



# **Mosman High School**

## **Higher School Certificate Assessment Guidelines 2026**

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# Introduction

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The Higher School Certificate (HSC) is issued by the NSW Education Standards Authority (NESA). On the HSC testamur there will be two marks for each **two unit NESA Developed Course** completed; one is the HSC external exam mark, the other is the school assessment mark. Each is out of 100.

For any one unit extension course completed, there will also be two marks, each is out of 50:

- HSC external exam mark
- School assessment mark

HSC assessment occurs during the HSC Year only. No marks from assessments held during the Preliminary courses are included. However, HSC Mathematics relies on Preliminary Mathematics outcomes. Please read the Assessment Guidelines carefully for all mathematics courses: standard mathematics, advanced mathematics, mathematics extension 1 and mathematics extension 2.

The school assessment marks:

- Measures achievement of course objectives
- Assesses performance a number of times throughout the course.

It should be noted that the HSC mark is an assessment of actual performance, **NOT** potential performance. Teachers must provide students with feedback on their performance after each assessment and indicate the student's marks in the task, relative to the outcomes. The HSC assessment mark cannot be modified to take into account illness or domestic situations.

***Any tasks listed as Term 4, will occur during Term 4 of Year 11, 2025.***

## Faculty Assessment Schedules

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Each faculty in the school has decided its own assessment schedule for each subject in the faculty. It is important to read and understand the schedules for each of the subjects being studied in the HSC.

Each subject schedule includes:

- the number and type of assessment tasks
- the syllabus outcomes assessed in each assessment task
- the components and weightings allocated to each assessment task
- when each assessment task is to be attempted or submitted
- the marking criteria (where appropriate)

No task will be worth more than 40% of the total assessment mark.

**NOTE: Students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks in all courses to satisfactorily complete the HSC.**

# Rules for Assessment

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The following rules will apply for assessment tasks:

- 1) HSC Assessment will not commence until Term 4, 2025.
- 2) At least **two weeks' notice** of the exact date on which a task will be sat or submitted will be given.
- 3) If a task has to be postponed, at least **three days' notice of the rescheduled date** will be provided.
- 4) **The maximum number of tasks** for a two unit course is four including the Trial HSC. The maximum number of tasks for an extension course is three, including the Trial HSC.
- 5) **No assessment tasks** will be scheduled in the two weeks prior to the Trial HSC exams. (The submission of externally marked projects and/or major works may still take place).
- 6) A substitute task may only be granted following non-attendance or late submission if all the relevant conditions are met:
  - (a) Prior notification (unless impossible) of absence from the task (e.g. by telephone).
  - (b) Completed **"Application for Consideration"** (refer Attachment 3, p65-66). This must be completed in all instances of non-attendance including but not limited to illness, school business or any misadventure. (Note: All cases of school business must have prior approval from the Principal). Supporting evidence must be provided to explain the absence.
  - (c) A doctor's certificate must be provided where illness (i.e. student is too unwell to attend/submit task) is involved. The school reserves the right to contact the doctor to verify the authenticity of the certificate. The doctor's certificate must cover the day of the task and any subsequent absence up to the day of return to school.
  - (d) Documentation regarding non-illness (or misadventure) related absences. Refer to 6(b).
  - (e) **"Application for Consideration"** must be handed to the **Head Teacher** on the **first day of return to school**, who will forward the original to the Deputy Principal. Each case will be considered by the Head Teacher of the faculty concerned on its merits. The absence must be considered valid before a substitute task will be granted. Students may appeal the decision of the Head Teacher with the Principal. (Refer to Appeals Section in the Mosman High School Assessment Procedures).
- 7) **It is the responsibility of the student to contact the Head Teacher on the first day of return to school following a missed task** and request a substitute task. Failure to do so will result in zero marks. The student must be prepared to sit the task or submit the task at the agreed time.
- 8) **Truancy** will automatically result in **zero marks**. Also, failure to attend school lessons on the day of the assessment task may result in zero marks.
- 9) **Vacations** taken outside normal school holidays will **NOT be accepted as a valid reason** for absence from an assessment task and will automatically result in zero marks unless prior arrangements are made with the Principal. (This will occur in exceptional circumstances only.)
- 10) **Any breach of examination rules** in an assessment task may result in **zero marks**, including cheating, or a non-serious attempt. For example, the use of a device or bringing notes into the exam room or writing inappropriate comments on the answer paper.
- 11) Late submission of tasks without a valid reason will result in **zero marks**.
- 12) An estimate rather than a substitute task will only be given in exceptional circumstances.
- 13) **Completed tasks for submission must be handed personally to the teacher who set the task/s** (or nominated member of staff) or submitted online as per Notification of Assessment instructions, at the time specified by the teacher which is no later than 3.20pm on the day the task is due. Failure to do so will result in **zero marks**.

## Rules for Assessment (Continued)

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- 14) If a task fails to discriminate among candidates, the Head Teacher may decide to reduce the weighting of the task/s and set an extra task. In extreme cases, an invalid task will be discarded completely. At least two weeks' notice will be given for the alternative task.
- 15) Students who enrol after the commencement of HSC courses must do so before 30 June of that year. Marks and ranks will be determined through moderation.

## HSC Appeals

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Following the final HSC examination, students can collect from the Principal their "Assessment Ranking Notice" which lists their overall rank based on internal assessment in each course studied, based on achievement in all the assessment tasks. No final assessment marks for any course are provided.

If there has been a clerical or mathematical error in calculating ranks, students may lodge an appeal with the Principal. In unresolved cases, an appeal to NSW Education Standards Authority can be made. Students will be informed of the date by which appeals must be lodged.

## NESA Requirements

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The NSW Education Standards Authority (NESA) sets out the requirements for the award of the Higher School Certificate (HSC) within the Assessment Certification Examination (ACE) Manual. The specific sections of the manual can be found throughout this section and can be accessed online.

### **HSC: All My Own Work**

This is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment. To be eligible for the HSC, students must complete HSC: All My Own Work before they submit any work for Preliminary or HSC courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

### **Minimum standard of literacy and numeracy**

Students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the HSC. The HSC minimum standard is set at the Australian Core Skills Framework (ACSF) Level 3. Students in Years 10 to 12 may demonstrate the HSC minimum standard by achieving Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests. Students who leave school and have not met HSC eligibility requirements will receive a RoSA, or a Transcript of Study. Students who subsequently (in the five-year accumulation period) become eligible for the HSC by demonstrating the HSC minimum standard will be issued with an HSC testamur and have their results re-issued on a Record of Achievement. School leavers in Years 10 to 12 may sit the NESA minimum standard online tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers.

### **Course completion criteria**

The following course completion criteria refer to both Preliminary and HSC courses. 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:

1. followed the course developed or endorsed by NESA; and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

## NESA Requirements (Continued)

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Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue an N Determination and advise NESA. A minimum of two (2) written warnings will be provided to students to indicate their risk of an N Determination.

### Failure to submit tasks

If a student fails to complete a task specified in the school-based assessment program and the school considers the student has a valid reason (e.g. illness), the Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task. In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Principal should authorise the use of an estimate based on other appropriate evidence. If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

### Malpractice

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- **Misrepresentation:** Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
- **Plagiarism:** Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. In the case of suspected plagiarism or work completed by someone else or AI, students will be required to provide evidence that all unacknowledged work is entirely their own.
- **Collusion:** Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Malpractice, including plagiarism, could lead to students receiving zero marks and jeopardise their HSC results.

### Non-serious attempts

NESA expects students to make a serious attempt at all school-based assessment tasks, HSC exams, and HSC minimum standard tests.

#### Non-serious attempt in an HSC exam, school-based assessment or HSC minimum standard test

To meet the eligibility requirements for the HSC, students must attend and make a serious attempt in all their HSC examinations and school-based assessments

For an HSC exam/assessment or HSC Minimum standard test attempt to be considered a serious attempt, students must:

- respond to and demonstrate academic engagement, and
- answer in English, unless specifically instructed otherwise.

Non-serious attempts include but are not limited to:

- answering only multiple-choice questions, and/or
- responses containing objectionable material:
  - abuse directed at a member of school staff, Presiding Officer or NESA, and/or
  - obscene symbols, drawings, or comments.

***This should be read in conjunction with Mosman High School Assessment Procedures which can be found on the school website.***

***Please note that throughout this booklet, Term 4 (2025) refers to the first term of the HSC (2025) and Terms 1,2,3 refer to 2026***

# CREATIVE AND PERFORMING ARTS

DRAMA	Task Number	Task 1	Task 2	Task 3	Task 4
	Term Week	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	Type of Task	Research Essay Workshop Topic: Australian Dramatic Traditions	Research Essay Workshop Topic: Significant Plays of the 20 <sup>th</sup> Century	Presentation Group Performance Individual Project or Presentation of Individual Project: Performance	Trial HSC Examination Written Exam, Group Performance Individual Project & Logbook
Syllabus Components	Outcomes Weightings	H1.1, H1.3, H1.5, H3.1, H3.3	H1.2, H1.3, H1.5	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3
Making	40	10	10	10	10
Performing	30			20	10
Critically Studying	30	10	10		10
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>

## DRAMA – OBJECTIVES AND OUTCOMES

### MAKING

Through drama, students will develop knowledge and understanding about and skills in:

H1. Using drama, through participation in a variety of dramatic and theatrical forms. Making drama and theatre, using a variety of dramatic and theatrical techniques and conventions.

A student:

- H1.1 uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- H1.4 collaborates effectively to produce a group-devised performance
- H1.5 demonstrates directorial skills.

Values and attitudes through the: collaborative nature of drama and theatre:

A student:

- H1.6 recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.7 values innovation and originality in group and individual work.



## **PERFORMING**

Through drama, students will develop knowledge and understanding about and skills in:

- H2. Using the elements of drama and theatre in performance performing in improvised and play built theatre and scripted drama.

A student:

- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media.

**and value and attitudes about:** The diversity of the art of dramatic and theatrical performance.

A student:

- H2.4 appreciates the dynamics of drama as a performing art
- H2.5 a performance.

## **CRITICALLY STUDYING**

Through drama, students will develop knowledge and understanding about and skills in:

- H3. Recognising the place and function of drama and theatre in communities and societies, past and present. Critically studying a variety of forms and styles used in drama and theatre.

A student:

- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed and oral and written responses
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements.

**and values and attitudes about:** Drama and theatre as a community activity, a profession, and an industry.

A student:

- H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements.

School Name: Mosman High

Student Assessment Schedule 2026

## ENTERTAINMENT INDUSTRY

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services  Assessment Due		Cluster 4	Cluster 5	Cluster 6	Trial HSC Exam
		Working in the Industry	To Project and Serve	Showtime	
		Week 8 Term 4 2025	Week 7 Term 1 2026	Week 8 Term 2 2026	Weeks 2/3 Term 3 2026
Code	Unit of Competency				HSC Examinable Units of Competency
CUAIND311	Work effectively in the Creative Arts Industry	X			
SITXCCS006	Provide service to customers		X		
CUASOU306	Operate sound reinforcement systems		X		
CUAVSS312	Operate vision systems		X		
CUASTA311	Assist with production operations for live performances			X	
CUASMT311	Work effectively backstage during performances			X	
CUAIND314	Plan a career in the creative arts industry			X	

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

**Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**

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

<b>MUSIC 1</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>Term</b>	<b>Term 4 2025</b>	<b>Term 1 2026</b>	<b>Term 2 2026</b>	<b>Term 3 2026</b>
	<b>Week</b>	<b>Week 8</b>	<b>Week 8</b>	<b>Weeks 8</b>	<b>Weeks 2/3</b>
	<b>Type of Task</b>	<b>Topic 1 An instrument and its Repertoire  Composition/ Elective 1</b>	<b>Topic 2 Popular Music  Viva Voce/ Elective 2</b>	<b>Topic 3 Music of the 20<sup>th</sup> and 21<sup>st</sup> Century  Performance/ Elective 3</b>	<b>Trial HSC Examinations</b>
<b>Syllabus Components</b>	<b>Outcomes</b>	H2, H3, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1 – H8*	H1 – H8*
	<b>Weightings</b>				
<b>Core: Compulsory</b>					
Performance	<b>10</b>			10	
Composition	<b>10</b>	10			
Musicology	<b>10</b>		10		
Aural	<b>25</b>		5	10	10
<b>Electives:</b> Performance Composition Musicology Viva Voce	<b>45</b>		5	10	30
<b>TOTAL</b>	<b>100</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>

Students must complete for the HSC:

1. Mandatory Listening Examination (1 hour in length)
2. Mandatory Core Music performance (5 minutes maximum time)
3. Three Electives that can be a combination of Performance, Composition, Musicology or Viva Voce

\* A Student can choose 3 of the same elective, i.e. 3 X Performance or any combination of the above mentioned.

## MUSIC 1 STUDIES – OBJECTIVES AND OUTCOMES

A student develops knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology, and aural activities in a variety of cultural and historical contexts.

### Through activities in performance, composition musicology and aural, a student:

- H1. performs stylistically, music that is characteristic of top 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.

A student develops the skills to evaluate music critically.

### Through activities in performance, composition, musicology and aural, a student:

- H5. critically evaluates and discusses performances and compositions
- H6. critically evaluates and discusses the uses of the concepts of music in works representative of the topics studied and through wide listening.

A student develops an understanding of the impact of technology.

**Through activities in performance, composition, musicology and aural, a student:**

- 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.

A student develops personal values about music.

**Through activities in performance, composition, musicology and aural, a student:**

- 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	Task Number	Task 1	Task 2	Task 3	Task 4
	Term	Term 4 2025	Term 1 2026	Term 2 2026	Term 3 2026
	Week	Week 8	Week 8	Week 8	Weeks 2/3
Type of Task		<b>Aural</b> Sight singing  <b>Musicology</b> Written analysis of a work from the Mandatory Topic	<b>Performance: Core</b> Present one work representing the Mandatory Topic: Music of the last 25 years (Australian Focus)	<b>Composition: Core</b> Submit draft composition with a supporting process journal for the Mandatory Topic  Present your elective option: <b>Performance:</b> Two solo/ensemble works, one of which MUST represent your Additional Topic  <b>Musicology:</b> Present a draft essay of 1500 words with a supporting portfolio based on your Additional Topic or a comparison of works representing the Additional Topic  <b>Composition:</b> Present a draft score and recording with a supporting process journal of a 3-minute work based on your Additional Topic	<b>Trial HSC Examination</b> Musicology and Aural Skills Examination  Melodic and rhythmic notation exercise and short responses to aural excerpts and unseen scores with reference to compositional techniques and stylistic features  Sight singing  Performance of final program  Final draft submission of composition
Syllabus Components	Outcomes Component Weightings	H2, H5, H7, H9	H1, H6, H11	H3, H4, H8, H1-9*	H2, H4, H5, H6
Performance	20		20		10
Composition	20			20	
Musicology	20	10			10
Aural	20	5			15
Elective	20			10	10
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>35</b>

\* Teachers will select appropriate outcomes based on Elective options selected by each student.

## MUSIC 2 STUDIES – OBJECTIVES AND OUTCOMES

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### Through activities in performance, composition musicology and aural, a student:

**Objective:** to continue to develop musical knowledge and skills, an understanding of music in social, cultural and historical contexts, and music as an art from through activities of performance, composition, musicology and aural.

- 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, 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 demonstrate different social, cultural and historical contexts
- H5 analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations

**Objective:** to develop the ability to synthesise ideas and evaluate music critically

- 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

**Objective:** to develop an awareness and understanding of the impact of technology on music

- 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

**Objective:** to develop personal values about 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.

MUSIC EXTENSION	Task Number	Task 1	Task 2	Task 3
	Term	Term 1 2026	Term 2 2026	Term 3 2026
	Week	Week 8	Week 8	Weeks 2/3
	Type of Task	Performance or Composition or Musicology	Performance or Composition or Musicology	Trial HSC Examination  Performance or Composition or Musicology
Syllabus Components	Outcomes Component Weightings	Performance: P1-6 Composition: C1-6 Musicology: M1-6	Performance: P1-6 Composition: C1-6 Musicology: M1-6	Performance: P1-6 Composition: C1-6 Musicology: M1-6
Elective		15	15	20
<b>TOTAL</b>	<b>50</b>	<b>15</b>	<b>15</b>	<b>20</b>

### **MUSIC EXTENSION - OBJECTIVES AND OUTCOMES**

<b>Objective:</b> to refine knowledge and skills associated with performance, composition or musicology.:		
<b>Performance Outcomes</b>	<b>Composition Outcomes</b>	<b>Musicology Outcome</b>
<i>Through performance and related activities, a student:</i>	<i>Through composition and related activities, a student:</i>	<i>Through musicology and related activities, a student:</i>
<b>P1</b> performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member	<b>C1</b> composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style	<b>M1</b> presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
<b>P2</b> leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others	<b>C2</b> leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others	<b>M2</b> leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
<b>P3</b> articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed	<b>C3</b> articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style	<b>M3</b> articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
<b>P4</b> demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed	<b>C4</b> demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed	<b>M4</b> demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
<b>P5</b> presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction	<b>C5</b> presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition	<b>M5</b> presents, discusses and evaluates the problem-solving process and the development and realisation of a research project
<b>P6</b> critically analyses the use of music concepts to present stylistic interpretation of music performed	<b>C6</b> critically analyses the use of musical concepts to present a personal compositional style	<b>M6</b> critically analyses the use of the musical concepts to articulate their relationship to the style of music analysed

# ENGLISH

ENGLISH ADVANCED	Task Number	Task 1 Common	Task 2 Module A	Task 3 Module B + Module C	Task 4 Trial HSC Examination
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	Type of Task	Multimodal	Critical	Critical and Imaginative	Range of Responses
Syllabus Components	Weightings	EA12-1 EA12-2 EA12-3	EA12-4 EA12-6 EA12-8	EA12-5 EA12-7 EA12-9	EA12-1 EA12-3 EA12-7
<b>Common Module</b> Texts and Human Experiences	<b>26</b>	10			16
<b>Module A</b> Textual Conversations	<b>28</b>		20		8
<b>Module B</b> Critical Study of Literature	<b>28</b>			20	8
<b>Module C</b> The Craft of Writing	<b>18</b>			10	8
<b>TOTAL</b>	<b>100</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>

## ENGLISH ADVANCED - OBJECTIVES AND OUTCOMES

A student:

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 ADVANCED – SUMMARY OF INTERNAL AND EXTERNAL ASSESSMENT

External Assessment	Marks
<b>Paper 1 – Common Module: Texts and Human Experiences</b>	
Section I – Comprehension – range of responses	20
Section II – Critical Writing – extended response	20
<b>Paper 2 – Modules</b>	
<b>Module A:</b> Textual Conversations Comparative response	20
<b>Module B:</b> Critical Study of Literature Critical response	20
<b>Module C:</b> The Craft of Writing Persuasive, Discursive, Imaginative AND/OR reflective writing	20

Internal Assessment	Weighting
Common Module	26
Module A	28
Module B	28
Module C	18
	100

<b>ENGLISH STANDARD</b>	<b>Task Number</b>	<b>Task 1 Common Module</b>	<b>Task 2 Module A</b>	<b>Task 3 Module B + Module C</b>	<b>Task 4 Trial HSC Examination</b>
	<b>When</b>	<b>Term 4 2025 Week 8</b>	<b>Term 1 2026 Week 8</b>	<b>Term 2 2026 Week 8</b>	<b>Term 3 2026 Weeks 2/3</b>
	<b>Type of Task</b>	<b>Multimodal</b>	<b>Critical</b>	<b>Critical</b>	<b>Range of Responses</b>
<b>Syllabus Components</b>	<b>Weightings</b>	EN12-1 EN12-2 EN12-3	EN12-4 EN12-6 EN12-8	EN12-5 EN12-7 EN12-9	EN12-1 EN12-3 EN12-7
<b>Common Module</b> Texts and Human Experiences	<b>26</b>	10			16
<b>Module A</b> Language, Identity and Culture	<b>28</b>		20		8
<b>Module B</b> Close Study of Literature	<b>28</b>			20	8
<b>Module C</b> The Craft of Writing	<b>18</b>			10	8
<b>TOTAL</b>	<b>100</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>

## **ENGLISH STANDARD – OBJECTIVES AND OUTCOMES**

A student:

- 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 STANDARD – SUMMARY OF INTERNAL AND EXTERNAL ASSESSMENT

External Assessment	Marks
<b>Paper 1 – Common Module: Texts and Human Experiences</b>	
Section I – Comprehension – range of responses	20
Section II – Critical Writing – extended response	20
<b>Paper 2 – Modules</b>	
<b>Module A:</b> Language, Identity and Culture	20
Critical response	
<b>Module B:</b> Close Study of Literature	
Critical response	20
<b>Module C:</b> The Craft of Writing	
Persuasive, Discursive, Imaginative AND/OR reflective writing	20

Internal Assessment	Weighting
Common Module	26
Module A	28
Module B	28
Module C	18
	100

<b>ENGLISH EAL/D</b>	<b>Task Number</b>	<b>Task 1 Module A Module D</b>	<b>Task 2 Module B Module D</b>	<b>Task 3 Module C</b>	<b>Task 4</b>
	<b>When</b>	<b>Term 4 2025 Week 8</b>	<b>Term 1 2026 Week 8</b>	<b>Term 2 2026 Week 8</b>	<b>Term 3 2026 Weeks 2/3</b>
	<b>Type of Task</b>	<b>Texts and Human Experiences Focus on Writing</b>	<b>Extended Response Speech</b>	<b>Extended Response In Class Task</b>	<b>Trial HSC Examination Reading/Responding Writing Listening</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	EAL12-1A EAL12-2 EAL12-3 EAL12-5 EAL12-7	EAL12-1B EAL12-3 EAL12-5 EAL12-7 EAL-12-8	EAL12-1A EAL12-3 EAL12-5 EAL12-7 EAL12-8	EAL12-1B EAL12-2 EAL12-4 EAL12-6 EAL12-9
<b>Module A</b> Texts and Human Experiences	<b>25</b>	10			15
<b>Module B</b> Language, Identity and Culture	<b>25</b>		20		5
<b>Module C</b> Close Study of a Text	<b>25</b>			20	5
<b>Module D</b> Focus on Writing Listening	<b>25</b>	5	5	5	10
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>25</b>	<b>35</b>

Components for assessment include the course knowledge, understanding and skills. The weightings of components are consistent with their emphasis in the course.

<b>COMPONENTS</b>	<b>WEIGHTINGS</b>				
<b>Knowledge and understanding of course</b>	50	5	10	15	20
<b>Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes</b>	50	10	15	10	15
	<b>100</b>	<b>15</b>	<b>25</b>	<b>25</b>	<b>35</b>

### **English EAL/D HSC Examination Specifications (External HSC Examination)**

The examination will consist of two written papers worth 85 marks and a listening paper worth 15 marks.

Paper 1: Module A and Focus on writing (The paper consists of two sections)

Section I: Module A – Texts and human experiences (30 marks)

Part A (15 marks)

There will be three or four questions based on stimulus and/or unseen texts related to module A.

Part B (15 marks)

There will be one question based on the candidate's prescribed text.

Section II: Focus on writing (15 marks)

There will be one question which will require an imaginative, discursive, persuasive or informative response.

Paper 2: Module B and module C

Section I: Module B -- Language, identity, and culture (20 marks)

There will be one question based on the candidate's prescribed text.

Section II: Module C - Close study of texts (20 marks)

There will be one question based on the candidate's prescribed text.

Listening Paper (15 marks)

There will be four to six questions which require short answer or objective responses. Questions will assess the ability of candidates to listen with understanding and to respond to a range of verbal cues.

### **ENGLISH EAL/D OUTCOMES**

A student:

EAL12-1A	responds to, composes, and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure
EAL12-1B	communicates information, ideas, and opinions in a range of familiar and unfamiliar personal, social and academic contexts
EAL12-2	uses, evaluates, and justifies processes, skills, and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
EAL12-3	identifies, selects, and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning
EAL12-4	applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
EAL12-5	thinks imaginatively, creatively, interpretively, and critically to respond to, represent and evaluate complex ideas, information, and arguments in a wide range of texts
EAL12-6	investigates and evaluates the relationships between texts
EAL12-7	integrates understanding of the diverse ways texts can represent personal and public worlds
EAL12-8	analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
EAL12-9	reflects on, assesses, and monitors own learning and refines individual and collaborative processes as an independent learner

<b>ENGLISH EXTENSION 1</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>When</b>	<b>Term 1 2026 Week 8</b>	<b>Term 2 2026 Week 8</b>	<b>Term 3 2026 Weeks 2/3</b>
	<b>Type of Task</b>	<b>Imaginative</b>	<b>Critical</b>	<b>Trial HSC Examination</b>
<b>Literary Worlds Elective 2: Worlds of Upheaval</b>				
<b>Syllabus Components</b>	<b>Weightings</b>	EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-4	EE12-3, EE12-4, EE12-5
Knowledge and understanding of complex texts and of how and why they are valued <b>Skills in:</b> -Complex analysis -Sustained composition Independent investigation	<b>25</b>    <b>25</b>	    <b>15</b>	    <b>15</b>	    <b>20</b>
<b>TOTAL</b>	<b>50</b>	<b>15</b>	<b>15</b>	<b>20</b>

#### ENGLISH EXTENSION 1 – EXTERNAL EXAMINATION SPECIFICATIONS - Elective 2: Worlds of Upheaval

##### Written Examination (50 marks)

Time allowed: 2 hours (plus 10 minutes reading time)

- There will be TWO sections
  - Section I is Common Module: Literary Worlds
    - This may have an unseen text or texts AND/OR stimuli
    - It may be ONE question with two parts or styles of writing
  - Section II is Elective 2: Worlds of Upheaval
    - Extended critical response
- Both sections are of equal value – 25 marks

#### ENGLISH EXTENSION 1 – OBJECTIVES AND OUTCOMES

A student:

- 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

<b>ENGLISH EXTENSION 2</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>When</b>	<b>Term 1 2026 Week 1</b>	<b>Term 2 2026 Week 1</b>	<b>Term 2 2026 Week 10</b>
	<b>Type of Task</b>	<b>Viva Voce</b>	<b>Report</b>	<b>Draft MW &amp; RS</b>
<b>Syllabus Components</b>	<b>Weightings</b>	EEX12-1, EEX12-4	EEX12-2, EEX12-3	EEX12-1, EEX12-5
Viva Voce	<b>10</b>	10		
Report	<b>15</b>		15	
Draft MW & RS	<b>25</b>			25
<b>TOTAL</b>	<b>50</b>	<b>10</b>	<b>15</b>	<b>25</b>

In English Extension 2 students develop a sustained composition, and document and reflect on this process in a Major Work Journal, which is a requirement of the course and needs to be submitted alongside their final submission.

#### **ENGLISH EXTENSION 2 – OBJECTIVES AND OUTCOMES**

A student:

EEX12-1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience, and context

EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism, and evaluation of strategically chosen texts, to shape new meaning in an original composition

EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event, or idea

EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

BUSINESS STUDIES	Task Number	Task 1	Task 2	Task 3	Task 4
	When	Term 4 2025 Week 9	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	Type of Task	In Class:  Operations Task	In Class Business Report:  Marketing	In Class Test:  Finance	Trial HSC Examination  All Topics
Syllabus Components	Outcomes Component Weightings	H1, H2, H8, H9	H4, H5, H6, H7, H8	H3, H4, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10
Knowledge and understanding of course content	40	5	5	10	20
Stimulus-based skills	20		5	5	10
Inquiry and Research	20	5	5	5	5
Communication of business information, ideas, and issues in appropriate forms	20	5	5	5	5
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>20</b>	<b>25</b>	<b>40</b>

## BUSINESS STUDIES – OBJECTIVES AND OUTCOMES

A student:

- 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



<b>ECONOMICS</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>Term 4 2025 Week 9</b>	<b>Term 1 2026 Week 8</b>	<b>Term 2 2026 Week 8</b>	<b>Term 3 2026 Weeks 2/3</b>
	<b>Type of Task</b>	<b>In Class Task:  The Global Economy</b>	<b>In Class Topic Test:  Australia's Place in the Global Economy</b>	<b>In Class Response:  Economic Issues</b>	<b>Trial HSC Examination  All Topics</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	H1, H4, H9	H6, H7, H8, H11	H2, H3, H5, H6, H10	H1, H2, H3 H4, H5, H6, H7, H8 H10, H11
Knowledge and understanding of course content	<b>40</b>	5	10	10	15
Stimulus-based skills	<b>20</b>		5	5	10
Inquiry and research	<b>20</b>	5	5	5	5
Communication of economic information, ideas, and issues in appropriate forms	<b>20</b>	5		5	10
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>20</b>	<b>25</b>	<b>40</b>

## **ECONOMICS – OBJECTIVES AND OUTCOMES**

A student:

- 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

<b>GEOGRAPHY</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>Term 4 2025 Week 9</b>	<b>Term 1 2026 Week 8</b>	<b>Term 2 2026 Week 8</b>	<b>Term 3 2026 Weeks 2/3</b>
	<b>Type of Task</b>	<b>Stimulus-based Response:  Global Sustainability</b>	<b>Geographic Skills &amp; Short Answers:  Rural and Urban Places</b>	<b>Fieldwork Report:  Ecosystems and Global Biodiversity</b>	<b>Trial HSC Examination  All Topics</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	GE-12-04, GE-12-06, GE-12-09	GE-12-01, GE-12-02, GE-12-08, GE-12-09	GE-12-04, GE-12-05, GE-12-06, GE-12-07	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-07, GE-12-08, GE-12-09
Knowledge & Understanding of Content	<b>40</b>	5		15	20
Geographic Skills & Tools	<b>20</b>		10		10
Geographical Inquiry & Research Including Fieldwork	<b>20</b>	10		10	
Communication of Geographic Information	<b>20</b>		10		10
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>20</b>	<b>25</b>	<b>40</b>

## **GEOGRAPHY – OBJECTIVES AND OUTCOMES**

A student:

- 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.

<b>HISTORY - ANCIENT</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>Term 4 2025 Week 8</b>	<b>Term 1 2026 Week 8</b>	<b>Term 2 2026 Week 8</b>	<b>Term 3 2026 Weeks 2/3</b>
	<b>Type of Task</b>	<b>In Class Task</b>  <b>Ancient Society</b>	<b>Source Based Questions</b>  <b>Core Study</b>	<b>Written Response</b>  <b>Historical Period</b>	<b>Trial HSC Examination</b>  <b>Core Study</b> <b>Ancient Society</b> <b>Historical Period</b> <b>Personality</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	AH12-3 AH12-4 AH12-7	AH12-2 AH12-5 AH12-6 AH 12-8	AH12-1 AH12-2 AH12-6 AH12-9	AH12-9 AH12-5 AH12-6 AH12-4
Knowledge and understanding of course content	<b>40</b>	5	10	10	15
Historical skills in the analysis and evaluation of sources and interpretations	<b>20</b>		10		10
Historical inquiry and research	<b>20</b>	5		10	5
Communication of historical understanding in appropriate forms	<b>20</b>	5	5	5	5
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>25</b>	<b>35</b>

## **HISTORY – ANCIENT – OBJECTIVES AND OUTCOMES**

A student:

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.

<b>HISTORY - MODERN</b>	<b>Task Number</b>	<b>Task 1</b>		<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>Term 4 2025 Week 8</b>	<b>Term 1 2026 Week 8</b>	<b>Term 2 2026 Week 8</b>	<b>Term 3 2026 Weeks 2/3</b>
	<b>Type of Task</b>	<b>In Class Source Analysis  Core Study</b>	<b>In Class Structured Response  National Study</b>	<b>In Class Guided Essay  Peace and Conflict</b>	<b>Trial HSC Examination  Core Study  National Study  Peace and Conflict  Change in the Modern World</b>
<b>Syllabus Components</b>	<b>Outcomes Components Weightings</b>	MH12-3 MH12-5 MH12-6 MH12-8	MH12-2 MH12-4 MH12-7 MH12-9	MH12-5 MH-12-6 MH12-8 MH12-9	MH12-1 MH12-3 MH12-4 MH12-7 MH12-9
Knowledge and understanding of course content	<b>40</b>	5	10	5	20
Historical skills in the analysis and evaluation of sources and interpretations	<b>20</b>	5	5	5	5
Historical inquiry and research	<b>20</b>		5	10	5
Communication of historical understanding in appropriate forms	<b>20</b>	5	5	5	5
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>25</b>	<b>35</b>

## MODERN HISTORY – OBJECTIVES AND OUTCOMES

A student:

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.

<b>HISTORY - EXTENSION</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>When</b>	Term 4 2025 Week 8 Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	<b>Type of Task</b>	Proposal Process Log Annotated Bibliography	Research Essay	Trial HSC Examination
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	HE12-1 HE12-2	HE 12-1 HE 12-2 HE 12-3 HE 12-4	HE12-1 HE12-3 HE12-4
Knowledge & understanding of significant ideas & processes	<b>20</b>	5	5	10
Skills in designing, understanding, and communicating historical inquiry and analysis	<b>30</b>	10	15	5
<b>TOTAL</b>	<b>50</b>	<b>15</b>	<b>20</b>	<b>15</b>

## **HISTORY EXTENSION – OBJECTIVES AND OUTCOMES**

A student:

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.

LEGAL STUDIES	Task Number	Task 1	Task 2	Task 3	Task 4
	When	Term 4 2025 Week 9	Term 1 2026 Week 8	Term 2 2026 Weeks 8	Term 3 2026 Weeks 2/3
	Type of Task	Topic Test:  Crime	Research Task and Response:  Family	Extended Response:  Shelter	Trial HSC Examination  All Topics
Syllabus Components	Outcomes Component Weightings	H3, H7, H9	H1, H7, H8, H10	H4, H5, H6, H8, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10
Knowledge and understanding of course content	40	5	10	10	15
Analysis and evaluation	20		5	5	10
Inquiry and research	20	5	5	5	5
Communication of legal information, ideas and issues in appropriate forms	20	5		5	10
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>20</b>	<b>25</b>	<b>40</b>

## LEGAL STUDIES – OBJECTIVES AND OUTCOMES

A student:

- 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.

<b>SOCIETY AND CULTURE</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>TERM 4 2025 Week 8</b>	<b>TERM 1 2026 Week 8</b>	<b>TERM 2 2026 Week 8</b>	<b>TERM 3 2026 Weeks 2/3</b>
	<b>Type of Task</b>	<b>Core Research Task</b>	<b>Depth Study 1: In Class response</b>	<b>Depth Study 2: In Class response</b>	<b>Trial HSC Examination</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	H6, H7, H8, H10	H1, H3, H4, H5, H9, H10	H2, H6, H7, H10	H1, H2, H3, H5, H9, H10
Knowledge & understanding of course content	<b>50</b>		15	15	20
Application & evaluation of social & cultural methods	<b>30</b>	5	5	10	10
Communication of information, ideas & issues	<b>20</b>	5		5	10
<b>TOTAL</b>	<b>100</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>

### ► Assessment of PIP Process

The Personal Interest Project (PIP) is an integral part of the HSV Society and Culture course. Under the syllabus, no part of the PIP product is part of the school-based assessment program. However, schools are required to have procedures in place to ensure effective supervision of the students' PIPs. This is done by requiring students to periodically report on their progress with the PIP. Students will be required to submit proposals, PIP diaries, progress reports and/or drafts of chapters of the PIP according to a set schedule. Failure of a student to submit any such proposal or draft by its due date may result in the issuance of an N Award; repeat failures may jeopardise the certification or endorsement of the student's PIP.

## SOCIETY AND CULTURE – OBJECTIVES AND OUTCOMES

A student:

- 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.

# LANGUAGES

CHINESE & LITERATURE	Task Number	Task 1	Task 2	Task 3	Task 4
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	Type of Task	Class Task	Class Task	Class Task	Trial HSC Examination
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3
Speaking	10	10			
Listening	20		5	10	5
Reading	40		10	10	20
Writing	30		5	10	15
<b>TOTAL</b>	<b>100</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>

## CHINESE AND LITERATURE – OBJECTIVES AND OUTCOMES

A student:

### 1. Exchanges information, opinions, and ideas in Chinese:

- 1.1 conveys information, opinions and ideas appropriate to context, purpose and audience
- 1.2 exchanges and justifies opinions and ideas
- 1.3 uses appropriate features of language in a variety of contexts.

### 2. Expresses ideas through the production of original texts in Chinese:

- 2.1 sequences and structures information and ideas
- 2.2 uses a variety of features to convey meaning
- 2.3 produces texts appropriate to context, purpose and audience
- 2.4 produces texts which are persuasive, creative and discursive.

### 3. Analyses, processes, and responds to a range of texts that are in Chinese:

- 3.1 identifies main points and detailed items of specific information
- 3.2 summarises and interprets information and ideas
- 3.3 infers points of view, values, attitudes and emotions from features of language in texts
- 3.4 compares and contrasts aspects of texts
- 3.5 presents information in a different form and/or for a different audience
- 3.6 explains the influence of context in conveying meaning
- 3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts
- 3.8 responds to texts personally and critically.

### 4.1 Understands aspects of the language and culture of Chinese-speaking communities:

- 4.1 examines and discusses sociocultural elements in texts
- 4.2 recognise and employs language appropriate to different sociocultural contexts
- 4.3 compares and contrasts Australian and Chinese communities.



<b>CHINESE BEGINNERS</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>Term 4 2025</b>	<b>Term 1 2026</b>	<b>Term 2 2026</b>	<b>Term 3 2026</b>
	<b>Type of Task</b>	<b>Class Task</b>	<b>Class Task</b>	<b>Class Task</b>	<b>Trial HSC Examination</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
<b>Listening</b>	<b>30</b>			20	10
<b>Reading</b>	<b>30</b>		10		20
<b>Speaking</b>	<b>20</b>		10	10	
<b>Writing</b>	<b>20</b>	10			10
<b>TOTAL</b>	<b>100</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>

## CHINESE BEGINNERS – OBJECTIVES AND OUTCOMES

A student:

### Interacting

- 1.1 establishes and maintains communication in Chinese
- 1.2 manipulates linguistic structures to express ideas effectively in Chinese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Chinese-speaking communities to interact appropriately.

### Understanding texts

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Chinese-speaking communities in texts.

### Producing texts

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Chinese
- 3.4 applies knowledge of the culture of Chinese-speaking communities to the production of texts.

CHINESE CONTINUERS	Task Number	Task 1	Task 2	Task 3	Task 4
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	Type of Task	Class Task	Class Task	Class Task	Trial HSC Examination
Syllabus Components	Outcomes Component Weightings	2.1, 2.2, 2.3	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
Listening	30			20	10
Reading	30		10		20
Speaking	20		10	10	
Writing	20	10			10
TOTAL	100	10	20	30	40

## CHINESE CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

### Exchanges information, opinions and experiences in Chinese

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience.

### Expresses ideas through the production of original texts in Chinese

- 2.1 applies knowledge of language structures to create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information.

### Analyses, process and responds to texts that are in Chinese

- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context.

### Understands aspects of the language and culture of Chinese-speaking Communities

- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significances
- 4.3 reflects upon significant aspects of language and culture.

ITALIAN BEGINNERS	Task Number	Task 1	Task 2	Task 3	Task 4
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	Type of Task	Class Task	Class Task	Class Task	Trial HSC Examination
Syllabus Components	Outcomes Component Weightings	3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.9, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
Listening	30			20	10
Reading	30		10		20
Speaking	20		10	10	
Writing	20	10			10
TOTAL	100	10	20	30	40

## ITALIAN BEGINNERS – OBJECTIVES AND OUTCOMES

A student:

### Interacting

- 1.1 establishes and maintains communication in Italian
- 1.2 manipulates linguistic structures to express ideas effectively in Italian
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Italian-speaking communities to interact appropriately

### Understanding texts

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of an identifies specific information in texts
- 2.3 summarise the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Italian-speaking communities in texts

### Producing texts

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian
- 3.4 applies knowledge of the culture of Italian-speaking communities to the production of texts.

ITALIAN CONTINUERS	Task Number	Task 1	Task 2	Task 3	Task 4
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Week 2/3
	Type of Task	Class Task	Class Task	Class Task	Trial HSC Examination
Syllabus Components	Outcomes Component Weightings	2.1, 2.2, 2.3	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
Listening	30			20	10
Reading	30		10		20
Speaking	20		10	10	
Writing	20	10			10
<b>TOTAL</b>	<b>100</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>

## ITALIAN CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

### Exchanges information, opinions and experiences in Italian:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience.

### Expresses ideas through the production of original texts in Italian:

- 2.1 applies knowledge of language structures to create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information.

### Analyses, processes and responds to texts that are in Italian:

- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main issues
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context.

### Understands aspects of the language and culture of Italian-speaking communities:

- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture.

<b>JAPANESE BEGINNERS</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>Term 4 2025 Week 8</b>	<b>Term 1 2026 Week 8</b>	<b>Term 2 2026 Week 8</b>	<b>Term 3 2026 Weeks 2/3</b>
	<b>Type of Task</b>	<b>Class Task</b>	<b>Class Task</b>	<b>Class Task</b>	<b>Trial HSC Examination</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
<b>Listening</b>	<b>30</b>			20	10
<b>Reading</b>	<b>30</b>		10		20
<b>Speaking</b>	<b>20</b>		10	10	
<b>Writing</b>	<b>20</b>	10			10
<b>TOTAL</b>	<b>100</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>

## JAPANESE BEGINNERS – OBJECTIVES AND OUTCOMES

A student:

### Interacting

- 1.1 establishes and maintains communication in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately.

### Understanding texts

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts.

### Producing texts

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

<b>JAPANESE CONTINUERS</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>Term 4 2025 Week 8</b>	<b>Term 1 2026 Week 8</b>	<b>Term 2 2026 Week 8</b>	<b>Term 3 2026 Weeks 2/3</b>
	<b>Type of Task</b>	<b>Class Task</b>	<b>Class Task</b>	<b>Class Task</b>	<b>Trial HSC Examination</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	2.1, 2.2, 2.3	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
<b>Listening</b>	<b>30</b>			<b>20</b>	<b>10</b>
<b>Reading</b>	<b>30</b>		<b>10</b>		<b>20</b>
<b>Speaking</b>	<b>20</b>		<b>10</b>	<b>10</b>	
<b>Writing</b>	<b>20</b>	<b>10</b>			<b>10</b>
<b>TOTAL</b>	<b>100</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>

## JAPANESE CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

### Exchanges information, opinions, and experiences in Japanese:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present, and future experience.

### Expresses ideas through the production of original texts in Japanese:

- 2.1 applies knowledge of language structures to create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information.

### Analyses, processes, and responds to texts that are in Japanese:

- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main issues
- 3.3 identifies tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context.

### Understands aspects of the language and culture of Japanese-speaking communities:

- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture.

SPANISH BEGINNERS	Task Number	Task 1	Task 2	Task 3	Task 4
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	Type of Task	Class Task	Class Task	Class Task	Trial HSC Examination
Syllabus Components	Outcomes Component Weightings	3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
Listening	30			20	10
Reading	30		10		20
Speaking	20		10	10	
Writing	20	10			10
TOTAL	100	10	20	30	40

## SPANISH BEGINNERS – OBJECTIVES AND OUTCOMES

A student:

### Interacting

- 1.1 establishes and maintains communication in Spanish
- 1.2 manipulates linguistic structures to express ideas effectively in Spanish
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Spanish-speaking communities to interact appropriately.

### Understanding

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Spanish-speaking communities in texts.

### Producing texts

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Spanish
- 3.4 applies knowledge of the culture of Spanish-speaking communities to the production of texts.

<b>SPANISH CONTINUERS</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>Term 4 2025 Week 8</b>	<b>Term 1 2026 Week 8</b>	<b>Term 2 2026 Week 8</b>	<b>Term 3 2026 Weeks 2/3</b>
	<b>Type of Task</b>	<b>Class Task</b>	<b>Class Task</b>	<b>Class Task</b>	<b>Trial HSC Examination</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	2.1, 2.2, 2.3	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
<b>Listening</b>	<b>30</b>			20	10
<b>Reading</b>	<b>30</b>		10		20
<b>Speaking</b>	<b>20</b>		10	10	
<b>Writing</b>	<b>20</b>	10			10
<b>TOTAL</b>	<b>100</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>

## SPANISH CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

### Exchanges information, opinions, and experiences in Spanish

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present, and future experience.

### Expresses ideas through the production of original texts in Spanish:

- 2.1 applies knowledge of language structures to create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information.

### Analyses, processes, and responds to texts that are in Spanish:

- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main issues
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context.

### Understands aspects of the language and culture of Spanish-speaking communities:

- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture.



# MATHEMATICS

## MATHEMATICS – Summary of all Course Assessment Policy

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The mandatory components and weightings for all HSC mathematics courses are set out below:

Component	Weighting
Understanding, fluency, and communication	50
Problem solving, reasoning and justification	50
<b>Total</b>	<b>100</b>

Measuring attainment of the assessment components will involve assessing a student's ability in relation to aspects of the mathematics course such as:

### UNDERSTANDING:

Make connections between experiences and related concepts, and progressively expand and develop ideas

### FLUENCY:

Recall factual knowledge and concepts, and select and apply appropriate procedures flexibly, accurately, and efficiently

### COMMUNICATION:

Describe, represent, formulate, express, and explain mathematical situations, concepts, methods and solutions to problems using a variety of presentations utilising appropriate language, notation and diagrams

### PROBLEM SOLVING:

Interpret, formulate, investigate, model, and solve problems, using mathematics in simple and complex, familiar and unfamiliar situations

### REASONING:

Analyse, evaluate, explain, infer, generalise, deduce, and reach conclusions

### JUSTIFICATION:

Justify strategies and strategic thinking used, conclusions reached and explain the reasonableness of findings, proving results where appropriate.

**The Preliminary course is regarded as assumed knowledge that has been covered by all candidates.  
The major focus of assessments will be on HSC course content however some Preliminary work may be included.**

<b>MATHEMATICS ADVANCED</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>Term 4 2025 Week 8</b>	<b>Term 1 2026 Week 8</b>	<b>Term 2 2026 Week 8</b>	<b>Term 3 2026 Weeks 2/3</b>
	<b>Type of task</b>	<b>Written Test</b>	<b>Written Test</b>	<b>Written Test</b>	<b>Trial HSC Examination</b>
<b>Syllabus Components</b>	<b>Outcomes, Component, Weightings</b>	MA12-1 MA12-3 MA12-5 MA12-6 MA12-10	MA12-3 MA12-6 MA12-9 MA12-10	MA12-3 MA12-7 MA12-8 MA12-10	All outcomes
Graphing techniques Trigonometric functions and graphs Differentiation of trigonometric, exponential and logarithmic functions Rules of differentiation	20	20			
The first and second derivative Applications of derivatives	20		20		
The anti-derivative Areas and the definite integral Data and summary statistics Continuous random variables The normal distribution	20			20	
All topics to date	40				40
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>

The assessment mark for Mathematics Advanced will be out of 100.

#### **MATHEMATICS ADVANCED – OBJECTIVES AND OUTCOMES**

A student:

- MA 12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA 12-2 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
- MA 12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA 12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA 12-6 applies appropriate differentiation methods to solve problems
- MA 12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MA 12-8 solves problems using appropriate statistical processes
- MA 12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MA 12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

<b>MATHEMATICS EXTENSION 1</b>  <b>FOR STUDENTS STUDYING MATHEMATICS ADVANCED &amp; MATHEMATICS EXT 1</b>	Task Number	Task 1	Task 2	Task 3	Task 4
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	Type of Task	Written Test	Written Test	Written Test	Trial HSC Examination
<b>Syllabus Components</b>	<b>Outcomes, Component, Weightings</b>	ME12-1 ME12-2 ME12-6 ME12-7	ME12-2 ME12-3 ME12-7	ME12-1 ME12-2 ME12-4 ME12-7	All outcomes
Proof by mathematical induction Introduction to vectors	10	10			
Further operations with vectors Trigonometric equations	10		10		
Projectile motion Further calculus skills Differential equations	10			10	
All topics to date	20				20
<b>TOTAL</b>	<b>50</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>20</b>

The assessment mark for Mathematics Extension 1 will be out of 50 for students studying Mathematics Advanced and Mathematics Ext 1.

**Mathematics Extension 1:** Students sit all Mathematics Advanced tasks as well as all Mathematics Extension 1 tasks.

#### **MATHEMATICS EXTENSION 1 – OBJECTIVES AND OUTCOMES**

A student:

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

ME 12-2 applies concepts and techniques involving vectors and projectiles to solve problems

ME 12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

ME 12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME 12-5 applies appropriate statistical processes to present, analyse and interpret data

ME 12-6 chooses and uses appropriate technology to solve problems in a range of contexts

ME 12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

<b>MATHEMATICS EXTENSION 1</b>  <b>FOR STUDENTS STUDYING:</b> <b>MATHEMATICS EXT 1 &amp;</b> <b>MATHEMATICS EXT 2</b>	Task Number	Task 1	Task 2	Task 3	Task 4
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	Type of Task	Written Test	Written Test	Written Test	Trial HSC Examination
<b>Syllabus Components</b>	<b>Outcomes, Component, Weightings</b>	ME12-1 ME12-2 ME12-6 ME12-7	ME12-2 ME12-3 ME12-7	ME12-1 ME12-2 ME12-4 ME12-7	All outcomes
Proof by mathematical induction Introduction to vectors	20	20			
Further operations with vectors Trigonometric equations	20		20		
Projectile motion Further calculus skills Differential equations	20			20	
All topics to date	40				40
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>

The assessment mark for Mathematics Extension 1 will be out of 100 for students studying Mathematics Extension 1 and Mathematics Extension 2.

**Mathematics Extension 1:** Students sit all Mathematics Advanced tasks as well as all Mathematics Extension 1 tasks.

#### **MATHEMATICS EXTENSION 1 – OBJECTIVES AND OUTCOMES**

A student:

ME 12-1 applies techniques involving proof or calculus to model and solve problems

ME 12-2 applies concepts and techniques involving vectors and projectiles to solve problems

ME 12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

ME 12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME 12-5 applies appropriate statistical processes to present, analyse and interpret data

ME 12-6 chooses and uses appropriate technology to solve problems in a range of contexts

ME 12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

MATHEMATICS EXTENSION 2	Task Number	Task 1	Task 2	Task 3	Task 4
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	Type of Task	Written Test	Written Test	Written Test	Trial HSC Examination
<b>Syllabus Components</b>	<b>Outcomes, Component, Weightings</b>	MEX12-1 MEX12-2 MEX12-4 MEX12-7 MEX 12-8	MEX12-1 MEX12-2 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-3 MEX12-4 MEX12-6 MEX12-7 MEX12-8	All outcomes
Arithmetic of complex numbers Geometric representation of a complex number The nature of proof	20	20			
Other representations of complex numbers Further proof by mathematical induction Solving equations with complex numbers	20		20		
Introduction to three dimensional vectors Further operations with three dimensional vectors Vectors and vector equations of lines Modelling motion without resistance Geometrical implications of complex numbers	20			20	
All topics to date	40				40
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>

The assessment mark for Mathematics Extension 2 will be out of 100.

**Mathematics Extension 2:** Students sit the Mathematics Advanced Task 1, all Mathematics Extension 1 tasks, as well as all Mathematics Extension 2 tasks.

## MATHEMATICS EXTENSION 2 – OBJECTIVES AND OUTCOMES

A student:

MEX 12-1	understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
MEX 12-2	chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
MEX 12-3	uses vectors to model and solve problems in two and three dimensions
MEX 12-4	uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
MEX 12-5	applies techniques of integration to structured and unstructured problems
MEX 12-6	uses mechanics to model and solve practical problems
MEX 12-7	applies various mathematical techniques and concepts to model and solve structured, unstructured, and multi-step problems
MEX 12-8	communicates and justifies abstract ideas and relationships using appropriate language, notation, and logical argument

MATHEMATICS STANDARD 2	Task Number	Task 1	Task 2	Task 3	Task 4
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	Type of Task	Written Test	Written Test	Written Test	Trial HSC Examination
<b>Syllabus Components</b>	<b>Outcomes, Component, Weightings</b>	MS2-12-5 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-10	All outcomes
Introduction to networks Investments Depreciation and loans	20	20			
Rates and ratios Non-right-angled trigonometry Simultaneous linear equations	20		20		
Bivariate data analysis Annuities Non linear relationships The normal distribution	20			20	
All topics to date	40				40
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>

The assessment mark for Mathematics Standard 2 will be out of 100.

## MATHEMATICS STANDARD 2 – OBJECTIVES AND OUTCOMES

A student:

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

DANCE	Task Number	Task 1	Task 2	Task 3	Task 4	
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 2 2026 Weeks 9/10	Term 3 2026 Weeks 2/3
	Type of Task/ Topic	Performance	Work in progress and Essay	Performance	Trial HSC Examination	
Syllabus Components	Outcomes Component Weightings	H2.1, H2.2	H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H4.3, H4.4	H2.1, H2.2, H2.3	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H4.3, H4.4, H4.5	
Core Performance	20	10			10	
Core Composition	20		10		10	
Core Appreciation	20		10			10
Major Study Performance or Composition	40			30	10	
<b>TOTALS</b>	<b>100</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>	

## DANCE – OBJECTIVES AND OUTCOMES

A student:

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 art form

H1.3 appreciates and values dance as an art form 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 compositional principles and technological skills in a personal style in response to a specific concept/intent

H3.3 recognises and values the role of dance in achieving individual expression

H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent

H4.1 understands the concept of differing artistic, social and cultural contexts of dance

H4.2 recognises, analyses and evaluates the distinguishing features of major dance works

H4.3 utilises the skills of research and analysis to examine dance as an art form

H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgements about dance

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

<b>HEALTH AND MOVEMENT SCIENCE</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>Term 4 2025 Week 8</b>	<b>Term 1 2026 Week 8</b>	<b>Term 2 2026 Week 8</b>	<b>Term 3 2026 Weeks 2/3</b>
	<b>Type of Task</b>	<b>Depth Study</b>	<b>In Class Test</b>	<b>Research In Class</b>	<b>Trial HSC Examination</b>
Syllabus Components	<b>Outcomes</b>	HM-12-04, HM12-05, HM12-10	HM12-01, HM12-06, HM12-07	HM12-02, HM12-03, HM12-08, HM12-09	All outcomes addressed in Trial exam
Health in an Australian and Global Context	<b>50</b>		15	15	20
Training for Improved Performance	<b>50</b>	15	15		20
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>30</b>	<b>15</b>	<b>40</b>

## HEALTH AND MOVEMENT SCIENCE – OBJECTIVES AND OUTCOMES

A student:

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



# SCIENCE

BIOLOGY	Task Number	Task 1	Task 2	Task 3	Task 4
	Topic	Heredity	Genetic Change	Infectious Disease	
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	Type of Task	Scientific Models Task	In Class Task	Depth Study – Secondary Investigation	Trial HSC Examination
<b>Syllabus Components</b>	<b>Outcomes</b>	BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-14	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15
<b>Knowledge and understanding of:</b> Heredity and Genetic Technologies  The Effects of Disease and Disorders	<b>40</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>15</b>
<b>Skills</b> Applying the Processes of Working Scientifically	<b>60</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>20</b>
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>25</b>	<b>35</b>

## BIOLOGY – OBJECTIVES AND OUTCOMES

A student:

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
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	analyses 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

<b>CHEMISTRY</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>Topic</b>	<b>Equilibrium &amp; Acid Reactions</b>	<b>Acid-Base Reactions</b>	<b>Organic Chemistry</b>	
	<b>When</b>	<b>Term 4 2025 Week 8</b>	<b>Term 1 2026 Week 8</b>	<b>Term 2 2026 Week 8</b>	<b>Term 3 2026 Weeks 2/3</b>
	<b>Type of Task</b>	<b>Depth Study/ Secondary Investigation</b>	<b>Practical Investigation</b>	<b>In Class Test</b>	<b>Trial HSC Examination</b>
<b>Syllabus Components</b>	<b>Outcomes</b>	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-6 CH11/12-7 CH12-12	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH12-13	CH11/12-4 CH11/12-2 CH11/12-6 CH11/12-7 CH12-14	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15
<b>Knowledge &amp; Understanding</b> Equilibrium and Acid Reactions in Chemistry  The Applications of Chemistry	<b>40</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>15</b>
<b>Skills</b> Applying the Processes of Working Scientifically	<b>60</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>20</b>
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>35</b>

## CHEMISTRY – OBJECTIVES AND OUTCOMES

A student:

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	describes, explains, and quantitatively analyses acids and bases using contemporary models
CH12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes

INVESTIGATING SCIENCE	Task Number	Task 1	Task 2	Task 3	Task 4
	Topic	Scientific Investigations	Technologies	Fact or Fallacy?	
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	Type of Task	Depth Study	Data Analysis	Depth Study	Trial HSC Examination
<b>Syllabus Components</b>	<b>Outcomes</b>	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-7 INS12-12	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-7 INS12-13	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-14	INS11/12-5 INS11/12-6 INS12-12 INS12-13 INS12-14 INS12-15
<b>Knowledge &amp; Understanding</b> Undertaking scientific investigations  Contemporary issues involving science  Evidence-based analysis  Implications of ethical, social, economic and political influences on science	<b>40</b>	10	5	10	15
<b>Skills</b> Applying the Processes of Working Scientifically	<b>60</b>	10	15	15	20
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>35</b>

## INVESTIGATING SCIENCE – OBJECTIVES AND OUTCOMES

A student:

INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS12-12	develops and evaluates the process of undertaking scientific investigations
INS12-13	describes and explains how science drives the development of technologies
INS12-14	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12-15	evaluates the implications of ethical, social, economic and political influences on science

SCIENCE EXTENSION	Task Number	Task 1	Task 2	Task 3
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 9
	Type of Task	Project Proposal	Statistics Test	Research Report
Syllabus Components	Outcomes	SE-1 SE-3 SE-7	SE-1 SE-4 SE-5 SE-6 SE-7	SE-1 SE-3 SE-4 SE-5 SE-6 SE-7
Communicating Scientifically	15	5	5	5
Gathering, recording, analysing and evaluating data	15		10	5
Application of scientific research skills	20	5	5	10
<b>TOTAL</b>	<b>50</b>	<b>10</b>	<b>20</b>	<b>20</b>

## SCIENCE EXTENSION – OBJECTIVES AND OUTCOMES

A student:

- 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 science 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.

PHYSICS	Task Number	Task 1	Task 2	Task 3	Task 4
	Topic	Advanced Mechanics	Electro-magnetism	The Nature of Light	
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	Type of Task	In Class Task	Practical Investigation / Depth Study	Second-hand Data Analysis	Trial HSC Examination
<b>Syllabus Components</b>	<b>Outcomes</b>	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-13 PH12-14	PH11/12-1 PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15
<b>Knowledge &amp; Understanding</b> Advanced Mechanics & Electromagnetism  The Role of Evidence & Prediction in the Development of Theories in Physics	<b>40</b>	5	10	10	15
<b>Skills</b> Applying the Processes of Working Scientifically	<b>60</b>	15	15	10	20
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>35</b>

## PHYSICS – OBJECTIVES AND OUTCOMES

A student:

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 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

DESIGN AND TECHNOLOGY	Task Number	Task 1	Task 2	Task 3	Task 4
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	Type of Task	Presentation	Prototyping Task	Written Task Case Study	Trial HSC Examination
Syllabus Components	Outcomes Component Weightings	H2.2, H3.1, H3.2, H4.1, H5.1	H1.1, H3.2, H4.1, H4.2, H4.3, H5.2, H6.1	H1.1, H2.2, H3.1, H3.2, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1
Knowledge and understanding of course content	40		5	15	20
Knowledge and skills in designing, managing, producing and evaluating a major design project.	60	15	20	15	10
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>

## DESIGN AND TECHNOLOGY – OBJECTIVES AND OUTCOMES

A student:

H1.1 critically analyses the factors affecting design and the development and success of design projects

H1.2 relates the practices and processes of designers and producers to the major design project

H2.1 explains the influence of trends in society on design and production

H2.2 evaluates the impact of design and innovation on society and the environment

H3.1 analyses the factors that influence innovation and the success of innovation

H3.2 uses creative and innovative approaches in designing and producing

H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project

H4.2 selects and uses resources responsibly and safely to realise a quality major design project

H4.3 evaluates the processes undertaken and the impacts of the major design project

H5.1 manages the development of a quality major design project

H5.2 selects and uses appropriate research methods and communication techniques

H6.1 justifies technological activities undertaken in the major design project and relates these to industrial and commercial practices

H6.2 critically assesses the emergence and impact of new technologies and the factors affecting their development

<b>ENGINEERING STUDIES</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>Term 4 2025</b>	<b>Term 1 2026</b>	<b>Term 2 2026</b>	<b>Term 3 2026</b>
	<b>Type of Task</b>	<b>Week 8</b>	<b>Week 8</b>	<b>Week 8</b>	<b>Week 2/3</b>
		<b>Bridge Design, Building &amp; Testing</b>	<b>Class Test</b>	<b>Engineering Report, Telecommunications</b>	<b>Trial HSC Examination</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	H2.1, H3.1, H5.2, H6.2	H1.1, H3.1, H4.1, H4.3, H6.1	H2.2, H3.2, H5.1, H6.2	H1.1, H1.2, H2.1, H3.3, H4.2, H6.1, H6.2
Knowledge and understanding of course content	<b>60</b>	5	15	15	25
Knowledge and skills in research, problem solving and communication related to engineering practice.	<b>40</b>	10	5	10	15
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>20</b>	<b>25</b>	<b>40</b>

## ENGINEERING STUDIES – OBJECTIVES AND OUTCOMES

A student:

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 those 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.

**School Name: Mosman High**
**Student Competency Assessment Schedule 2026**
**HOSPITALITY INDUSTRY**

<b>Assessment Tasks for Certificate II Cookery SIT20421</b>		<b>Task 3</b>	<b>Task 4</b>	<b>Task 4,5</b>	<b>Work placement TBA</b>	<b>Trial HSC Exam Term 3 2026 Weeks 2/3</b>
		<b>Term 4 2025</b>	<b>Term 1 2026</b>	<b>Term 2 &amp; 3 2026</b>		
<b>Code</b>	<b>Unit of Competency</b>					<b>HSC Examinable Units of Competency</b>
SITHKOP009	Clean kitchen premises and equipment	<b>X</b>				
SITXINV006	Receive, store and maintain stock	<b>X</b>				
SITHCCC026	Package prepared foodstuffs	<b>X</b>	<b>X</b>			
SITHCCC023	Use food preparation equipment	<b>X</b>	<b>X</b>			
SITHCCC024	Prepare and present simple dishes	<b>X</b>	<b>X</b>			
SITHCCC027	Prepare dishes using basic methods of cookery	<b>X</b>	<b>X</b>	<b>X</b>		
SITHCCC034	Work effectively in a commercial kitchen	<b>X</b>	<b>X</b>	<b>X</b>		

Students successfully completing this program will be eligible to receive a nationally recognised qualification **SIT20421 Certificate II in Cookery**

**Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**

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



<b>INDUSTRIAL TECHNOLOGY</b> <b>Multimedia Technology, Timber Products &amp; Furniture Technology</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>Term 4 2025 Week 8</b>	<b>Term 1 2026 Week 8</b>	<b>Term 2 2026 Week 8</b>	<b>Term 3 2026 Weeks 2/3</b>
	<b>Type of Task</b>	<b>Class Presentation</b>	<b>Industry Study</b>	<b>Video</b>	<b>Trial HSC Examination</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	H1.2, H3.1, H3.2, H3.3, H5.1, H5.2	H1.1, H1.2, H1.3, H3.2, H5.1, H6.1	H2.1, H3.2, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H4.2, H4.3, H6.2, H7.1, H7.2
Knowledge and understanding of course content	<b>40</b>	5	15		20
Knowledge and skills in design, management, communication and production of a major project.	<b>60</b>	10	10	30	10
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>

## INDUSTRIAL TECHNOLOGY – OBJECTIVES AND OUTCOMES

A student:

H1.1 investigates industry through the study of businesses in one focus area

H1.2 identifies appropriate equipment, production and manufacturing techniques

H1.3 identified 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 is skilled in sketching, producing and interpreting drawings

H3.2 selects and applies appropriate research and problem solving skills practical skills appropriate to the major 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

H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills

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

H5.1 selects and uses communication and information processing skills

H5.2 examines and applies appropriate documentation 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	Task Number	Task 1	Task 2	Task 3	Task 4
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	Type of Task	Software Design Pitch	Secure Software Architecture Task	Software Engineering Project	Trial HSC Examination
Syllabus Components	Outcomes Component Weightings	SE-12-01, SE-12-03, SE-12-06, SE-12-09	SE-12-03, SE-12-04, SE-12-05, SE-12-07	SE-12-01, SE-12-02, SE-12-06, SE-12-07, SE-12-08, SE-12-09.	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-08
Knowledge and understanding of course content	50	10	10	10	20
Knowledge and skills in the practical application of the content	50	5	15	20	10
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>

## SOFTWARE ENGINEERING – OBJECTIVES AND OUTCOMES

A student:

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 AND DESIGN	Task Number	Task 1	Task 2	Task 3	Task 4
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 2 2026 Week 8	Term 3 2026 Weeks 2/3
	Type of Task	MTP Oral Presentation	Fibre/Fabric Analysis	Case Study Report	Trial HSC Examination
Syllabus Components	Outcomes Component Weightings	H1.1, H1.2, H2.2	H2.1, H3.1, H4.1, H4.2	H5.1, H6.1	H1.1, H1.3, H2.3, H3.2, H5.1, H5.2, H6.1
Knowledge and understanding of course content	50	5	5	20	20
Skills and knowledge in the design, manufacture and management of a major textile project	50	10	20	10	10
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>

## TEXTILES AND DESIGN – OBJECTIVES AND OUTCOMES

A student:

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 and understanding of functional and aesthetic requirements

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

H2.1 communicates design concepts and manufacturing specification 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.

# VISUAL ARTS

VISUAL ARTS	Task Number	Task 1	Task 2	Task 3	Task 4
	When	Term 4 2025 Week 8	Term 1 2026 Week 8	Term 3 2026 Weeks 2/3	Term 3 2026 Week 5
	Type of Task	VAPD Hand-In  +  Art Criticism/ Art History  (Section 2) Hand-In	BOW Hand-In  +  Art Criticism/ Art History  (Section 1) In Class	Trial HSC (Written)     <i>Examination</i>	BOW (Progressive)     <i>Hand-In</i>
Syllabus Components	Outcomes Component Weightings	7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	7, 8, 9, 10	1, 2, 3, 4, 5, 6
Artmaking	50	10	10		30
Art Criticism and Art History	50	10	15	25	
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

**Case Study 1:** Term 4 'Themes and Concepts in Art': informs BOW

**Case Study 2:** Term 1 'Post – Modernism'

**Case Study 3:** Term 2 'Great Exhibitions'

**Case Study 4:** Term 3 'From Caves to Virtual Reality': Why the Artists Practice, Conceptual Framework and the Frame?

**Case Study 5:** 'Critique exhibition' current exhibition AGNSW / MCA

Note: The same outcomes may be assessed for more than one task. Formative tasks may not be assessable but are compulsory learning experiences.

\* Students are responsible to maintain a steady work progress and action will be taken if this is not maintained.

## VISUAL ART – OBJECTIVES AND OUTCOMES

A student:

1. initiates and organises art making practice that sustained, reflective and adapted to suit particular conditions
2. applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
3. demonstrates an understanding of the frames when working independently in the making of art
4. selects and develops subject matter and forms in particular ways as representations in art making
5. demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
6. demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
7. applies their understanding of the relationships among the artist, artwork, world and audience
8. demonstrates an understanding of how the frames provide for different orientations in the visual arts
9. demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
10. constructs a body of significant art histories, critical narratives, and other documentary accounts of representation in the visual arts.

# VOCATIONAL EDUCATION ASSESSMENT POLICY

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Vocational Education Training (VET) courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Preliminary and HSC qualifications
- Competencies which can lead to a Statement of Attainment, Certificate 1,2,3 which is awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET course.

## AQF ASSESSMENT

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All industry curriculum framework courses are assessed under the national competency standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competencies, skills and knowledge described in each unit of competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based on assessment. Students are assessed as either competent or not yet competent.

Demonstrating competence means that students can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be competencies on a vocation qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tests. If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be reassessed. There are a number of competencies that may only be offered once during the course due to:

- WHS requirement
- Cost
- Timeframe
- Supervision required
- Resource availability

## HIGHER SCHOOL CERTIFICATE (HSC)

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Students will be awarded units towards their Preliminary and HSC studying a VET course.

Some VET courses e.g., curriculum framework courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the ATAR. As with all HSC courses, NSW Education Standards Authority (NESA) procedures apply to all VET courses (refer to school NESA procedures).

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the achievement of competency, AQF qualification will be assessed by NESA.

For students who have undertaken the HSC examination, a scaled examination mark will be recorded on the HSC Certificate. No school-based assessment mark will be recorded.

No assessment mark for VET courses is required by NESA. An estimated examination mark for students entered for the HSC written examination must be submitted; this mark will be used only in the case of an illness/disadvantage appeal.

The estimated mark will reflect each student's achievement on one or more written tasks, similar in nature to the HSC examination. A trial HSC examination mark would be a suitable task.

## WORK PLACEMENT

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Work placement is a mandatory HSC requirement of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hour course – minimum of 35 hours in a workplace
- 240 hour course – minimum of 70 hours in a workplace
- 60 hour course (extension) – minimum of 14 hours in a workplace

Failure to comply with the HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements. Penalties will occur if mandatory hours are not met, including failing the course. Learning in the workplace will enable students:

- Progress towards the achievement of industry competencies
- Develop appropriate attitude towards work
- Learn a range of behaviours appropriate to the industry
- Practice skills acquired off the job in a classroom or workshop
- Develop additional skills and knowledge, including key competencies

**Note:** *Entertainment Industry course* permissible for up to 50% of work placement to be undertaken in other entertainment production environments intended for public performance, including school productions. Evidence must be documented and authorised by school.

## ASSESSMENT SCHEDULE

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Information regarding mandatory assessment tasks will be set out in an assessment schedule. These tasks will be used as evidence of competency. Refer to the HSC School Assessment Booklet.

## APPEALS PROCEDURE

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Normal assessment appeals procedures will apply for VET courses. Refer to the Mosman High School Assessment Procedures.

# **ATTACHMENT 1 (HSC NESA REQUIREMENTS)**

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The requirements of the Education Act 1990 and as prescribed by the NSW Education Standards Authority in relation to New South Wales Higher School Certificate:

The **Education Act 1990** provides for the Higher School Certificate to be awarded by the NSW Education Standards Authority to students who have:

1. gained a Record of School Achievement (or other qualifications considered satisfactory by NESA)
2. attended a government school (or registered and accredited non-government school)
3. participated, to the NESA's satisfaction
4. undertaken the requisite examinations or other forms of assessment
5. complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or NESA.

NESA may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the award of the certificate would not, in the opinion of NESA, be justified.

The **Curriculum** during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

1. courses of study of a general description determined by the Minister on the recommendation of NESA are to be provided for each student in each year
2. those courses of study are to include a course of study in English
3. those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of NESA
4. those courses of study are to be taught in accordance with a syllabus developed or endorsed by NESA and approved by the Minister.

## ATTACHMENT 2 (HSC 2026 CHECKLIST)

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### Pattern of study requirements checklist for the 2026 Higher School Certificate:

NOTE: All requirements apply to BOTH Preliminary and HSC course patterns for the 2026 Higher School Certificate.

Students who complete the Higher School Certificate in 2026 must meet the following **PATTERN OF STUDY** requirements.

1. At least twelve Preliminary and ten HSC units of study.
2. At least two (2) units of a NESA developed course in English.
3. At least four (4) subjects.
4. At least six (6) units of NESA developed courses.
5. At least three (3) courses of two (2) unit value or greater (may be NESA developed and/or NESA endorsed courses).
6. A student may count a maximum of six (6) Preliminary units and six (6) HSC units from courses in Science.
7. Beginners language course only if minimal previous study or knowledge of the language.
8. NESA endorsed courses have current endorsement.
9. Students are not enrolled in NESA developed and/or NESA endorsed course combinations which are the subject of NESA exclusions.

### Reminder

1. Students seeking an ATAR (Australian Tertiary Assessment Rank) (in 2026 must have ten (10) units of NESA developed HSC courses and meet the University course requirements (refer Official Notice BOS 34/01: Board Bulletin Vol.10, No.21 and **current** UAC publications).

NB: NESA endorsed courses and content endorsed courses, including some vocational content endorsed courses, do not satisfy requirements for an ATAR.

2. Schools should note that additional departmental curriculum requirements (e.g., sport, religious education, etc.) or conditions of enrolment at school are not requirements for Higher School Certificate credentialing as determined by the NSW Education Standards Authority as the Statutory Higher School Certificate Credentialing Authority.
3. Schools will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.
4. It should be recognised that students following a special program of study will be eligible for the award of the Higher School Certificate. The completion of a transition – planning process for each student is a condition of access to a special program of study involving Life Skills courses for Stage 6. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of the student in Life Skills courses for Stage 6 is the result of an individual transition-planning process.





## ATTACHMENT 3

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### Application for Consideration

Students must apply for consideration regarding any missed assessment task or examination. Documentation, as detailed in the Mosman High School Assessment Procedures, must accompany any application. The Head Teacher of the faculty involved will consider each application on its merits, and the student will be advised of the outcome via this form.

Note that in the event that an assessment task/examination is missed, it is the responsibility of the student to notify the school without delay and to contact the relevant Head Teacher on the **first** day of school attendance, after the missed task. Refer to the Rules of Assessment. If the consideration is granted then, as written in the Mosman High School Assessment Procedures:

- a substitute task/exam may be granted,      **or**
- an estimate may be given (in exceptional circumstances).

If, after careful consideration, the student, and/or parent(s) consider that there are grounds to appeal the Head Teacher's decision, the section of the form relating to appeals should be completed and submitted with relevant supporting documentation to the Principal. The Principal will form an appeals panel. This panel will meet to determine the outcome of the appeal.

After final deliberations, a copy of the form is to be included in the student's file.

### APPLICATION FOR CONSIDERATION

Student: \_\_\_\_\_ Roll Class: \_\_\_\_\_

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

Assessment Task: \_\_\_\_\_ Due Date: \_\_\_\_\_

Notification of Assessment Attached: Yes ☐ No ☐

Reason for Application: Illness ☐ Misadventure ☐

Describe how illness or misadventure affected your performance or prevented your attendance.

.....

.....

.....

Prior Notification Provided: Yes ☐ No ☐

Attended Exam (if appropriate): Yes ☐ No ☐

Submitted Task (if appropriate): Yes ☐ No ☐

Evidence provided to support this application: Yes ☐ No ☐

Student signature: ..... Date: .....

Head Teacher's Decision:

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Reason for Appeal (if applicable):

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Appeals Panel Decision:

Task Rescheduled: .....

Task Extension: .....

Substitute Task to be completed: .....

Estimate (if exceptional circumstances): .....

Other: .....

A copy of this form can be found at [Application for Consideration regarding missed Assessment Task or Examination](#)

# HSC Assessment Schedule Summary 2025-26

Term 4 – 2025

Week	Subject		Percentage of assessment
8	Biology	Scientific Models Task	15
	Chemistry	Depth Study/Secondary Investigation	20
	Chinese Beginners	Class Task	10
	Chinese Continuers	Class Task	10
	Chinese and Literature	Class Task	10
	Design and Technology	Presentation	15
	Dance	Performance	10
	Drama	Research Essay Workshop	20
	Engineering Studies	Bridge Design, Building and Testing	15
	English Advanced	Multimodal	10
	English Standard	Multimodal	10
	English EAL/D	Texts and Human Experiences	15
	Entertainment	Working in the Industry	-
	Health and Movement Science	Depth Study	15
	History – Ancient	In Class Task: Ancient Society	15
	History – Modern	In Class Source Analysis: Core Study	15
	History – Extension	Proposal	-
	Industrial Technology	Class Presentation	15
	Investigating Science	Depth Study	20
	Italian Beginners	Class Task	10
	Italian Continuers	Class Task	10
	Japanese Beginners	Class Task	10
	Japanese Continuers	Class Task	10
	Mathematics Advanced	Written Test	20
	Mathematics Standard 2	Written Test	20
	Mathematics Extension 1	Written Test: <b>Maths Adv 1 &amp; Ext 1</b> / Ext 1 & Ext 2	<b>10/50, 20/100</b>
	Mathematics Extension 2	Written Test	20
	Music 1	Composition/Elective	10
	Music 2	Aural/Musicology	15
	Physics	In Class Task	20
	Science Extension	Project Proposal	10/50
	Society and Culture	Core Research Task	10
	Spanish Beginners	Class Task	10
	Spanish Continuers	Class Task	10
	Software Engineering	Software Design Pitch	15
	Textiles and Design	MTP Oral Presentation	15
	Visual Arts	Art Criticism/Art History + VAPD Hand In	20
9	Business Studies	In Class: Operations Task	15
	Economics	In Class Task: The Global Economy	15
	Geography	Stimulus-based Response: Global Sustainability	15
	Legal Studies	Topic Test: Crime	15

<b>Week</b>	<b>Subject</b>		<b>Percentage of Assessment</b>
<b>1</b>	English Extension 2	Viva Voce	10/50
<b>7</b>	Entertainment	To Project and Serve	-
<b>8</b>	Biology	In Class Task	25
	Business Studies	In Class Business Report: Marketing	20
	Chemistry	Practical Investigation	20
	Chinese Beginners	Class Task	20
	Chinese Continuers	Class Task	20
	Chinese and Literature	Class Task	20
	Dance	Work in Progress and Essay	20
	Design and Technology	Prototyping Task	25
	Drama	Research Essay Workshop	20
	Economics	In Class Topic Test: Australia's Place in the Global Economy	20
	Engineering Studies	Class Test	20
	English Advanced	Critical	20
	English Standard	Critical	20
	English EAL/D	Extended Response	25
	English Extension 1	Imaginative	15/50
	Geography	Geographic Skills and Short Answers: Rural and Urban Places	20
	Health and Movement Science	In Class Test	30
	History – Ancient	Source Based Questions: Core Study	25
	History – Modern	In Class Structured Response: National Study	25
	History – Extension	Process Log, Annotated Bibliography	15/50
	Industrial Technology	Industry Study	25
	Investigating Science	Data Analysis	20
	Italian Beginners	Class Task	20
	Italian Continuers	Class Task	20
	Japanese Beginners	Class Task	20
	Japanese Continuers	Class Task	20
	Legal Studies	Research Task and Response – Family	20
	Mathematics Advanced	Written Test	20
	Mathematics Standard 2	Written Test	20
	Mathematics Extension 1	Written Test <b>Maths Adv 1 &amp; Ext 1 / Ext 1 &amp; Ext 2</b>	<b>10/50 – 20/100</b>
	Mathematics Extension 2	Written Text	20
	Music 1	Viva Voce/Elective	20
	Music 2	Performance – Core	20
	Music Extension	Performance or Composition or Musicology	15/50
	Physics	Practical Investigation / Depth Study	25
	Science Extension	Statistics Test	20/50
	Society and Culture	Depth Study 1 – In Class Response	20
	Software Engineering	Secure Software Architecture Task	25
	Spanish Beginners	Class Task	20
	Spanish Continuers	Class Task	20
	Textiles and Design	Fibre/Fabric Analysis	25
	Visual Arts	Art Criticism/Art History + BOW Hand In	25

<b>Week</b>	<b>Subject</b>		<b>Percentage of Assessment</b>
<b>1</b>	English Extension 2	Report	15/50
<b>8</b>	Biology	Depth Study – Secondary Investigation	25
	Business Studies	In Class Test: Finance	25
	Chemistry	In Class Test	25
	Chinese Beginners	Class Task	30
	Chinese Continuers	Class Task	30
	Chinese and Literature	Class Task	30
	Dance	Performance	30
	Design and Technology	Written Task Case Study	30
	Drama	Presentation Group Performance	30
	Economics	In Class Response – Economic Issues	25
	Engineering Studies	Engineering Report, Telecommunications	25
	English Advanced	Critical and Imaginative	30
	English Standard	Critical	30
	English EAL/D	Extended Response In Class Task	25
	English Extension 1	Critical	15/50
	Entertainment	Showtime	-
	Geography	Fieldwork Report	25
	Health and Movement Science	Research In Class	15
	History - Ancient	Written Response: Historical Period	25
	History – Modern	In Class Guided Essay: Peace and Conflict	25
	History - Extension	Research Essay	20/50
	Industrial Technology	Video	30
	Investigating Science	Depth Study	25
	Italian Beginners	Class Task	30
	Italian Continuers	Class Task	30
	Japanese Beginners	Class Task	30
	Japanese Continuers	Class Task	30
	Legal Studies	Extended Response – Shelter	25
	Mathematics Advanced	Written Test	20
	Mathematics Standard 2	Written Test	20
	Mathematics Extension 1	Written Test <b>Maths Adv 1 &amp; Ext 1 / Ext 1 &amp; Ext 2</b>	<b>10/50 – 20/100</b>
	Mathematics Extension 2	Written Test	20
	Music 1	Performance/Elective	30
	Music 2	Composition – Core	30
	Music Extension	Performance or Composition or Musicology	15/50
	Physics	Second Hand Data Analysis	20
	Spanish Beginners	Class Task	30
	Spanish Continuers	Class Task	30
	Society and Culture	Depth Study 2: In Class Response	30
	Software Engineering	Software Engineering Project	30
	Textiles and Design	Case Study Report	30
<b>9/10</b>	Dance	Trial HSC Examination: Performance, Composition	30
	Science Extension	Research Report	20
<b>10</b>	English Extension 2	Draft MW and RS	25/50

Term 3 – 2026

<b>Weeks</b>	<b>Subject</b>		<b>Percentage of Assessment</b>
<b>2/3</b>	Biology	Trial HSC Examination	35
	Business Studies	Trial HSC Examination	40
	Chemistry	Trial HSC Examination	35
	Chinese Beginners	Trial HSC Examination	40
	Chinese Continuers	Trial HSC Examination	40
	Chinese and Literature	Trial HSC Examination	40
	Dance	Trial HSC Examination: Appreciation	10
	Design and Technology	Trial HSC Examination	30
	Drama	Trial HSC Examination	30
	Economics	Trial HSC Examination	40
	Engineering Studies	Trial HSC Examination	40
	English Advanced	Trial HSC Examination	40
	English Standard	Trial HSC Examination	40
	English EAL/D	Trial HSC Examination - Reading/Responding, Writing, Listening	35
	English Extension 1	Trial HSC Examination	20/50
	Entertainment	Trial HSC Examination	-
	Geography	Trial HSC Examination	40
	Health and Movement Science	Trial HSC Examination	40
	History – Ancient	Trial HSC Examination	35
	History – Modern	Trial HSC Examination	35
	History – Extension	Trial HSC Examination	15/50
	Hospitality Industry	Trial HSC Examination	-
	Industrial Technology	Trial HSC Examination	30
	Investigating Science	Trial HSC Examination	35
	Italian Beginners	Trial HSC Examination	40
	Italian Continuers	Trial HSC Examination	40
	Japanese Beginners	Trial HSC Examination	40
	Japanese Continuers	Trial HSC Examination	40
	Legal Studies	Trial HSC Examination	40
	Mathematics Advanced	Trial HSC Examination	40
	Mathematics Standard 2	Trial HSC Examination	40
	Mathematics Extension 1	Trial HSC Examination <b>Maths Adv 1 &amp; Ext 1 / Ext 1 &amp; Ext 2</b>	<b>20/50 – 40/100</b>
	Mathematics Extension 2	Trial HSC Examination	40
	Music 1	Trial HSC Examination	40
	Music 2	Trial HSC Examination	35
	Music Extension	Trial HSC Examination	20/50
	Physics	Trial HSC Examination	35
	Spanish Beginners	Trial HSC Examination	40
	Spanish Continuers	Trial HSC Examination	40
	Society and Culture	Trial HSC Examination	40
	Software Engineering	Trial HSC Examination	30
	Textiles and Design	Trial HSC Examination	30
	Visual Arts	Trial HSC Examination (Written)	25
<b>5</b>	Visual Arts	BOW (Progressive)	30