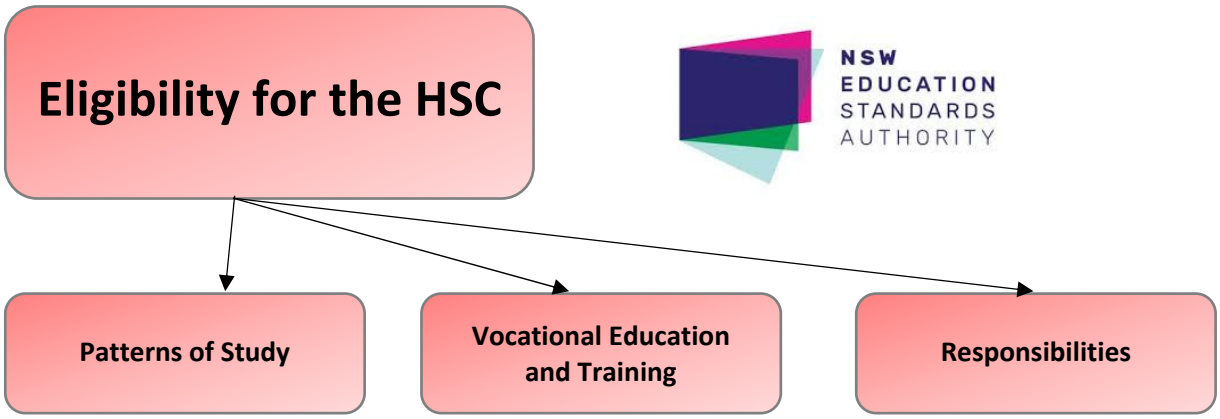
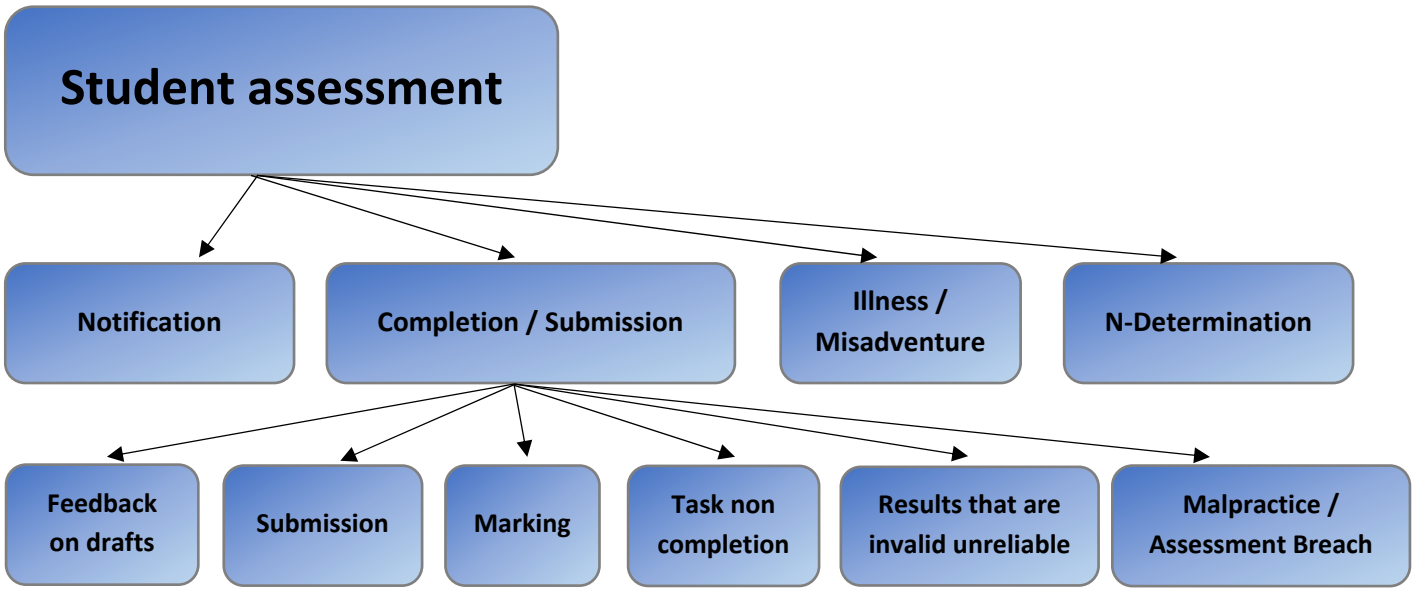
Year 12

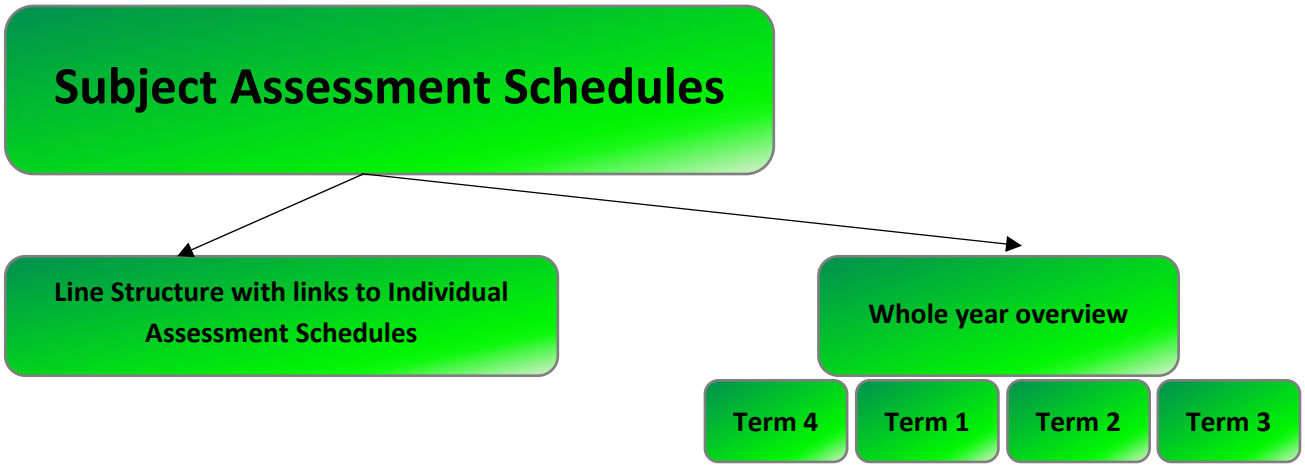
2025/2026

Assessment Schedule

Mount View High School - Assessment Policy







Eligibility for the HSC

To be eligible for the award of the HSC, students must:

- have completed Year 10, and
- have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- have completed All My Own Work (AMOW) or its equivalent, and
- have demonstrated the minimum standard of literacy and numeracy, and
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- undertake and make a serious attempt at the requisite HSC exams

Students undertaking a pattern of study that comprises Stage 6 Life Skills courses only, are not required to complete AMOW.

Patterns of Study

To qualify for the HSC students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- At least six (6) units from Board Developed Courses
- At least two (2) units of a Board Developed Course in English
- At least three (3) courses of two units value or greater (either Board Developed or Board Endorsed courses)
- At least four (4) subjects

To satisfy pattern of study requirements for the HSC a student may count a maximum of six (6) Preliminary units and six (6) HSC units from courses in Science.

Pathways

A student may take up to 5 years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the students sits for their first HSC examination.
Schools will need to ensure that the NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.

Life Skills

It should be recognised that students following a life skills special program of study will be eligible for the award of the HSC. 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.

Vocational Education and Training

Students undertaking Vocational Education Training (VET) courses must meet their course requirements.

Students taking VET courses may be deemed to have either completed or not yet completed course competencies.

As well students taking VET Curriculum Frameworks courses may take the optional HSC examination in their course and have an HSC mark recorded on their credential. In some cases, this mark may be used in the calculation of an Australian Tertiary Admissions Rank.

If a student fails to undertake any mandatory work placement component of a VET course it will be determined that the student has not met NESA mandatory work placement requirements. In this case, the Principal will indicate that the course has not been satisfactorily completed and the student will recommended for an ‘N’ determination. Students will be supported in completing 35 hours of work placement in Year 11 and 35 hours of work placement in Year 12 during designated weeks.

Responsibilities

Each student has the responsibility to:

- Understand NESA course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks

At the commencement of the HSC this handbook informs students with written advice about the school's policies and procedures for school-based assessment, which includes:

- the school's malpractice policy and procedures for managing malpractice, and
- details of administrative requirements, including:
  - student absence on the day of an assessment task, and
  - late submission of assessment tasks, and
  - the school's illness/misadventure procedures for illness/misadventure suffered immediately before or during an assessment task; and
- procedures to be implemented if assessment tasks produce invalid or unreliable results, and
- procedures for reviewing student appeals arising from individual assessment tasks, and
- procedures for final rank order appeals, which must be:
  - based on a student's rank order placement during the course, and
  - focused on the procedures for determining the final school-based assessment mark for the course; and
- procedures for final grade appeals for English Studies, and Mathematics Standard 1 which must be:
  - based on a student's final grade at the end of the course, and
  - focused on the procedures used by the school for determining the grade(s) and whether they align with NESA's advice and the school's policy regarding the grading of student achievement, and
  - resolved within the school, where possible.
- the formal assessment program for each of their HSC courses, excluding Life Skills courses. The formal assessment program must adhere to course-specific requirements, including assessment schedules that detail:
  - the number and type of assessment tasks, and
  - syllabus outcomes assessed in each assessment task, and
  - the components and weightings allocated to each assessment task, and when each assessment task is to be attempted or submitted

The Mount View High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Head of Faculty but will include information about the extent to which a student has performed against the assessment outcome.

Student assessment & grading

The HSC mark, the final mark a student is awarded for each subject studied for their HSC, is a 50:50 combination of a student's examination mark and school-based assessment mark for each course.
At the conclusion of each subjects HSC assessment program, Mount View High School will submit a school-based assessment mark to NESA for each student. The mark will be based on student performance in the tasks in Mount View High School's assessment program. The assessment mark submitted by Mount View High School is adjusted (moderated) by NESA to produce the assessment mark that appears on individual student HSC results. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. Mount View High Schools course assessment marks are adjusted based on the performance of the Mount View High School students in the HSC examination. The rank order of students as submitted by the school is not changed.
The moderation of assessment marks by NESA is a statistical procedure that adjusts the assessment marks a school has awarded to its students for a course by using the examination marks awarded to those students. For each course the procedure adjusts the mean of the school assessments to be equal to the mean of the examination marks obtained by the group. It also sets the top school assessment mark to be equal to the top examination mark, and sets the bottom assessment mark to be equal to (or close to) the bottom examination mark. All other assessment marks are adjusted accordingly. In performing this adjustment the general shape of the distribution of assessment marks submitted by a school is maintained. As a result all assessment marks are converted into the same 'currency' as the examination marks. These school based marks are not released as they still need to be put through a further adjustment.
The school-based assessment mark submitted to NESA will be based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course. Each course has internal assessment tasks with varied weightings according to NESA requirements for the particular subject. Each assessment task will contribute towards the final school-based assessment mark, associated course rank and relative gap to the next student.

HSC assessment is designed to determine how well students have achieved the whole range of outcomes for any given course. This provides greater scope than is possible from a single examination. It allows for flexibility in the nature of the assessment task, and so tests a wider range of skills, such as oral, research and practical skills, than is possible from examinations alone. It gives students credit for what they have achieved throughout their courses in addition to their final examination.
The performance of HSC students in the final HSC examination is judged against course standards. This allows consistent judgement to be made over a number of years about relative performance. Examinations are designed to spread student performance across the entirety of marks allocated to the examination.

Development of Grades
ROSA based A-E Grades for Year 11 and selected Year 12 courses are determined through an on-balance professional judgement, based on evidence gathered from a range of assessment activities over time. Teachers examine both formal and informal work samples, compare them against grade descriptors and standards-referenced frameworks, and validate judgements through collegial discussions. Consistency of grading is maintained by using common syllabuses, applying the same grade scale, reviewing shared and historical student samples, and engaging in cross-school and NESA developed sample moderation where appropriate.

Main Menu

Notification

As well as the Year 12 Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of 14 calendar days prior to the task. In some exceptional circumstances it may not be possible for schools to meet the two-week notice period. The task notification will include the:

- components and weightings, as per the assessment schedule, and
- syllabus outcomes assessed, and
- type of assessment task, and
- scheduled **single** date and time for attempting or submitting the task (For an in-class test, the task notification will also include the time allowed to complete the task), and
- marking criteria (where appropriate - for example, providing the marking criteria may be appropriate for an essay-type task, but not for a trial exam)

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the task information sheet when it was handed out in class, unless there are exceptional circumstances.

Staff at Mount View High School are responsible for developing separate course-based assessment strategies according to specific syllabus requirements. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks may be theoretical or practical, short or long term and individually or group achieved.

Completion / Submission

Feedback on drafts prior to submission

Students will have a maximum of two opportunities with which to gain written feedback related to the submission of an assessment task. In the event there are multiple classes within a course, strategies must be put in place to ensure the amount and detail of feedback given to students remains equitable.

A maximum of 2 A4 pages per opportunity can be submitted by students for formal feedback. Feedback relating to assessment tasks must reference or reflect the marking criteria and indicate how a student can move from one band to the next.

The latest time drafts will be accepted must be explicit on the notification. Draft's will be returned to students, with feedback, no later than 3 working days from the date of submission.

Submission

NSW Education Standards Authority (NESA) expects students to attempt all assessment tasks set. NESA requires all students to follow an assessment program and have an assessment mark submitted for all non-VET courses in which they are enrolled. It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

Unless otherwise indicated on the Notice of Assessment (Notification), tasks will be accepted by the course teacher **during the class period for that subject on the due date**. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the administration of the course.

All formal assessment tasks, including those with multiple parts, must have **a single due date**, assess student achievement at one point in time, and contribute to the maximum weighting allocated for that task.

Student attendance / absence on the day of an assessment task

Students **must** attend school for the full day on the day that an assessment task is due (If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late).

Students who are at school but who are not in attendance at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice.

Assessment task submission and or completion takes priority over any conflicting school sanctioned event. School sanctioned events can include but are not limited to excursions, sporting or school representation and VET work placements that fall outside of the defined work placement periods. It is the students' responsibility to bring to the attention of their class teacher, through the illness / misadventure / appeals process, notice of any impending conflicts. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another.

Late / non-submission of assessment tasks

If a student does not complete a task by the due date or attend a scheduled assessment task and has their Student Illness/Misadventure/Appeal application declined, the school will record a zero mark for the assessment task. Tasks must never be left on a desk or table for collection by the teacher.

VET

VET courses are competency based. The Board and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency-based approach to assessment be used and that a record be held, by the Registered Training Organisation (RTO), of the competencies achieved by students.

In a competency-based course, assessment of competencies is criterion referenced. Thus, a student's performance is judged against a prescribed standard, not against the performance of other students. The purpose of assessment is to judge competence based on performance. A student is judged as either competent or not yet competent. This judgment is made based on evidence, which may be in a variety of forms.

Marking of Assessment Tasks

Assessment tasks should be marked and returned to students within a two-school week period from submission date. Meaningful feedback about what has been demonstrated and what needs to be improved must be given to students.

In cases where there is more than one class for the subject, the task should be marked by one teacher or double marked to maintain consistency of judgement. Inexperienced HSC course teachers should also seek collegial support to double mark tasks. Teachers must keep copies of work samples from all assessments that reflect the distribution of grades for that task. Samples must be kept in the senior course folder. When returning tasks, students are to be provided their mark and rank along with their cumulative rank.

Students are responsible for submitting an Illness/Misadventure/Appeal form if they wish to dispute the mark awarded for an individual assessment. Mount View High School will resolve appeals relating to marks allocated for an individual assessment task within 2 weeks of the task being returned.

1. Mount View High School has an internal review procedure for HSC school-based assessment marks and ranks, by which it will convene a school review panel (generally consisting of the Deputy and the Head Teacher) to examine student review requests of a school-based assessment task, and consider whether it:
    a. complied with the stated formal assessment task information when determining the student's assessment mark, and
    b. was calculated and/or entered correctly when determining the student's final assessment mark.
2. At the culmination of the review the school review panel will inform students of the outcome.

Final course rank – requesting an internal school review

At the end of a course Mount View High School will submit school-based assessment marks to NESA the rank of students in a course and the relative gap between students. Whilst schools are not allowed to advise students of their final submitted HSC school-based assessment mark they can provide to students their final course rank.

1. Students may request a school review of their placement in the rank order for a course based on their performance during the course, however they cannot seek a review of teachers' judgements of the worth of individual performance in assessment tasks, or appeal marks or grades in individual assessment tasks.
2. Mount View High School has an internal review procedure for HSC school-based assessment marks and ranks, by which it will convene a school review panel (generally consisting of the Principal, Deputy, and Head Teacher) to examine student review requests of a school-based assessment program, and consider whether it:
    a. has weighted the assessment tasks in line with NESA's requirements, and
    b. complied with the stated formal assessment program when determining the student's final assessment mark, and
    c. was calculated or entered correctly when determining the student's final assessment mark.
3. At the culmination of the review the school review panel will inform students of the outcome of rank order reviews and advise students of the provision for a subsequent appeal to NESA, including information about grounds for appeal, and retain all documentation for 24 months.
4. If the school review panel:
    a. upholds the appeal, then revised final assessment marks must be provided to NESA as requested
    b. declines the appeal, then no changes to the rank order will be made.

Final course grades – requesting an internal school review (See ACE Manual 40 - 45 – Calculating and confirming grades and marks)

At the end of the English Studies, Mathematics Standard 1 and other Content Endorsed Courses, Mount View High School will submit school-based assessment grades to NESA. Teachers make professional, on-balance judgements about which grade best matches each student's level of achievement. Students may request a school review of their final grade awarded to them by their school in any NESA Stage 6 course with the understanding that they cannot seek a review of results in a single or multiple individual assessment tasks.

Students appealing their final grade in a Stage 6 course must:

1. submit their appeal, in writing, to their principal, and
2. provide evidence that the grade awarded in the course was inconsistent with the progressive reporting from their school.

Mount View High School's internal review procedure for HSC school-based assessment grades involves convening a school review panel (generally consisting of the Principal, Deputy, and Head Teacher). The school review panel examines student review requests of their final grade, and considers whether the A to E grade given reflects the level of achievement demonstrated by the student at the end of the course and has been based on valid teacher judgement of all assessment opportunities. Students will be informed of the outcome of their final grade appeal, and revised grade(s) or advise students of the provision of a subsequent appeal to NESA if the appeal is declined.

Task non-completion

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness or endorsed leave) the student will be issued with a zero mark. If tasks prepared at home are not submitted by the time stipulated on the due date they will be regarded as late unless a Student Illness/Misadventure/Appeal Form is submitted. Late submission will result in a zero mark being awarded for the task.

As assessment tasks are mandatory components of the HSC course, the student would be expected to make a serious attempt at the assessment task when submitting late or otherwise. The student would then receive feedback about their response. The student would still have a zero mark recorded against their performance for the task.

The school is not permitted to take into account nor compensate for difficulties in performing or completing assessment tasks even where the problems are caused by factors outside the student's control. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another. Failure of computers or disks or problems in printing assessment materials will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, a warning letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The latter will also contain a rescheduled date for the submission of incomplete works.

The minimum requirement for completion of the HSC assessment program is that the student makes a genuine attempt at assessment tasks, which contribute to an excess of 50 percent of available marks in that course. Students who are absent without leave from an assessment task or who fail to complete a task by the due date because of absence are ineligible for the award of a mark for that task. Extensions may only be granted where there is a legitimate reason for absence approved by the Deputy Principal or Principal. Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

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

Tasks that produce invalid or unreliable results

If it is found that an assessment task produces invalid or unreliable results then the results of that task may be made void and an alternative task may be administered. The school's protocols for the issuance of an assessment task will be invoked. As a rule, except in extra-ordinary circumstances, results of assessment tasks will not be discarded without close and careful consideration. Mount View High School will retain all records of student assessment results in the event of an appeal.

Malpractice and Breach of Assessment Conditions

Malpractice includes any attempt to gain an unfair advantage over other students. Malpractice in any form including **misrepresentation, plagiarism, collusion, and breach of assessment conditions** is unacceptable. In addition to the aforementioned malpractice forms, **non-serious attempts** at assessment tasks will also be considered under the assessment malpractice procedures. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the HSC. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.
Students found to engage in malpractice in any form may be given a **zero mark** and be issued with an 'N' Warning letter for the task or part thereof as decided by the panel.

Misrepresentation

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

Plagiarism

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

Collusion

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

Artificial Intelligence Technologies

Artificial Intelligence Technologies (AI) such as ChatGPT or equivalent generative text software may only be used when explicit consent to do so has been stated clearly in a task notification. If permission is given to use AI, then explicit referencing must be provided by students. This must accurately identify any or all use of AI generated text. Zero marks may be awarded in cases of proven malpractice. Students have the right to appeal.

Teachers must be able to certify that work submitted by a student is that student's own work. It is the student's responsibility to provide sufficient proof to avoid non-certification of submitted work/tasks. If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own. You might need to:

- prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed
- answer questions about the assessment task, exam or submitted work being investigated, to show your knowledge, understanding and skills.

Students who are found to have conducted malpractice, will receive a zero mark on the relevant sections of the task, or the whole task if appropriate. This information will also be entered into a formal malpractice register with NESA.

Students are required to abide by the principles outlined in NESA's All My Own Work program.

Breach of assessment conditions

1. Students must attend school for the full day on the day that an assessment task is due. If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late.
2. Students who are at school but who are not in attendance at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice.
3. All students undertaking a formal assessment task must comply with the assessment conditions set by the classroom teacher.
4. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the teacher / invigilator. At all other times, students must adhere to the rules prescribed by Mount View High School.
5. A breach of assessment conditions includes:
    a. Student behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
    b. Bringing into the exam room equipment that is not approved on the exam equipment list. The list is made available to students well before the start of exams.
    c. Students must not have notes, paper, unauthorised material or any unauthorised communication or electronic devices in their possession once the exam commences. They are allowed to remove them without penalty before the exam starts.
6. By breaking assessment conditions and/or engaging in malpractice, students risk being ineligible for the HSC.
7. Malpractice also occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Main Menu

Non-Serious attempts

1. For an assessment task attempt to be considered a serious attempt, students must:
   a. respond to and demonstrate academic engagement, and
   b. answer in English, unless specifically instructed otherwise.
2. Non-serious attempts include but are not limited to:
   a. answering only multiple-choice questions, and/or
   b. responses containing objectionable material:
      i. abuse directed at a member of school staff and or Presiding Officers and/or
      ii. obscene symbols, drawings, or comments.

Other breaches of HSC exam/HSC minimum standard test rules

All students undertaking an HSC exam or HSC minimum standard test must comply with the assessment conditions set by NESA. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment. A breach of assessment conditions includes any breach of:

1. HSC exam rules and procedures, and
2. HSC minimum standard test rules and procedures.

Managing Malpractice

Procedures for managing malpractice at Mount View High School include:

1. Provide procedural fairness in investigating suspected malpractice by collecting appropriate sources of evidence including a formal student interview.
2. Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks which are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition they may be penalised.
3. Form a panel to investigate and decide on whether the behaviour constituted as malpractice. A panel comprising of a Deputy Principal and the Head Teacher of the subject concerned will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to the investigation. The decision will be conveyed to the student and to the parent(s) of the student.

Penalties for malpractice

4. Students found guilty of malpractice may be given a zero mark and be issued with an 'N' Warning letter for the task or part thereof as decided by the panel.
5. In addition, if an assessment task reflects a non-serious or frivolous, attempt it may be awarded zero. If this was to occur a student would also receive an 'N' warning letter.
6. All occurrences of HSC school-based assessment malpractice will be recorded in the Malpractice register

Appealing a malpractice decision

7. Students will have an opportunity to appeal the decision of the malpractice panel. The assessment illness / misadventure form is to be used in this case. The Principal and or representative will conduct a review of the evidence and decision. The decision will be conveyed to the student and to the parent(s) of the student.

Illness / Misadventure

The Illness/Misadventure appeal process **supports** students who:

- experience illness or misadventure immediately before / during a scheduled school-based assessment; and
- are prevented from attending or impacted during a school-based assessment.

Examples include but are not limited to: sudden incidents like a severe asthma attack or a diabetic hypoglycaemic event which could impair a student's ability to perform in an exam, or unexpected traumatic events like a car accident on the way to the exam or a family emergency that occurs just before an exam.

Illness/Misadventure **does not** cover:

- attendance at a sporting or cultural event, or family holiday, or

- alleged inadequacies of teaching, or
- long-term matters relating to loss of preparation time, or loss of study time or facilities, or
- disabilities for which NESA has already granted disability provisions, unless:
  - *an unforeseen episode occurs during the assessment (eg, a diabetic student has a hypoglycaemic event); or*
  - *further difficulties with the approved provision(s) occur during the assessment; or*
- long-term illness, unless the student has a 'flare-up' of the condition immediately before or during the assessment task, or
- matters avoidable by the student (eg. misreading a due date)
- Issues with technology

Students who are absent (due to illness) from school on the day an assessment task, test or examination is due or who fall ill or experience misadventure during a task are advised to complete and submit an Illness/ Misadventure/Appeal Form within two days after their return to school. The Student Illness/Misadventure/Appeal Form may be lodged with either their class teacher or the Head Teacher of the faculty concerned. Assessment task submission and or completion takes priority over any conflicting school sanctioned event. School sanctioned events can include but are not limited to excursions, sporting or school representation and VET work placements that fall outside of the defined work placement periods. It is the students' responsibility to bring to the attention of their class teacher, through the illness / misadventure / appeals process, notice of any impending conflicts. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another.

An appeals panel comprising of a Deputy Principal and the Head Teacher of the subject concerned will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to appeals. The decision will be conveyed to the student and to the parent(s) of the student. The decision of the panel may be to decline the appeal application, in which case the student would receive a zero mark and be issued with an 'N' Warning letter.

The panel will be determined from the following options in addressing the Illness/Misadventure appeal:

1. Extension of time to complete the original assessment task
2. Completion of a substitute assessment task
3. Reason unacceptable, mark confirmed of zero or otherwise

In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment. The evidence used may vary from task to task depending on the nature of the task and the professional judgement of the teacher calculating the estimate. Whilst the student's current rank and historical rank may be considered, it should not be the determining factor in the calculation of the estimate. Estimate marks determined by the school may result in changes to a student's rank.

Note:

- All forms must be completed in blue or black pen
- Forms must be completed neatly providing sufficient information to allow the appeal to be given appropriate consideration
- There is no ground for appeal against the value of the mark given
- The Appeals Panel will maintain a file of all appeals lodged
- Medical certificates will be required to cover absences through illness
- If a student is unhappy with an assessment mark, an interview could be arranged with the classroom teacher. The Head Teacher and parents may be part of this meeting.

Students who are suspended from school are expected to attend for assessment tasks. Suspension is not considered to be grounds for appeal. A suspended student should come to the front office, sign in for the designated period, attend the task and then leave the school grounds immediately.

Leave

Granting of leave is a matter for the school principal to determine. The principal has discretion in granting leave provided that they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved.

N-Determination

Main Menu

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

- Followed the course developed or endorsed by the NESA and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- Achieved some or all of the course outcomes

The principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

An "N" Warning Letter may be given in the following circumstances:

- A student is absent from an assessment task, and has not provided acceptable evidence to justify that absence on the first day of return to School
- A student is found to be cheating in an assessment task
- A student is deemed to have breached principles of academic integrity and ethical scholarship
- A student has plagiarised work from any source, without providing acknowledgement of another's work
- A student has provided a false explanation for the late submission of an assessment task
- A student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task
- The issuing of a warning letter is a serious matter undertaken by the school on the instruction of NESA. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligibility for the award of the HSC. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

If a student does not satisfactorily complete tasks worth more than 50% of the final course assessment, neither an assessment nor examination mark will be recorded on that student's Higher School Certificate for the subject concerned. This could make the student ineligible for the award of the Higher School Certificate.

If at any time it appears that a student is at risk of being given an 'N' determination in any course, the principal will warn the student as soon as possible and advise the parent(s) or guardian(s) in writing. This warning will be given in time for the problem to be corrected. If the first warning letter is not effective a further warning letter will be sent. Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The principal will then issue the 'N' determination generally at interview.

If a student wishes a school review of an 'N' determination, a NESA appeal must be submitted to the Principal. A review will be undertaken by the Deputy Principal and Head Teacher concerned. A further appeal may be presented to NESA. Information is available from the Principal.

An 'N' determination will have the following consequences:

- In a 1 or 2 unit course, that course will not contribute in that year to the required pattern of study
- In the common component of related courses that course and the related Extension course will not contribute in that year to the pattern of study
- In the Extension course, that course only will not contribute in that year to the required pattern of study

Where students fail to comply with the school's expectations an 'N' determination warning letter will be issued. A minimum of two warning letters will be sent to parents before the school may recommend to NESA that a student does not receive an award in a course. This is known as an 'N' Determination and it may result in the non-award of the HSC.

Subject Assessment Schedules

Line Structure

Main Menu

Year 12 lines 2026

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
English Advanced	Mathematics Advanced	Business Studies	Exploring Early Childhood	Agriculture	Ancient History	Mathematics Extension
English Standard	Mathematics Standard	Community and Family Studies	IT Timber	Health & Movement Science	Biology	Science Extension
English Studies		Geography	Modern History	IT Metal	Engineering Studies	
		Music	Sport, Lifestyle & Recreation	Legal Studies	Photography and Digital Media & Visual Arts	
		Physics	Society and Culture	Textiles & Design	VET Hospitality	
		Work Studies	VET Retail	VET Construction	VET Manufacturing and Engineering	

Main Menu

Whole Year Overview

Week	Term 4 - 2025									
1										
2										
3										
4										
5										
6	Legal Studies									
7	Agriculture	Textiles & Design	Exploring Early Childhood							
8	Ancient History	Biology	Engineering Studies	Photography, Video & Digital Imaging	Visual Arts	Business Studies	Geography	Music	Work Studies	
9	English Advanced	English Standard	English Studies	Mathematics Advanced	Mathematics Standard					
10	IT Metal	Health & Movement Science	IT Timber	Modern History	SLR	Society & Culture	Mathematics Extension 1			

Main Menu

Whole Year Overview

Week	Term 1 - 2026						
1	CAFS						
2	Physics	Science Extension					
3							
4							
5	Engineering Studies						
6	Ancient History	Biology	Photography, Video & Digital Imaging	Visual Arts	Health & Movement Science	Legal Studies	Textiles & Design
7	Business Studies	Music	Work Studies	Exploring Early Childhood	Modern History	SLR	Agriculture
8	English Advanced	English Standard	English Studies	Mathematics Advanced	Mathematics Standard		
9	CAFS	Geography	IT Timber	IT Metal	Mathematics Extension 1		

Whole Year Overview

Main Menu

Week	Term 2 - 2026									
1										
2	Physics	Society & Culture								
3	Work Placement									
4										
5	Work Placement									
6										
7	Ancient History	Engineering Studies	Business Studies	CAFS	Geography	Music				
8	Exploring Early Childhood	IT Timber	Modern History	SLR	Agriculture	Health & Movement Science	IT Metal	Legal Studies	Textiles & Design	
9	English Advanced	English Standard	English Studies	Mathematics Advanced	Mathematics Standard					
10	Physics	Work Studies	Biology	Mathematics Extension 1	Science Extension					
11										

Main Menu

Whole Year Overview

Week	Term 3 - 2026					
1	Photography, Video & Digital Imaging	Visual Arts				
2						
3	Work Studies					
4	TRIAL HSC EXAMINATIONS					
5	TRIAL HSC EXAMINATIONS					
6	SLR					
7	Science Extension					

Main Menu

Individual Subject Assessment Schedules

- All assessment schedules were correct at the time of printing.

- Changes to assessment schedules will be reported to you by your class teacher

- You should update any changes to the relevant page in this booklet

Subject Lines

Agriculture

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Experimental Report**	**Farm Product Study**	**Elective Test**	**Trial HSC Examination**
Nature of Task		Report	Portfolio	Test	Written Examination
Timing		**T4W7**	**T1W7**	**T2W8**	**T3W4/5**
Assessment Component					
Knowledge and understanding of: The physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems. The impact of innovation, ethics and current issues on Australian agricultural systems.	**40%**		**25%**		**15%**
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner. Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing.	**40%**	**5%**	**10%**	**10%**	**15%**
Skills in effective research, experimentation and communication.	**20%**	**15%**		**5%**	
Total	**100%**	**20%**	**35%**	**15%**	**30%**
Outcomes Assessed		H1.1 H2.1 H4.1	H3.1 H3.2 H3.3 H3.4	H4.1 H5.1	H1.1, H2.1 H2.2, H3.1 H3.2, H 3.3 H3.4, H4.1 H5.1

Course Outcomes

H1.1 explains the influence of physical, biological, social, historical and economic factors on sustainable production
H2.1 describes the inputs, processes and interactions of plant production systems
H2.2 describes the inputs, processes and interactions of animal production systems
H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products.
H3.2 critically assesses the marketing of a plant OR animal products
H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
H3.4 evaluates the management of the processes in agricultural systems
H4.1 justifies and applies appropriate experimental techniques, technologies, research methods and data presentation analysis in relation to agricultural problems and situations
H5.1 evaluates the impacts of innovation, ethics and current issues in Australian agricultural systems

Subject Lines

Ancient History

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**CORE**	**Historical Period**	**Personality**	**Trial HSC**
Nature of Task		Source Analysis	Essay	Historical Analysis	Whole Course Assessment
Timing		**T4W8**	**T1W6**	**T2W7**	**T3W4/5**
Assessment Component					
Knowledge and understanding of course content	**40%**	**5%**	**10%**	**5%**	**20%**
Historical skills, analysis and evaluation of sources and interpretations	**20%**	**5%**	**5%**	**5%**	**5%**
Historical inquiry and research	**20%**	**5%**	**5%**	**10%**	
Communication of historical understanding in appropriate forms	**20%**	**5%**	**5%**	**5%**	**5%**
Total	**100%**	**20%**	**25%**	**25%**	**30%**
Outcomes Assessed		AH12-5 AH12-6 AH12-8 AH12-10	AH12-1 AH12-2 AH12-3 AH12-9	AH12-4 AH12-5 AH12-6 AH12-8	AH12-3 AH12-5 AH12-6 AH12-9

Course Outcomes

AH12-1 accounts for the nature of continuity and change in the ancient world
AH12-2 proposes arguments about the varying causes and effects of events and developments
AH12-3 evaluates the role of historical features, individuals and groups in shaping the past
AH12-4 analyses the different perspectives of individuals and groups in their historical context
AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world
AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-7 discusses and evaluates differing interpretations and representations of the past
AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

Subject Lines

Biology

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Data Analysis**	**Heredity Model**	**Depth Study**	**Trial HSC Examination**
Nature of Task		Report and topic test	Modelling	Practical evaluation	Written exam
Timing		**T4W8**	**T1W6**	**T2W10**	**T3W4/5**
Assessment Component					
Skills in Working Scientifically: • Questioning and predicting • Planning investigations • Conducting investigations • Processing data and information • Analysing data and information • Problem solving • Communication	**60%**	**15%**	**20%**	**15%**	**10%**
Knowledge and understanding of: • Heredity • Genetic Change • Infectious Disease • Non-Infectious Disease and Disorders	**40%**	**5%**	**5%**	**10%**	**20%**
Total	**100%**	**20%**	**25%**	**25%**	**30%**
Outcomes Assessed		BIO12-1 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-14	BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-12	BIO12-1 BIO12-2 BIO12-3 BIO12-6 BIO12-7 BIO12-13	BIO12-5 BIO12-6 BIO12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15

Course Outcomes

BIO12-1 develops and evaluates questions and hypothesis for scientific investigation
BIO12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
BIO12-3 conducts investigations to collect valid and reliable primary and secondary data and information
BIO12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO12-5 analyses and evaluates primary and secondary data and information
BIO12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14 analyses infectious diseases 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 and treat non-infectious disease

Subject Lines

Business Studies

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Operations**	**Marketing**	**Finance**	**Whole Course Assessment**
Nature of Task		Essay and multiple choice	Business Report	Multiple choice and in-class Extended Response	Trial HSC
Timing		**T4W8**	**T1W7**	**T2W7**	**T3W4/5**
Assessment Component					
Knowledge and understanding of course content	**40%**	**5%**	**10%**	**5%**	**20%**
Stimulus Based Skills	**20%**	**5%**	**5%**	**5%**	**5%**
Inquiry and Research	**20%**	**5%**	**10%**	**5%**	
Communication of business information, ideas and issues in appropriate forms	**20%**	**5%**	**5%**	**5%**	**5%**
Total	**100%**	**20%**	**30%**	**20%**	**30%**
Outcomes Assessed		H5, H6, H9	H1, H3, H4, H5	H2, H9, H8, H7	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

Course Outcomes

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

Subject Lines

Community and Family Studies

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Core 1 Research Methodology**	**Core 2 Groups in Context**	**Core 3 Parenting and Caring**	**Cores 1,2,3 and Option: Social Impact of Technology**
Nature of Task		Independent Research Project	Investigation	Research and in-class	Trial HSC Examination
Timing		**T1W1**	**T1W9**	**T2W7**	**T3W4/5**
Assessment Component					
Knowledge and Understanding of course content	**40%**	**5%**	**10%**	**10%**	**15%**
Skills in critical thinking, research methodology, analysing and communicating	**60%**	**15%**	**15%**	**15%**	**15%**
Total	**100%**	**20%**	**25%**	**25%**	**30%**
Outcomes Assessed		3.4 4.1 4.2	2.2 2.3 3.3 5.1 6.2	1.1 3.2 5.1 5.2	2.1 2.2 3.1 3.4 5.2 6.1

Course Outcomes

1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
2.1 analyses different approaches to parenting and caring relationships
2.2 evaluates strategies to contribute to positive relationships and the wellbeing of all
2.3 critically examines how individual rights and responsibilities in various environments contributes to wellbeing
3.1 analyses the socio-cultural factors that lead to special needs of individuals in groups
3.2 evaluates networks available to individuals, groups and families within communities
3.3 critically analyses the role of policy and community structures in supporting diversity
3.4 critically evaluates the impact of social, legal and technological change on individuals and groups
4.1 justifies and applies appropriate research methodologies
4.2 communicates ideas, debates issues and justifies opinions
5.1 proposes management strategies to enable the satisfaction of needs and ensure equity
5.2 develops strategies for managing multiple roles and demands of family, work and other environments
6.1 analyses how the empowerment of women and men influences the way they function within society
6.2 formulates strategic plans that preserve rights, promote responsibilities and establish positive roles for society
7.1 appreciates differences among individuals, groups and families and values their contribution to society
7.2 develops a sense of responsibility for the wellbeing of themselves and others
7.3 appreciates the value of resource management in response to change
7.4 values the place of management in coping with a variety of role expectations

Subject Lines

Engineering Studies

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Civil Structures Calculations & Report**	**Personal & Public Transport Topic Test**	**Aeronautical Engineering Report**	**Trial HSC Examination**
Nature of Task		Engineering Report & Problem-Solving	Class Topic Test	Engineering Report & Presentation	Examination
Timing		**T4W8**	**T1W5**	**T2W7**	**T3W4/5**
Assessment Component					
Knowledge and understanding of course content	**60%**	**15%**	**5%**	**20%**	**20%**
Knowledge and skills in research, problem solving and communication related to engineering	**40%**	**15%**	**5%**	**10%**	**10%**
Total	**100%**	**30%**	**10%**	**30%**	**30%**
Outcomes Assessed		H1.2, H2.1, H3.1, H3.2, H4.1, H4.2 H6.1, H6.2	H1.1, H2.2, H3.1, H4.3, H6.1	H2.2, H3.2, H3.3, H4.1, H5.1, H5.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.2, H4.3

Course Outcomes

H1.1 describe the scope of engineering and critically analyse current innovations
H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering
H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
H3.3 develops and uses specialised techniques in the application of graphics as a communication tool
H4.1 investigates the extent of technological change in engineering
H4.2 applies knowledge of history and technological change to engineering-based problems
H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports
H5.2 selects and uses appropriate management and planning skills related to engineering
H6.1 demonstrates skills in research and problem-solving related to engineering
H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

Subject Lines

English Advanced

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Common Module**	**Module B & Craft of Writing**	**Module A & Craft of Writing**	**Trial HSC**
Nature of Task		In Class Extended Response	In-class extended response and reflection	In-class extended response and creative writing	Trial HSC Examination
Timing		**T4W9**	**T1W8**	**T2W9**	**T3W4/5**
Assessment Component					
Knowledge and understanding of course content	**50%**	**10%**	**15%**	**10%**	**15%**
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	**50%**	**10%**	**10%**	**15%**	**15%**
Total	**100%**	**20%**	**25%**	**25%**	**30%**
Outcomes Assessed		EA12-2 EA12-7	EA12-3 EA12-4 EA12-9	EA12-5 EA12-6 EA12-8	EA12-1 EA12-4 EA12-7

Course Outcomes

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 investigates and evaluates the relationships between texts

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

Subject Lines

English Standard

Course Com2011ponents	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Common Module**	**Module B & Craft of Writing**	**Module A & Craft of Writing**	**Trial HSC**
Nature of Task		In Class Extended Response	In-class extended response and reflection	In-class extended response and creative writing	Trial HSC Examination
Timing		**T4W9**	**T1W8**	**T2W9**	**T3W4/5**
Assessment Component					
Knowledge and understanding of course content	**50%**	**10%**	**15%**	**10%**	**15%**
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	**50%**	**10%**	**10%**	**15%**	**15%**
Total	**100%**	**20%**	**25%**	**25%**	**30%**
Outcomes Assessed		EN12-2, EN12-6, EN12-7	EN12-3, EN12-4, EN12-9	EN12-5, EN12-8,	EN12-1, EN12-4, EN12-7

Course Outcomes

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Subject Lines

English Studies

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Common Module**	**Elective Module A**	**Elective Module K**	**Trial HSC**
Nature of Task		Extended Response	Research Task	Portfolio of classwork and reflections	Trial HSC Examination
Timing		**T4W9**	**T1W8**	**T2W9**	**T3W4/5**
Assessment Component					
Knowledge and understanding of course content	**50%**	**10%**	**15%**	**15%**	**10%**
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	**50%**	**10%**	**15%**	**15%**	**10%**
Total	**100%**	**20%**	**30%**	**30%**	**20%**
Outcomes Assessed		ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-3, ES12-4, ES12-6, ES12-9, ES12-10	ES12-1, ES12-2, ES12-4, ES12-7, ES12-9

Course Outcomes

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Subject Lines

Exploring Early Childhood

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Children's Literature**	**Health and Safety**	**Young Children with Special Needs**	**Trial HSC Exam**
Nature of Task		Analysis/ Practical	Promotional Safety Resource	Research	Yearly Examination
Timing		**T4W7**	**T1W7**	**T2W8**	**T3W4/5**
Assessment Component					
Knowledge and Understanding	**50%**	**10%**	**10%**	**10%**	**20%**
Skills	**50%**	**20%**	**15%**	**15%**	
Total	**100%**	**30%**	**25%**	**25%**	**20%**
Outcomes Assessed		1.2, 1.3, 1.4, 4.1	1.2, 1.3, 2.4, 2.5, 6.1	1.1, 1.4, 1.5, 4.2, 6.1, 6.2	1.3, 1.4, 1.5, 2.1, 2.3, 3.1, 4.3, 5.1, 6.2

Course Outcomes

1.1 analyses prenatal issues that have an impact on development proposes effective solutions to resource
1.2 examines major physical, social-emotional, behavioural, cognitive and language development
1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years of young children problems
1.4 analyses the ways in which family, community and culture influence the growth and development of young children
1.5 examines the implications for growth and development when a child has special needs
2.1 analyses issues relating to the appropriateness of a range of services for different families
2.2 critically examines factors that influence the social world of young children
2.3 explains the importance of diversity as a positive issue for children and their families
2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
2.5 examines strategies that promote safe environments
3.1 evaluates strategies that encourage positive behaviour in young children
4.1 demonstrates appropriate communication skills with children and/or adults
4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
4.3 demonstrates appropriate strategies to resolve group conflict
5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
6.1 demonstrates an understanding of decision making processes
6.2 critically examines all issues including beliefs and values that may influence interactions with others

Subject Lines

Health & Movement Science

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**FA2**	**FA2**	**FA1**	**FA1 and FA2**
Nature of Task		In-class task	Depth Study	Health Report	Trial HSC
Timing		**T4W10**	**T1W6**	**T2W8**	**T3W4/5**
Assessment Component					
Knowledge and understanding of course content	**40%**	**10%**	**10%**	**10%**	**15%**
Skills in critical thinking, research, analysing and communicating	**60%**	**10%**	**15%**	**15%**	**15%**
Total	**100%**	**20%**	**25%**	**25%**	**30%**
Outcomes Assessed		HM 12-04 HM 12-06 HM 12-09	HM 12-04 HM 12-05 HM 12-08 HM 12-09	HM 12-01 HM 12-06 HM 12-09 HM 12-10	HM 12-01

Course Outcomes

HM-12-01: Analyse the health status of Australians at both national and international levels.
HM-12-02: Examine how technology and data can be used to enhance health outcomes for all Australians
HM-12-03: Evaluate the ways in which Sustainable Development Goals (SDGs) can be applied to improve community health
HM-12-04: Investigate the various factors that influence movement and athletic performance
HM-12-05: Analyse training programs at both individual and group levels to enhance performance
HM-12-06 (Analysis): Critically analyse and interpret the relationships and implications of health and movement-related concepts
HM-12-07 (Communication): Communicate health and movement science concepts using modes appropriate to various audiences and contexts
HM-12-08 (Creative Thinking): Generate and assess innovative ideas that are meaningful and relevant to contexts involving health and movement
HM-12-09 (Problem-Solving): Propose and evaluate well-considered solutions to complex issues in health and movement science
HM-12-10 (Research): Analyse a range of sources to form informed conclusions and judgments about health and movement topics

Subject Lines

Geography

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Global Sustainability**	**Ecosystems and Global Biodiversity**	**Rural and Urban Places**	**Whole Course Assessment**
Nature of Task		In Class Essay	Topic Test	Geographical skills and broadsheet task	Trial HSC
Timing		**T4W8**	**T1W9**	**T2W7**	**T3W4/5**
Assessment Component					
Knowledge and understanding of course content	40%	10%	15%	5%	10%
Geographical tools and skills	20%			10%	10%
Geographical inquiry and research, including fieldwork	20%	5%	5%	5%	5%
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	10%		
Total	**100%**	**20%**	**30%**	**20%**	**30%**
Outcomes Assessed		GE-12-01 GE-12-02 GE-12-03 GE-12-04 GE-12-05 GE-12-09	GE-12-01 GE-12-02 GE-12-03 GE-12-04 GE-12-06 GE-12-07 GE-12-09	GE-12-01 GE-12-02 GE-12-03 GE-12-04 GE-12-05 GE-12-08 GE-12-09	GE-12-01 GE-12-02 GE-12-03 GE-12-04 GE-12-05 GE-12-06 GE-12-07 GE-12-08 GE-12-09

Course Outcomes

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

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

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

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

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

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

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

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

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

Subject Lines

Industrial Technologies (All Modules)

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Major Project Folio Review 1**	**Major Project Folio Review 2**	**Major Project Folio Review 3**	**Trial HSC Examination**
Nature of Task		Major Project/ Folio Review 1	Major Project/ Folio Review 2	Major Project/ Folio Review 3	Trial HSC Examination
Timing		**T4W10**	**T1W9**	**T2W8**	**T3W4/5**
Assessment Component					
A. Industry Study	**15%**	**5%**			**10%**
B. Design Management and Communication	**30%**	**5%**	**10%**	**15%**	
C. Production	**30%**		**10%**	**20%**	
D. Industry Related Manufacturing Technology	**25%**		**5%**		**20%**
Total	**100%**	**10%**	**25%**	**35%**	**30%**
Outcomes Assessed		H1.1 H1.2 H3.1 H3.2 H4.3 H5.1 H5.2 H7.1	H2.1 H3.1 H3.2 H3.3 H4.1 H4.2 H4.3 H5.1 H5.2 H6.2	H2.1 H3.1 H3.2 H3.3 H4.1 H4.2 H4.3 H5.1 H5.2 H6.2	H1.1 H1.2 H1.3 H4.3 H6.1 H7.1 H7.2

Course Outcomes

H1.1 investigates industry through the study of businesses in one focus area.
H1.2 identifies appropriate equipment
H1.3 identifies important historical developments in the focus area industry
H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
H3.1 demonstrates skills in sketching, producing and interpreting drawings
H3.2 selects and applies appropriate research and problem-solving skills
H3.3 applies and justifies design principles through the production of a Major Project
H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project
H4.2 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 techniques to project manage
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

Subject Lines

Legal Studies

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Crime**	**Human Rights**	**World Order**	**Whole Course Assessment**
Nature of Task		Research Task	Short Answer Response	Essay	Trial HSC
Timing		**T4W6**	**T1W6**	**T2W8**	**T3W4/5**
Assessment Component					
Knowledge and Understanding	**40%**	**10%**	**10%**	**10%**	**10%**
Analysis and Evaluations	**20%**	**5%**		**5%**	**10%**
Research	**20%**	**10%**	**5%**	**5%**	
Communication	**20%**		**5%**	**5%**	**10%**
Total	**100%**	**25%**	**20%**	**25%**	**30%**
Outcomes Assessed		H6 H7 H8 H10	H1 H2 H8 H10	H3 H4 H7 H9	H1 H2 H3 H4 H5 H6 H7 H9

Course Outcomes

H1 identifies and applies legal concepts and terminology
H2 describes and explains key features of and the relationship between Australian and international law
H3 analyses the operation of domestic and international legal systems
H4 evaluates the effectiveness of the legal system in addressing issues
H5 explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
H6 assesses the nature of the interrelationship between the legal system and society
H7 evaluates the effectiveness of the law in achieving justice
H8 locates, selects, organises, synthesises and analyses legal information from a variety of sources includinglegislation, 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

Subject Lines

Mathematics Advanced

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Class Test (Summary Sheet)**	**Class Test (Summary Sheet)**	**Class Test**	**Trial HSC**
Nature of Task		Class Test (Summary Sheet)	Class Test (Summary Sheet)	Class Test	Trial HSC
Timing		**T4W9**	**T1W8**	**T2W9**	**T3W4/5**
Probability and Discrete Distributions – **S1**		✓			✓
Differential Calculus - **C2**		✓			✓
Applications of Differentiation – **C3**			✓		✓
Integral Calculus - **C4**			✓		✓
Trigonometric Functions - **T3**			✓	✓	✓
Graphing Techniques - **F2**				✓	✓
Random Variables – **S3**				✓	✓
Descriptive Statistics and Bivariate Data Analysis – **S2**					✓
Financial Mathematics - **M1**					✓
Assessment Component					
Understanding, Fluency and Communicating	**50%**	**10%**	**12.5%**	**12.5%**	**15%**
Problem Solving, Reasoning and Justification	**50%**	**10%**	**12.5%**	**12.5%**	**15%**
Total	**100%**	**20%**	**25%**	**25%**	**30%**
Outcomes Assessed		MA11-7, MA11-8, MA11-9 MA12-3, MA12-6, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-5, MA12-9, MA12-5, MA12-8, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10

Course Outcomes

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

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

MA12-3 applies calculus techniques to model and solve problems

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

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

MA12-6 applies appropriate differentiation methods to solve problems

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

MA12-8 solves problems using appropriate statistical measures

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

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

Subject Lines

Mathematics Extension 1

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Class Test (Summary Sheet)**	**Class Test**	**Class Test**	**Trial HSC**
Nature of Task		Class Test (Summary Sheet)	Class Test	Class Test	Trial HSC
Timing		**T4W10**	**T1W9**	**T2W10**	**T3W4/5**
Proof by Mathematical Induction - **P1**		✓			✓
Introduction to Vectors – **V1**		✓			✓
Further Calculus Skills – **C2**			✓		✓
Applications of Calculus – **C3**			✓		✓
Trigonometric Equations – **T3**				✓	✓
The Binomial Distribution – **S1**				✓	✓
Assessment Component					
Understanding, Fluency and Communicating	**50%**	**10%**	**15%**	**10%**	**15%**
Problem Solving, Reasoning and Justification	**50%**	**10%**	**10%**	**15%**	**15%**
Total	**100%**	**20%**	**25%**	**25%**	**30%**
Outcomes Assessed		ME12-1, ME12-2, ME12-6, ME12-7	ME12-1, ME12-4, ME12-6, ME12-7	ME12-3, ME12-5, ME12-6, ME12-7,	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5

Course Outcomes

ME12-1 applies techniques involving proof or calculus to model and solve problems
ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems
ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
ME12-5 applies appropriate statistical processes to present, analyse and interpret data
ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts
ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Subject Lines

Mathematics Standard 1

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Assignment**	**Class Test**	**Assignment**	**Trial HSC Exam**
Nature of Task		Assignment	Class Test	Assignment	Trial HSC Exam
Timing		**T4W9**	**T1W8**	**T2W9**	**T3W4/5**
Investment - **F2**		✓			✓
Scaled Drawings - **M5**			✓		✓
Depreciation and Loans - **F3**			✓		✓
Right Angled Triangles - **M3**			✓		✓
Simultaneous Linear Equations - **A3.1**			✓		✓
Statistical Investigation Process - **S3.1**				✓	✓
Bivariate Data Analysis - **S3.2**				✓	✓
Networks and Parks - **N1**				✓	✓
Rates - **M4**					✓
Graphs of Practical Situations - **A3.2**					✓
Assessment Component					
Understanding, Fluency and Communicating	**50%**	**10%**	**10%**	**15%**	**15%**
Problem Solving, Reasoning and Justification	**50%**	**10%**	**5%**	**20%**	**15%**
Total	**100%**	**20%**	**15%**	**35%**	**30%**
Outcomes Assessed		MS1-12-5 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6	MS1-12-2 MS1-12-7 MS1-12-8 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8

Course Outcomes

MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS1-12-2 analyses representations of data in order to make predictions and draw conclusions
MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness
MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems
MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school
MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms
MS1-12-7 solves problems requiring statistical processes
MS1-12-8 applies network techniques to solve network problems
MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use
MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Subject Lines

Mathematics Standard 2

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Class Test**	**Class Test**	**Class Test**	**Trial HSC**
Nature of Task		Class Test	Class Test	Class Test	Trial HSC
Timing		**T4W9**	**T1W8**	**T2W9**	**T3W4/5**
Investment, Depreciation and Loans – **F4**		✓			✓
Annuities - **F5**		✓	✓		✓
Bivariate Data Analysis - **S4**			✓		✓
Non Right Angled Trigonometry - **M6**			✓		✓
Simultaneous Linear Equations - **A4.1**				✓	✓
Rates and Ratios - **M7**				✓	✓
Introduction to Networks - **N2**				✓	✓
Non-Linear Relationships - **A4.2**					✓
Normal Distribution - **S5**					✓
Assessment Component					
Understanding, Fluency and Communicating	**50%**	**10%**	**12.5%**	**12.5%**	**15%**
Problem Solving, Reasoning and Justification	**50%**	**10%**	**12.5%**	**12.5%**	**15%**
Total	**100%**	**20%**	**25%**	**25%**	**30%**
Outcomes Assessed		MS2-11-3 MS2-11-8 MS2-12-5 MS2-12-9 MS2-12-10	MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-7 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-8	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8

Course Outcomes

MS2-11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units

MS2-11-8 solves probability problems involving multistage events

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 justifies a response

Subject Lines

Modern History

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Core Study – Power and Authority in the Modern World**	**National Study**	**Peace and Conflict**	**Whole Course Assessment**
Nature of Task		Source Analysis	Historical Analysis Essay	Essay	Trial HSC
Timing		**T4W10**	**T1W7**	**T2W8**	**T3W4/5**
Assessment Component					
Knowledge and understanding of course content	**40%**	**5%**	**10%**	**10%**	**15%**
Historical inquiry and research	**20%**	**5%**	**5%**	**5%**	**5%**
Historical skills in the analysis and evaluation of sources and interpretations	**20%**	**10%**	**5%**		**5%**
Communication of historical understanding in appropriate forms	**20%**		**10%**	**5%**	**5%**
Total	**100%**	**20%**	**30%**	**20%**	**30%**
Outcomes Assessed		MH12-1 MH12-4 MH12-6 MH12-7	MH12-2 MH12-3 MH12-8 MH12-9	MH12-2 MH12-5 MH12-7 MH12-9	MH12-3 MH12-4 MH12-5 MH12-6

Course Outcomes

MH12-1 accounts for the nature of continuity and change in the modern world
MH12-2 proposes arguments about the varying causes and effects of events and developments
MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past
MH12-4 analyses the different perspectives of individuals and groups in their historical context
MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
MH12-7 discusses and evaluates differing interpretations and representations of the past
MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Subject Lines

Music

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Music for Small Ensembles**	**An Instrument and its Repertoire**	**Elective Topic Study**	**HSC Program**
Nature of Task		Composition	Presentation of Viva Voce and Aural Paper	Aural Paper and Elective 1*	Core Performance, Elective 2*and Elective 3*
Timing		**T4W8**	**T1W7**	**T2W7**	**T3W4/5**
Assessment Component					
Performance Core	**10%**				**10%**
Composition Core	**10%**	**10%**			
Musicology Core	**10%**		**10%**		
Aural Core	**25%**		**10%**	**15%**	
Elective 1	**15%**			**15%**	
Elective 2	**15%**				**15%**
Elective 3	**15%**				**15%**
Total	**100%**	**10%**	**20%**	**30%**	**40%**
Outcomes Assessed		H3, H8	H4, H6	H4, H1-9*	H1, H1-9*
Elective 1, 2 and 3 are a choice of either Performance and/or Composition Portfolio and/or Musicology Outline and Viva Voce.* Teachers will select appropriate outcomes based on Elective options selected by each student.*					

Course Outcomes

Objective: to develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.

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

H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

Objective: to develop the skills to evaluate music critically.

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

Objective: to develop the understanding of the impact of technology on music.

H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music

Objective: to develop personal values about music.

H9 performs as a means of self-expression and communication
H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
H11 demonstrates a willingness to accept and use constructive criticism

Subject Lines

Photography, Video and Digital Imaging

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Concept**	**Representation**	**Practice**	**Resolution**
Nature of Task		Critical / Historical Study	Practical Work & PVD Journal	Portfolio & PVD Journal	Critical – Historical Exam
Timing		**T4W8**	**T1W6**	**T3W1**	**T3W4-5**
Assessment Component					
Photography, Video, Digital Imaging Practice	**70%**		**30%**	**40%**	
Historical & Critical Practice	**30%**	**20%**			**10%**
Total	**100%**	**20%**	**30%**	**40%**	**10%**
Outcomes Assessed		CH1, CH4, CH5	M2, M3, M4, M6.	M1, M5	CH1, CH2, CH3

Course Outcomes

Objectives Outcomes Modules Students will develop knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment.	M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital imaging practice
	M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response in their making of still and/or moving works
	M3	investigates different points of view in the making of photographs and/or video and/or digital images
	M4	generates images and ideas and representations/ simulations in the making of photographs and/or video and/or digital images
	M5	develops different techniques suited to artistic intentions in the making of photographs and/or video and/or digital images
	M6	takes into account issues of Work, Health and Safety in the making of photographs and/or video and/or digital images
All Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations and interests in the fields of photography and/or video and/or digital imaging.	CH1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
	CH2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
	CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies
	CH4	explores ways in which histories, narratives and other accounts can be built to explain practices
	CH5	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production
M: outcomes for making		CH: outcomes for critical and historical studies

Subject Lines

Physics

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Depth Study**	**Module 7 Test**	**Module 8 Test**	**Trial HSC Examination**
Nature of Task		Modelling	Portfolio & Extended Response	Topic Test	Written Exam
Timing		**T1W2**	**T2W2**	**T2W10**	**T3W4/5**
Assessment Component					
Skills in Working Scientifically: • Questioning and Predicting • Planning Investigations • Conducting Investigations • Processing Data and Information • Analysing Data and Information • Problem Solving • Communicating	**55%**	**15%**	**15%**	**15%**	**10%**
Knowledge and understanding of: • Advanced mechanics and electromagnetism • The role of evidence and prediction in the development of theories in physics	**45%**	**5%**	**10%**	**10%**	**20%**
Total	**100%**	**20%**	**25%**	**25%**	**30%**
Outcomes Assessed		PH12-1 PH12-2 PH12-3 PH12-5 PH12-7 PH12-13	PH12-2 PH12-4 PH12-7 PH12-14	PH12-5 PH12-6 PH12-15	PH12-5 PH12-6 PH12-7 PH12-12 PH12-13 PH12-14 PH12-15

Course Outcomes

PH12-1 develops and evaluates questions and hypotheses for scientific investigation
PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information
PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH12-5 analyses and evaluates primary and secondary data and information
PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Subject Lines

Science Extension

Course Components	Syllabus Weightings	AT1	AT2	AT3
Task Title		**Research Proposal**	**Symposium**	**Scientific Research Report**
Nature of Task		Research proposal	Presentation	Research report
Timing		**T1W2**	**T2W10**	**T3W7**
Assessment Component				
Communicating Scientifically	**30%**	**15%**	**5%**	**10%**
Gathering, recording, analysing and evaluating data	**30%**	**10%**	**10%**	**10%**
Application of scientific research skills	**40%**	**5%**	**15%**	**20%**
Total	**100%**	**30%**	**30%**	**40%**
Outcomes Assessed		SE-1 SE-2 SE-3 SE-5 SE-7	SE-1 SE-3 SE-4 SE-5 SE-6 SE-7	SE-1 SE-3 SE-4 SE-5 SE-6 SE-7

Course Outcomes

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

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

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

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

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

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

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

Subject Lines

Sport Lifestyle Recreation (SLR)

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Module 7 Practical: Net Games**	**Module 12 Theory/ Prac: Resistance Training**	**Module 15 Practical: Sports Coaching**	**Module 7 Practical: Games &Sports Applications II**
Nature of Task		Practical Performance	Training Program	Coaching Session	Practical Application
Timing		**T4W10**	**T1W7**	**T2W8**	**T3W6**
Assessment Component					
Knowledge and understanding of course content	**50%**	**5%**	**10%**	**10%**	**25%**
Skills in participation, performance and processes of movement potential	**50%**	**15%**	**10%**	**20%**	**5%**
Total	**100%**	**20%**	**20%**	**30%**	**30%**
Outcomes Assessed		1.1 3.1 4.4 5.2	1.3 2.2 3.2 3.3	1.1 3.1 4.2 4.5	1.3 1.6 2.4 4.5

Course Outcomes

H1.1 applies the rules and conventions that relate to participation in a range of physical activities
H1.2 explains the relationship between physical activity, fitness and healthy lifestyle
H1.3 demonstrates ways to enhance safety in physical activity
H1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
H1.6 describes administrative procedures that support successful performance outcomes
H2.1 explains the principles of skill development and training
H2.2 analyses the fitness requirements of specific activities
H2.3 selects and participates in physical activities that meet individual needs, interests and abilities
H2.4 describes how societal influences impact on the nature of sport in Australia
H2.5 describes the relationship between anatomy, physiology and performance
H3.1 selects appropriate strategies and tactics for success in a range of movement contexts
H3.2 designs programs that respond to performance needs
H3.3 measures and evaluates physical performance capacity
H3.4 composes, performs and appraises movement
H3.5 analyses personal health practices
H4.1 plans strategies to achieve performance goal
H4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
H4.3 makes strategic plans to overcome the barriers to personal and community health
H4.4 demonstrates competence and confidence in movement contexts
H4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Subject Lines

Society and Culture

Course Components	Syllabus Weightings	AT1	AT2	AT4
Task Title		**Social and Cultural Continuity and Change**	**Depth Study 1**	**All topics**
Nature of Task		PIP Process and Viva Voce Presentations	Research Essay and Short Answer Responses	Trial HSC Examination
Timing		**T4W10**	**T2W2**	**T3W4/5**
Assessment Component				
Knowledge and understanding of course content	**50%**	**10%**	**10%**	**30%**
Application and evaluation of social and cultural research methods	**30%**	**10%**	**20%**	
Communication of information, ideas and issues in appropriate forms	**20%**	**10%**	**5%**	**5%**
Total	**100%**	**30%**	**35%**	**35%**
Outcomes Assessed		H1, H4, H6, H7, H8, H9, H10	H2, H3, H6, H7, H8, H9, H10	H1, H2, H3, H4 H9, H10

Course Outcomes

H1 evaluates and effectively applies social and cultural concepts
H2 explains the development of personal, social and cultural identity
H3 analyses relationships and interactions within and between social and cultural groups
H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
H5 analyses continuity and change and their influence on personal and social futures
H6 evaluates social and cultural research methods for appropriateness to specific research tasks
H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
H9 applies complex course language and concepts appropriate for a range of audiences and contexts
H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Subject Lines

Textiles & Design

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**MTP Designing and Planning**	**Current Issues in the ATCFAI**	**MTP Project**	**Trial HSC**
Nature of Task		Practical	Research Task	Development and Management Report Project 2	Examination
Timing		**T4W7**	**T1W6**	**T2W8**	**T3W4/5**
Assessment Component					
Knowledge and understanding of the course content	**50%**		**20%**		**30%**
Skills and knowledge in the design, manufacture and management of a major textiles project	**50%**	**20%**		**30%**	
Total	**100%**	**20%**	**20%**	**30%**	**30%**
Outcomes Assessed		H2.1 H2.3 H4.2	H5.1 H5.2	H1.1 H1.2 H2.2 H3.1 H3.2 H4.2	H1.3 H3.1, H3.2 H4.1 H5.2 H6.1

Course Outcomes

H1.1 critically analyses and explains the factors which have contributed to the design and manufacture of the Major Textiles Project
H1.2 designs a textile item/s, which demonstrates an understanding of functional and aesthetic requirements
H1.3 identifies the principles of colouration for specific end-uses
H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences
H2.2 demonstrates proficiency in the manufacture of a textile item/s
H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion
H3.1 explains the interrelationship between fabric, yarn and fibre properties
H3.2 develops knowledge and awareness of emerging textile technologies
H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end uses
H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use
H5.1 investigates and describes aspects of marketing in the textile industry
H5.2 analyses and discusses the impact of current issues on the Australian textiles industry
H6.1 analyses the influence of historical, cultural and contemporary developments on textiles

Subject Lines

Visual Arts

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Concept**	**Representation**	**Practice**	**Resolution**
Nature of Task		Research and Panel Review	Essays and Panel Review	Practice Paper, BOW progress VAD	BOW Studio Time and Trial HSC
Timing		**T4W8**	**T1W6**	**T3W1**	**T3W4/5**
Assessment Component					
Historical/Critical Practice	**50%**	**10%**	**15%**	**15%**	**10%**
Artmaking Practice	**50%**	**10%**	**15%**	**15%**	**10%**
Total	**100%**	**20%**	**30%**	**30%**	**20%**
Outcomes Assessed		H1, H5, H10	H2, H4, H8	H5, H6, H7, H8, H9	H6, H7, H8, H9
* A Feed-Forward Panel review of the Body of Work will occur in late Term 2 to coincide with the requirements of AT3					

Course Outcomes

Content	Artmaking Outcomes	
Practice	**H1**	initiates and organizes artmaking practice that is sustained, reflective and adapted to suit particular conditions
Conceptual Framework	**H2**	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
Frames	**H3**	demonstrates an understanding of the frames when working independently in the making of art
Representation	**H4**	selects and develops subject matter and forms in particular ways as representations in art-making
Conceptual Strength and Meaning	**H5**	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
Resolution	**H6**	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

Content	Art Criticism and Art History Outcomes	
Practice	**H7**	applies their understanding of practice in art criticism and art history
Conceptual Framework	**H8**	applies their understanding of the relationships among the artist, artwork, world and audience
Frames	**H9**	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
Representation	**H10**	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

Subject Lines

Work Studies

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		**Elective: Workplace Communication**	**Elective: Managing Work and Life Commitments**	**Elective: Personal Finance**	**Whole Course Assessment**
Nature of Task		Scenario Analysis	Research Portfolio	Research Portfolio	Portfolio task
Timing		**T4W8**	**T1W7**	**T2W10**	**T3W3**
Assessment Component					
Knowledge and understanding of course content	**30%**	**10%**	**5%**	**5%**	**10%**
Skills in participation, performance and processes of movement potential	**70%**	**10%**	**20%**	**20%**	**20%**
Total	**100%**	**20%**	**25%**	**25%**	**30%**
Outcomes Assessed		1, 2, 6, 7, 9	1, 3, 4, 5, 8	5, 7, 8, 9	2, 3, 4, 8, 9

Course Outcomes

1 investigates a range of work environments
2 examines different types of work and skills for employment
3 analyses employment options and strategies for career management
4 assesses pathways for further education, training and life planning
5 communicates and uses technology effectively
6 applies self-management and teamwork skills
7 utilises strategies to plan, organise and solve problems
8 assesses influences on people's working lives
9 evaluates personal and social influences on individuals and groups

Education

Construction

RTO - Department of Education - 90333, 90222, 90072, 90162

Subject Lines

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2026

Training Package CPC Construction, Plumbing and Services Training Package Release 8.0

School Name: Mount View High School

Assessment Schedule Year 12 - 2026

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 5 Option 5.2	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
			20/12/24	4/4/24 Work placement Term 2 Weeks 3 and 5	26/9/24	TBC
Code	**Unit of Competency**	**HSC Examinable Unit**				
CPCCWF2002	Use wall and floor tiling tools and equipment		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	√		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainability in the construction industry	√			X	

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

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

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

Education

Hospitality
Qualification: SIT20322 Certificate II in Hospitality
Cohort 2025 - 2026
Training Package SIT Tourism, Travel and Hospitality

RTO - NSW Department of Education - 90333

Subject Lines

School Name: Mount View High School

Assessment Schedule Year 12 – 2026

Assessment Task for Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Task 3 The hospitality industry Week 5 Term 1 Date 26/02/26	Task 4 Working in the industry Week 9 Term 2 Date 25/06/25	TRIAL EXAM Week 4-5 Term 3 Date TBA
Code	Unit Name	HSC Examinable			
SITHIND006	Source and use information on the hospitality industry		X		
SITHFAB024	Prepare and serve non-alcoholic beverages	X		X	
SITHFAB025	Prepare and serve espresso coffee	X		X	
SITHFAB027	Serve food and beverages	X		X	
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills others			X	

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

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

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

Subject Lines

Education

Manufacturing and Engineering Introduction

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1)

Cohort 2024 - 2026

Training Package MEM - Manufacturing and Engineering

School Name: Mount View High School

Assessment Schedule Year 12 - 2026

Assessment Tasks for MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 4 Can we build it	Task 5 Welding	Task 6 Career planning
		Week 10 Term 1	Week 10 Term 2	Week 10 Term 3
Code	Unit of Competency	Date 2026	Date 2026	Date 2026
MEMPE006	Undertake a basic engineering project	X		
MEMPE001	Use engineering workshop machines	X		
MEMPE002	Use electric welding machines		X	
MEMPE00	Use fabrication equipment		X	
MEMPE005	Develop a career plan for the engineering and manufacturing industry			X

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

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

Retail Services
Qualification: SIR30216 Certificate III in Retail
Cohort 2025 - 2026
Training Package SIR Retail Services

Subject Lines

RTO - NSW Department of Education - 90333

School Name: Mount View High School

Assessment Schedule Year 12 – 2026

Assessment Task for SIR30216 Certificate III in Retail Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Task 3 Cash, count secure	Task 4 Serving the customer	Task 5 Going, going sold	Task 6 Plan, create display	TRIAL EXAM
			Week 3 Term 4	Week 3 Term 1	Week 3 Term 2	Week 2 Term 3	Exam Week Term 3
Code	Unit Name	HSC Examinable	Date 31.10.2025	Date 3.2.2026	Date 8.5.2026	Date 31.7.2026	Date TBA
SIRXSLS002	Follow Point-of-Sale Procedures	✓	X				
SIRRRTF001	Balance and secure point-of-sale terminal		X				
SIRXRSK001	Identify and Respond to Security Risks	✓	X				
SIRXCEG001	Engage the Customer	✓		X			
SIRXCEG002	Assist with Customer Difficulties			X			
SIRXCEG003	Build Customer Relationships and Loyalty			X			
SIRXPDK001	Advise on Products and Services				X		
SIRXSLS001	Sell to the Retail Customers	✓			X		
SIRRMER001	Produce Visual Merchandise Displays					X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

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

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

Main Menu

Appendices

1. Common Assessment Questions

2. Useful internet links

3. Requirements of the Education Act 1990 in relation to the NSW Higher School Certificate

4. Pattern of study requirements checklist for the Higher School Certificate

5. Practical support for HSC exams

6. Mount View High School Student Illness/Misadventure/Appeal Form

Appendices Menu

Common Assessment Questions

What are the Acceptable Reasons for Non-Attendance or Late Submission of Assessment Tasks?

The only satisfactory reasons for non-attendance or late submission of assessment tasks are:

- Illness on the day the task is sat/submitted, evidenced by a medical certificate from someone other than a family member
- Leave granted by the Principal well before the date of the assessment task
- Misadventure (accidents or extreme non-medical problems that can be documented, major transport delays that can be verified)

What are examples of Unacceptable Reasons for Non-Attendance or Late Submission of Assessment Tasks?

The following are **NOT** acceptable reasons for non-attendance or late submission of assessment tasks:

- Any type of computer/printer malfunction (be sure your work is backed up on disk or emailed to school every time you leave the computer, regardless of whether it is finished or not)
- Illness without a medical certificate presented
- Illness with a medical certificate provided by a member of the family
- Lateness due to sleeping in
- Early holidays
- Loss of task
- Students must attend school for the full day on the day that an assessment task is due (If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late)
- Students who are at school but who are not in attendance at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice

What to do if you are not at school on the day a task is to be sat or submitted?

Students absent from an assessment task due to illness must:

- Obtain a medical certificate (from someone other than a member of the family) that clearly states that the student has been affected by illness with specific dates mentioned and a brief description of the condition
- Submit the medical certificate to the Deputy Principal before the conclusion of the second day of return to school and keep a copy for the student's own records
- Submit the assessment task on the first day of return to School
- Sit for the replacement task provided by the relevant Faculty, as directed

Appendices Menu

Useful internet links

NESA Homepage -	http://educationstandards.nsw.edu.au/wps/portal/nesa/home
Past HSC Examinations -	http://www.boardofstudies.nsw.edu.au/hsc_exams/
HSC Syllabus documents -	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z
HSC examination advice and resources -	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/exam-advice-resources
Vocational Education and Training (VET)	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet
NESA Parents Page -	http://www.boardofstudies.nsw.edu.au/parents/
Dates and Events -	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables
Assessment Resource Centre -	https://ace.nesa.nsw.edu.au/
Standards Packages -	http://arc.boardofstudies.nsw.edu.au/go/hsc/std-packs/
HSC on-line multiple choice questions -	http://arc.boardofstudies.nsw.edu.au/go/hsc/mcq/
University Admission Centre -	http://www.uac.edu.au/
TAFE New South Wales -	http://www.tafensw.edu.au/
Your Tutor	https://yourtutor.com.au/connect/clients/cessnock-city-library/authenticate

“Your Tutor” is a resource provided by Cessnock City Library. Students need to sign in with a library card number. Online, on-demand study help is available for library members that cover students in Years 3 through to Year 12. Students can upload a writing draft 24/7 to receive expert feedback in less than 24 hours. This service is included in the library membership.

Appendices Menu

REQUIREMENTS OF THE *EDUCATION ACT 1990*
IN RELATION TO THE NSW HIGHER SCHOOL CERTIFICATE

Higher School Certificate – section 95

(1) Higher School Certificates are to be granted by the Authority to students:
  (a) who have been granted a Record of School Achievement or who have attained such other qualifications as the Authority considers satisfactory, and
  (b) who:
    (i) have attended a government school, or
    (ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or
    (iii) have attended a school outside New South Wales recognised by the Authority or a TAFE establishment, and
  (c) who have participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
  (d) who have been accepted by the Authority as having satisfactorily completed those courses of study, and
  (e) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment, and
  (f) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority.

(2) The requisite examination or other assessment must include a public examination conducted on a State-wide basis.

(3) The Authority 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 grant of the certificate would not, in the opinion of the Authority, be justified.

Curriculum for Higher School Certificate candidates – section 12

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

  (a) courses of study of a general description determined by the Minister on the recommendation of the Authority are to be provided for each student in each Year,
  (b) those courses of study are to include a course of study in English,
  (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Authority,
  (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.

These requirements can be found here and are articulated in Attachment 2.

Appendices Menu

PATTERN OF STUDY REQUIREMENTS CHECKLIST FOR THE HIGHER SCHOOL CERTIFICATE

✓	***Do students who will complete the Higher School Certificate meet the following pattern of study requirements?***
	At least 12 units of Preliminary courses and 10 units of HSC courses. [Ref: Assessment Certification Examination (ACE), ACE *8005*]
	At least 2 units of a Board Developed Course in English (or 2 units of the Content Endorsed Course *English Studies)* at both Preliminary and HSC level.
	At least 4 subjects – at both Preliminary and HSC level.
	At least 6 units of Board Developed Courses – at both Preliminary and HSC level.
	At least 3 courses of 2 unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Preliminary and HSC level.
	A maximum of 6 Preliminary units and 6 HSC units from courses in Science. [Ref: *ACE 8006*]
	In the Preliminary study pattern, Senior Science has not been studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. In the HSC study pattern, Senior Science can be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. Students undertaking Senior Science in the HSC study pattern must have satisfactorily completed the Preliminary course in at least one Science course. [Ref: *ACE 8006*, *8011*] General Mathematics can be studied with no other Mathematics Course. [Ref: *ACE 8011*]
	Met eligibility requirements for the English (ESL) course. [Ref: *ACE 8007*]
	Met eligibility requirements for Continuers courses in languages where there are Heritage and Background Speakers courses; for Beginners courses in languages and for Heritage courses in languages. Relevant documentation has been completed and retained at the school. [Ref: *ACE 8002*]
	All students undertaking Preliminary or HSC courses in 2017 are required to complete the *HSC: All My Own Work* program (or equivalent) prior to the school's submission of students' 2016 Preliminary and HSC course entries. This includes students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses. **Exception:** Completion of the *HSC: All My Own Work* program (or equivalent) is optional for students undertaking **only** Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the *HSC: All My Own Work* program for students with special education needs as necessary.
	Board Endorsed Courses have current endorsement.
	Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE delivered VET HSC Course or Board Endorsed Course combinations which are subject to Board exclusions [For exclusions please see *ACE 7001*, *8010*, *8011*, *8012* *8018* PLUS also check your school BEC decision letters or check for BEC decisions via *Schools Online*.] VET course exclusions are available on the NESA website under Vocational Education.
	REMINDERS
	Students seeking an Australian Tertiary Admission Rank (ATAR) in 2017 must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by the Board, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses (only two units of Category B Courses can contribute to an ATAR). Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects. The list of Category A courses is published on the UAC website. **NB: Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, the Content Endorsed Course, *English Studies*, and the new non-examinable Mathematics General 1 course do not satisfy requirements for the ATAR.**
	Schools should note that additional departmental curriculum requirements (e.g. sport, religious education, 25 hours of PD/H/PE etc) or conditions of enrolment at individual schools are not requirements for NESA HSC Certificate credentialing.
	Schools will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the *ACE* website: Satisfactory completion, Pathways and Credit transfer and Recognition of Prior Learning for details].
	Students with disability can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student's transition from school to adult life [please refer to the *ACE website: Studying HSC Life Skills courses*].
	Consideration must be given to the need for reasonable adjustments for students with disability to enable equitable participation in the full range of education activities. Actively identifying and responding to the learning and support needs of students is an ongoing school process and should not be reliant on parents or students requesting support. Information about HSC Disability provisions including the application process is available on the NESA website.
	Schools are responsible for overseeing the delivery of VET courses by external providers.

Appendices Menu

Practical support for HSC exams

Information for students and parents

The NSW Education Standards Authority (NESA) has a program to help students with practical support in their Higher School Certificate (HSC) exams. This practical support, known as provisions, is to access their HSC exams. Examples of provisions are rest breaks and small group supervision. To be fair, NESA must balance the interests of all students with and without provisions.

Approved provisions provide access to HSC exams.

- To access HSC exams is to: read exam questions, think about answers and write answers.
- Provisions are not approved to give an advantage over other students or to achieve potential.

More than 10,000 HSC students apply for provisions each year. Students should not feel embarrassed if they need provisions for:

- a permanent condition (eg diabetes, reading difficulty)
- a temporary/emergency condition (eg a broken arm)
- a condition that has an occasional impact (eg back pain).

Provisions help students to show what they know and can do.

Evidence

NESA needs evidence that can include results of the student's performance on reading and spelling tests, work samples (extended responses) and teacher comments on adjustments that have been trialled at school.

Disability impacts students in different ways. Applying one approach for one condition does not recognise the individual needs of each student. Therefore, students with the same disability may have different provisions approved.

NESA HSC provisions may differ from school-determined adjustments

- Adjustments approved by schools for school assessment tasks may not be appropriate for the HSC exams.

How to apply for HSC provisions

The school submits an online application to NESA for provisions requested. The school also submits recent evidence, which may include medical reports, reading results, spelling results, writing samples and teacher comments.

The school should submit all applications by the end of Term 1. Late applications may be submitted for an emergency such as a broken arm, until the time of the examinations.

The school will provide the student with a copy of NESA's decision. The school may submit appeals against NESA decisions. Appeals need to state why the decision is unsuitable and must include new evidence.

If you think that you or your child may require support in completing the HSC exams, please discuss the matter with the Year Adviser, School Counsellor or Teacher.

Appendices Menu

MOUNT VIEW HIGH SCHOOL - YEARS 11 & 12

ILLNESS/MISADVENTURE/APPEAL FORM

Name: _____ Year: _____

Name of course: _____ Teacher: _____

Name of the Assessment Task: Date of Assessment Task: _____

_____

Illness/Misadventure/Appeal Reason: *You must state sufficient details to support your case to be considered for extension of time or being given a substitute task. Please refer to the policy statement to guide you. Eg. Attendance at a sporting or cultural event, or family holiday are **not** considered valid reasons to appeal.*

_____

_____

_____

Medical Certificate from Doctor (name):_____

Signature of Student: _____ Date: _____

Signature of Parent: _____ Date: _____

Class Teacher's comment (Please look at performance over course to date)

_____

_____

Signature of Teacher: _____ Date: _____

Signature of HT: _____ Date: _____

Appeals Panel Decision: [ ] Extension of time to complete the original assessment task
[ ] Completion of a substitute assessment task
[ ] Reason unacceptable, mark confirmed of zero or otherwise

In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment.

Signature of Appeals Panel Leader: _____ Date: _____

(Please inform the Head Teacher and ask them to inform the class teacher and the student)