	Viewing Representing	Module E: English and Sport	ES12-2, ES12-5, ES12-9	25%	10%	15%
4	Term 3 Week 6	Portfolio of Classwork	All	ES12-6, ES12-7, ES12-9, ES12-10	30%	15%	15%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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

Mathematics Faculty

Mathematics Standard 1

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 4 Week 8	Investigative Task	Purchasing a car	MS1-12-4, MS1-12-9	20%	10%	10%
2	Term 1 Week 7	Class Test (open book)	Ratios and rates, Interest and depreciation, Correlation and regression	MS1-12-1, MS1-12-5 MS1-12-6, MS1-12-7	25%	12.5%	12.5%
3	Term 3 Week 1	Trial HSC Examination	All course content to date	MS1-12-1, MS1-12-2 MS1-12-3, MS1-12-4 MS1-12-5, MS1-12-6 MS1-12-7, MS1-12-8	30%	15%	15%
4	Term 3 Week 6	Class Test	Networks Non-linear relationships	MS1-12-1, MS1-12-6 MS1-12-8	25%	12.5%	12.5%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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 chooses and uses appropriate technology effectively and recognises appropriate times for such use

Mathematics Standard 2

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 4 Week 8	Investigative Task	Purchasing a car	MS2-12-1, MS2-12-5, MS2-12-9	20%	10%	10%
2	Term 1 Week 7	Class Test (open book)	Ratios and rates, Interest and depreciation, Correlation and regression	MS2-12-1, MS2-12-3, MS2-12-5, MS2-12-7	25%	12.5%	12.5%
3	Term 3 Week 1	Trial HSC Examination	All course content to date	MS2-12-1 to 7, MS2-12-9	30%	15%	15%
4	Term 3 Week 6	Class Test	Networks Non-linear relationships	MS2-12-1, MS2-12-6, MS2-12-8	25%	12.5%	12.5%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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

Mathematics Advanced

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 4 Week 8	Investigative Task	Calculus, Statistics, Trigonometry	MA11-3, MA12-3, MA12-6, MA12-8, MA12-9, MA12-10	20%	10%	10%
2	Term 1 Week 7	Class Test (open book)	Sequences and series, Financial Mathematics, Integration, Geometrical applications of calculus	MA12-2, MA12-3, MA12-4, MA12-7	25%	12.5%	12.5%
3	Term 3 Week 1	Trial HSC Examination	All course content to date	MA11-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7	30%	15%	15%
4	Term 3 Week 6	Class Test	Displaying and interpreting data, Continuous probability distributions, Motion and rates	MA12-5, MA12-6, MA12-7, MA12-8	25%	12.5%	12.5%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

MA12-3 applies calculus techniques to model and solve problems

MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12-6 applies appropriate differentiation methods to solve problems

MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems

MA12-8 solves problems using appropriate statistical processes

MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Mathematics Extension 1

Board Developed, 1 Unit, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 4 Week 9	Investigative Task	Mathematical induction	ME12-1, ME12-6 ME12-7	20%	10%	10%
2	Term 1 Week 8	Class Test (open book)	Further trigonometry	ME12-1, ME12-3 ME12-4	25%	12.5%	12.5%
3	Term 3 Week 1	Trial HSC Examination	All course content to date	ME12-1, ME12-2 ME12-3, ME12-4 ME12-7	30%	15%	15%
4	Term 3 Week 5	Class Test	Vectors Differential equations	ME12-2, ME12-4	25%	12.5%	12.5%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

ME12-1 applies techniques involving proof or calculus to model and solve problems

ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems

ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME12-5 applies appropriate statistical processes to present, analyse and interpret data

ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts

ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Mathematics Extension 2

Board Developed, 1 Unit, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 4 Week 10	Investigative Task	Complex numbers	MEX12-4, MEX12-8	20%	10%	10%
2	Term 1 Week 9	Class Test (open book)	Proof Vectors	MEX12-1, MEX12-3	25%	12.5%	12.5%
3	Term 2 Week 11	Trial HSC Examination	Complex numbers Proof Vectors Integration	MEX12-1, MEX12-2 MEX12-3, MEX12-4, MEX12-5, MEX12-7 MEX12-8	30%	15%	15%
4	Term 3 Week 7	Class Test	Mechanics Proof	MEX12-1, MEX12-6	25%	12.5%	12.5%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts

MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings

MEX12-3 uses vectors to model and solve problems in two and three dimensions

MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems

MEX12-5 applies techniques of integration to structured and unstructured problems

MEX12-6 uses mechanics to model and solve practical problems

MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems

MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

Science Faculty

Biology

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in working scientifically
1	Term 4 Week 6	Research Task	Heredity	BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12	20%	5%	15%
2	Term 1 Week 9	Depth Study	Genetic Change & Non-infectious disease	BIO12-1, BIO12-4, BIO12-5, BIO12-7, BIO12-13, BIO12-15	30%	10%	20%
3	Term 2 Week 5/6	Practical Task	Infectious Disease	BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-7, BIO12-14,	20%	5%	15%
4	Term 3 Week 1	Trial HSC Exam	All modules knowledge and skills content	BIO12-1 to BIO12-15	30%	20%	10%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

BIO12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO12-5 analyses and evaluates primary and secondary data and information

BIO12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

BIO12-14 analysis infectious disease in terms of cause, transmission, management and the organism's 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

Chemistry

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in working scientifically
1	Term 4 Week 8	Depth Study	Organic Chemistry & Applying Chemical Ideas	CHEM 12-1 to CHEM 12-7, 12-14	20%	5%	15%
2	Term 1 Week 5/6	In class task	Organic Chemistry & Applying Chemical Ideas	CHEM 12-1 to CHEM 12-7, 12-14	25%	20%	5%
3	Term 2 Week 7/8	Skills	All Modules	CHEM 12-1 to CHEM 12-7	25%	5%	20%
4	Term 3 Week 1	Trial HSC Exam	All modules knowledge and skills content	CHEM 12-1 to 12-7 CHEM 12-15	30%	10%	20%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

CHEM12-1 develops and evaluates questions and hypotheses for scientific investigation

CHEM12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CHEM12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CHEM12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CHEM12-5 analyses and evaluates primary and secondary data and information

CHEM12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CHEM12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CHEM12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems

CHEM12-13 describes, explains and quantitatively analyses acids and bases using contemporary models

CHEM12-14 analyses the structure of, and predicts reactions involving, carbon compounds

CHEM12-15 describes and evaluates chemical systems used to design and analyse chemical processes

Earth and Environmental Science

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in working scientifically
1	Term 4 Week 5	Research and presentation	Earth's Processes	EES 12-6, EES 12-7, EES 12-12	20%	10%	10%
2	Term 1 Week 4	Depth study	Hazards and Climate Science	EES 12-1 to 12-7, EES 12-13, EES12-14	30%	10%	20%
3	Term 2 Week 6/7	Practical Skills	Resource Management	EES 12-1 to 12-7	20%		20%
4	Term 3 Week 1	Trial HSC Exam	All course knowledge and skills content	EES 12-1 to 12-15	30%	20%	10%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

EES12-1 develops and evaluates questions and hypotheses for scientific investigation

EES12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES12-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES12-5 analyses and evaluates primary and secondary data and information

EES12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history

EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems

EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate

EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's system

Physics

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in working scientifically
1	Term 1 Week 2	Depth Study	Advanced Mechanics	PH12.1, PH12.3 PH12.4, PH12.5	20%	5%	15%
2	Term 1 Week 9/10	Practical Task	Electromagnetism	PH12.14, PH12.5, PH12.6, PH12.7, PH 12.13	25%	20%	5%
3	Term 2 Week 6/7	Research Task	All Modules	PH12.1, PH12.3 PH12.4, PH12.5, PH12.6, PH12.7	25%	5%	20%
4	Term 3 Week 1	Trial HSC Exam	All course knowledge and skills content	PH12.1 to PH12.15	30%	10%	20%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

PH12-1 develops and evaluates questions and hypotheses for scientific investigation

PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH12-5 analyses and evaluates primary and secondary data and information

PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Extension Science

Board Developed, 1 Unit, ATAR Eligible

						Assessment components and weightings		
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Communicating Scientifically	Gathering, recording, analysing and evaluating data	Application of scientific research skills
1	Term 1 Week 6	Poster and Oral presentation of research proposal	The foundations of scientific thinking & The scientific research proposal	SE-1, SE-3, SE-6, SE-7	30%	15%	5%	10%
2	Term 2 Week 8	Statistical Case study	The data, evidence and decisions	SE-4, SE-5, SE-7	30%	5%	15%	10%
3	Term 3 Week 4	Scientific Research report	All Modules	SE-1, SE-7	40%	10%	10%	20%
					100%	30%	30%	40%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

SE-1 refines and applies the Working Scientifically processes in relation to scientific research

SE-2 analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry

SE-3 interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan

SE-4 uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets

SE-5 analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research

SE-6 analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets

SE-7 communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

HSIE Faculty

Ancient History

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms
1	Term 4 Week 9	Presentation	Ancient Societies: Spartan society to the Battle of Leuctra 371 BC or Bronze Age Minoan Crete	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	25%	10%	5%	5%	5%
2	Term 1 Week 7	Source Analysis	Core: Cities of Vesuvius – Pompeii and Herculaneum	H12-5, AH12-6, AH12-9, AH12-10	20%	5%	10%		5%
3	Term 2 Week 5	Historical Analysis	Historical Periods: New Kingdom Egypt to the Death of Thutmose IV	AH12-2, AH12-3, AH12-6, AH12-7, AH12-8, AH12-9	25%	5%		15%	5%
4	Term 3 Week 1	Trial HSC Examination	All of the above plus Personality Study: Hatshepsut	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	30%	20%	5%		5%
					100%	40%	20%	20%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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

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

Business Studies

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms
1	Term 4 Week 8	Case Study Extended Response	Marketing	H2, H4, H5, H6, H8, H9	25%	10%		10%	5%
2	Term 1 Week 9	Written Response	Operations	H1, H2, H4, H7, H9	25%	10%		10%	5%
3	Term 2 Week 6	Financial Statements and Analysis	Finance	H6, H8, H9, H10	20%	5%	10%		5%
4	Term 3 Week 1	Trial HSC Examination	All course content to date	H1, H2, H3, H4, H5, H8, H9, H10	30%	15%	10%		5%
					100%	40%	20%	20%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

- H1** critically analyses the role of business in Australia and globally
- H2** evaluates management strategies in response to changes in internal and external influences
- H3** discusses the social and ethical responsibilities of management
- H4** analyses business functions and processes in large and global businesses
- H5** explains management strategies and their impact on businesses
- H6** evaluates the effectiveness of management in the performance of businesses
- H7** plans and conducts investigations into contemporary business issues
- H8** organises and evaluates information for actual and hypothetical business situations
- H9** communicates business information, issues and concepts in appropriate formats
- H10** applies mathematical concepts appropriately in business situations

Economics

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms
1	Term 4 Week 10	Research and in-class test	The Global Economy	H1, H3, H4, H9, H10	25%			20%	5%
2	Term 1 Week 9	In-class test	Australia's Place in the Global Economy	H1, H2, H4, H8, H10, H11	20%	15%			5%
3	Term 2 Week 6	Analysis essay	Economic Issues	H1, H2, H5, H7, H6, H7, H10	25%	10%	10%		5%
4	Term 3 Week 1	Trial HSC Examination	All course content to date	H1, H2, H4, H5, H6, H7, H8, H10, H11	30%	15%	10%		5%
					100%	40%	20%	20%	20%

**Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task*

Outcomes:

H1 demonstrates understanding of economic terms, concepts and relationships

H2 analyses the economic role of individuals, firms, institutions and governments

H3 explains the role of markets within the global economy

H4 analyses the impact of global markets on the Australian and global economies

H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts

H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts

H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments

H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts

H9 selects and organises information from a variety of sources for relevance and reliability

H10 communicates economic information, ideas and issues in appropriate forms

H11 applies mathematical concepts in economic contexts

H12 works independently and in groups to achieve appropriate goals in set timelines

Extension History

Board Developed, 1 Unit, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of significant historical ideas and process	Skills in designing, understanding and communicating historical inquiry and analysis
1	Term 2 Week 8	History Project Process	History Project	HE 12-1, HE12-2, HE12-3, HE12-4	30%	20%	10%
2	Term 2 Week 8	History Project Essay	History Project	HE 12-1, HE12-2, HE12-3, HE12-4	40%	20%	20%
3	Term 3 Week 1	Trial HSC Examination	Constructing history Case Study: JFK	HE 12-1, HE12-2, HE12-3, HE12-4	30%	20%	10%
					100%	60%	40%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Geography

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Geographical tools and skills	Geographical inquiry and research, including fieldwork	Communication of geographical information, ideas and issues in appropriate forms
1	Term 4 Week 10	Skills and Short-Answer Exam	Global Sustainability	GE-12-01, GE-12-04, GE-12-08	20%	5%	10%		5%
2	Term 1 Week 8	Analysis and Structured Essay	Ecosystems and Global Biodiversity	GE-12-01, GE-12-02, GE-12-05, GE-12-09	25%	5%	5%	10%	5%
3	Term 2 Week 7	Research Essay	Rural and Urban Places	GE-12-01, GE-12-03, GE-12-06, GE-12-07	25%	10%		10%	5%
4	Term 3 Week 1	Trial HSC Examination	All topics	GE-12-01, GE-12-04, GE-12-05, GE-12-09	30%	20%	5%		5%
					100%	40%	20%	20%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

GE-12-01 analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time

GE-12-02 analyses geographical processes and influences, at a range of scales, that form and transform places and environments

GE-12-03 assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management

GE-12-04 evaluates responses and management strategies, at a range of scales, for sustainability

GE-12-05 synthesises and evaluates relevant geographical information from a variety of sources

GE-12-06 justifies geographical methods used in geographical inquiry and their relevance in the contemporary world

GE-12-07 selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments

GE-12-08 applies mathematical ideas and techniques to analyse complex geographical data

GE-12-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Legal Studies

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, ideas and issues in appropriate forms
1	Term 4 Week 10	In-class Test	Crime	H2, H3, H5, H9	25%	10%	5%	5%	5%
2	Term 1 Week 8	Analysis	Human Rights	H1, H4, H6, H7, H9	20%	5%	5%	5%	5%
3	Term 2 Week 7	Research Essay	Family Law	H1, H5, H8, H9	25%	10%	5%	5%	5%
4	Term 3 Week 1	Trial HSC Examination	All course content to date	H4, H6, H8, H9	30%	15%	5%	5%	5%
					100%	40%	20%	20%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

H1 identifies and applies legal concepts and terminology

H2 describes and explains key features of and the relationship between Australian and international law

H3 analyses the operation of domestic and international legal systems

H4 evaluates the effectiveness of the legal system in addressing issues

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

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.

Modern History

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Historic skills in the analysis and evaluation of sources and interpretations	Historical Inquiry and research	Communication of historical understanding in appropriate forms
1	Term 4 Week 7	Source Based Writing Task	Power and Authority in the modern world	MH12-1, MH12-4, MH12-6, MH12-9	20%	5%	10%		5%
2	Term 1 Week 7	Historical Analysis	National Studies: Russia	MH12-3, MH12-5, MH12-7, MH12-9	30%	10%	5%	5%	10%
3	Term 2 Week 7	Historical Inquiry	Peace and Conflict: Indochina	MH12-2, MH12-3, MH12-5, MH12-8, MH12-9	20%	5%	5%	10%	
4	Term 3 Week 1	Trial HSC Examination	All course content to date	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-9	30%	10%	5%	5%	10%
					100%	30%	25%	20%	25%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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, groups and ideas 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, ideas, movements, events and developments of the modern world

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

Society & Culture

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings		
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Application and evaluation of social and cultural research	Communication of information, ideas and issues appropriate forms
1	Term 4 Week 6	In class short answer & annotations	Popular Culture: Hip Hop	H1, H3, H5, H9, H10	20%	15%		5%
2	Term 1 Week 5	PIP Marking & Annotations	Personal Interest project	H4, H5, H6, H7, H9, H10	25%	5%	15%	5%
3	Term 2 Week 11	Trial HSC Examination	Popular Culture Continuity and Change/ Vietnam	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	30%	20%	5%	5%
4	Term 3 Week 7	Presentation	Inclusion Exclusion	H6, H7, H8, H9, H10	25%	10%	10%	5%
					100%	50%	30%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

H1 evaluates and effectively applies social and cultural concepts

H2 explains the development of personal, social and cultural identity

H3 analyses relationships and interactions within and between social and cultural groups

H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy

H5 analyses continuity and change and their influence on personal and social futures

H6 evaluates social and cultural research methods for appropriateness to specific research tasks

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

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

TAS Faculty

Engineering Studies

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and skills in research, problem solving and communication related to engineering practice	Knowledge and Understanding of course content
1	Term 4 Week 8	Develop engineering report for civil structures	Civil Structures	H1.2, H2.1, H3.1, H3.2, H3.3, H4.2 H6.1, H6.2	20%	15%	5%
2	Term 1 Week 10	Research Assessment on personal and public transport	Personal and Public Transport	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H6.1, H6.2	20%	15%	5%
3	Term 2 Week 11	Trial HSC Exam	All course content to date	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2	30%	15%	15%
4	Term 3 Week 5	Reflection of engineering report	Communications Engineering Aeronautical Engineering	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1	30%	15%	15%
					100%	60%	40%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

H1.1 describes the scope of engineering and critically analyses current innovations

H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications

H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering

H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society

H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice

H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports

H3.3 develops and uses specialised techniques in the application of graphics as a communication tool

H4.1 investigates the extent of technological change in engineering

H4.2 applies knowledge of history and technological change to engineering-based problems

H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems

H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports

H5.2 selects and uses appropriate management and planning skills related to engineering

H6.1 demonstrates skills in research and problem-solving related to engineering

H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

Food Technology

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings		
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and skills in designing, researching, analysing and evaluating	Knowledge and Understanding of Course Content	Skills in experimenting with and preparing food by applying theoretical concepts
1	Term 4 Week 10	Practical & Theory Task	Australian Food industry	H1.2, H1.4, H3.1, H5.1	20%		10%	10%
2	Term 1 Week 9	Research on Practical Task	Food Manufacture	H4.2, H1.1, H5.1	20%	10%	10%	
3	Term 2 Week 7	Food product Design & Evaluation	FPD CNI	H2.1, H3.2, H4.1, H1.3	30%	10%	10%	10%
4	Term 3 Week 1	Trial HSC Exam	All content	H1.1, H1.3, H1.4, H2.1, H4.2	30%	10%	20%	
					100%	30%	50%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

- H1.1** explains manufacturing processes and technologies used in the production of food products
- H1.2** examines the nature and extent of the Australian food industry
- H1.3** justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4** evaluates the impact of the operation of an organisation within the Australian food industry on the individual, society and environment
- H2.1** evaluates the relationship between food, its production, consumption, promotion and health
- H3.1** investigates operations of one organisation within the Australian food industry.
- H3.2** independently investigates contemporary nutrition issues
- H4.1** develops, prepares and presents food using product development processes.
- H4.2** applies principles of food preservation to extend the life of food and maintain safety.
- H5.1** develops, realises and evaluates solutions for a range of food situations.

Industrial Technology: Timber & Furnishings and Multimedia

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Knowledge and skills in the design, management, communication and production of a major project
1	Term 4 Week 10	Research, design and Planning Presentation	Research, design and Planning Presentation	H3.1, H3.2, H3.3, H5.1	20%	5%	15%
2	Term 1 Week 3	Industry report	Industry Study	H3.1, H3.2, H3.3, H5.1	20%	5%	15%
3	Term 2 Week 8	Project Production and Management Report	Design, Management and Communication Production	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	30%	20%	10%
4	Term 2 Week 11	Trial HSC	All course content to date	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	30%	10%	20%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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

H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques

H3.1 demonstrates skills in sketching, producing and interpreting drawings

H3.2 selects and applies appropriate research and problem-solving skills

H3.3 applies and justifies design principles through the production of a Major Project

H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project

H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components

H5.1 selects and uses communication and information processing skills

H5.2 examines and applies appropriate documentation techniques to project management

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

H7.1 explains 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

Software Engineering

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and skills in the practical application of the content	Knowledge and understanding of course content
1	Term 1 Week 2	Secure software architecture Research Task	Secure Software Architecture	SE-12-01, SE-12-03, SE-12-04, SE-12-05	20%	10%	10%
2	Term 2 Week 6	Web Dev Project Programming Task	Programming for the Web	SE-12-02, SE-12-06, SE-12-07, SE-12-08, SE-12-09	20%	10%	10%
3	Term 2 Week 11	Trial HSC Exam	All course content to date	SE-12-01, SE-12-02, SE-12-03, SE-12-05, SE-12-08	30%	15%	15%
4	Term 3 Week 6	Software Engineering Project	Software Engineering Project	SE-12-02, SE-12-04, SE-12-07, SE-12-08, SE-12-09	30%	15%	15%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes :

SE-12-01 justifies methods used to plan, develop and engineer software solutions

SE-12-02 applies structural elements to develop programming code

SE-12-03 analyses how current hardware, software and emerging technologies influence the development of software engineering solutions

SE-12-04 evaluates practices to safely and securely collect, use and store data

SE-12-05 explains the social, ethical and legal implications of software engineering on the individual, society and the environment

SE-12-06 justifies the selection and use of tools and resources to design, develop, manage and evaluate software

SE-12-07 designs, develops and implements safe and secure programming solutions

SE-12-08 tests and evaluates language structures to refine code

SE-12-09 applies methods to manage and document the development of a software project

Textiles & Design

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills and knowledge in the design, manufacture and management of a major textiles project
1	Term 1 Week 2	Designing and Planning Presentation	Design MTP	H2.1, H2.3, H4.2	20%		20%
2	Term 2 Week 7	Contemporary Designer Case Study	Properties and Performance	H3.1, H3.2, H4.1, H5.1	20%	20%	
3	Term 2 Week 11	Trial Exam	Properties and Performance, Design	H1.3, H3.1, H3.2, H4.1, H5.2, H6.1	30%	20%	10%
4	Term 3 Week 7	Project Development and Management Report	Major Textile Project	H1.1, H1.2, H2.2, H3.1, H4.2	30%		30%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project

H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements

H1.3 identifies the principles of colouration for specific end-uses

H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences

H2.2 demonstrates proficiency in the manufacture of a textile item/s

H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

H3.1 explains the interrelationship between fabric, yarn and fibre properties

H3.2 develops knowledge and awareness of emerging textile technologies

H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses

H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use

H5.1 investigates and describes aspects of marketing in the textile industry

H5.2 analyses and discusses the impact of current issues on the Australian textiles industry

H6.1 analyses the influence of historical, cultural and contemporary developments on textiles

Creative and Performing Arts Faculty

Dance

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Performance	Composition	Appreciation	Major Study
1	Term 4 Week 9	Performance and Composition	Core	H1.2, H2.2, H3.1, H3.2	20%	10%	10%		
2	Term 1 Week 4	Core Appreciation	Set texts	H4.1, H4.2, H4.4	20%			20%	
3	Term 2 Week 2	Major study option presentation	Major Study	MS: TBA due to student choice	20%				20%
4	Term 2 Week 11	Performance Composition Major study	Core Major Study	H1.2, H2.1, H3.2, H3.4	40%	10%	10%		20%
					100%	20%	20%	20%	40%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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, demonstrates the combined use of compositional principles, technological skills in a personal style in response to a 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 synthesis information when making discriminating judgments about dance

H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

Music 1

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings				
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Performance	Composition	Musicology	Aural	Electives
1	Term 1 Week 6	Core performance & elective one + core musicology viva	Core	H1, H2, H3, H4, H5, H7, H9, H10, H11	35%	10%		10%		15%
2	Term 2 Week 2-3	Composition portfolio and final work	Core	H3, H7	10%		10%			
3	Term 2 Week 11	Trial HSC	Aural	H4, H6	25%				25%	
4	Term 3 Week 5	Elective - TBA-as per individual student program	Composition Performance Musicology	H1, H3, H9, H11, H3, H7, H4, H6	30%					30%
					100%	10%	10%	10%	25%	45%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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 contexts studied

H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

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

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

H9 performs as a means of self-expression and communication

H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities

H11 demonstrates a willingness to accept and use constructive criticism

Music 2

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings				
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Performance	Composition	Musicology	Aural	Electives
1	Term 4 Week 9	Core Performance and Sight Singing	Mandatory Topic Music of the last 25 years (Australian focus) Performance	H1, H10, H11, H12	10%	10%				
2	Term 1 Week 10	Core Composition portfolio and Musicology Score analysis	Mandatory Topic Music of the last 25 years (Australian focus) Composition and Musicology	H2, H3, H4, H5, H6, H8, H9, H11, H12	30%		20%	10%		
3	Term 2 Week 11	Trial HSC Examination Aural/Musicology Written paper	Mandatory Topic Music of the last 25 years (Australian focus) and Additional topic TBA Aural and Musicology	H2, H5, H6, H7, H8, H11, H12	30%			10%	20%	
4	Term 3 Week 5	Core Performance and Elective choice: Performance or Composition or Musicology Essay	Mandatory Topic Music of the last 25 years (Australian focus) and Additional Topic TBA Performance and Elective	H1, H10, H11, H12	30%	10%				20%
						100%	20%	20%	20%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

- H1** performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
- H2** demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
- H3** composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
- H4** stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- H5** analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
- H6** discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
- H7** critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- H8** understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
- H9** identifies, recognises, experiments with, and discusses the uses and effects of technology in music
- H10** performs as a means of self expression and communication
- H11** demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H12** demonstrates a willingness to accept and use constructive criticism

Visual Arts

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Artmaking	Art criticism and art history
1	Term 4 Week 8	Verbal Presentation	HSC Body of Work artmaking VAPD development/ progress	H1, H2, H3, H4	20%	20%	
2	Term 1 Week 5	Extended response to an HSC style question	Art criticism/Art History/Written	H7, H8, H9, H10	20%		20%
3	Term 2 Week 11	Trial HSC Examination	Art criticism and art history written examination	H7, H8, H9, H10	30%		30%
4	Term 3 Week 4	Body of Work submission	Resolving the Body of Work/ submission of artwork under development	H5, H6	30%	30%	
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

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

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

Visual Design

Board endorsed, 2 Units, non ATAR

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Designing and Making	Critical and Historical Studies
1	Term 4 Week 10	Practical task	Illustration and/or cartooning book	DM2, DM3,	20%	20%	
2	Term 1 Week 10	Practical task	Furniture design piece	DM1, DM4	20%	20%	
3	Term 2 Week 11	Trial examination	Critical and historical studies	CH1, CH2, CH3, CH4	30%		30%
4	Term 3 Week 6	Practical Task	Individual Project	DM3, DM5	30%	30%	
					100%	70%	30%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

DM1 generates a characteristic style that is increasingly self-reflective in their design practice

DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works

DM3 investigates different points of view in the making of designed works

DM4 generates images and ideas as representations/simulations

DM5 develops different techniques suited to artistic and design intentions in the making of a range of works

DM6 takes into account issues of Work Health and Safety in the making of a range of work

CH1 generates in their critical and historical practice ways to interpret and explain design

CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations

CH3 distinguishes between different points of view, using the frames in their critical and historical investigations

CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

PDHPE Faculty

Community & Family Studies

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating
1	Term 4 Week 10	Independent Research Project	Research methodology	H4.1, H4.2	20%	5%	15%
2	Term 1 Week 9	In class task	Groups in Context	H2.2, H3.3, H5.1, H6.2	25%	10%	15%
3	Term 2 Week 7	In-class task	Parenting and Caring	H2.2, H5.2, H6.1	25%	10%	15%
4	Term 3 Week 1	Examination	All course content	H1.1, H2.1, H2.2, H3.1, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1	30%	15%	15%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities

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

H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups

H3.2 evaluates networks available to individuals, groups and families within communities

H3.3 critically analyses the role of policy and community structures in supporting diversity

H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions

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

H6.1 analyses how the empowerment of women and men influences the way they function within society

H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

Health and Movement Science

Board Developed, 2 Units, ATAR Eligible

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating
1	Term 4 Week 10	Depth Study	FA2: Training for improved Performance <i>Principles of Training-Physiological adaptations</i>	HM-12-04, HM-12-05, HM-12-06, HM-12-08, HM-12-09, HM-12-10	30%	10%	20%
2	Term 1 Week 6	In-class task	FA1: Health in an Australian and Global Context <i>Health of Australians</i>	HM-12-01, HM-12-02, HM-12-07, HM-12-09, HM-12-10	30%	10%	20%
3	Term 3 Week 1	Trial Examination	All Course content	HM-12-01, HM-12-02, HM-12-03, HM-12-04, HM-12-05, HM-12-06, HM-12-07, HM-12-08, HM-12-09	40%	20%	20%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

HM-12-01 analyses the health status of Australians at a national and international level

HM-12-02 examines how technology and data can achieve better health for all Australians

HM-12-03 evaluates how the Sustainable Development Goals can be used to improve the health of a community

HM-12-04 investigates factors that impact movement and performance

HM-12-05 analyses individual and group training programs to improve performance

HM-12-06 Analysis: critically analyses the relationships and implications of health and movement concepts

HM-12-07 Communication: communicates health and movement concepts using modes appropriate to a range of audiences and contexts

HM-12-08 Creative thinking: generates and assesses new ideas that are meaningful and relevant to health and movement contexts

HM-12-09 Problem-solving: proposes and evaluates solutions to complex health and movement issues

HM-12-10 Research: analyses a range of sources to make conclusions and judgements about health and movement concepts

Sport, Lifestyle & Recreation

Content Endorsed, 2 Units

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of the factors that influence health and participation in physical activity	Knowledge and understanding of the principles and processes impacting on the realisation of movement potential	The ability to analyse and implement strategies that promote health, physical activity and enhanced performance	A capacity to influence the participation and performance of self and others
1	Term 4 Week 6	Practical	Aquatics	3.6, 4.4, 4.5	35%	5%		10%	20%
2	Term 1 Week 8	Assignment	Healthy Lifestyles	1.5, 3.5, 4.3	35%	15%	15%		5%
3	Term 2 Week 4	Practical / Event Management	Athletics	2.1, 2.5, 3.1, 3.3, 3.4	30%		5%	20%	5%
					100%	20%	20%	30%	30%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes:

- 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
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 4.1 plans strategies to achieve performance goal
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement context
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Vocational Education and Training (VET) Courses

Stage 6 Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

Stage 6 VET courses allow students to gain a HSC or and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

NSW Department of Education RTO is accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them for the workplace. Students are either deemed "competent" or "not competent" by the teacher. Students who achieve competency will possess the skills and knowledge to perform workplace activities across various situations and environments, meeting industry standards

Assessment materials are designed to give each learner the opportunity to meet the qualification outcomes. Students will receive documentation that lists all competencies they have achieved.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement: Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET) Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT) Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

Students are encouraged to speak with the VET Coordinator, VET Teacher, Year Adviser, or Careers Adviser before selecting a course. This will ensure they understand the requirements and that the course aligns with their individual needs, knowledge, and skills.

Vet Subjects

Sports Coaching



Education

Qualification: SIS30521 Certificate III in Sport Coaching
Cohort 2025 - 2026
Training Package SIS Sport, Fitness and Recreation

RTO - Department of Education - 90333

School Name: ENGADINE HIGH SCHOOL

Assessment Schedule Year 12 - 2026

Assessment Task for SIS30521 Certificate III in Sport Coaching Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Task 3c Strength and conditioning	Task 3a Officiating in sport	Task 4 The community coach	Task 5 Next level coaching	Task 6 First aid
Code		Unit Name	Week 4 Term 1 Due Date: 20/2/26	Week 9 Term 2 Due Date: 24/6/26	Week 9 Term 3 Due Date: 15/9/26	Week 9 Term 3 Due Date: 15/9/26
SISSSC0002	Continuously improve officiating skills and knowledge		X			
SISXCAI009	Instruct strength and conditioning techniques			X		
SISSSC0002	Work in a community coaching role				X	
SISSSC0005	Continuously improve coaching skills and knowledge				X	
SISSSC0012	Coach sports participants up to an intermediate level					X
HLTAID011	Provide first aid					X

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching.

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



Education

Qualification: CUA30420 Certificate III in Live Production and Technical Services
Cohort 2025 - 2026
Training Package CUA Creative Arts and Culture

RTO - Department of Education - 90333

School Name: ENGADINE HIGH SCHOOL

Assessment Schedule Year 12 - 2026

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 2 – Plan a career	Task 5 – Work in the industry	Task 6 - To project and serve	Task 7 - Showtime	TRIAL EXAM
			Week 4	Week 10	Week 4	Week 10	Week 11, Term 2
			Term 4	Term 4	Term 2	Term 3	Week 1, Term 3
Code	Unit Name	HSC Examinable					
CUAIND314	Plan a career in the creative arts industry		Post WPL				
CUAIND311	Work effectively in the creative arts industry	X		X			
SITXCCS006	Provide service to customers	X			X		
CUASOU306	Operate sound reinforcement systems				X		
CUAVSS312	Operate vision systems	X			X		
CUASTA311	Assist with production operations for live performances	X				X	
CUASMT311	Work effectively backstage during performances					X	

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

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: **ENGADINE HIGH SCHOOL**

Assessment Schedule Year 12 - 2026

Assessment Task for			Task 3	Task 4	TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			The hospitality industry	Working in the industry	
			Week 10	Week 7	Week 11, Term 2
			Term 1	Term 3	Week 1, Term 3
Code	Unit Name	HSC Examinable			
SITHIND006	Source and use information on the hospitality industry		X		
SITHFAB024	Prepare and serve non-alcoholic beverages	X		X	
SITHFAB025	Prepare and serve espresso coffee	X		X	
SITHFAB027	Serve food and beverages	X		X	
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills others			X	

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

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

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".

Construction



Education

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)
Cohort 2025 - 2026
Training Package CPC Construction, Plumbing and Services Training Package

RTO - Department of Education - 90333

School Name: **ENGADINE HIGH SCHOOL**

Assessment Schedule Year 12 - 2026

Assessment Task 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 Tiling	Task 6 Project planning	Task 7 Group project	TRIAL EXAM
Code	Unit Name	HSC Examinable	Week 10 Term 4	Week 10 Term 1	Week 10 Term 3	Week 11, Term 2 Week 1, Term 3
CPCCWF2002	Use wall and floor tiling tools and equipment		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCOM2001	Read and interpret plans and specifications	✓		X		
CPCCOM1013	Plan and organise work	✓		X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainably 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".