



Prairiewood High School



HSC Assessment Schedule 2026

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INTRODUCTION

This booklet outlines the assessment schedule for the cohort of students at PHS undertaking the Higher School Certificate in 2026. Dates included are correct at the time of printing; however, unforeseen circumstances may result in some changes over the year.

The school Assessment Policy is consistent with the guidelines provided by the NSW Education Standards Authority (NESA). This policy is designed to measure the achievements of each student in the various course components and subject objectives selected for assessment by NESA. A variety of compulsory assessment tasks will be completed in each course. The results achieved will be used according to the weightings listed in the Course Specifications Manual, to determine the overall HSC Assessment Mark for each student.

THE AUSTRALIAN TERTIARY ASSESSMENT RANK (ATAR)

The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection. It is calculated on behalf of the universities and released by UAC (Universities Admissions Centre).

The ATAR is not a mark, nor is it a summary of the HSC. It is a ranking system used to allocate university placements.

ATARs are calculated for all ATAR-eligible students, but not all students are notified. Only NSW HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC. This advice will be received at about the same time students receive their HSC results from NESA.

More information on the calculation of the ATAR can be found in the UAC Guide or on UAC's website at
www.uac.edu.au/atar/

STUDENT RESPONSIBILITIES

It is the responsibility of each student to ensure:

- they meet all course requirements, including attendance in classes
- all submitted tasks are his/her own work. Malpractice (cheating), plagiarism (claiming someone else's ideas or work as your own) or inappropriate use of AI could lead to the student receiving zero marks and being referred to the NESA Register of Malpractice in HSC Assessment Tasks
- all tasks are completed/submitted on time
- all set tasks are completed, not only those set for HSC Assessment
- they make a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N Determination' for that course
- all work is submitted in an appropriate form and at an acceptable standard; that is, as a hard copy unless specifically stated otherwise
- they sign for the submission of each task
- they do not interfere with the progress of other students (e.g. in group work, or in the use of resources)
- they know which tasks are to be assessed, and the due date for each.

STAFF OBLIGATIONS

It is the obligation of each Year 12 teacher to:

- set appropriate assessment tasks which will be used to measure student performance in each component of a course
- provide a rubric and marking criteria for each assessment task
- provide students with information on their progress including formal written feedback on each assessment and examination task, as per the PHS Feedback Policy
- ensure that each student is aware of the school's policy relating to:
 - illness/misadventure applications
 - late submissions
 - absenteeism
 - dishonesty
- respect the privacy of student performance and results
- maintain an accurate signed register for students' receipt of assessment notice and receipt of each assessment task submitted for assessment or class/formal examination
- ensure that students proven guilty of malpractice are referred to the NESA Register of Malpractice in HSC Assessment Tasks.

TYPES OF ASSESSMENT TASKS

Assessment programs can include only one formal written examination (the formal written examination will usually be the Trial HSC Examination held in Term 3). Other formal assessment tasks in Stage 6 include, but are not limited to, presentations (digital, oral, multimodal, viva voce), reports (analytical, fieldwork, research, written), practical work (experiments, improvisation, projects, performances), portfolios, journals, log books, process diaries), class and/or cohort tests and compositions. Teachers will give you advance notice in writing of upcoming tasks (usually 2 weeks) in addition to the nature of the task.

REVIEW OF ASSESSMENT

Students may seek a review of the final rank order if the school order of merit differs significantly from the expectations gained from feedback on the performance in assessed tasks throughout the course.

METHOD OF REPORTING

Reports will be available towards the end of Term 1 and at the end of Term 3. Each school report will contain the following information.

COURSE	EXAM MARK %	EXAM RANK	ASSESSMENT RANK *
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**Assessment Rank takes into account correct task weighting for all completed tasks and represents the position of the student at that time.*

STUDENT ASSESSMENT TASK FEEDBACK

As per the PHS feedback policy, all students will receive meaningful, punctual and written feedback on all assessment tasks and examination sections in relation to the marking guidelines and course outcomes, to assist them in their learning in that course. Final assessment marks will not be disclosed to students, as per the NESA policy.

RECORDS/ASSESSMENT MARKS

Each student's actual performance, not potential performance, must be assessed in each task according to the published marking guidelines.

Marks cannot be modified to take into account possible effects of illness or domestic situations.

Assessment marks are recorded centrally and hard copies and electronic copies are to be kept securely by teachers and Head Teachers. Marks are to be matched to syllabus weightings and checked by the Head Teacher.

SATISFACTORY COMPLETION OF A COURSE

Regulation 8.4.1 of the NESA 'Assessment Certification and Examination Manual' states that 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:

- (a) followed the course developed or endorsed by NESA
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- (c) achieved some or all of the course outcomes.

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute to more than 50 percent of the available marks used for each student's assessment in that course.

Students should be aware that once over seventeen years of age they are subject to the provisions set down in the *Procedures for the Suspension and Expulsion of School Students (2011)*. This relates to non-serious students of post-compulsory age (attendance, performance, discipline). The relevant warning letter is included in this booklet.

In line with student obligations governed by Regulation 8.4.1 above, students must demonstrate a high level of attendance and punctuality. It is not possible for a student to 'apply themselves with diligence and sustained effort' without regular, punctual attendance. In addition, for a student to meet this criteria, they must demonstrate that they have applied themselves 'to the set tasks and experiences provided in the course by the school' in a consistent manner over the duration of the course.

Students should note that truancy is unacceptable.

Truancy may result in students being placed on a *Level Card*, issued with a formal warning, suspension or in extreme cases, expulsion under the provisions set out in the previous section above.

VET Subjects: It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements.

In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an N-Determination.

‘N’ DETERMINATIONS

If at any time it appears that a student is at risk of being given an ‘N’ (Non-completion of course requirements) determination in any course, including VET courses, the subject teacher must warn the student as soon as possible and advise the parent or guardian in writing (a *Warning of N Determination* letter). This warning should be given in time for the problem to be corrected. A second *Warning of N Determination* will be issued if the problem is not corrected in a satisfactory time frame (two weeks).

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

Therefore, principals will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Students whose work in individual subjects is causing concern may receive an N-Determination. This means that the unit(s) for the subject may not count towards the HSC Award. If the total number of HSC units is fewer than ten (10), the student will not be eligible for the award of the HSC.

A student ineligible for the award of the HSC, due to completing less than 10 units, may still be eligible for the award of the RoSA.

EXTENDED STUDY PROGRAM

The Extended Study Program is designed to assist students in the Preliminary Course and Higher School Certificate Course and to attain satisfactory Higher School Certificate Course outcomes. Students who receive an N Award Warning Letter for non-submission of assessment and/or classwork, as well as the students who are not coping with the senior workload, will be required to attend this compulsory program in order to achieve satisfactory course outcomes.

For students in Year 11 and Year 12, the Extended Study Program runs every Tuesday during Period 5.

The Extended Study Program provides students the opportunity to be supported in completing outstanding coursework and/or assessment task(s).

Students are required to:

- attend all Extended Study sessions until outstanding work is completed
- arrive to the Library on time
- be prepared to work on outstanding course work or assessments, with required materials and equipment
- demonstrate reasonable and ongoing progress
- clear outstanding work within two weeks.

ILLNESS/MISADVENTURE APPLICATION

You must ensure that you attend and/or complete and/or submit all ASSESSMENT TASKS **on time** for each course being studied. These tasks are very important and should only be missed if you are really sick and need to seek medical attention from a doctor OR if there is a critical incident (e.g. serious and sudden accident, illness or death in family).

If you cannot attend/submit or complete a task due to the above reasons, you **MUST** do the following:

- Notify the school office staff by telephone on the day the task is due and leave a message for the appropriate Head Teacher.
- If injured or ill, you will need to submit a Medical Certificate to verify that you are ill and that you attended the doctor.
Note: Backdated doctor's certificates will NOT be accepted
- **Speak to the Head Teacher of that faculty THE VERY NEXT DAY you are at school to arrange a time to complete the task** and speak to the Head Teacher of Secondary Studies to complete an 'Illness/Misadventure Application Form'. A link to the form will be made available via your cohort Google Classroom at the start of your HSC year.
- If you are ill during an assessment task or examination, you must notify staff supervising you so they can monitor you during the task. You will also be required to provide a Medical Certificate and to complete the Illness/Misadventure Application form.
- You will need to ensure that all relevant sections of the Illness/Misadventure Application are completed and submit your appeal to the Head Teacher Secondary Studies who will arrange for a meeting of the Appeals Committee, which takes into consideration the recommendations made by the Faculty Head Teacher. The committee is chaired by the Deputy Principal of your year group.
- The Appeals Committee will consider the information you provide to them AND will also take into account the Head Teacher recommendation. If the appeal is upheld the committee will liaise with the relevant Head Teacher about how your mark will be determined. In the case of a misadventure, an estimate may be used to determine your mark for that particular task at the end of the course. If the appeal is declined, you will be provided with feedback/comments, but a ZERO mark will be recorded as the official result for that task.
- The Head Teacher Secondary Studies will then advise the student and Head Teacher of the outcome of the appeal.
- If you are not satisfied with the outcome, you may (**within two days** of being advised of the outcome of your original appeal) appeal to the Principal – whose decision will be FINAL.

*Please note that the Principal will **only** overrule the decision of the Appeals Committee if he/she determines that a gross error or oversight has occurred as part of the process undertaken by the Appeals Committee.*

IF NO ILLNESS/MISADVENTURE APPLICATION FORM IS SUBMITTED WITHIN 7 SCHOOLS DAYS FROM THE STUDENT'S DAY OF RETURN IN ACCORDANCE WITH THE PROCESS LISTED ABOVE, THE TASK WILL BE AWARDED A ZERO MARK

PLEASE NOTE THAT THIS MAY THEN CONTRIBUTE TO THE ISSUING OF AN N-DETERMINATION IN THAT SUBJECT

ABSENCE ON THE DAY OF NOTIFICATION OF AN ASSESSMENT TASK

If a student is absent on the day of notification of a task, they are to find out about the task on their first day back at school.

ABSENCE ON THE DAY BEFORE AN ASSESSMENT TASK

If you are absent the day before an assessment task you will be required to provide a Medical Certificate or other evidence to explain your absence. Failure to provide this documentation may result in a zero mark being given for the task

LATE ARRIVAL AND/OR NOT ATTENDING ALL CLASSES ON THE DAY OF AN ASSESSMENT TASK

School records must show that a student attended a **full day of school** and **attended all timetabled lessons, including study periods**, on the day of an assessment task (excluding examination periods). This is to ensure that using school time to work on an assessment task does not advantage any student. Failure to attend all classes may result in a zero mark being given for the task.

ABSENCE ON THE DAY OF AN ASSESSMENT TASK

In the event that a student is ill or has a misadventure on the day of an assessment task, the following procedures should be followed:

- (1)** Seek medical advice and get a Medical Certificate to cover the time of illness. If it is a misadventure, there must be supporting evidence, such as a police event number or other relevant documentation
- (2)** Students must contact the relevant Head Teacher on the **first day of their return to school** to arrange a time to complete the task
- (3)** Students should complete an Illness/Misadventure Application, attach their medical certificate/supporting documentation and submit the completed forms to the Head Teacher Secondary Studies **within 3 school days** of their return
- (4)** Students must complete the task in accordance with the Head Teacher's decision. (Failure to complete the task will result in the restart of the appeals process).

WORK PLACEMENT AND OTHER SCHOOL SANCTIONED COMMITMENTS

In the event of an assessment task clashing with work placement or any other mandatory school activity, it is the student's responsibility to notify teachers of this commitment in advance. Students may submit the task early, prior to the engagement, or electronically at the due date and time. If the task is an in-class task, students will complete the task the very next day they are at school.

HAND IN TASKS

Submission of hand in assessment tasks must be on the advertised date and at the beginning of the relevant period, unless otherwise stated by the teacher.

If you are unwell the day a hand in task is due, you will need to electronically submit the progress you have made up until the due date of the task and complete the Illness/Misadventure Application process.

SUBSTITUTING ASSESSMENT TASKS

Students are expected to attempt all assessment tasks. If a student has a valid reason for not completing an assessment task, schools will provide you with an opportunity to attempt the assessment task or provide you with a substitute assessment task.

QUERYING THE RESULT OF AN ASSESSMENT TASK

The Prairiewood High School Marking Policy applies to all aspects of assessment and examination tasks in Preliminary and HSC courses. Tasks or questions with a mark value of 7 marks or above will be double marked. This is applicable to all courses where multiple subject experts are available. Where this is not applicable, staff are encouraged to access the assistance of the KLA Head Teacher and/or a subject expert outside of PHS when required. It also relates to any questions/sections of assessment tasks and examinations that are worth less than 7 marks that are deemed to be subjective in nature. KLA Head teachers will assess the subjective nature of questions worth less than 7 marks. All questions worth 7 marks or more will have two markers assess the response.

If on the return of an assessment task, a student believes an assessment mark for a particular section of the task does not accurately reflect their performance according to the relevant assessment criteria, it is their responsibility to raise this with their Classroom teacher and where necessary, the KLA Head Teacher, before the assessment task is removed from the classroom. The Head Teacher and marking team will review the student response and provide feedback. Following this process, students may complete 'Request for Re-mark' form within 24 hours from receiving this feedback, which can be obtained from KLA Head Teachers. A request for a re-mark will not be applicable to tasks (or questions) which have been double marked. There must be satisfactory reasons for submitting an appeal. Students cannot simply request for a re-mark just because they are disappointed with their result or if they want to achieve a higher mark.

Note: Students should be aware that in most cases, any revised mark will stand as the final mark for the task, regardless of whether it is higher or lower than the original mark or grade awarded. All student appeals will be resolved within two weeks.

DISHONESTY/MALPRACTICE

Proven dishonesty/malpractice will result in a zero mark awarded for the question(s) where evidence of plagiarism is detected. Where possible, students' submitted work will be checked against a plagiarism detection software such as *Turnitin* or *Google originality report*. This may also be used in checking for cases of collusion between students. Honest and ethical practice is clearly outlined in the modules of work completed in the HSC 'All My Own Work' program. These modules include aspects such as plagiarism, copying other students' work, giving other students your work, acknowledging sources, cheating and copyright. In accordance with NESA policy, the school will refer the incident to the NESA Register of Malpractice in HSC Assessment Tasks.

TECHNOLOGY PROBLEMS

Computer or USB malfunction (loss of data) needs to be safe guarded through backing up, print outs, multiple copies or paper drafts. Students should attach these as evidence to any genuine case through the Illness/Misadventure Application.

Computer, USB or printer malfunctions are not sufficient grounds for appeal

SCHOOL REVIEWS OF ASSESSMENT

Students who consider their ranking is not correct can appeal to the KLA Head Teacher for a review of their ranking. All marks and their computations (in line with syllabus requirements) are checked.

Any queries about NESA, assessments and marking protocols should be referred to the Head Teacher Secondary Studies and Deputy Principal Stage 6.

CAPA / LOTE FACULTY

ITALIAN BEGINNERS

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 7	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5
Task Type		Listening Speaking	Reading Writing	Listening Reading Speaking	Trial Examination
Name of Unit		The Personal World	The Personal World	The Personal World & Italian Speaking communities	The Personal World & Italian Speaking communities
Unit Overview		Students will be assessed on topics relating to family, home & neighbourhood, people & places, education & work, friends & pastimes.	Students will be assessed on topics relating to family, home & neighbourhood, people & places, education & work, friends & pastimes.	Students will be assessed on topics relating to family, home & neighbourhood, people & places, education & work, friends & pastimes, holidays & travel, future plans & aspiration.	All units covered in the course may be assessed.
Listening	30%	15%		10%	5%
Reading	30%		10%	10%	10%
Speaking	20%	5%		10%	5%
Writing	20%		10%		10%
Total Weighting	100%	20%	20%	30%	30%
Outcomes Assessed		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

JAPANESE CONTINUERS

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Week 4/5
Task Type		Responding to spoken texts	Oral Interaction	Responding to and composing written texts	Trial Examination
Name of Unit		Leisure	Planning a Trip	Future Plans and Work	All units
Unit Overview		Students learn how to discuss their leisurely activities, holidays and sightseeing experiences in Japanese.	Students learn how to plan a trip including booking accommodation and transportation and reserving event tickets in Japanese.	Students learn how to discuss their future aspirations including study intentions and career plans in Japanese.	All units covered in the course may be assessed.
Listening	30%	20%			10%
Reading	30%			20%	10%
Speaking	20%		15%		5%
Writing	20%	5%		10%	5%
Total Weighting	100%	25%	15%	30%	30%
Outcomes Assessed		2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3

MUSIC 1

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 1 Week 4/6	Term 2 Week 2	Term 3 Week 2	Term 3 Week 4/5
Task Type		Composition and Musicology	Comp/Performance/ Musicology	Comp/Performance/ Musicology	Trial Examination
Name of Unit		Music for Film, Radio, TV and Multimedia	An Instrument and Its Repertoire	Music of the 20 th and 21 st Century	All Units
Unit Overview		Students look at the history and features of music from film, tv, radio and multimedia.	Students look at music written for specific instruments and techniques associated with those instruments.	Students look at the history and features of music from the 20th and 21st century.	All units covered in the course may be assessed.
Performance	10%		10%		
Composition	10%	10%			
Musicology	10%	10%			
Aural	25%				25%
Elective 1	15%		15%		
Elective 2	15%			15%	
Elective 3	15%			15%	
Total Weighting	100%	20%	25%	30%	25%
Outcomes Assessed		H2, H3, H4, H5, H7, H8, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H4, H5, H6, H7, H10, H11

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8	Term 1 Week 6	Term 3 Week 2	Term 3 Week 1
Task Type		Practical Submission (Part A) Written Submission (Part B)	Practical Submission (Part A) Written Submission (Part B)	Practical Submission (Part A) Written Submission (Part B)	Examination
Name of Unit		Part A - Portraiture (Digital + Darkroom) + Part B – Literacy Booklet 1	Part A – Narratives + Photographic Compositional Rules and Principles. + Flat Lay Still Life Compositional Techniques + Part B – Literacy Booklet 2	PART A – Urban Places and Spaces: Digital City Study + Body of Work Submission + Part B – Examination	All units
Unit Overview		Appropriation and a Sense of Identity – A Portrait Series	Still Life Composition + Narrative Series of ten images	Manipulated Forms (Photoshop Techniques) + Traditions, Conventions, Styles and Genres (Independent Genre Study)	All the units covered in the course may be assessed.
Making	70%	20%	25%	25%	
Art Criticism & Art History	30%		15%		15%
Total Weighting	100%	20%	40%	25%	15%
Outcomes Assessed		M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4, CH5

VISUAL ARTS

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 1 Week 5	Term 2 Week 5	Term 3 Week 3	Term 3 Week 4/5
Task Type		Practical Submission (Part A) Written Submission (Part B)	Practical Submission	Practical Submission	Trial Examination
Name of Unit		Part A – Body of Work Progress Development – Phase 2 (50% completion) Part B - Writing Task: Section II In-Class Essay	BOW Progress + Development Interview – Phase 3 (75% completion)	BOW Final Mark – Phase 4 (100% completion)	All units
Unit Overview		Case Study: The Artist as Social and Political Commentator	Case Study: Digital Technologies in a Postmodern Artworld	Case Study: Indigenous Perspectives	All units covered in the course may be assessed.
Artmaking	50%	10%	20%	20%	
Art Criticism & Art History	50%	20%			30%
Total Weighting	100%	30%	20%	20%	30%
Outcomes Assessed		H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10

ENGLISH FACULTY

ENGLISH STANDARD

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5
Task Type		Multimodal	Essay	Writing	Trial Examination
Name of Unit		Common Module: Texts and Human Experiences	Module A: Language, Culture and Identity	Module C: Craft of Writing	N/A
Unit Overview		A study of how composers represent the human experience in a range of texts.	A study of how composers use language and form to represent individual and collective identity and culture.	A study of how composers use language to craft and shape texts. In this module students also reflect on their own writing.	All units covered in the course may be assessed.
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 modules	50%	15%	10%	10%	15%
Total Weighting	100%	25%	25%	20%	30%
Outcomes Assessed		EN12-1, EN12-2, EN12-3, EN12-4	EN12-1, EN12-3, EN12-5, EN12-7	EN12-1, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5, EN12-7

ENGLISH ADVANCED

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5
Task Type		Multimodal	Essay	Writing	Trial Examination
Name of Unit		Common Module: Texts and Human Experiences	Module A: Textual Conversations	Module C: Craft of Writing	N/A
Unit Overview		A study of how composers represent the human experience in a range of texts.	A study of how Sylvia Plath and Ted Hughes generate a textual conversation through their poetry.	A study of how composers use language to craft and shape texts. In this module students also reflect upon and evaluate their own learning.	All units covered in the course may be assessed.
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	50%	10%	15%	10%	15%
Total Weighting	100%	25%	25%	20%	30%
Outcomes Assessed		EA12-1, EA12-2, EA12-3, EA12-6	EA12-1, EA12-3, EA12-5, EA12-8	EA12-1, EA12-3, EA12-4, EA12-9	EA12-3, EA12-4, EA12-5, EA12-8

ENGLISH EXTENSION I

Year 12		Task 1	Task 2	Task 3
Due Date		Term 1 Week 7	Term 3 Week 1	Term 3 Week 4/5
Task Type		Writing	Writing	Trial Examination
Name of Unit		Common Module Literary Worlds + Literary Mindscapes	Elective Study Literary Mindscapes	N/A
Unit Overview		How composers shape language to convey Literary Worlds and Mindscapes.	How composers shape Literary Mindscapes through prescribed and related texts.	Common Module and Elective Study will be examined.
Knowledge and understanding of complex texts and of how and why they are valued	50%	15%	20%	15%
Skills in complex analysis, sustained composition and independent investigation	50%	15%	20%	15%
Total Weighting	100%	30%	40%	30%
Outcomes Assessed		EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-4	EE12-2, EE12-3 EE12-4, EE12-5

ENGLISH EXTENSION II

Year 12		Task 1	Task 2	Task 3
Due Date		Term 4 Week 10	Term 1 Week 10	Term 2 Week 10
Task Type		Viva Voce	Literature Review	Critique of the Creative Process
Name of Unit		N/A	N/A	N/A
Unit Overview		A presentation which outlines the proposal for the Major Work. This includes consideration of form and purpose as well as the research into concept and form.	An evaluation of the impact of research into concept and form. Students evaluate and reflect upon exemplars of their research. A draft of the Major Work is also submitted.	Students reflect upon and critically evaluate the process of their Major Work. Submission Major Work and Reflection Statement draft.
Skills in extensive independent research	50%	15%	20%	15%
Skills in sustained composition	50%	15%	20%	15%
Total Weighting	100%	30%	40%	30%
Outcomes Assessed		EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-3, EEX12-4, EEX12-5	EEX12-1, EEX12-2 EEX12-3, EEX12-4, EEX12-5

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5
Task Type		Multimodal (Speaking and Listening)	Analytical Response (Reading and Writing)	Imaginative Text and Reflection	Trial Examination
Name of Unit		Texts and Human Experiences	Language, Identity and Culture	Focus on Writing	N/A
Unit Overview		Module A – A study of how composers represent human experiences in texts.	Module B – A study of how language has the power to both reflect and shape identity.	Module D – Using texts as inspiration, students experiment with techniques in their own writing.	Modules A, B and C
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 content across all modes	50%	15%	10%	15%	10%
Total Weighting	100%	25%	25%	25%	25%
Outcomes Assessed		EAL12-1A, EAL12-3, EAL12-5, EAL12-7	EAL12-1A, EAL12-3, EAL12-5, EAL12-8	EAL12-1A, EAL12-4, EAL12-6, EAL12-8	EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8

ENGLISH STUDIES

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8	Term 1 Week 8	Term 3 Week 4/5	Term 3 Week 9
Task Type		Reading Task	Multimodal	Trial Examination	Collection of Course Work
Name of Unit		Texts and Human Experience	On the Road	N/A	MiTunes and Text
Unit Overview		A study of how composers represent the human experience in a range of texts.	Through the study of the module On the Road students learn about the experience of travel through texts.	All modules studied may be assessed.	A study of music and its textual representations.
Knowledge and understanding of content	50%	10%	15%	15%	15%
Skills in: - Comprehending text - Communicating ideas - Using language accurately, appropriately and effectively	50%	10%	15%	15%	15%
Total Weighting	100%	20%	30%	30%	30%
Outcomes Assessed		ES12-1, ES12-5, ES12-8, ES12-9	ES12-2, ES12-3, ES12-4, ES12-6	ES12-1, ES12-5, ES12-7	ES12-7, ES12-6, ES12-10

HSIE FACULTY

ANCIENT HISTORY

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 7	Term 1 Week 6	Term 2 Week 6	Term 3 Week 4/5
Task Type		Source Analysis	Topic Test	In Class - Essay Submission	Trial Examination
Name of Unit		Core Study: Cities of Vesuvius - Pompeii and Herculaneum	Personalities – Julius Caesar	Time Periods - Fall of the Roman Republic OR The Augustan Age	All units
Unit Overview		Students investigate the range and nature of archaeological and written sources for the study of the cities of Pompeii and Herculaneum and explore issues relating to reconstruction and conservation of the past.	Students develop an understanding of Caesar in the context of his time, through a range of archaeological and written sources and relevant historiographical issues.	Through an investigation of the archaeological and written sources for the time period, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues.	All units covered in the course may be assessed.
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	5%		5%
Historical inquiry and research	20%		5%	15%	
Communication of historical understanding in appropriate forms	20%	5%	5%		10%
Total Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		AH12-6, AH12- 8, AH12-9, AH 12-7	AH12-3, AH12-4, AH12-5	AH12-1, AH12-2, AH12-4, AH12-7	AH12-3, AH12-4, AH12-6, AH12-10

BUSINESS STUDIES

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5
Task Type		Research + Test	Research + Test	Research + Test	Trial Examination
Name of Unit		Operations	Marketing	Human Resources	All units
Unit Overview		The focus of this topic is the strategies for effective operations management in large businesses. Students are to investigate aspects of business using actual business case studies.	The focus of this topic is the main elements involved in the development and implementation of successful marketing strategies. Students are to investigate aspects of business using hypothetical situations and actual business case studies.	The focus of this topic is the role of interpreting financial information and the contribution of human resources in the planning and management of a business. Students are to investigate aspects of business using hypothetical situations and actual business case studies.	All units covered in the course may be assessed.
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Stimulus-based skills	20%		5%	5%	10%
Inquiry and research	20%	10%	5%	5%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		H2, H5, H7, H9	H3, H5, H7, H9	H4, H5, H6, H7, H8	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

ECONOMICS

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 7	Term 1 Week 8/9	Term 2 Week 8/9	Term 3 Week 4/5
Task Type		Research + Test	Research + Test	Research + Test	Trial Examination
Name of Unit		The Global Economy	Australia's Place in the Global Economy	Australia's Place in the Global Economy & Economic Issues & Economic Policies and Management	All units
Unit Overview		The focus of this study is the operation of the global economy and the impact of globalisation on individual economies.	The focus of this topic is an examination of Australia's place in the global economy and the effect of changes in the global economy on Australia.	The focus of this topic is the nature, causes and consequences of the economic issues and problems that can confront contemporary economies.	All units covered in the course may be assessed.
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Stimulus-based skills	20%	5%	5%	5%	5%
Inquiry and research	20%	5%	5%	5%	5%
Communication of economic information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		H6, H8, H9, H10	H5, H7, H10, H11	H2, H4, H7, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11

GEOGRAPHY

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 7	Term 1 Week 8	Term 2 Week 10	Term 3 Week 4/5
Task Type		In Class Test - Multiple choice and short answer responses	Research writing task	Fieldwork booklet and report	Trial Examination
Name of Unit		Global Sustainability	Rural and Urban Places	Ecosystems and Global Biodiversity	All units
Unit Overview		Students investigate sustainability in the contemporary world, including principles of, and actions for, sustainability.	Students investigate the spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale.	Students investigate the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity.	All units covered in the course may be assessed.
Knowledge and understanding of course content	40%	10%	10%	5%	15%
Geographical tools and skills	20%	5%		5%	10%
Geographical inquiry and research, including fieldwork	20%		10%	10%	
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		GE-12-04, GE-12-05, GE-12-07, GE-12-09	GE-12-01, GE-12-02, GE-12-03, GE-12-05	GE-12-03, GE-12-04, GE-12-05, 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-12-09,

HISTORY EXTENSION

Year 12		Task 1	Task 2	Task 3
Due Date		Term 3 Week 1	Term 3 Week 1	Term 3 Week 4/5
Task Type		History Project - Process	History Project - Product	Trial Examination
Name of Unit		History Project	History Project	Constructing History & Case Study: John F. Kennedy
Unit Overview		Students undertake an individual investigative project, focusing on an area of changing historical interpretation. Students plan and conduct a substantial historical investigation.		Students apply significant historiographical ideas and methodologies, which have evolved over time and develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate.
Knowledge and understanding of significant historical ideas and processes	40%	10%	10%	20%
Skills in designing, undertaking and communicating historical inquiry and analysis	60%	20%	30%	10%
Total Weighting	100%	30%	40%	30%
Outcomes Assessed		HE12-1, HE12-3, HE12-4	HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4

LEGAL STUDIES

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 6	Term 1 Week 6/7	Term 2 Week 6/7	Term 3 Week 4/5
Task Type		Multiple Choice Short Answer Questions	Multiple Choice Extended Response	Research Task Extended Response	Trial Examination
Name of Unit		Human Rights	Crime	Family	All units
Unit Overview		Students investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice.	Students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.	Students investigate the legal nature of family relationships and the effectiveness of the law in achieving justice.	All units covered in the course may be assessed.
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Analysis and evaluation	20%	5%	5%	5%	5%
Inquiry and research	20%	5%	5%	10%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
Total Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		H1, H2, H3, H4, H10	H1, H4, H7, H8, H9	H1, H4, H6, H7, H8, H9	H1, H4, H5, H7, H8, H9

MODERN HISTORY

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 7	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5
Task Type		Source-Based Topic Test In Class Task	Research / Writing Task In Class Task	Historical Analysis In Class Task	Trial Examination
Name of Unit		<u>CORE:</u> Power & Authority in the Modern World	<u>National Study:</u> Russia & the Soviet Union, 1917-1941	<u>Peace & Conflict Study:</u> Conflict in Indochina, 1954-1979	All units
Unit Overview		This unit examines the nature of power and authority 1919–1946, with a focus on Germany as a key example.	Students investigate key features, individuals, groups, events and developments that shaped the history of a selected nation.	Students investigate key features of a selected international conflict and its consequences.	All units covered in the course may be assessed.
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%		5%	5%
Historical inquiry and research	20%		10%	10%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Total Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		MH12-2, MH12-4, MH12-6	MH12-3, MH12-7, MH12-8, MH12-9	MH12-5, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-9

SOCIETY & CULTURE

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 5	Term 1 Week 5	Term 2 Week 8	Term 3 Week 4/5
Task Type		PIP Proposal	Extended Response	Writing Task	Trial Examination
Name of Unit		CORE: Personal Interest Project	Depth Study: Social Conformity and Nonconformity	Depth Study: Popular Culture	All units
Unit Overview		The Personal Interest Project is integrated across the whole HSC course and draws together the interests, research skills and personal experiences of the student.	The focus of this study is the formation of, and influences on, attitudes and behaviours of groups and their members, including factors influencing conformity, and the role of, and responses to, nonconformity.	The focus of this study is the interaction between popular culture, society and the individual.	All units covered in the course may be assessed.
Knowledge and understanding of course content	50%		20%	20%	10%
Application and evaluation of social and cultural research methods	30%	15%			15%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		H4, H5, H6, H8	H1, H2, H3, H9	H1, H7, H10	H1, H3, H5, H9

WORK STUDIES

Year 12		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 9/10	Term 3 Week 4/5
Task Type		Research task	Written report	Yearly Examination
Name of Unit		Job Search, Career Planning and Interview skills	Workplace Issues: Changing workplace	All units
Unit Overview		This module focuses on assisting students to take responsibility for planning and implementing their career plan and revising it as required.	This module focuses on developing a deeper understanding of issues that are important to people in their working lives.	All units covered in the course may be assessed.
Knowledge and understanding of course content	30%	10%	10%	10%
Skills	70%	20%	20%	30%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		2, 5, 7	1, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9

MATHS FACULTY

MATHEMATICS STANDARD I

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 7	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5
Task Type		Investigation (15%) Validation Test (10%)	In Class Test	In Class Test	Trial Examination
Name of Unit		Further Statistical Analysis	- Rates - Right-angled Triangles - Scale Drawings	- Networks and Paths - Simultaneous Linear Equations	All previous topics and: - Graphs of Practical Situations - Investment - Depreciation & Loans
Unit Overview		Students will: - Collect data and conduct analysis to draw conclusions - Analyse representations of data to make predictions and draw conclusions - Solve problems requiring statistical processes - Chooses and uses appropriate technology effectively - Demonstrate their knowledge, skills and understanding of the concepts from the investigation in a validation test.	Students will: - Analyse simple two-dimensional and three-dimensional models to solve practical problems related to right-angled triangles and rates - Explore the relationship between diagrams, maps and real-life distances, and constructions - Use mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.	Students will: - Use algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts - Represent the relationships between changing quantities in algebraic and graphical forms - Apply network techniques to solve network problems - Use mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.	Students will: - Apply their knowledge, skills and understanding of all Mathematics Standard 1 topics to solve a variety of mathematical problems. - Use mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.
Understanding, fluency and communication	50%	12.5%	12.5%	10%	15%
Problem solving, reasoning and justification	50%	12.5%	12.5%	10%	15%
Total Weighting	100%	25%	25%	20%	30%
Outcomes Assessed		MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-6, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10

MATHEMATICS STANDARD II

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 7	Term 1 Week 9	Term 2 Week 6	Term 3 Week 4/5
Task Type		In Class Test	Investigation (15%) Validation Test (10%)	In Class Test	Trial Examination
Name of Unit		- Probability - Investments and Loans - Annuities	- Non-right angled Trigonometry - Bivariate Data Analysis	- Rates and Ratios - The Normal Distribution - Types of Relationships - Simultaneous Equations	All previous topics and: - Network - Critical Path Analysis
Unit Overview		Students will: - Solve probability problems involving multistage events - Solve financial mathematical problems involving investment, loans and annuities. - Use mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response.	Students will: - Conduct an investigation relating to two dimensional figures - Solve a variety of practical problems using non-right-angled triangles and data. - Choose and use appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use - Demonstrate their knowledge, skills and understanding of the concepts from the investigation in a validation test.	Students will: - Analyse two-dimensional models to solve practical problems related to ratios and rates - Use detailed algebraic and graphical techniques to critically evaluate and construct arguments - Analyse representations of data in order to make inferences, predictions and draw conclusions - Solve problems by representing the relationships between changing quantities in algebraic and graphical forms.	Students will: - Apply their knowledge, skills and understanding of all Mathematics Standard 2 topics to solve a variety of mathematical problems. - Use mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response.
Understanding, fluency and communication	50%	10%	12.5%	12.5%	15%
Problem solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
Total Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		MS11-8, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10,	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10, MS2-12-7	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10

MATHEMATICS ADVANCED

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 7	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4/5
Task Type		In Class Test	Investigation (15%) Validation Test (10%)	In Class Test	Trial Examination
Name of Unit		- Probability Distribution - Graphs and Equations - Curve-Sketching Using the Derivative	- Integration - Exponential and Logarithmic Functions	- Trigonometric Functions - Motion and Rates - Sequences and Series - Continuous Probability Distributions	All previous topics and: Displaying and Interpreting Data
Unit Overview		Students will: - Use concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions - Use detailed algebraic and graphical techniques to critically construct, model and evaluate arguments - Apply calculus techniques and appropriate differentiation methods to model and solve problems - Construct arguments to prove and justify results and provide reasoning to support conclusions	Students will: - Conduct an investigation to explore the concepts of integration, exponential and logarithmic functions in real life situations. - Use detailed algebraic and graphical techniques to critically construct, model and evaluate arguments - Apply calculus techniques and appropriate differentiation methods to model and solve problems relating to exponential and logarithmic functions - Choose and use appropriate technology effectively - Apply the concepts and techniques of indefinite and definite integrals in the solution of problems - Demonstrate their knowledge, skills and understanding of the concepts from the investigation in a validation test.	Students will: - Use detailed algebraic and graphical techniques to critically construct, model and evaluate arguments - Apply calculus techniques and appropriate differentiation methods to model and solve problems - Apply the concepts and techniques of indefinite and definite integrals in the solution of problems - Apply the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems - Solve problems using appropriate statistical processes.	Students will: - Solve problems using appropriate statistical processes - Model and solve problems and make informed decisions about financial situations using mathematical reasoning and techniques - Apply their knowledge, skills and understanding of all Mathematics Advanced topics to solve a variety of mathematical problems - Construct arguments to prove and justify results and provide reasoning to support conclusions. Note: Year 11 Preliminary content is also examinable.
Understanding, fluency and communication	50%	10%	12.5%	12.5%	15%
Problem solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
Total Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		MA11-7, MA11-8, MA11-9, MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10

MATHEMATICS EXTENSION I

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4/5
Task Type		In Class Test	Investigation (15%) Validation Test (10%)	In Class Test	Trial Examination
Name of Unit		- Introduction to Vectors - Trigonometric Equations	Projectile Motion	- Further Calculus - Proof by Mathematical Induction - Differential Equations	- Vectors - Trigonometric Equations - Mathematical Induction - Further Calculus - Differential Equations - Projectile Motion - Binomial Distribution
Unit Overview		Students will: - Apply concepts and techniques involving vectors and projectiles to solve problems - Apply advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations - Evaluate and justify conclusions, communicating a position clearly in appropriate mathematical forms.	Students will: - Apply knowledge, skills and understanding to develop initial conditions for modelling long jump - Apply concepts and techniques involving vectors and projectiles to solve problems - Choose and use appropriate technology to solve problems - Use mathematical calculations to analyse their results - Evaluate and justify conclusions, communicating a position clearly in appropriate mathematical forms - Demonstrate their knowledge, skills and understanding of the concepts from the investigation in a validation test.	Students will: - Use calculus in the solution of applied problems, including volumes of solids of revolution and differential equations - Apply techniques involving proof or calculus to model and solve problems - Evaluate and justify conclusions, communicating a position clearly in appropriate mathematical forms.	Students will: - Apply their knowledge, skills and understanding of all Mathematics Extension 1 topics to solve a variety of mathematical problems - Evaluate and justify conclusions, communicating a position clearly in appropriate mathematical forms. Note: Year 11 Preliminary content is also examinable.
Understanding, fluency and communication	50%	10%	12.5%	12.5%	15%
Problem solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
Total Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		ME12-2, ME12-3, ME12-6, ME12-7	ME12-2, ME12-6, ME12-7	ME12-1, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7

MATHEMATICS EXTENSION II

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 10	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4/5
Task Type		In Class Test	Investigation (15%) Validation Test (10%)	In Class Test	Trial Examination
Name of Unit		- Arithmetic of Complex Numbers - Geometric representations of Complex Numbers - Other representations of Complex Numbers	- The Nature of Proof - Further Proof by Mathematical Induction - Solving Equations with Complex Numbers	- Geometrical Implications of Complex Numbers - Further Integration - Three-Dimensional Vectors	- Complex Numbers - Proof - Vectors - Calculus - Mechanics including Modelling Motion Without Resistance, Simple Harmonic Motion
Unit Overview		Students will: - Understand and use different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts - Use the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems - Communicate and justify abstract ideas and relationships using appropriate language, notation and logical argument - Demonstrate their knowledge, skills and understanding of the concepts in a validation test.	Students will: - Conduct an investigation relating to proof and equations with complex numbers - Understand and use different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts - Choose appropriate strategies to construct arguments and proofs in both practical and abstract settings - Use the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems - Apply various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems - Communicate and justify abstract ideas and relationships using appropriate language, notation and logical argument.	Students will: - Understand and use different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts - Use the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems - Use vectors to model and solve problems in two and three dimensions - Apply techniques of integration to structured and unstructured problems - Applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems - Communicate and justify abstract ideas and relationships using appropriate language, notation and logical argument.	Students will: - Use mechanics to model and solve practical problems - Apply various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems of all Mathematics Extension 2 - Communicate and justify abstract ideas and relationships using appropriate language, notation and logical argument.
Understanding, fluency and communication	50%	10%	12.5%	12.5%	15%
Problem solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
Total Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		MEX12-1, MEX12-4, MEX12-7, MEX 12-8	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-4, MEX12-5, MEX12-7, MEX12-8,	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8

PDHPE FACULTY

COMMUNITY & FAMILY STUDIES

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 7	Term 2 Week 1	Term 2 Week 9	Term 3 Week 4/5
Task Type		In Class – Research Questions for IRP	In Class – Investigation Questions	In Class – Topic Questions	Trial Examination
Name of Unit		Research Methodology	Groups in Context	Social Impact of Technology	Parenting & Caring and all other modules
Unit Overview		Students focus on the processes of inquiry and research, allowing students to pursue an area of interest in an Independent Research Project.	Students explore FOUR specific groups within the community who may be experiencing inequities by examining the nature of the group, their specific needs and level of access to services. They investigate TWO groups to examine the role that positive social environments can have on enhancing the wellbeing of the group and individuals within the group.	Students examine perceptions of technology and investigate historical influences on the evolution of technology. Students consider the potential benefit of technological developments while investigating the inequities of access experienced by some groups and the positive and negative impact of technological developments on families and in communities and the workplace.	Students develop their understanding of the types of parents and carers and how to best prepare for the role in order to optimise the wellbeing of a dependant. Students analyse factors affecting the parenting and caring role including characteristics of the dependant, personal and social influences, as well as parenting and caring styles. Both the informal and formal support available to assist parents and carers in their role are also examined.
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research methodology, analysing and communicating	60%	10%	15%	15%	20%
Total Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		H4.1, H4.2	H2.3, H3.1, H5.1, H3.3	H1.1, H3.4, H4.2, H6.1	H2.1, H2.2, H3.2, H5.2, H6.2

HEALTH AND MOVEMENT SCIENCE

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 6	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5
Task Type		Depth Study 1	Class Task	Class Task	Trial Examination
Name of Unit		Health in an Australian and Global Context	Health Priorities in Australia	Training for Improved Performance	All units
Unit Overview		Draws on epidemiology, dimensions and determinants of health, and social justice principles. Students think critically about the equity, access and sustainability of health and wellbeing for individuals and communities	Students compare the health status of Australia with that of other OECD countries. Students investigate the United Nations Sustainable Development Goals (SDGs), which represent an ambitious vision of a healthier, more prosperous, inclusive and resilient world. The World Health Organization (WHO) views health promotion as a means to achieving the SDGs.	Learning in, through and about the movement sciences involves exploring and thinking critically about the interrelationships between anatomy, physiology, biomechanics, psychology, sociology, nutrition, skill acquisition, injury prevention and rehabilitation.	All units covered in the course may be assessed.
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysis and communicating	60%	10%	10%	10%	30%
Total Weighting	100%	20%	20%	20%	40%
Outcomes Assessed		HM-12-01, HM-12-06, HM-12-02, HM-12-09, HM-12-10	HM-12-01, HM-12-02, HM-12-03, HM-12-06, HM-12-09	HM-12-04, HM-12-05, HM-12-07, HM-12-06, HM-12-08, HM-12-09, HM-12-10	HM-12-01, HM-12-02, HM-12-03, HM-12-04, HM-12-05, HM-12-06, HM-12-07

SPORT, LIFESTYLE & RECREATION STUDIES

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Week 7
Task Type		Health Issue Investigation Report	Coach's Handbook	Practical Performance and Training Plan	Multimodal task
Name of Unit		Healthy Lifestyle	Games and Sports Application 1	Athletics	First Aid and Sports Injuries
Unit Overview		Students will investigate lifestyle balance, focusing on physical activity, nutrition and drug use. Students will examine the consequences of imbalance with specific reference to particular health issues affecting young people.	Students will investigate elements of movement in selected activities and aspects of team dynamics as they develop competence and positive attitudes towards participation.	Students investigate types of athletic events, ways to improve participant performance in athletics, the ethical and organisational responsibilities of participants and current approaches to specific events.	Students will explore resuscitation procedures, preventive strategies, and assessment and management of first aid and of sports injuries. As a result of studying this module students will develop confidence in responding appropriately to emergency situations.
Knowledge and understanding of course content	50%	15%	10%	15%	10%
Skills in critical thinking, research, analysis and communicating	50%	20%	10%	10%	10%
Total Weighting	100%	35%	20%	25%	20%
Outcomes Assessed		1.5, 3.5, 4.3	1.1, 3.1, 3.2	2.3, 3.3, 4.4	1.3, 3.6, 4.5

SCIENCE FACULTY

BIOLOGY

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5
Task Type		Progress Task	Practical Test	Depth Study	Trial Examination
Name of Unit		Module 5: Heredity	Module 5: Heredity Module 6: Genetic Change	Module 7: Infectious disease	Module 5: Heredity Module 6: Genetic Change Module 7: Infectious disease Module 8: Non-infectious Disease and Disorders
Unit Overview		Students learn about contemporary research and the work of geneticists across a variety of industries, including medical applications and agriculture. Students will attempt a 75-minute written task covering content from Module 5. The assessment task is deemed OPEN BOOK and as such students may bring hard copy notes to assist them.	Students expand their knowledge of evolution by understanding the cellular processes involved in increasing genetic diversity and learn about the natural and human-induced causes and effects of genetic change. Students will attempt a 75-minute practical test covering content from Modules 5 and 6.	This module examines the treatment, prevention and control of infectious disease both locally and globally. It includes study of the human immune system and its response to an infectious disease. Students will conduct a research assignment based on content covered in Module 7 comprising of both in-class and out of class components.	Students will attempt a three-hour examination covering modules 5-8. The Examination Paper will consist of: Multiple Choice Short and Long Responses
Skills in Working Scientifically	60%	10%	20%	20%	10%
Knowledge & Understanding	40%	10%	5%	5%	20%
Total Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-14	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15

CHEMISTRY

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5
Task Type		Depth Study	Progress Task	Practical Investigation	Trial Examination
Name of Unit		Module 5	Modules 5 & 6	Modules 5, 6 & 7	Modules 5, 6, 7 & 8
Unit Overview		Students study the effects of changes in temperature, concentration of chemicals and pressure on equilibrium systems, and consider that these can be predicted by applying Le Chatelier's principle. Students also analyse the quantitative relationship between products and reactants in equilibrium reactions to determine an equilibrium constant. The depth study comprising in class and out of class components. Students will complete a series of firsthand and secondary source investigations. Students will create a practical report, an electronic teaching resource and research report.	Students analyse how and why the definitions of both an acid and a base have changed over time, and how the current definitions characterise the many chemical reactions of acids. Students will complete a written examination consisting of multiple-choice questions and a series of short and long response questions. Answers will involve analysis of data, calculations, reasoning, and explanation to communicate scientific understanding. The assessment task will cover modules 5 & 6 and is deemed open book – students may bring any hard copy notes to assist them. No electronic resources are permitted.	Students focus on the principles and applications of chemical synthesis in the field of organic chemistry. Current and future applications of chemistry include techniques to synthesise new substances – including pharmaceuticals, fuels and polymers. In this task students will complete a practical examination that assesses their understanding of core Chemistry skills as well as practical work covered in Modules 5-7.	Students investigate a range of methods used to identify and measure quantities of chemicals. They investigate and process data involving the identification and quantification of ions present in aqueous solutions. The task is a written examination covering modules 5-8 will take place during the trial exam period. All content within modules 5-7 can be assessed. The components of module 8 that could be assessed will be announced toward the end of week 3 via teachers and the google classroom.
Skills in Working Scientifically	60%	15%	10%	20%	15%
Knowledge and Understanding	40%	10%	10%	5%	15%
Total Weighting	100%	25%	20%	25%	30%
Outcomes Assessed		CH11/12-1, CH11/12-2 CH11/12-3, CH11/12-4 CH11/12-7, CH12-12	CH11/12-1, CH11/12-4 CH11/12-5, CH11/12-6 CH11/12-7, CH12-12 CH12-13	CH11/12-1, CH11/12-2 CH11/12-3, CH11/12-4 CH11/12-5, CH11/12-6 CH11/12-7, CH12-12 CH12-13, CH12-14	(At least one outcome from: CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4) CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15

INVESTIGATING SCIENCE

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4/5
Task Type		Progress Task	Practical Task	Depth Study	Trial Examination
Name of Unit		Module 5 Scientific Investigations	Modules 5 – 6 Scientific Investigations and Technologies	Module 5, 6 or 7	Modules 5, 6, 7 & 8
Unit Overview		Students plan, conduct and report on practical and secondary investigations. They apply scientific processes to gather and analyse data, evaluate reliability and validity, and communicate findings. This unit emphasises experimental design, ethical considerations, and the iterative nature of scientific inquiry.	For module 5, see previous task Module 6, Students explore how scientific advances lead to new technologies, and how technologies in turn drive further scientific discovery. They investigate case studies showing the development, application and limitations of technologies, and evaluate their impacts on society and the environment.	For module 5 and 6, see previous tasks Module 7, Students learn to critically evaluate scientific claims in the media and everyday life. They assess the quality of evidence, identify bias and misinformation, and distinguish between anecdotal claims and valid scientific research.	For module 5, 6 and 7, see previous tasks Module 8, Students investigate how science interacts with society, including the influence of cultural perspectives, ethics, and politics. They examine case studies to evaluate how scientific research addresses societal issues and how community needs can shape scientific priorities.
Skills in Working Scientifically	60%	10%	15%	25%	10%
Knowledge and understanding of course content	40%	10%	5%	5%	20%
Total Weighting	100%	20%	20%	30%	30%
Outcomes Assessed		INS11/12-1, INS11/12-2, INS11/12-3, INS12-12	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS12-12, INS12-13	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-12, INS12-13, INS12-14	At least some or all of: INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-12, INS12-13, INS12-14, INS12-15

PHYSICS

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8	Term 1 Week 6	Term 2 Week 7	Term 3 Week 4/5
Task Type		In class Task Progress Task	In class Task Practical Assessment	Research Task Depth Study	Trial Examination
Name of Unit		Advanced Mechanics	Advanced Mechanics, Electromagnetism	Advanced Mechanics, Electromagnetism and Nature of Light	Modules 5, 6, 7 & 8
Unit Overview		Advanced mechanics studies motion in two dimensions and the forces that influence it.	Advanced mechanics studies motion in two dimensions and the forces that influence it. Electromagnetism looks at the relationship between electricity and magnetism. Students will sit an examination that will assess their practical skills.	Advanced mechanics studies motion in two dimensions and the forces that influence it. Electromagnetism looks at the relationship between electricity and magnetism. The Nature of Light studies the behaviour of light and its properties. Students will carry out a first-hand investigation and submit a report on their findings.	Course Content and Scientific Skills assessed as part of a formal Examination.
Skills in Working Scientifically	60%	10%	15%	25%	10%
Knowledge and Understanding	40%	10%	5%	5%	20%
Total Weighting	100%	20%	20%	30%	30%
Outcomes Assessed		PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH12-12	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH12-12, PH12-13	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7 At least one relevant knowledge component from: PH12-12, PH12-13, PH12-14	(At least one outcome from: PH11/12-1, PH11/12-2, PH11/12-4) PH11/12-5, PH11/12-6, PH11/12-7 At least one relevant knowledge component from: PH12-12, PH12-13, PH12-14, PH12-15

SCIENCE EXTENSION

Year 12		Task 1	Task 2	Task 3
Due Date		Term 1 Week 7	Term 2 Week 7	Term 3 Week 7
Task Type		Poster and Oral Presentation of Research Proposal	Statistical Case Studies and Analysis In Class Task	Scientific Research Report and Portfolio
Name of Unit		Module 2 The Scientific Research Proposal	Modules 2 – 3 The Scientific Research Proposal The Data, Evidence and Decisions	Modules 1, 2, 3 & 4
Unit Overview		The module develops a student's ability to propose a scientific research question that relates to one or more of the science disciplines, formulate a relevant hypothesis and conduct scientific research into an issue, problem, emerging theory or discovery, using relevant publicly available data sets or data collected first-hand.	For Module 2, see the previous task. For Module 3, students will develop knowledge, understanding and skills related to the analytical techniques for accessing, storing and analysing high-volume unstructured secondary-sourced publicly available data set(s). Students will be provided with the opportunity to consider limitations and construct plausible inferences while understanding degrees of uncertainty in the data.	The course introduces students to current models of scientific research to assist them to extend their knowledge of a specific area of science. It will help develop their ability in working like a scientist.
Communicating scientifically	30%	15%	5%	10%
Gathering, recording, analysing and evaluating data	30%	5%	15%	10%
Application of scientific research skills	40%	10%	10%	20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		SE-1, SE-3, SE-6, SE-7	SE-4, SE-5, SE-7	SE-1 – SE-7

TAS FACULTY

ENTERPRISE COMPUTING

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4/5
Task Type		Data Analysis Task	Design Task	Project	Trial Examination
Name of Unit		Data Science – Processing and Presenting Data	Data Visualisation/Database	Enterprise Project	All units
Unit Overview		This unit introduces students to the principles of systems and their data. Students analyse and evaluate enterprise computing systems, describing them and breaking them down into their subsystems, processes and data.	This unit introduces students to the principles of data, its ability to tell a story and the applications used to create it. Students interpret data trends and make predictions.	This unit introduces students to intelligent systems and their data. Students investigate the applications utilised in expert systems and the factors that have allowed them to advance.	All units covered in the course may be assessed.
Knowledge and understanding of course contents	50%	10%	10%	15%	15%
Knowledge and skills in the design and development of information systems	50%	10%	10%	15%	15%
Total Weighting	100%	20%	20%	30%	30%
Outcomes Assessed		EC-12-02, EC-12-04, EC-12-05	EC-12-01, EC-12-05, EC-12-06, EC-12-11	EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11	EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11

FOOD TECHNOLOGY

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 6	Term 2 Week 8	Term 3 Week 4/5	Term 3 Week 6/7
Task Type		Case Study	New Food Product Development Design and Practical	Trial Examination	Nutrition Extended Response
Name of Unit		Australian Food Industry	Food Product Development	All Units	Contemporary Nutrition Issues
Unit Overview		The Australian food industry has developed in response to changes in our physical, social, technological, economic and political environment. The industry contributes significantly to the gross domestic product and is a major employer.	Food product development involving expertise in the fields of marketing and manufacture. The food product development process applies knowledge and skills developed through study of a range of areas, including nutrition, food properties and food manufacture.	All units covered in the course may be assessed.	The decisions people make have social, economic, health and environmental consequences. Raising, investigating and debating contemporary nutrition issues enable individuals to make informed decisions and respond appropriately.
Knowledge and understanding of course content	40%			20%	20%
Knowledge and skills in designing, researching, analysing and evaluating	30%	20%		5%	5%
Skills in experimenting with and preparing food by applying theoretical concepts	30%		30%		
Total Weighting	100%	20%	30%	25%	25%
Outcomes Assessed		H1.2, H1.4, H3.1	H1.3, H4.1	H2.1, H3.2, H5.1	H1.1, H1.2, H4.2

INDUSTRIAL TECHNOLOGY (TIMBER)

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8	Term 1 Week 6	Term 2 Week 5	Term 3 Week 4/5
Task Type		Major Project Proposal	Industry Case Study	Project Development and Management Report	Trial Examination
Name of Unit		Design, Management and Communication	Industry Study/Industry related manufacturing technology	Production	All units
Unit Overview		Design, Management and Communication related to the student's selection of a Major Project. Students refine their safe working practices, skills in drawing, solving problems, develop knowledge of properties and characteristics of Materials and components related to the furniture industry.	Students undertake a broad range of study related to Timber products and furnishing industry. This involves the organization and structure of a businesses, their environmental and sociological factors, personnel, WHS, as well as legislative requirements.	Students demonstrate their ability to apply and justify design decisions, explore the possibility of outsourcing expertise and evaluate the characteristics of quality manufactured products. Students submit and present an update on their Major Project Design Portfolio and Major project development.	All units covered in the course may be assessed.
Knowledge and understanding of course contents	40%		20%		20%
Knowledge and skills in the design, management, communication and production of a major project	60%	20%		30%	10%
Total Weighting	100%	20%	20%	30%	30%
Outcomes Assessed		H2.1, H3.1, H3.2, H4.3, H5.1, H5.2	H1.2, H3.1, H6.2, H5.1 H7.1, H7.2	H3.3, H4.1, H4.2, H4.3, H5.1, H6.1	H1.1, H1.2, H1.3, H2.1, H3.1, H6.1, H6.2, H7.1, H7.2

VET COURSES

ULTIMO RTO 90072

VET COURSE ASSESSMENT SCHEDULES

Preliminary 2025 – HSC 2026

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

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Include for Stage 6 (including early commencement of Stage 6):

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and **ONLY ONE** can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

NESA Outcome	NCVER Outcome	Explanation (source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)
Achieved	Competency achieved / pass	Student has been assessed and satisfies all the requirements for the unit of competency
Not Achieved	Competency not achieved / fail	Student has attempted all requirements for the assessment and has been assessed as not competent in one or more of the requirements of the competency
Continuing	Continuing enrolment	The student has engaged in learning activity, but has not completed all the training and assessment criteria by the end of the collection period
Withdrawn	Withdrawn / discontinued	(a) The student has engaged in some learning activity, then notified the RTO of their withdrawal before completing all of the assessment criteria (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the RTO
RPL	Recognition of Prior Learning Granted	The student has been assessed and RPL has been granted
Credit Transfer	Credit transfer / National Recognition	The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student's knowledge.
Did Not Start	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. WILL NOT BE REPORTED OR APPEAR ON THE USI



School Name: Prairiewood High School

Assessment Schedule Year 12 – 2026

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 4 Bump in the Light	Task 5 Work in the industry	Task 6 To project and serve	Task 7 Showtime	TRIAL EXAM
Code	Unit Name	HSC Examinable	Term 4 Week 6	Term 1 Week 7	Term 2 Week 4	Term 3 Week 2	Term 3 Week 4/5
CUALGT311	Operate basic lighting	X	X				
CUASTA212	Assist with bump in and bump out of shows		X				
CUAIND311	Work effectively in the creative arts industry	X		X			
SITXCCS006	Provide service to customers	X			X		
CUASOU306	Operate sound reinforcement systems				X		
CUAVSS312	Operate vision systems	X			X		
CUASTA311	Assist with production operations for live performances	X				X	
CUASMT311	Work effectively backstage during performances					X	

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

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

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

**School Name: Prairiewood 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	Task 4 Working in the industry	TRIAL EXAM
			Term 1 Week 10	Term 3 Week 10	Term 3 Week 3/4
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”.

School Name: **Prairiewood High School****Livestock – Assessment Schedule Year 12 2026**

Assessment Task for AHC20122 Certificate II in Agriculture Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task Livestock	Task WHS	Task Working in the industry	Task Biosecurity	Task Operate tractors and machinery	TRIAL EXAM
Code	Unit Name	HSC Examinable	Term 1 Week 10	Term 2 Week 5	Term 2 Week 10	Term 3 Week 4	Term 3 Week 10	Term 3 Week 4/5
AHCLSK224	Handle livestock using basic techniques		X					
AHCLSK223	Carry out regular livestock observation		X					
AHCLSK229	Provide feed for Livestock		X					
AHCLSK225	Identify and mark livestock		X					
AHCLSK222	Care for health and welfare of livestock	✓	X					
AHCPMG201	Participate in workplace health and safety processes	✓		X				
AHCWHS202	Work effectively in the industry	✓			X			
AHCWRK213	Participate in workplace communications	✓			X			
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity					X		
AHCMOM202	Operate Tractors						X	
AHCMOM304	Operate machinery and equipment						X	

Depending on the achievement of units of competency, the possible qualification outcome is a AHC20122 Certificate II in Agriculture.

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

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

School Name: **Prairiewood 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
Code	Unit Name	HSC Examinable	Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 3 Week 4/5
SIRXSL002	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		
SIRXSL001	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”.



PHS Stage 6 Assessment / Examination Applications Due to Illness or Misadventure

SECTION I (STUDENT TO COMPLETE)

Student Name: _____ Roll Class: _____

Subject: _____ Subject Teacher: _____

Task Number: _____ Task Type: _____

Original Due Date: _____ Appeal Submission Date: _____

1. Reason for your application (Please tick):

- ☐ Absent on the day of an assessment task
- ☐ Illness during an assessment task
- ☐ Absent the day before an assessment task
- ☐ Other (Please specify): _____

2. Describe how your illness/misadventure prevented you from completing/submitting the task.

3. Have you attached a medical certificate or other evidence? YES / NO

4. Have you completed/submitted the task? (Please circle and complete)

YES Date of completed/submission: ____ / ____ / ____

NO Date this task will be completed/submitted: ____ / ____ / ____

Please submit the completed form to Head Teacher Secondary Studies

HT Secondary Studies Signature: _____ **Date:** _____

SECTION II (HEAD TEACHER TO COMPLETE)

1. Did the student speak to you upon their first day of returning to school to arrange a time to complete the task? YES / NO

2. Do you support this appeal? YES / NO

Mark for this task:		Mark for similar task:	
Rank for this task:		Rank for similar task:	
Professional Judgement mark:		Professional Judgement rank:	
Comment on the student performance in this task: 			
Head Teacher Proposed Recommendation: 			

HT Signature: _____ Date: _____

SECTION III (PANEL TO COMPLETE)

Panel Decision:

DP Signature: _____ Date: _____



RE: OFFICIAL WARNING - Non-completion of a Higher School Certificate Course

Dear {Parents}

I am writing to advise that your {Son And Daughter} {First Name} {Surname} of Roll Class {Class} is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course {Incident Subject}.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

Including this letter the number of official warning letters we have issued to your {Son And Daughter} for this course is {Incident History Count}.

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for any course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) Followed the course developed or endorsed by the Board
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the School
- c) Achieved some or all of the outcomes.

Areas of concern are: {Incident N award NESA Reasons}.

A student who does not satisfy the Course Completion Criteria in any course is at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for {First Name} to satisfy Course Completion Criteria, the following tasks, requirements or outcomes listed overleaf need to be satisfactorily completed/achieved.

Please discuss this serious matter with {First Name} and contact the school if further information or clarification is needed.

Yours sincerely

Deputy Principal

Head Teacher {Incident Faculty}

To satisfy the Course Completion Criteria, the following task(s), requirements or outcomes need to be satisfactorily completed by {First Name}.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
{Task Name}	{% Weighting}	{Due Date}	{Action Required}	{Completion Date}

Please detach this section and return it to the school

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE

To: {School Principal}

{School Name}

{School Address}

{School Suburb} {School State} {School Postcode}

I have received the letter dated {Todays Date} indicating that {First Name} {Surname} of Roll Class {Class} is in danger of not having satisfactorily completed requirements for the {Incident Subject} Higher School Certificate course.

I am aware that this course may not appear on {First Name}'s Higher School Certificate Record of Achievement.

I am also aware that a final 'N' determination for this course may make {Him And Her} ineligible for the award of the Higher School Certificate.

Parent/Guardian's Signature: _____

Date: _____

Student's Signature: _____

Roll Call: _____

Date: _____

NSW Education Standards Authority (NESA)

Higher School Certificate

Determinations of Non-completion of Course Requirements

