



Strathfield Girls High School



Year 12 Assessment Handbook 2025

dream, believe, inspire, achieve...

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GENERAL INFORMATION

Introduction

This booklet aims to give students, parents and caregivers information about assessment for the Higher School Certificate (HSC) courses.

From Term 4 in Year 11, students will commence Year 12 assessment tasks in all subjects. The tasks will determine each student's assessment mark, which is a measure of each student's achievement relative to the performance of other students in the same course at Strathfield Girls High School.

The HSC testamur (result package) will show two marks: The Final Examination Mark and the Moderated Assessment Mark.

There is a difference between qualifying for the HSC and gaining an Australian Tertiary Admission Rank (ATAR). The ATAR is a rank that is used for gaining entry to Tertiary Institutions.

Students, parents and caregivers are urged to read this booklet carefully. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with their supervising Deputy Principal or Year Adviser.

Requirements for the award of the HSC

The New South Wales Education Standards Authority (NESA) is a Statutory Board, which has the power to award the credential titled 'The Higher School Certificate'. To be eligible for this award, students must comply with the entry requirements, course restrictions and the rules and regulations established by NESA.

1. Eligibility requirements for the Higher School Certificate

To be eligible for the award of the Higher School Certificate students must have:

- gained the RoSA or such other qualifications as NESA considers satisfactory.
- satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- sat for and made a serious attempt at the required HSC Examinations.

All students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed the HSC: ***All My Own Work program*** in ethical scholarship. This program is delivered through the school and will assist students to understand their rights and responsibilities in HSC assessment.

2. Pattern of Study

Students must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the HSC. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.

Students must have sat for and made a serious attempt at the HSC Examination(s).

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units.

Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and [seven units of Science in Year 12](#).

3. Accumulation of the Higher School Certificate

Students may accumulate HSC courses towards the Higher School Certificate over a period of up to five years. Preliminary courses may also be accumulated.

The five-year period will commence in the first year students satisfactorily complete an HSC course. It will apply regardless of whether students defer their studies for one or more years during the five-year period. Accumulation of HSC courses cannot extend beyond a five-year period.

4. 25 Hour Personal Development and Health Course, Life Ready

Life Ready is a mandatory personal development and health education course for Years 11 and 12 students in NSW government schools. The course provides an opportunity for Stage 6 students to extend and build on the outcomes achieved in Personal Development, Health and Physical Education (PD/H/PE) from Years 7 to 10.

Life Ready reflects some of the contemporary health issues facing young people. It acknowledges and aims to support senior students as they address changing issues related to identity, independence and their changing responsibilities.

Requirements for an Australian Tertiary Admission Rank (ATAR)

The ATAR is the rank calculated on behalf of Tertiary Institutions to allocate places in New South Wales and Australian Capital Territory universities. Further information about the ATAR can be obtained through the University Admission Centre website at www.uac.edu.au.

RULE 1

To be eligible for an ATAR, a student must satisfactorily complete at least ten units of Board Developed Courses (BDC), including at least two units of English.

The Board Developed Courses must include:

- at least three courses of two units or greater; and
- at least four subjects

RULE 2

The ATAR will be based on an aggregate of scaled marks in the ten units of Board Developed Courses comprising:

- the best two units of English;
- the best eight units from the remaining units, and
- four units of category B courses may be studied, although only two units will be included in the calculation of the ATAR.

With the following provisions:

- students must satisfactorily complete English;
- students may accumulate courses over five years; and
- if a student repeats a unit, only the last satisfactory attempt will be used in the calculation of the ATAR.



SCHOOL ASSESSMENT POLICY

Introduction

The purpose of this document is to outline the Assessment Policy of Strathfield Girls High School for the HSC.

Please read this policy carefully and make sure you understand it. **All students must sign to acknowledge that they have received this booklet.**

What is HSC Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for several key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course; and
- report on the achievement by each student at the end of a course.

It is a requirement of the HSC school assessment policy that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout Year 12 and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority (NESA). School-based assessment tasks are linked to standards because the tasks focus on outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements.

Assessment data which is recorded on reports represents a measure of student achievement relative to other students in the course. Assessment data is derived from the results of several assessment tasks which are outlined in the schedules published in this handbook.

Purpose of HSC Assessment

The purpose of school assessment for HSC students is to provide an indication of student achievement based on:

- a wider range of syllabus outcomes than may be measured by a single HSC Examination; and
- multiple measures and observations made throughout the Yr12 course, giving students credit for what they have achieved throughout their courses, in addition to their final examination.

The Start and Finish

For the HSC course, assessment tasks may begin in Term 4 of the academic year. Assessment will cease at the end of Term 3 Year 12.

NSW Education Standards Authority Website

Syllabuses, past papers, sample responses and support materials for all courses may be accessed through the NSW Education Standards Authority (NESA) website at:
<http://educationstandards.nsw.edu.au>

Students Online

The Students Online service provides valuable information to students. Year 12 students, by using a student number and PIN provided by NESA, they will be able to check important details relating to their enrolment and view important information such as their personalised HSC timetable, Assessment Rank Order (after the final HSC Examinations) and information regarding HSC results. In addition, Students Online has links to other relevant sites.

Satisfactory Completion of Higher School Certificate Courses

Students are considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that they have met the following course completion criteria. They must have:

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

It is required that students:

- demonstrate satisfactory participation in learning. This will include attendance;
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- complete the requirements of each course including any necessary oral, practical and project work;
- perform the tasks required as part of the assessment program in each course; and
- sit for and make a serious attempt at any examination set as part of the course.

The Principal may determine that the above course completion criteria are not being met, as a result of poor attendance. Students will be given written warning in sufficient time to correct any problems regarding the satisfactory completion of course requirements.

A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. A student will be considered unsatisfactory in a course if she has failed to apply herself with "diligence and sustained effort" to the set tasks and experiences required by the school to achieve some or all of the course outcomes.

Indicators of possible failure for students to apply themselves and fulfill course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement and the like caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

If at any stage during the course it appears that a student will not achieve course outcomes, a NESA warning letter will be sent home. The purpose of this letter is:

- to give students a warning in time to correct the area of concern, and/or
- to clarify their status regarding an unsatisfactory designation.

Where it is determined that a student has not satisfactorily completed a course, the student will not receive any results in that course.



REPORTING PROCEDURES

Student Reporting is the process of communicating information about the student learning. It includes a student's level of attainment and the progress they have made during a period of time. Reports contain objective information about what has been taught and about students' current levels of knowledge and understanding, including areas for further development.


Reports draw on formal and informal assessment that has been collected routinely and recorded systematically as part of teachers' ongoing classroom assessment practice.

School reports are issued twice a year: Mid-Year Report (Term 2) and Final Report (Term 4). Assessment for these reports will be based upon the assessment schedules for each course as outlined in this handbook.

The Mid-Year report will be based on Semester 1 assessments and selected outcomes (areas of learning), while the Final report will be based on Semester 2 assessments.

It is expected that all parents attend the Parent teacher evening in Semester 1, to meet with teachers and collect their daughters' reports. Final reports for the academic year will be issued to students.

SAMPLE REPORT

<p style="text-align: center;">Strathfield Girls High School</p>  <p style="text-align: center;">Pass on the Torch of Life</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"><small><i>Strathfield Girls High School provides a caring and responsive environment where students are challenged to achieve their personal best. Students are empowered to achieve self reliance and to become confident and responsible citizens with the capability to succeed. The school's approach to assessment and reporting is to convey comprehensive information about a student's achievement.</i></small></div> <p style="text-align: center;">Girl POWER</p> <p style="text-align: center;">Year 12 Semester 2</p> <hr style="width: 20%; margin: 20px auto;"/> <p style="text-align: center;"><small>Ms M Pikoulas Principal</small></p> <p style="text-align: center;"><small>This report is issued without alteration Date of issue:</small></p>

SECTION A: STUDENT RESPONSIBILITIES

Expectations of students

1. Attendance

Students must attend all classes to satisfactorily complete the Year 12 course. A minimum of 95% attendance is generally expected for students to achieve the outcomes of the course being studied.

2. Unexplained absences, lateness and class attendance patterns

Unexplained absences, lateness and class attendance patterns will be reviewed every 5 weeks to ensure that students are meeting the course completion criteria and the minimum attendance requirements.

Students whose attendance is called into question, will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria (ACE Manual).

Students are expected to attend all classes on the days when assessment tasks are timetabled. Failure to do so may constitute an unfair advantage and may result in a zero award.

3. Academic Integrity

Students are required to certify that all work submitted for assessments must be their own. Any breach of this condition, including plagiarism, will result in a mark of zero. An "Academic Integrity Report" must be attached to all submitted assessment tasks.

4. Assessment Tasks

The NSW Education Standards Authority (NESA) expects all students to attempt all assessment tasks.

5. Submission of assessment tasks

Students are expected to submit assessment tasks by the due date and sign and acknowledge submission of tasks by the due date.

6. Diligence

It is required that students prepare for examinations and make a serious attempt. Students must work with sustained effort and diligence in all aspects of each course.

7. Syllabus requirements

It is required that students complete the syllabus, including participation in class practical work, oral presentations, homework, assignments, and formal assessment tasks.

8. Sustained application

Students must make a genuine attempt at **ALL** assessment tasks. Failure to complete at least 50% of assessment tasks will result in an 'N' determination for that course. Students who are 'N' determined will not have a moderated mark or an examination mark awarded on their ROSA nor HSC.
(ACE Manual)

9. Absence: Notification of Assessment Tasks

Students who are absent from class on the day that an Assessment **Task Notification is issued, must see the teacher to receive the notification.** It is important to note that notification of assessment tasks will be issued **two weeks prior to assessment tasks** as per assessment schedules published in this handbook.

10. Student transfers

Students who transfer into the school after commencement of Year 11, will have a formal interview with the Principal to discuss assessment requirements.

11. Procedures for students when absent from any tasks - (Illness/Misadventure/Special Consideration Procedures)

Where a student does not meet a deadline or is absent for the submission or performance of a task, the student must apply for special consideration.

If there is a valid reason, an **Assessment Task Illness/Misadventure Application/Special Consideration Application** needs to be collected from the Head Teacher/s of the subject/s missed **on the first day back after their absence** and **the application**, together with all supporting documentation, must be **submitted to the Faculty Head Teacher/s within 1 week** or a zero mark may be awarded.

Applications for special consideration

1. The student or her parent must telephone the school on the day of the task and inform the faculty Head Teacher/s of their absence;
2. The illness/misadventure/special consideration application must be lodged with the faculty Head Teacher/s immediately upon student's return to school;
3. A doctor's certificate is required if the application is on medical grounds;
4. Valid supporting documents are required to support misadventure appeals;
5. If the assessment task is a take-home task, the student must submit it ONLINE/ at the front office on the due day OR in cases with prior approval, the completed task must be submitted with a medical certificate/ supporting document to the subject Head Teacher/s, immediately upon the student's return to school;
6. Documentation submitted later (not on the first day that the student returns to school) will not be accepted and the student may be awarded a zero mark.

Medical Certificates should:

- be written on an official doctor's letterhead;
- include the date of the missed tasks;
- show the length of time the student will be unfit for school; and
- be produced immediately on return to school.

If the student does not make the application to the appropriate subject Head Teacher on their first school day of attendance after the due date of the missed assessment task, a zero mark may be recorded.

Process for the determination of the Illness/Misadventure /Special Consideration Application

The Faculty Head Teacher and Principal consider student appeals. At the discretion of the Principal, a determination is made. The Head Teacher will inform the student and classroom teacher of the decision. The School Administrative Officer will generate an outcome letter, which will be sent to the parent.

The Illness/Misadventure/Special Consideration appeals process does NOT cover:

- difficulty in preparing or loss of preparation time;
- alleged deficiencies in teaching;
- lost time or facilities for study before the formal study vacation;
- misreading the examination timetable;
- misreading of examination instructions;
- entering or sitting for the wrong examination;
- long-term illness such as Glandular Fever, Asthma and Epilepsy, unless there is evidence of a sudden reoccurrence during the examination period;
- conditions for which you have been granted disability provisions, unless you have further difficulties of an unforeseen episode during the examination;
- conditions for which you should have disability provisions;
- courses where you are a self-tuition student;
- technology and/or computer equipment failure;
- attendance at a sporting or cultural event, or family holiday; or
- overseas vacation time

ADVICE

To assist students in the use of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure;
- back-up files regularly;
- print out copies of drafts and keep them while the assignment is in progress, and
- bring a copy of the file to school on USB or save a copy on the cloud.

It is the student's responsibility to keep hard copies of submitted assessment tasks.

Students may lodge an **Illness/Misadventure/Special Consideration Application** if they believe that **circumstances during the assessment task**, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to provide documentary evidence such as a doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the application.

If the Assessment Task Illness/Misadventure/Special Consideration Application is not accepted, the student may be awarded a zero mark and a NESA Warning Letter will be sent home to advise parents.

Students may appeal against the decision by lodging an appeal form to the Principal within three (3) days of the initial determination.

The Principal may:

- i. reject the appeal and order the zero mark to stand;
- ii. grant a limited extension;
- iii. order that a substitute task be performed, or
- iv. award an estimate

Work Placement

- **If an assessment task is due during work placement**, the student **must see the Deputy Principal before work placement** to negotiate whether the task will be submitted on the due date or on return to school at the end of the work placement.
- Students are required to see the appropriate Head Teacher before work placement to organise alternate arrangements for tasks scheduled during work placement.

12. Procedures relating to Malpractice

Candidates for the HSC must comply with NESA's requirements for upholding the integrity of HSC school-based assessment and exams.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

Strategies to prevent malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately. Malpractice, including plagiarism, will lead to students receiving zero marks and will jeopardise their Year 12 results.

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

- copying someone else's work in part or in whole, and presenting it as their own;
- Use of AI in any form to complete an assessment task;
- using material directly from books, journals, or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as their own may result in both parties receiving a zero;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date, and
- assisting another student to engage in malpractice.

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

Students are responsible for knowing and complying with NESA's ACE Rules and policies regarding malpractice, including:

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

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- a. making up journal entries for a project, and/or
- b. submitting falsified or altered documents¹, and/or
- c. referencing incorrect or non-existent sources, and/or
- d. contriving false explanations to explain work not handed in by the due date.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- a. copying someone else's work in part or in whole, and presenting it as their own, and/or
- b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- c. building on the ideas or words of another person without appropriate acknowledgement, and/or
- d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- a. sharing answers to an assessment with other students, and/or
- b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- c. contract cheating by outsourcing work to a third party, and/or
- d. **unauthorised use of artificial intelligence technologies** (this will include the use of ChatGPT, Grammarly and any bots)

(Rules and Procedures for HSC candidates)

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness.

Malpractice, including plagiarism is cheating and a zero mark will be awarded. It violates our school values, beliefs and expectations from students and will not be tolerated at Strathfield Girls High School.

Turnitin:

The school also monitors malpractice through the **Turnitin** program, which includes the use of the AI via the AI-generated writing detection percentages. Any malpractice will incur a penalty and may result in a zero mark. Malpractice will be recorded on the NESA Malpractice Register.

ADVICE

To avoid malpractice, including plagiarism, students should check how to cite sources with their teacher.

Students must acknowledge whenever they:

- use another person's idea, opinion or theory;
- use pieces of information, facts, statistics, graphs or drawings that are not common knowledge;
- use quotations from another person's spoken or written words, and
- paraphrase another person's spoken or written words.



13. Student behaviour during assessment tasks, including examinations

Students must behave in a way that does not disrupt the task, exam or disturb the work of any other students. They must behave in a polite and courteous manner towards other students and the supervisor(s) of the task(s), including examinations.

During any assessment task/examination, if a student is involved in any of the following behaviours, a zero assessment mark will be awarded:

- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles and smart watches, other than what is allowed by the supervising teacher;
- makes a non-serious attempt; or
- engages in malpractice.

14. Examination Procedures

- During any assessment task/examination students must follow the examination supervisors' instructions at all times. An **Examination Rules and Expectations Notice** is issued to students with their examination timetable;
- Students must not take into the room any books, notes, papers or equipment other than what is outlined in the **Examination Rules and Expectations Notice**;
- Students must make a serious attempt at all questions in the examination/assessment task and remain in the examination venue until the end of the examination;
- Answers must not contain offensive language; and
- Students must not take any electronic devices, including mobile phones, and smart electronic watches or Air Pods into any examination room.

Failure to observe these rules may result in a mark of zero for the examination.

15. Students Absent from Mid-Year Assessments and Final Examinations

- Students who are absent from examination(s) for any serious reason must notify the Deputy Principal and Faculty Head Teacher/s on the timetabled day of the examination(s).
- The student must present the illness/misadventure appeal to the appropriate subject Head Teacher immediately after the missed examination(s) for the appeal to be considered and course of action determined.

16. Equipment for the HSC Examination

The HSC timetable contains a list of:

- equipment that students are expected to provide; and
- optional items that students may bring if they wish.

It is a student's responsibility to obtain this list, which appears on the NESA website at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Note that students **must** clear memory from calculators before examinations.

17. N Award Warning Letter

NESA warning letters are issued to students and their parents/caregivers if students are in danger of not meeting the Course Completion Criteria in any course. NESA requires the school to issue official warning letters to give the students the opportunity to redeem themselves.

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

18. Assessment Schedules

Students are expected to carefully read assessment schedules for all courses which are published in this handbook and complete an Assessment Plan based on each task / course for the year.

19. Notifications

Students are expected to carefully read the notification of tasks that they will receive at least two weeks prior to the date of assessment tasks.

Students are required to sign for and check the following details on all notifications for assessment tasks:

- a. the nature of the task;
- b. syllabus outcomes to be assessed;
- c. the weighting of the task;
- d. the assessment marking criteria; and
- e. the date of the task.

20. Disability Examination Provisions for students with special needs

If students have a special need that would in a normal examination situation, prevent them from:

- reading the exam questions, and/or
- communicating responses,

NESA may approve disability examination provisions.

Students seeking disability examination provisions need to approach the Head Teacher Learning and Engagement to lodge an **application by April or earlier**.

Disability Examination Provisions are not available:

- as compensation for difficulties in undertaking a course and preparing for the examination; and
- for lack of familiarity with the English language.

21. Failure to comply with the school assessment policy and the procedures outlined in this handbook will result in a zero mark being awarded and students will be notified in writing.

Reporting Procedures

Year 12 school reports are issued in Semester One and in Semester Two when students complete their clearance. Assessment for these reports will be based upon the HSC Assessment schedules for each course as outlined in this assessment handbook.



STRATHFIELD GIRLS HIGH SCHOOL



ACADEMIC INTEGRITY REPORT

Students need to complete and attach this cover sheet to every assessment task that is submitted

Student name		Year
Assessment Task Title		Date submitted
Course	Teacher	

Academic Integrity Statement

I _____ declare that this is my own work and
(Your name in block letters)

that any quotations, information or work have been properly acknowledged and cited in the bibliography or as footnotes.

I understand that any work suspected of plagiarism will be placed under review and a zero mark awarded if found to be plagiarised.

I have read and understand the school assessment procedures.

Any dispute in marks must be taken to the classroom teacher who will then take the question in dispute to the marking teacher and Head Teacher.

Student signature: _____ Date: _____

Warning

Students are required to keep a hard copy of this assessment task in case of any unforeseen accident to original submissions.

✂-----✂-----✂-----✂-----✂
Please complete and retain the following receipt as evidence of submission of task.

Name:

Task:

Teacher's name:

Date:

Teacher's signature:



HT Signature:
Date of issue:

STRATHFIELD GIRLS HIGH SCHOOL
ILLNESS/MISADVENTURE/ SPECIAL CONSIDERATION

This form is to be completed by students who are unable to complete an assessment task on the due date.

The completed form must be submitted to the Faculty Head Teacher on the first day back at school immediately after the due date of the assessment.

NB: If the Head Teacher is absent, this form must be submitted to the Deputy Principal.

Name: Year:

Subject/Course: Class Teacher:.....

Head Teacher:

Assessment Title:

Select relevant option ☐ Task missed ☐ Task not submitted ☐ Task completed

Seeking special consideration because of: ☐ illness ☐ misadventure

Details of appeal: Task Due Date:.....

.....
.....

☐ (Attach all necessary medical certificates and refer to the SGHS Assessment Policy)

Student signature: Date:

Parent/Carer signature: Date:

OFFICE USE ONLY

Date appeal submitted

Response:

Head Teacher signature: Date:

Principal Signature: Date:

School Procedure

- ☐ Head Teacher issues Illness/Misadventure form
- ☐ Head Teacher receives Illness/Misadventure form within 1 week of date issued
- ☐ Faculty Head Teacher discusses with Principal and a determination is made
- ☐ School Admin Officer will enter details on SENTRAL and generate outcome letter for parent
- ☐ Principal will sign the letter and give to the front office to be mailed to parents
- ☐ A copy will be placed into the student's file

STUDENT CHECKLIST

Call the school on the day you are missing your task/examination	
On your first day of return to school, see the Head Teacher/s of the subject/s you have missed. Collect this form from the Head Teacher/s. <i>The HT will date and sign the form</i> <i>You may need to see more than one person if you missed tasks across subjects.</i> You need a form for each subject/course.	
Have you given the the Head Teacher your medical certificate/supporting documents? <i>Do this when collecting this form.</i>	
<i>Have you asked the Head Teacher when the alternate/catch-up task will be?</i> Write the date of the alternate task in your diary.	
Complete the form with a parent/carer and ask them to sign and date the form <i>Have you signed the form?</i>	
Return the form to the same Head Teacher/s within a week . The next day will be good! <i>Check that the date of submission has been written in by the Head Teacher</i>	
Ensure that you attend the alternate task OR you will be awarded a zero	

Now you have completed the Illness/Misadventure Appeal process, you will need to complete the missed task/s and wait for the outcome of your appeal.

SECTION B: THE SCHOOL'S RESPONSIBILITIES

1. A Standard Referenced Approach to Assessment

This document has been developed to assist teachers in developing, implementing and conducting quality assessment programs that will capture an accurate image of individual student achievement in a standards referenced framework.

“Schools are to undertake assessment to collect information about student learning. This will occur through both formal in informal activities.”

(Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12)

Assessment Schedules

Each course will have its own assessment schedule developed within the guidelines provided by NESA. NESA requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they are enrolled.

This means that teachers are required to provide students with assessment schedules for courses studied which will:

- inform each student of the assessment requirements for each course;
- indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
- outline the outcomes and the weightings for each syllabus component; and
- specify weightings for each of these tasks, and
- incorporate a range of tasks of varying types, length, and complexity, such as written examinations and practical, oral or aural tasks and may cover:

These assessment schedules are published in this handbook and provide valuable information for teachers to compare student achievement against syllabus standards that remain constant over time. The exact timing of tasks will be confirmed in Task Notifications, issued at least two weeks prior to the task.

Head Teachers are required to put processes in place to:

- a. ensure tasks meet NESA requirements of courses;
- b. ensure students sign when a task is submitted;
- c. ensure students sign when a task is returned;
- d. record marks on the SENTRAL before marks are returned; and
- e. ensure NESA Warning Letters are issued when appropriate or in accordance with Point 9 in this section.

More than one class following the same course

This refers to groups of students within the same year across different timetabled lines and accelerated groups of students from different years.

Common assessment programs should be followed with common tasks, conditions and marking procedures.

Assessment tasks should be either delivered at the same time or in a manner that prevents students from being able to communicate the task to each other or put one group at a significant advantage over the other.

Assessment Notifications

Students will be notified, at least 14 calendar days in advance of the due date of an assessment task, of the details of the assessment task, including due date and time on that day, specific nature of the task and the value of the assessment task.

Under extenuating circumstances, variations to a task (including timing and date and other details of the task) may occur when:

- approval from the Deputy Principal has been gained, and
- all students (including absent students) have been notified of the variation in writing with a new notification. This notification should, be issued at least 14 calendar days in advance of the due date of the assessment task.

The due date for assessment tasks should not be scheduled any closer than 7 calendar days either side of the Mid-Year Assessments and Trial HSC Examinations.

Marking Guidelines

Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

Providing Meaningful Feedback

Teachers must provide feedback to students to assist their learning.

Marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance descriptions. Marks earned on individual tasks are expressed on a scale to reflect adequately the relative differences in student performance.

Feedback to students will incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards.

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A student is judged either competent or not yet competent.

Recording and Reporting Student Marks

Teachers and Head Teachers will keep records of each student's performance in each task in the electronic mark book available on the school's network and should provide students after each task with information concerning their performance.

Students should be provided with a cumulative mark of their Semester One assessments on the student Mid-Year Report and a cumulative mark of their Semester Two assessments in their Final Report.

Students can obtain their NESA Assessment rank online, using the Students Online service available at the conclusion of the HSC Examination period.

2. Non-Discriminating Tasks

In the event that a task fails to satisfactorily discriminate the candidature, a second task will be set. The second task will be called 'supplementary task'. Students, parents and caregivers will be informed in writing that the supplementary task has been set. As no task can be discarded, a percentage of the original and supplementary task will constitute the final mark for the assessed task.

3. The Award of Zero Marks

A zero mark is noted as a non-attempt for a particular course in two instances:

- a. non-presentation of a task without approved reason, or
- b. an attempt to gain unfair advantage (malpractice, such as plagiarism or proven use of AI).

4. Non presentation/Non Attempt

If a task is not attempted/submitted by the due date and the student is not exempt, the student may be awarded a zero mark. Teachers are required to generate a NESA warning letter and to request that students complete missed assessment tasks. Feedback on their performance will be presented with written comments.

5. Malpractice

It is expected that work submitted in fulfillment of assessment requirements shall be the student's own work. To this end students are asked to undertake a pledge of **Academic Integrity**. Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged
- copying – using the work of another person and submitting it as their own;
- not own work – having someone else complete the task. This includes submitting work which another person such as a parent or tutor has contributed significantly or ideas of another person without reference to the source;
- offering false documentation in support of an appeal;
- cheating during an assessment task or formal examination; and
- misbehaving during examinations
- use of AI such as ChatGPT during a formal examination.

Where the teacher responsible for a task has reason to suspect malpractice, this should be brought to the attention of the Head Teacher who will discuss the issue with the Principal. Invigilators, during an examination, will report any malpractice to the Deputy Principal. The student may be awarded a zero mark for the task or section of the task where the malpractice occurred and given a full explanation of the decision. The student may then proceed through the established appeal procedures.

Should an assessment task be compromised through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness. This task may be used as a guide to assessment marks awarded.

6. If a student is involved in any of the following behaviours during any assessment task/exam, a zero assessment will be awarded:

- does anything that seriously disrupts the task or disturbs another student;
- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobile phones and smart watches, other than what is allowed by the supervising teacher;
- makes a non-serious attempt;
- engages in malpractice; or
- gains an unfair advantage by any means.

7. Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late during an exam/assessment task without a valid reason, she must undertake the task in the remaining time.

8. Extensions

Students who are unable to present for an out-of-class assessment task/assignment for valid reasons may apply to the Principal for an extension prior to the due date for submission for the task by completing an illness/misadventure appeal. **It should not be assumed that an application will be accepted.**

9. NSW Education Standards Authority Warning Letters

NSW Education Standards Authority (NESA) warning letters are issued to students **who are not meeting course requirements**.

Course requirements are that the student:

- **follows** the course development or that endorsed by NESA;
- **applies** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school, and
- **achieves** some or all the outcomes.

These letters are a warning to students that they are in danger of not meeting the course requirements.

If a student is awarded a zero mark for a task or has not attempted the task, they may be at risk of not meeting the **assessment** requirements for a course. In this case, the student will also be sent a NESA warning letter.

When a NESA warning letter is required, the school will:

- advise the student in writing with the NESA warning letters (Teacher and Head Teacher);
- ensure NESA warning letters are sent to parents informing them their daughter/ward has missed an assessment task and informing them if they have not met the course outcomes due to non-attendance and /or performance has been unsatisfactory (Head Teacher);
- ensure that written acknowledgement from the student and her parents/caregivers is requested and received;
- ensure a copy of the NESA warning letter is placed in the faculty file and in the student's central file.

When a first warning letter is sent, the teacher and Head Teacher will arrange a meeting with the student to discuss the student's progress in that subject and notify the parents.

When a second warning letter is sent, the Deputy Principal will normally arrange a meeting with the student and parents/caregivers to discuss the student's progress in that subject.

If a student has TWO active NESA warning letters in a course, the student **may be awarded an 'N' determination in that course**. If the letters remain active following the interview with the Deputy Principal, the Deputy Principal will organise an interview with the Principal, the Faculty Head Teacher, the student and the parent/caregiver to discuss the possible award of an 'N' Determination in that subject.

SECTION C: STUDENT REVIEWS/APPEALS

1. A student may only appeal:
 - Against her mark in the course assessed on the grounds of a clerical error, and/or
 - If the school has varied from its stated Assessment Policy, and/or
 - For students in Year 12, appeals must be forwarded to NESA at the completion of the HSC.
2. No appeal may be entered against marks allocated for a particular task or piece of work, unless on grounds stated above.
3. A student who wishes to formally appeal must do so in writing. The appeal must be submitted through the Head teacher of the subject concerned and should be completed by mid-September of the HSC year. Details of appeal are available from the Principal.
4. An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following personnel:

Principal;
Deputy Principal; and
The Head Teacher of that faculty

In the event the appeal cannot be resolved internally, then the students may choose to appeal to have the matter resolved by NESA.

In conducting a review, NESA requires the panel to ascertain whether:

- a. The weightings specified by the school in its assessment program conform to NESA's requirements as detailed in the subject guides;
- b. the procedures used by the school for determining the Final Assessment Program conform to its stated assessment program; and
- c. There are no computational or other clerical errors in the determination of the assessment mark.

(ACE Manual)

Provided the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the reviews, there is provision for appeal to the NESA.

The only grounds for appeals will be judged on whether the procedures followed by Strathfield Girls High School complied with NESA policy and whether the conduct of the review was correct in all respects.

APPEAL



SECTION D: VOCATIONAL EDUCATION AND TRAINING

Introduction

Strathfield Girls High School (SGHS) Vocational Educational and Training (VET) assessment policy is based on NESA Guidelines and National Assessment Principles. All VET courses follow SGHS Preliminary and HSC Assessment Policies which include a schedule of assessment tasks, 'N' Award notification and appeals procedures.

Rationale

All Vet industry Curriculum Framework courses offered in Years 11 and 12, use competency-based assessment. This means that student achievement is assessed against industry competency standards. Industry competency standards describe the tasks performed by competent workers in the workplace.

Competency is the performance of outcomes (knowledge/skills/attitudes) under conditions (preferably workplace conditions) to a required standard (specific to a particular industry).

The Purpose of Assessment

Assessment for the HSC VET framework courses has two distinct purposes:

- a. Assessment for the Australian Qualification Framework (AQF) – Competency based:
 - applies to all courses within frameworks, and
 - is a means for industry recognition.
- b. Assessment for Australian Tertiary Admissions Rank (ATAR):
 - written HSC Examination, and
 - optional for the 240-hour course only.

Assessment for the Australian Qualification Framework (AQF)

To gain an AQF Certificate I or II, students must:

- satisfactorily complete the mandatory workplace hours for their industry framework, and
- provide evidence that they have reached the competency standards for every unit chosen by their teacher in their industry framework.

The focus of the assessment of accredited vocational courses at SGHS is on assessing what students can do and the standards at which they are able to perform. Assessment of competencies is criterion-referenced, which means performance is measured in terms of whether students meet the prescribed levels of competency, not how well they carry out tasks relative to each other, or how long it takes to obtain the skill. Competence also implies that an individual displays an understanding of the knowledge that underpins the practical performance of the task. Students will be deemed 'competent' or 'more evidence required' in each module.

VET courses contain both core and optional modules. The course of study will be determined by negotiation between students and teachers for each industry framework. To gain AQF Certificate I or II students must provide evidence of competence in **all** modules chosen. To provide competency, students must satisfactorily complete all assessment tasks set for their industry framework. Standard school assessment procedures must be followed. However, as VET courses are competency based, students may attempt assessment tasks to demonstrate each competency more than once.

If a student is unsuccessful, they will be deemed not competent in that unit, and it will not appear on their record. This will result in the student being ineligible for the AQF Certificate in the course.

Students who do not satisfy the performance criteria in the competency standards for every module chosen by their teacher in their industry framework will be eligible for a Statement of Attainment at the end of the course. The Statement of Attainment will state all modules in which the student has proven their competency.

Assessment for an Australian Tertiary Admission Rank (ATAR)

For a VET course to contribute to a student's ATAR a student must:

- follow the standard procedures set down by NESA for the satisfactory completion of a HSC course;
- successfully complete the mandatory work placement hours, and
- sit the HSC Examination.

HSC Examination

Every 2 Unit VET course offered at the school has an optional external HSC Examination. The external exam is based on a sample of the knowledge, skills and understanding outcomes of the VET syllabus.

The HSC Examination:

- has no impact on student eligibility for AQF qualifications;
- is optional for VET students;
- is a two (2) hour written paper, and
- the results contribute to the calculation of the student's ATAR.

Students who sit the examination will receive a course report in the same form as other Board developed courses. **Reports will show marks ranging from 0 to 100 in each course.** Each student will be placed into one of six performance bands. A performance description associated with each band will summarise the attainments typically demonstrated by students. These performance descriptions refer to exam performance only and will not seek to describe achievement of industry competencies assessed through competency-based assessment.

Students undertaking the 240-hour courses are automatically enrolled in the HSC Examination. Any student who does not wish to sit for the HSC external examination must contact the VET Coordinator at the school during their HSC year. Students and their parents/caregivers will need to complete the appropriate form and the VET coordinator will notify NESA.

The external exam only may contribute to the calculation of the student's ATAR. Withdrawal from the exam does not affect requirements for completing the VET course satisfactorily for the HSC. If a student has satisfactorily completed the VET course, but has not undertaken the external exam, the student will have the VET subject listed on their HSC, but there will be no exam mark and the VET course will not contribute to the calculation of their ATAR.

NSW Education Standards Authority (NESA) Requirements

Students undertaking a VET course must meet the requirements of NESA for the HSC along with the requirements of the AQF for the award of a certificate of attainment or a statement of attainment.

NESA has mandated work placement as a requirement of the HSC. Students must achieve the hours of work-placement required for the course undertaken.

The rules and processes related to an 'N' award for a Board Developed Course are also applicable to students undertaking a VET course.

VET teachers must maintain appropriate documentation and follow the school's procedures when a student is not meeting course requirements.

Recognition of Prior Learning

Students who already have some knowledge or experience that is covered in detail in a VET course at SGHS, may apply for recognition of prior learning. School Recognition of Prior Learning (RPL) policies and procedures are in the line with Strathfield School Education Area policies and procedures. Students must contact the school VET Coordinator to obtain further information and application for RPL.

Assessment Principles and Procedures

The assessment program for each framework is integral to the overall teaching and learning program and has direct links with the elements of competency. Assessment tasks are designed to be valid and reliable indicators of student competence in a manner that is flexible in order to be fair and equitable for all students. Constructive feedback to students is included in all assessment tasks.

A range of assessment opportunities will be provided to enable all students to demonstrate achievement in all units of competency contained in their VET course of study. Assessment may take the form of observation, assignment, portfolio, oral tasks, simulations, role-playing, journal, examination, presentation, practical demonstration, or any other appropriate assessment strategies. Assessment tasks may be designed to integrate elements of competencies from different modules.

Assessment moderation and validation strategies are incorporated into the delivery of all VET courses at the school.

Internal Examinations

SGHS will conduct internal assessment to enable teachers to provide NESA with estimates of student examination performance. This may be required where a student lodges an illness/misadventure/appeal relating to the HSC Examination. The Trial HSC Examination may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency-based assessment program.

Work Placement

Mandatory work placement meets part of the assessment criteria for all VET courses conducted at the school and is structured learning out of school in workplaces. As the work placement is compulsory, students who do not complete the required hours of work placement to the satisfaction of the employer and the school will not have the course recognised by NESA. This will affect the HSC outcome if the student fails to meet the minimum requirement of 10 units in the HSC year. The student will be sent a NESA warning letter.

The minimum required hours of work placement are 35 hours for each 120-hour course or 70 hours over a 2 year period, 240 hour course. In general, required hours are equal to one week for each 120 hours of the course.

If a student does not attend or complete the work placement provided for them by the school or is not deemed satisfactory by the employer or the school, the student is responsible for providing an alternative work placement. The VET coordinator must approve this work placement before being undertaken by the student.

In the event of illness or misadventure which hinders the student's attendance at work placement for one or more days, the student must follow the illness/misadventure procedures laid down in the SGHS Assessment Policy.

The policy requires that the student:

- notifies the employer of the absence on the morning of the absence before normal work start time by telephone;
- notifies the class teacher on the morning of the absence by telephone; and
- completes an Illness/Misadventure/Special Consideration application which will be issued by the Head Teacher TAS upon return to the school **with a doctor's certificate**. Documentation must be **given to the Head TAS on the first day the student returns to school** after completing work placement. The Head Teacher TAS will consult with the VET coordinator who will take further steps in ensuring that the work-placement requirements are met.

Student Reviews/Appeals

A student may appeal against the award of 'not yet competent' in a unit of work. The student may firstly discuss the issue with the VET teacher. If still not satisfied, the student should discuss the issue with the Deputy Principal who will consult with the VET coordinator. If the issue is still not resolved, the student has a right to appeal the process.

A student who wishes to make a formal appeal must do so in writing. The Deputy Principal will provide the student with the school appeal form. The form must be filled in and submitted with supporting documentation to the Principal within 3 working days of the determination.





STRATHFIELD GIRLS HIGH SCHOOL

TEL: (02) 9746 6990 (02) 9746 9219

116/146 Albert Road, Strathfield 2135

DATE

Dear (Parent/Carer)

OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

I am writing to advise you that your daughter, **(Student name)** is in danger of not meeting the Course Completion Criteria for the Higher School Certificate in **(Course)**.

The NSW Education Standards Authority (NESA) requires schools to issue students who are not meeting course requirements with official warnings in order to give them the opportunity to redeem themselves. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made for a course.

Please regard this letter as the 1st official warning we have issued concerning (Student name)'s performance in (Course).

Criteria for satisfactory completion of a course

To date, **(Student name)** is not currently meeting one or more of the Course Completion Criteria.

The student has not:

- ☐ a. **followed** the course developed or endorsed by the Board; and
- ☐ b. **applied** themselves with diligence and sustained effort to the set tasks and experience provided in the course by the school; and
- ☐ c. **achieved** some or all of the outcomes

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving an 'N' (non-completion of course) determination. This will mean that the course will not be listed on the student's Record of School Achievement and may affect the student's eligibility for the Higher School Certificate.

In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

In the case of competency-based courses, it is a matter for the Principal to determine whether the attempt made by the student to complete the course is genuine.

Opportunity to correct the problem

The table below lists the tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. **(Student name)** needs to complete the listed tasks, requirements or outcomes:

Task name(s) Course Requirement(s) Course Outcome(s)	Percentage weighting (if applicable)	Initial due date	Action required by student	Date to be completed by

Action by Parent/ Guardian

To support (student's name) in meeting the course requirements, please encourage her to complete the required actions listed above.

If you have any questions or need further information or clarification about this matter, please contact the school.

Please complete the acknowledgement below and **return it to the Faculty Head Teacher**.

Yours sincerely

Class Teacher

Head Teacher

Deputy Principal

Principal

INTERVIEW

- ☐ Student interviewed by: _____ Date: _____
- ☐ Unable to interview student due to ongoing absence.
- ☐ Student and parent(s) interviewed by: _____ Date: _____
(For second warning)

✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----
Please detach this section and return to the school

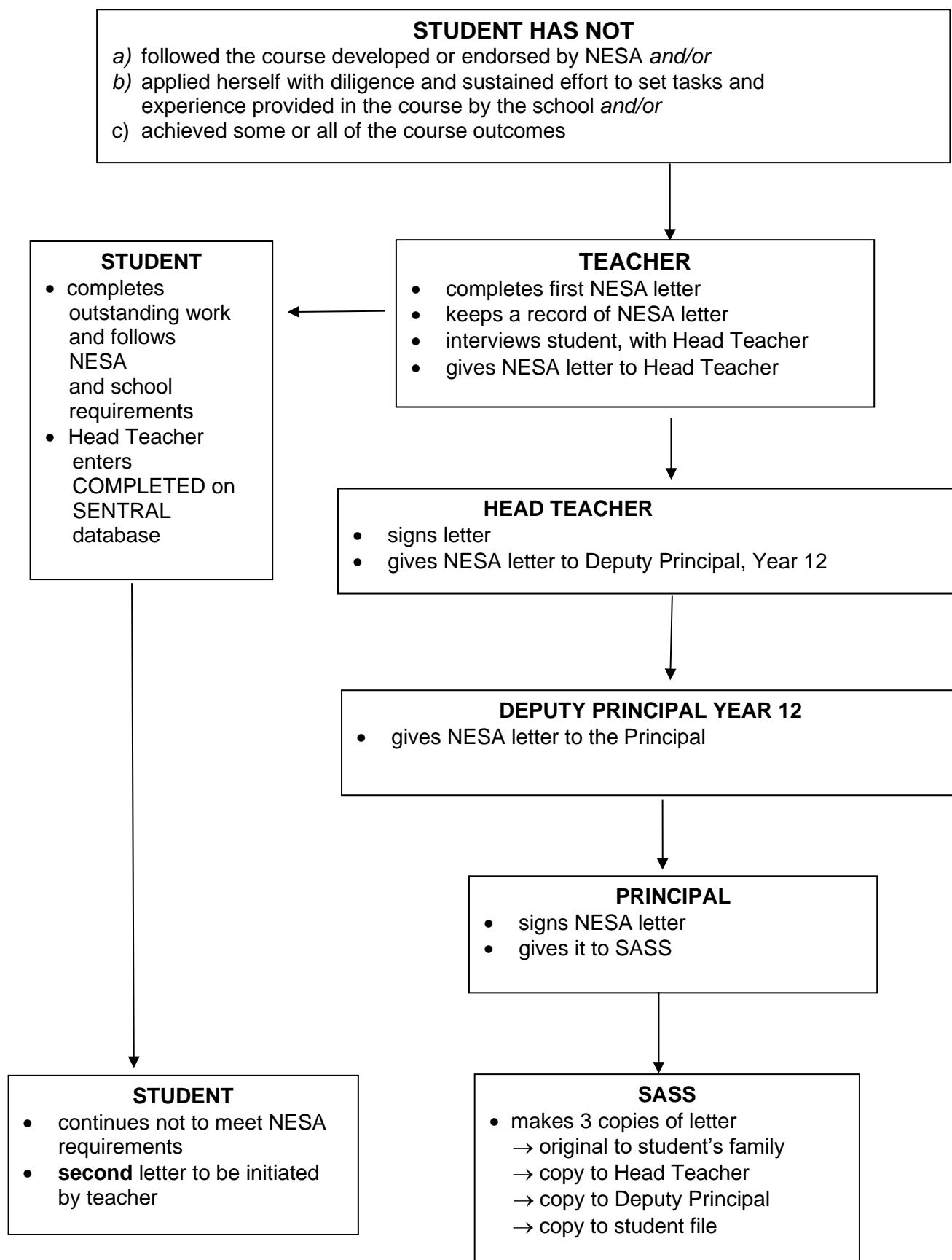
ACKNOWLEDGEMENT of OFFICIAL WARNING

- ❖ I have received the letter dated **(DATE)** indicating that **(student's name)** is in danger of not meeting the course completion requirements for **(Course)**.
- ❖ I have spoken to **(student's name)** and encouraged her to complete the actions required to correct this problem.
- ❖ I am aware that an 'N' determination in a subject could affect my daughter's eligibility for the award of the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

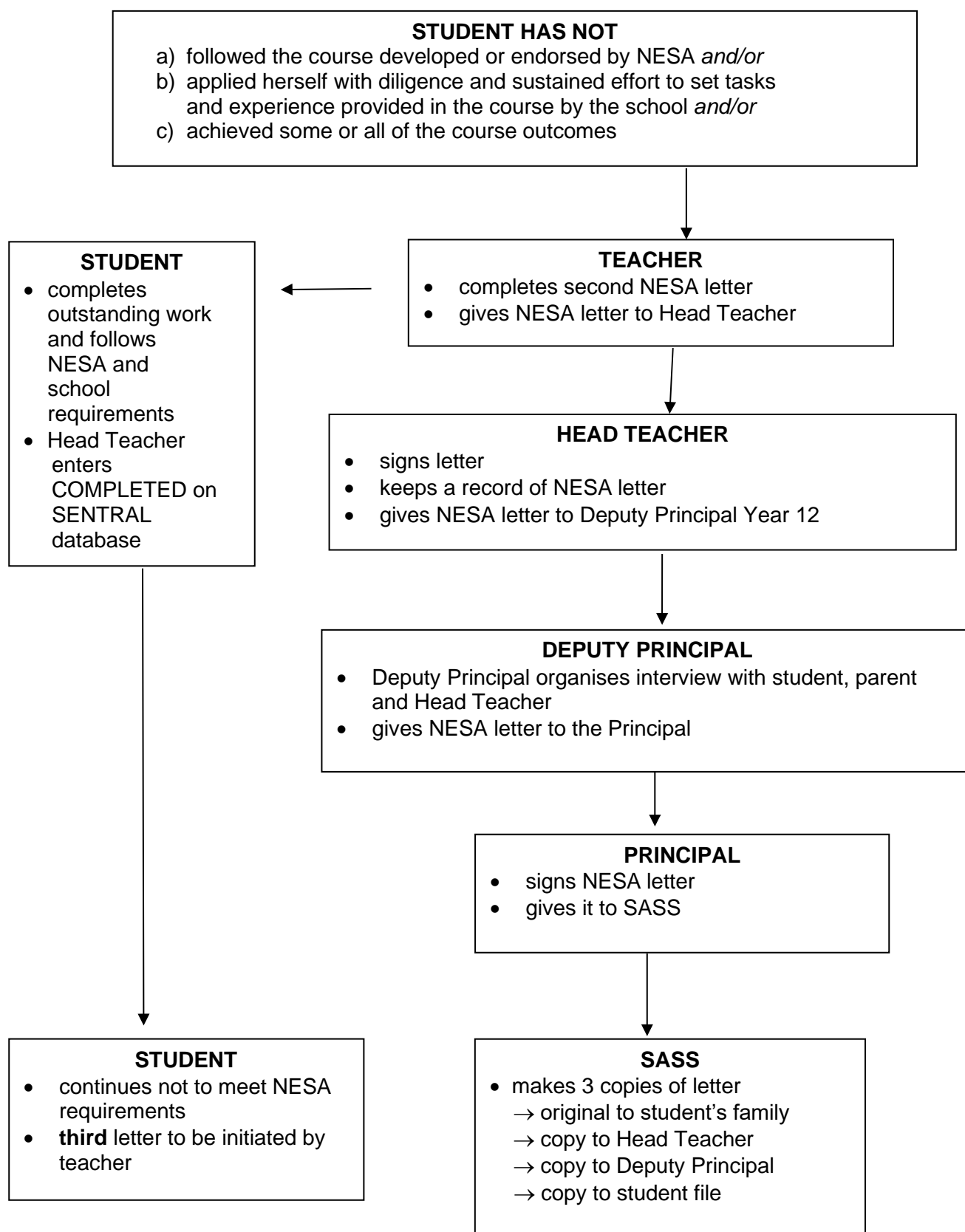
STRATHFIELD GIRLS HIGH SCHOOL
PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS
FIRST LETTER (OFFICIAL NESA WARNING)



STRATHFIELD GIRLS HIGH SCHOOL

PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

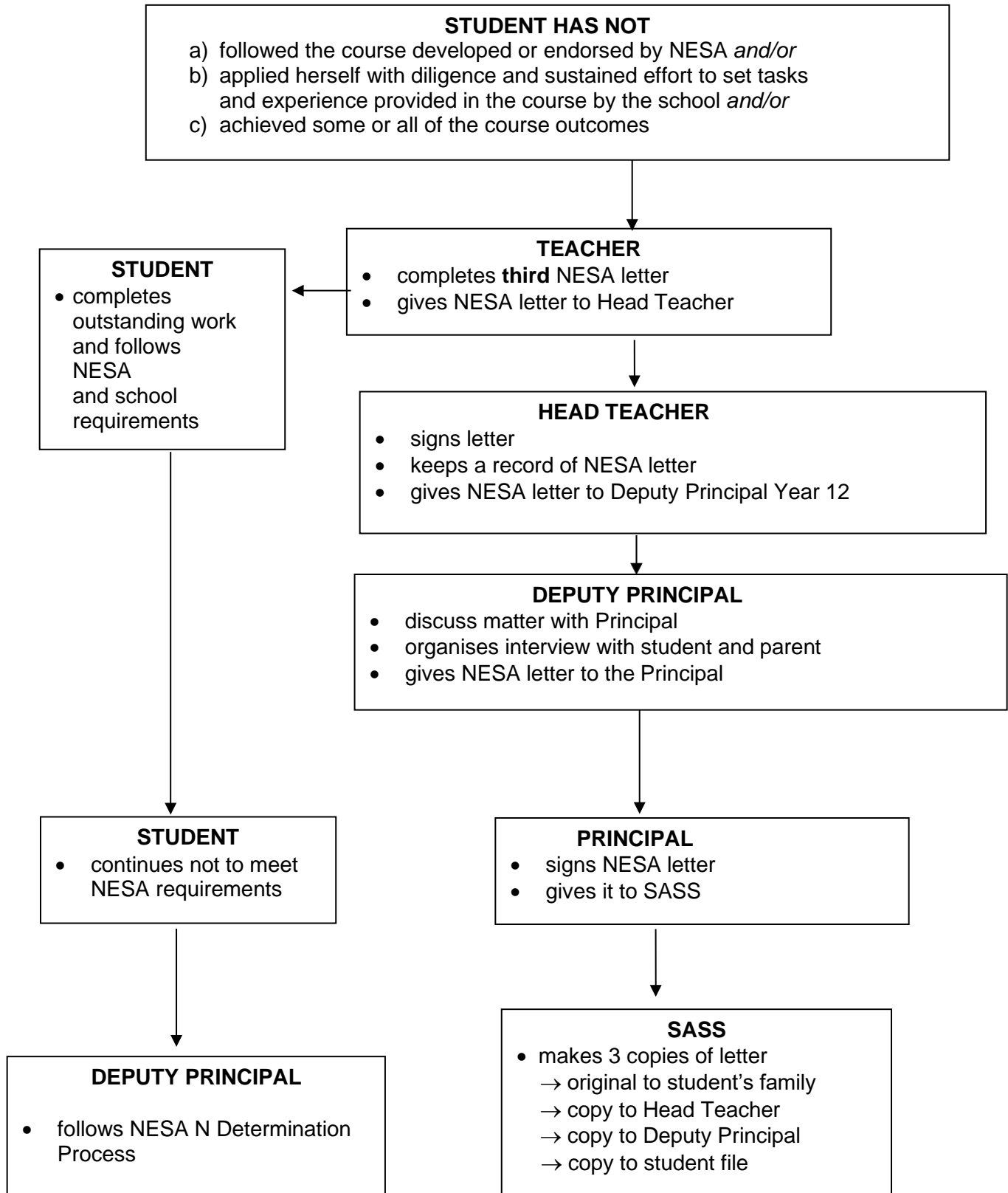
SECOND LETTER (OFFICIAL NESA WARNING)



STRATHFIELD GIRLS HIGH SCHOOL

PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

THIRD LETTER (OFFICIAL NESA WARNING)





Strathfield Girls High School Stage 6 Assessment

Student Review/Appeals

To be completed by a student who wishes to lodge an appeal about marks in a course, or if the school has varied from its Assessment Policy.

This form must be submitted to the Principal by:

Name:	
Student Signature:	Date:
Parent signature:	Date:
Subject/Course:	
Head Teacher:	
Assessment Title:	Due Date:
Details of student appeal:	

(Attach all necessary medical and other certificates and refer to the SGHS Assessment Policy)

Appeal Panel Response:

Principal signature:.....

DP consults P; DP gives copy of Student Appeal with completed School Response to HT; HT informs teacher and student of School Response; DP gives original to SASS to enter data in SENTRAL and generate an Appeal Outcome letter; Principal to sign; SASS sends original letter to parent, gives copies to the DP and HT and places one in student file.

COURSE INFORMATION

ENGLISH - KEY LEARNING AREA

HSC ASSESSMENT – COURSE SUMMARY

COURSE: ENGLISH ADVANCED

COMPONENTS

The Common module (Texts and Human Experiences) involves the assessment of students' ability to appreciate, explore, interpret, analyse and evaluate the ways language is used to shape representations in a range of texts in a variety of forms, modes and media.

Modules involve the assessment of students ability to respond to texts and different representations of meaning, to analyse the way texts are valued and to develop a range of imaginative, interpretive and analytical compositions. Students are required to study one elective from each of the Modules A, B and C.

OUTCOMES

A student:

EA12-1	independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression pleasure
EA12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to move and compose texts in different modes, media and technologies
EA12-3	critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA12-4	strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA12-5	thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA12-6	investigates and evaluates the relationships between texts
EA12-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA12-8	explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
EA12-9	reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

ASSESSMENT SCHEDULE ENGLISH ADVANCED

	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Texts and Human Experiences Multimodal text using prescribed text and related material	Textual Conversations Comparative essay	Craft of Writing Extended writing task	Trial HSC Examination Common Module Module A Module B Module C	
Timing	Term 4 Week 9 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 6 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
Components	Weighting %				
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	25	25	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: ENGLISH STANDARD

COMPONENTS

The Common module (Texts and Human Experiences) involves the assessment of students' ability to appreciate, explore, interpret, analyse and evaluate the ways language is used to shape representations in a range of texts in a variety of forms, modes and media.

Modules involve the assessment of students ability to respond to texts and different representations of meaning, to analyse the way texts are valued and to develop a range of imaginative, interpretive and analytical compositions. Students are required to study one elective from each of the Modules A, B and C.

OUTCOMES

A student:

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN12-5 thinks imaginatively, creatively, interpretively, analytically, and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
EN12-6 investigates and explains the relationships between texts
EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds
EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning
EN12-9 reflects on, assesses, and monitors own learning and refines individual and collaborative processes as an independent learner

ASSESSMENT SCHEDULE ENGLISH STANDARD

	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Texts and Human Experiences Multimodal presentation with related material	Close Study of Literature Analytical response	Craft of Writing Composition with reflection	Trial HSC Examination Common Module Module A Module B Module C	
Timing	Term 4 Week 9 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 6 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	
Components	Weighting %				
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	25	25	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: ENGLISH EAL/D

COMPONENTS

The course is structured into three modules. In Module A, *Texts and human Experiences*, students interpret and respond to texts that deal with the question of what it means to be human. They experiment with different approaches to textual appreciation and analysis and consolidate and build on skills in responding and composing from the Year 11 English EAL/D course.

In Module B, *Language, Identity and culture*, students explore and analyse the ways that language is used to express the complexities and subtleties of personal, social and cultural identity. Module C is the *Close Study of Text* where students develop an informed understanding, knowledge and appreciation of a substantial text. Students also develop and refine their knowledge and skills in writing, speaking and representing in the concurrent module *Focus on Writing*.

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE ENGLISH EAL/D

	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Extended Response Writing Task- Prescribed and related text Module A: Texts and Human Experiences Focus on Writing	Reading and Writing Task- Prescribed Text Module B: Language, Identity and Culture	Speaking and Listening Task Module C: Close study of Text (Multimodal presentation)	Trial HSC Examination Module A Module B Module C	
Timing	Term 4 Week 8 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 9 2025	Term 3 Weeks 3 - 4 2025	
Outcomes Assessed	EAL12 1A, EAL12 1B, EAL 12-3, EAL 12-5, EAL 12-6, EAL 12 -7	EAL12-1A, EAL 12-3, EAL 12-5, EAL 12 -7, EAL 12-8	EAL12-2, EAL 12-3, EAL 12-5, EAL 12-6, EAL 12 -7, EAL 12-9	EAL12-1A, EAL 12-3, EAL 12-5, EAL 12 -7, EAL 12-8, EAL 12-6	
Components	Weighting %				
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	50
Total %	25	25	25	25	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: ENGLISH STUDIES

COMPONENTS

The HSC Common Content consists of one module *Texts and Human Experience* which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.

Students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses.

To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

Students study 2– 4 additional syllabus modules (selected based on their needs and interests).

OUTCOMES

A student:

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES12-3 accesses, comprehends and uses information to communicate in a variety of ways
ES12-4 composes proficient texts in different forms
ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts, and purposes
ES12-7 represents own ideas in critical, interpretive and imaginative texts
ES12-8 understands and explains the relationships between texts
ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

ASSESSMENT SCHEDULE ENGLISH STUDIES

	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Multimodal presentation with related material Mandatory module: Texts and Human Experiences	Research task Elective module 1	Collection of classwork All modules	Trial HSC Examination Mandatory module and Elective module 2	
Timing	Term 4 Week 9 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 9 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	
Components	Weighting %				
Knowledge and understanding of course content	15	10	15	10	50
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	10	15	15	10	50
Total %	25	25	30	20	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: ENGLISH EXTENSION I

COMPONENTS

Knowledge and understanding of texts and why they are valued	25
Skills in complex analysis composition and investigation	25
	50

OUTCOMES

A student:

EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
EE12-3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

ASSESSMENT SCHEDULE ENGLISH EXTENSION 1

Component	Task 1	Task 2	Task 3	Weighting %
	Imaginative response and reflection	Critical response with related text	Trial HSC Examination	
	Term 1 Weeks 9 - 10 2025	Term 2 Week 9/10 2025	Term 3 Weeks 3 - 4 2025	
	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100
Total /50 (1 Unit course)	15	20	15	50

HSC ASSESSMENT – COURSE SUMMARY

COURSE: ENGLISH EXTENSION II

COMPONENTS

Skills in extensive independent research	25
Skills in sustained composition	25
	50

OUTCOMES

A student:

EEX12-1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

ASSESSMENT SCHEDULE ENGLISH EXTENSION 2

Component	Task 1	Task 2	Task 3	Weighting %
	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
	Term 1 Week 5 2025	Term 2 Week 4 2025	Term 3 Week 1 2025	
	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in extensive independent research. Skills in sustained composition	15	20	15	50
Total %	30	40	30	100
Total /50 (1 Unit course)	15	20	15	50

MATHEMATICS - KEY LEARNING AREA

HSC ASSESSMENT – COURSE SUMMARY

COURSE: MATHEMATICS STANDARD 1

COMPONENTS

1.	Understanding, Fluency and Communicating	50
2.	Problem Solving, Reasoning and Justification	<u>50</u>
		100

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE MATHEMATICS STANDARD 1

	Task 1	Task 2	Task 3	Task 4	Total
Nature of Task	In Class Task	Module Task	Project - Investigation	Trial HSC Examination	
Timing	Term 4 Week 9 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 7 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	MS1 12-1,3,4	MS1 12-1,3,4,8	MS1 12-7,9,10	MS1 11-2 to 10 MS1 12-1 to 10	
Components	Weighting %				
Understanding, Fluency and Communicating	5	15	15	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	15	30	25	30	100



HSC ASSESSMENT – COURSE SUMMARY

COURSE: MATHEMATICS STANDARD 2

COMPONENTS

1.	Understanding, Fluency and Communicating	50
2.	Problem Solving, Reasoning and Justification	<u>50</u>
		100

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE MATHEMATICS STANDARD 2

	Task 1	Task 2	Task 3	Task 4	Total
Nature of Task	In Class Task	Module Task	Project - Investigation	Trial HSC Examination	
Timing	Term 4 Week 9 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 7 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	MS2 12-1,3,4	MS2 12-1,3,4,8	MS2 12-7,9,10	MS2 11-1 to 10 MS2 12-1 to 10	
Components	Weighting %				
Understanding, Fluency and Communicating	5	15	15	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	15	30	25	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: MATHEMATICS ADVANCED

COMPONENTS

1.	Understanding, Fluency and Communicating	50
2.	Problem Solving, Reasoning and Justification	<u>50</u>
		100

OUTCOMES

A student:

MA12-1	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
MA12-2	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA12-3	applies calculus techniques to model and solve problems
MA12-4	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA12-5	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MA12-6	applies appropriate differentiation methods to solve problems
MA12-7	applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA12-8	solves problems using appropriate statistical processes
MA12-9	chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
MA12-10	constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

ASSESSMENT SCHEDULE MATHEMATICS ADVANCED

	Task 1	Task 2	Task 3	Task 4	Total
Nature of Task	In Class Task	Module Task	Project - Investigation	Trial HSC Examination	
Timing	Term 4 Week 9 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 7 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	MA12-1,5,8	MA 12-1,3,5,6,8	MA 12- 4 9 & 10	MA 11-1 to 10 MA 12-1 to 10	
Components	Weighting %				
Understanding, Fluency and Communicating	5	15	15	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	15	30	25	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: MATHEMATICS EXTENSION 1

COMPONENTS

1.	Understanding, Fluency and Communicating	50
2.	Problem Solving, Reasoning and Justification	<u>50</u>
		100

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE MATHEMATICS EXTENSION 1

	Task 1	Task 2	Task 3	Task 4	Total
Nature of Task	In Class Task	Module Task	Project - Investigation	Trial HSC Examination	
Timing	Term 4 Week 9 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 7 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	ME12-1,3,5	MA 12-1,2,3,4,5	MA12-2, 6, 7	MA 11-1 to 7 MA 12-1 to 7	
Components	Weighting %				
Understanding, Fluency and Communicating	5	15	15	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	15	30	25	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: MATHEMATICS EXTENSION 2

COMPONENTS

1.	Understanding, Fluency and Communicating	50
2.	Problem Solving, Reasoning and Justification	<u>50</u>
		100

OUTCOMES

A student:

MEX12-1	understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
MEX12-2	chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
MEX12-3	uses vectors to model and solve problems in two and three dimensions
MEX12-4	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
MEX12-5	uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
MEX12-6	uses mechanics to model and solve practical problems
MEX12-7	applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
MEX12-8	communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

ASSESSMENT SCHEDULE MATHEMATICS EXTENSION 2

	Task 1	Task 2	Task 3	Task 4	Total
Nature of Task	In Class Task	Module Task	Project - Investigation	Trial HSC Examination	
Timing	Term 4 Week 10 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 7 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	MEX 12-1, 5	MEX 12-1,2,5	MEX 12-2, 12-7 &12-8	MEX 12-1 to 8	
Components	Weighting %				
Understanding, Fluency and Communicating	5	15	15	15	55
Problem Solving, Reasoning and Justification	10	15	10	15	45
Total %	15	30	25	30	100

SCIENCE - KEY LEARNING AREA

HSC ASSESSMENT – COURSE SUMMARY

COURSE: BIOLOGY

COMPONENTS	Weighting
1. Students develop knowledge and understanding of: - the heredity and genetic technologies - the effects of disease and disorders	40
2. Students develop skills in: - applying the processes of Working Scientifically	60
	100

OUTCOMES

A student:

BIO12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO12-5	analyses and evaluates primary and secondary data and information
BIO12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

ASSESSMENT SCHEDULE BIOLOGY

	Task 1	Task 2	Task 3	Task 4	Total
Nature of Task	Practical Assessment (Depth Study)	Module Test	Processing and Analysing Secondary Information	Trial HSC Examination	
Timing	Term 4 Weeks 8-9 2024	Term 1 Weeks 9 - 10 2025	Term 2 Weeks 8-9 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	BIO12-1, BIO12-2 BIO12-3, BIO12-4 BIO12-5, BIO12-6 BIO12-7, BIO12-12	BIO12-1, BIO12-2 BIO12-3, BIO12-4 BIO12-5, BIO12-6 BIO12-7, BIO12-12	BIO12-4, BIO12-5 BIO12-6, BIO12-7 BIO12-13	BIO12-1, BIO12-2 BIO12-3, BIO12-4 BIO12-5, BIO12-6 BIO12-7, BIO12-12 BIO12-13, BIO12-14, BIO12-15	
Components	Weighting %				
Knowledge and understanding of: • The heredity and genetic technologies • The effects of disease and disorders	5	10	5	20	40
Skills in: • Applying the processes of Working Scientifically	20	10	20	10	60
Total %	25	20	25	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: CHEMISTRY

COMPONENTS

Weighting

1.Students develop knowledge and understanding of: - equilibrium and acid reactions in chemistry - the applications of chemistry	40
2.Students develop skills in: - applying the processes of Working Scientifically	60
	100

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE CHEMISTRY

	Task 1	Task 2	Task 3	Task 4	Total
Nature of Task	Processing and Analysing Secondary Information	Module Test	Practical Assessment (Depth Study)	Trial HSC Examination	
Timing	Term 4 Week 9/10 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 9/10 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	CH12-4, CH12-5 CH12-6, CH12-7, CH12-14	CH12-1, CH12-2 CH12-3, CH12-4 CH12-5, CH12-6 CH12-7, CH12-14	CH12-1, CH12-2 CH12-3, CH12-4 CH12-5, CH12-6 CH12-7, CH12-15	CH12-1, CH12-2 CH12-3, CH12-4 CH12-5, CH12-6 CH12-7, CH12-12 CH12-13, CH12-14, CH12-15	
Components	Weighting %				
Knowledge and understanding of: • Equilibrium and acid reactions in chemistry • The applications of chemistry	5	10	5	20	40
Skills in: • Applying the processes of Working Scientifically	20	10	20	10	60
Total %	25	20	25	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: PHYSICS

COMPONENTS

Weighting

1.Students develop knowledge and understanding of: - advanced mechanics and electromagnetism - the role of evidence and prediction in the development of theories in physics	40
2.Students develop skills in: - applying the processes of Working Scientifically	60
	100

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE PHYSICS

	Task 1	Task 2	Task 3	Task 4	Total
Nature of Task	Practical Assessment (Depth Study)	Module Test	Processing and Analysing Secondary Information	Trial HSC Examination	
Timing	Term 4 Week 8/9 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 8/9 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	PH12-1, PH12-2 PH12-3, PH12-4 PH12-5, PH12-6 PH12-7, PH12-12	PH12-1, PH12-2 PH12-3, PH12-4 PH12-5, PH12-6 PH12-7, PH12-12	PH12-4, PH12-5 PH12-6, PH12-7 PH12-14	PH12-1, PH12-2 PH12-3, PH12-4 PH12-5, PH12-6 PH12-7, PH12-12 PH12-13, PH12-14 PH12-15	
Components	Weighting %				
Knowledge and understanding of: • Advanced mechanics and electromagnetism • The role of evidence and prediction in the development of theories in physics	5	10	5	20	40
Skills in: • Applying the processes of Working Scientifically	20	10	20	10	60
Total %	25	20	25	30	100

HSIE - KEY LEARNING AREA

HSC ASSESSMENT – COURSE SUMMARY

COURSE: ANCIENT HISTORY

COMPONENTS

1. Knowledge and understanding of course content	40
2. Historical skills in the analysis and evaluation of source and interpretations	20
3. Historical enquiry and research	20
4. Communication of historical information in appropriate forms	<u>20</u>
	100

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE ANCIENT HISTORY

	Task 1	Task 2	Task 3	Task 4	Total
Nature of Task	Research & essay Historical Period	Oral Presentation Ancient Societies	Historical Analysis Personalities in their Time	Trial HSC Examination	
Timing	Term 4 Week 9 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 8 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	AH12-3, AH12-4 AH12-6, AH12-7	AH12-3, AH12-6 AH12-8, AH12-9	AH12-5, AH12-6 AH12-7, AH12-8	AH12-5, AH12-6 AH12-9, AH12-10	
Components	Weighting %				
Knowledge & understanding of course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: MODERN HISTORY

COMPONENTS

1. Knowledge and understanding of course content	40
2. Historical skills in the analysis and evaluation of sources and interpretations	20
3. Historical inquiry and research	20
4. Communication of historical information in appropriate forms	<u>20</u>
	100

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE MODERN HISTORY

	Task 1	Task 2	Task 3	Task 4	Total
Nature of task	Module Test Core: Power and Authority in the Modern World	Research Task Historical Analysis National Study	Peace and Conflict Research Essay	Trial HSC Examination	
Timing	Term 4 Week 8 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 7 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	MH12-2, MH12-6, MH12-8, MH12-9	MH12-2, MH12-3, MH12-4, MH12-5	MH12-2, MH12-4, MH12-7, MH12-9	MH12-1, MH12-3, MH12-4, MH12-9	
Components	Weighting %				
Knowledge & understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretation	10	5		5	20
Historical enquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms		5	5	10	20
Total %	20	25	25	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: SOCIETY & CULTURE

COMPONENTS

1. Knowledge and understanding of course content	50
2. Application and evaluation of social and cultural research methodologies	30
3. Communication of information, ideas and issues in appropriate forms	<u>20</u>
	100

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE SOCIETY & CULTURE

	Task 1	Task 2	Task 3	Task 4	Total
Nature of Task	Oral Presentation and Report Personal Interest Project	Module Test Social and Cultural Continuity and Change	Research Task Depth Study 1	Trial HSC Examination	
Timing	Term 4 Week 9 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 5 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	H1, H4, H6, H8, H10	H2, H3, H4, H5, H7	H2, H3, H5, H7, H9	H1, H2, H3, H9, H10	
Components	Weighting %				
Knowledge & understanding of course content	5	15	15	15	50
Application & evaluation of cultural research methodologies	10	5	5	10	30
Communication of information, ideas & issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: STUDIES OF RELIGION 1 UNIT

COMPONENTS

1. Knowledge and understanding of course content	40
2. Source- based skills	20
3. Inquiry and research skills	20
4. Communication of information, ideas, and issues in appropriate forms	<u>20</u>
	100

OUTCOMES

A student:

H1	explains aspects of religion and belief systems
H2	describes and analyses the influence of religion and belief systems on individuals and society
H3	examines the influence and expression of religion and belief systems in Australia
H4	describes and analyses how aspects of religious traditions are expressed by their adherents
H5	evaluates the influence of religious traditions in the life of adherents
H6	organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7	conducts effective research about religion and evaluates the findings from the research
H8	applies appropriate terminology and concepts related to religion and belief systems
H9	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

ASSESSMENT SCHEDULE STUDIES OF RELIGION 1 UNIT

Component	Task 1	Task 2	Task 3	Total
Nature of Task	Module Test	Research and Oral Presentation	Trial HSC Examination	
	Religion and Belief Systems	Depth Studies 1 & 2		
Timing	Term 1 Weeks 9 - 10 2025	Term 2 Week 8 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	H1, H2, H3, H8	H6, H7, H8, H9	H4, H5, H8, H9	
Components	Weighting %			
Knowledge & understanding of course content	10	10	20	40
Source based skills	10		10	20
Inquiry and research		20		20
Communication of information, ideas, and issues in appropriate forms	10		10	20
Total %	30	30	40	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: STUDIES OF RELIGION 2 UNIT

COMPONENTS

1.Knowledge and understanding of course content	40
2.Source- based skills	20
3.Investigation and research skills	20
4.Communication of information	<u>20</u>
	100

OUTCOMES

A student:

H1	explains aspects of religion and belief systems
H2	describes and analyses the influence of religion and belief systems on individuals and society
H3	Examines the influence and expression of religion and belief systems in Australia
H4	describes and analyses how aspects of religious traditions are expressed by their adherents
H5	evaluates the influence of religious traditions in the life of adherents
H6	organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7	conducts effective research about religion and evaluates the findings from the research
H8	applies appropriate terminology and concepts related to religion and belief systems
H9	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

ASSESSMENT SCHEDULE STUDIES OF RELIGION 2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Total
Nature of Task	Module Test Religion and Belief Systems and Religion and Non - Religion	Oral Presentation Depth Study 1 & 2	Research Essay Depth Study 3	Trial HSC Examination	
Timing	Term 4 Week 10 2024	Term 1 Weeks 9 -10 2025	Term 2 Week 9 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	H1, H2, H3, H8	H1, H4, H2, H5	H6, H7, H8, H9	H4, H5, H8, H9	
Components	Weighting %				
Knowledge & understanding of course content	10	10		20	40
Source based skills	10			10	20
Investigation and research		5	15		20
Communication of information, ideas and issues in appropriate forms		10	10		20
Total %	20	25	25	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: BUSINESS STUDIES

COMPONENTS

1. Knowledge and understanding of Course content	40
2. Inquiry and research	20
3. Stimulus based skills	20
4. Communication of business information, ideas and issues in appropriate forms	<u>20</u>
	100

OUTCOMES

The student:

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

ASSESSMENT SCHEDULE BUSINESS STUDIES

	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Stimulus Business Report Human Resources	Topic Test Operations	Research Task – Extended Response Finance	Trial HSC Examination	
Timing	Term 4 Week 8 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 8 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	H3, H5, H7, H8, H9	H2, H6, H8, H9, H10	H4, H6, H7, H8, H10	H1- H10	
Components	Weighting %				
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills	5	10		5	20
Inquiry and research	10		10		20
Communication of business information, ideas, and issues in appropriate forms		5	5	10	20
Total %	20	25	25	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: ECONOMICS

COMPONENTS

1.Knowledge and understanding of course content	40
2.Inquiry and research	20
3.Stimulus based skills	20
4.Communication of economic information, ideas and issues in appropriate forms	<u>20</u>
	100

OUTCOMES

A student:

H1	demonstrates understanding of economic terms, concepts and relationships
H2	analyses the economic role of individuals, firms, institutions and governments
H3	explains the role of markets within the global economy
H4	analyses the impact of global markets on the Australian and global economies
H5	discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
H6	analyses the impact of economic policies in theoretical and contemporary Australian context
H7	evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
H8	applies appropriate terminology, concepts and theories in contemporary and hypothetical Economic contexts
H9	selects and organises information from a variety of sources for relevance and reliability
H10	communicates economic information, ideas and issues in appropriate forms
H11	applies mathematical concepts in economic contexts
H12	works independently and in groups to achieve appropriate goals in set timelines

ASSESSMENT SCHEDULE ECONOMICS

	Task 1	Task 2	Task 3	Task 4	Total
Nature of task	China Case Study Research Task	Topic Test	Stimulus Extended Response	Trial HSC Examination	
Timing	Term 4 Week 10 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 10 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	H3, H5, H9, H10, H12	H2, H4, H9, H10, H12	H5, H7, H9, H10, H12	H1- H8, H10, H11	
Components	Weighting %				
Knowledge and understanding of course content	10	10	5	15	40
Stimulus-Based Skills			10	10	20
Inquiry and Research	10	5	5		20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	20	25	30	100



HSC ASSESSMENT – COURSE SUMMARY

COURSE: LEGAL STUDIES

COMPONENTS

1.Knowledge and understanding of course content	40
2.Analysis and Evaluation	20
3.Inquiry and research	20
4.Communication of Legal Studies information, issues and ideas in appropriate forms	<u>20</u>
	100

OUTCOMES

A student:

H1	identifies and applies legal concepts and terminology
H2	describes and explains key features of and the relationship between Australian and International law
H3	analyses the operation of domestic and international legal systems
H4	evaluates the effectiveness of the legal system in addressing issues
H5	explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
H6	assesses the nature of the interrelationship between the legal system and society
H7	evaluates the effectiveness of the law in achieving justice
H8.	locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
H9	communicates legal information using well-structured and logical arguments
H10	analyses differing perspectives and interpretations of legal information and issues

ASSESSMENT SCHEDULE LEGAL STUDIES

	Task 1	Task 2	Task 3	Task 4	Total
Task Type	Human Rights Research/ In Class Task Contemporary Examples	Crime In-class Essay	Focus Study World Order Research Take Home Essay	All Topics Trial HSC Examination	
Task Date	Term 4 Week 8 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 6 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	H1, H3, H7, H8, H9	H4, H6, H7, H9, H10	H3, H4, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9	
Components	Weighting %				
Knowledge and Understanding of Course Content	10	10	5	15	40
Analysis and evaluation	5	5	5	5	20
Inquiry and Research	10		10		20
Communication of legal information, ideas, issues in appropriate forms		5	5	10	20
Total %	25	20	25	30	100

LANGUAGES - KEY LEARNING AREA

HSC ASSESSMENT - COURSE SUMMARY

COURSE: CHINESE AND LITERATURE

COMPONENTS

1.Speaking	10
2.Listening	20
3.Reading	40
4.Writing	<u>30</u>
	100

OUTCOMES

A student:

1.1	conveys information, opinions and ideas appropriate to context, purpose and audience
1.2	exchanges and justifies opinions and ideas
1.3	uses appropriate features of language in a variety of contexts
2.1	sequences and structures information and ideas
2.2	uses a variety of features to convey meaning
2.3	produces texts appropriate to context, purpose and audience
2.4	produces texts which are persuasive, creative and discursive
3.1	identifies main points and detailed items of specific information
3.2	summarises and interprets information and ideas
3.3	infers points of view, values, attitudes and emotions from features of language in texts
3.4	compares and contrasts aspect of texts
3.5	presents information in a different form and/or for a different audience
3.6	explains the influence of context in conveying meaning
3.7	recognises, analyses and evaluates the effectiveness of a variety of features in texts
3.8	responds to texts personally and critically
4.1	examines and discusses sociocultural elements in texts
4.2	recognises and employs language appropriate to different sociocultural contexts
4.3	compares and contrasts Australian and Chinese communities

ASSESSMENT SCHEDULE CHINESE AND LITERATURE

	Task 1	Task 2	Task 3	Task 4	Total
Task Type	Oral Presentation and Writing	Listening and Responding Writing Mid-Year Session	Reading and Responding	Trial HSC Examination	
Timing	Term 4 Week 8 - 9 2024	Term 1 Weeks 8 -10 2025	Term 2 Week 8 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 3.5, 3.7, 3.8	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	
Components	Weighting %				
Speaking	10				10
Listening		15		5	20
Reading			20	20	40
Writing	10	15		5	30
Total %	20	30	20	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: CHINESE CONTINUERS

COMPONENTS

1.Listening	30
2.Reading	30
3.Speaking	20
4.Writing	<u>20</u>
	100

OUTCOMES

A student:

1.1	uses a range of strategies to maintain communication
1.2	conveys information appropriate to context, purpose and audience
1.3	exchanges and justifies opinions and ideas
1.4	reflects on aspects of past, present and future experience
2.1	applies knowledge of language structures to create original text
2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context purpose and/or audience
2.3	structures and sequences ideas and information
3.1	conveys the gist of texts and identifies specific information
3.2	summarises the main ideas
3.3	identifies the tone, purpose, context and audience
3.1	produces texts appropriate to audience, purpose, and context
3.4	draws conclusions from or justifies an opinion
3.5	interprets, analyses and evaluates information
3.6	infers points of view, attitudes or emotions from language and context
4.1	recognises and employs language appropriate to different social contexts
4.2	identifies values, attitudes and beliefs of cultural significance
4.3	reflects upon significant aspects of language and culture

ASSESSMENT SCHEDULE CHINESE CONTINUERS

	Task 1	Task 2	Task 3	Task 4	Total
Task Type	Listening	Speaking Reading Writing	Speaking & Reading	Trial HSC Examination	
Timing	Term 4 Week 8 - 9 2024	Term 1 Weeks 9 -10 2025	Term 2 Week 8 - 9 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	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	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	2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	
Components	Weighting %				
Speaking		10	10		20
Listening	20			10	30
Reading		10	10	10	30
Writing		10		10	20
Total %	20	30	20	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: JAPANESE BEGINNERS

COMPONENTS

1.Speaking	20
2.Listening	30
3.Reading	30
4.Writing in Japanese	<u>20</u>
	100

OUTCOMES

A student:

1.1	establishes and maintains communication in Japanese
1.2	manipulates linguistic structures to express ideas effectively in Japanese
1.3	sequences ideas and information
1.4	applies knowledge of the culture of Japanese-speaking communities to interact appropriately
2.1	understands and interprets information in texts using a range of strategies
2.2	conveys the gist of and identifies specific information in texts
2.3	summarises the main points of a text
2.4	draws conclusions from or justifies an opinion about a text
2.5	identifies the purpose, context, and audience of a text
2.6	identifies and explains aspects of the culture of Japanese-speaking communities in texts
3.1	produces texts appropriate to audience, purpose, and context
3.2	structures and sequences ideas and information
3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
3.4	applies knowledge of the culture of Japanese-speaking communities to the production of texts

ASSESSMENT SCHEDULE JAPANESE BEGINNERS

	Task 1	Task 2	Task 3	Task 4	Total
Task Type	Reading	Speaking and Listening	Writing and Reading	Trial HSC Examination	
Timing	Term 4 Week 8 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 9 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 3.1 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Components	Weighting %				
Speaking		15		5	20
Listening		20		10	30
Reading	10		10	10	30
Writing			15	5	20
Total %	10	35	25	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: JAPANESE CONTINUERS

COMPONENTS

1.Speaking	20
2.Listening	30
3.Reading	30
4.Writing in Japanese	<u>20</u>
	100

OUTCOMES

A student:

1.1	uses a range of strategies to maintain communication
1.2	conveys information appropriate to context, purpose, and audience
1.3	exchanges and justifies opinions and ideas
1.4	reflects on aspects of past, present and future experience
2.1	applies knowledge of language structures to create original text
2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context purpose and/or audience
2.3	structures and sequences ideas and information
3.1	conveys the gist of texts and identifies specific information
3.2	summarises the main ideas
3.3	identifies the tone, purpose, context and audience
3.4	draws conclusions from or justifies an opinion
3.5	interprets, analyses and evaluates information
3.6	infers points of view, attitudes or emotions from language and context
4.1	recognises and employs language appropriate to different social contexts
4.2	identifies values, attitudes, and beliefs of cultural significance
4.3	reflects upon significant aspects of language and culture

ASSESSMENT SCHEDULE JAPANESE CONTINUERS

	Task 1	Task 2	Task 3	Task 4	Total
Task Type	Listening and Writing	Speaking and Reading	Speaking and Writing	Trial HSC Examination	
Timing	Term 4 Week 8 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 9 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	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	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3,	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	
Components	Weighting %				
Speaking		10	10		20
Listening	15			15	30
Reading		20		10	30
Writing	5		10	5	20
Total %	20	30	20	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: JAPANESE EXTENSION

COMPONENTS

1.Text Analysis	40
2.Writing	40
3.Speaking	20
	100

OUTCOMES

A student:

1.1	discusses attitudes, opinions, and ideas in Japanese
1.2	formulates and justifies a written or spoken argument in Japanese
2.1	evaluates and responds to text personally, creatively and critically
2.2	analyses how meaning is conveyed
2.3	analyses the social, political, cultural and/or literary contexts of text that is in Japanese



ASSESSMENT SCHEDULE JAPANESE EXTENSION

	Task 1	Task 2	Task 3	Total
Task Type	Text Analysis Writing	Text Analysis Writing Speaking	Trial HSC Examination	
Timing	Term 1 Weeks 9 - 10 2025	Term 2 Week 6 - 7 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	1.1, 1.2, 2.1, 2.2, 2.3	1.1, 1.2, 2.1, 2.2, 2.3	1.1, 1.2, 2.1, 2.2, 2.3	
COMPONENTS	Weighting %			
Text Analysis	15	15	10	40
Writing	15	15	10	40
Speaking		10	10	20
Total %	30	40	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: KOREAN BEGINNERS

COMPONENTS

1.Speaking	20
2.Listening	30
3.Reading	30
4.Writing	<u>20</u>
	100

OUTCOME

A student:

1.1	establishes and maintains communication in Korean
1.2	manipulates linguistic structures to express ideas effectively in Korean
1.3	sequences ideas and information
1.4	applies knowledge of the culture of Korean-speaking communities to interact appropriately
2.1	understands and interprets information in texts using a range of strategies
2.2	conveys the gist of and identifies specific information in texts
2.3	summarises the main points of a text
2.4	draws conclusions from or justifies an opinion about a text
2.5	identifies the purpose, context and audience of a text
2.6	identifies and explains aspects of the culture of Korean-speaking communities in texts
3.1	produces texts appropriate to audience, purpose and context
3.2	structures and sequences ideas and information
3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in Korean
3.4	applies knowledge of the culture of Japanese-speaking communities to the production of texts

ASSESSMENT SCHEDULE KOREAN BEGINNERS

	Task 1	Task 2	Task 3	Task 4	Total
Task Type	Listening	Speaking Reading Writing	Reading Writing	Trial HSC Examination	
Timing	Term 4 Week 8 - 9 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 8 - 9 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	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	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, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	
Components	Weighting %				
Speaking		10		10	20
Listening	20			10	30
Reading		10	10	10	30
Writing		10	10		20
Total %	20	30	20	30	100

COURSE: KOREAN CONTINUERS

COMPONENTS

1.Speaking	20
2.Listening	30
3.Reading	30
4.Writing	<u>20</u>
	100

OUTCOMES

A student:

1.1	uses a range of strategies to maintain communication
1.2	conveys information appropriate to context, purpose and audience
1.3	exchanges and justifies opinions and ideas
1.4	reflects on aspects of past, present and future experience
2.1	applies knowledge of language structures to create original text
2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context purpose and/or audience
2.3	structures and sequences ideas and information
3.1	conveys the gist of texts and identifies specific information
3.2	summarises the main ideas
3.3	identifies the tone, purpose, context and audience
3.4	draws conclusions from or justifies an opinion
3.5	interprets, analyses and evaluates information
3.6	infers points of view, attitudes or emotions from language and context
4.1	recognises and employs language appropriate to different social contexts
4.2	identifies values, attitudes, and beliefs of cultural significance
4.3	reflects upon significant aspects of language and culture

ASSESSMENT SCHEDULE KOREAN CONTINUERS

	Task 1	Task 2	Task 3	Task 4	Total
Task Type	Listening and Responding	Speaking Reading and Responding Writing in Korean	Reading and Responding Writing	Trial HSC Examination	
Timing	Term 4 Week 8 - 9 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 8 - 9 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	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	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	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	
Components	Weighting %				
Speaking		10		10	20
Listening	20			10	30
Reading		10	10	10	30
Writing in Korean		10	10		20
Total %	20	30	20	30	100

CAPA - KEY LEARNING AREA

HSC ASSESSMENT – COURSE SUMMARY

COURSE: DRAMA

COMPONENTS

Making	40
Performing	30
Critically Studying	<u>30</u>
	100

This course provides students with the opportunity to engage in collaborative and individual experiences to develop skills in interpretation, communication, performance and critical analysis. Students engage with the cultural traditions and social contexts of drama and theatre through critical study and experiences in practical workshop activities and performances.

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. Course components for the HSC Course include:

- Australian Drama and Theatre (Core content)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project

OUTCOMES

A student:

Making

H1.1	uses acting skills to adopt and sustain a variety of characters and roles T2
H1.2	uses performance skills to interpret and perform scripted and other material T2
H1.3	uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
H1.4	collaborates effectively to produce a group-devised performance
H1.5	demonstrates directorial skills
H1.6	records refined group performance work in appropriate form
H1.7	demonstrates skills in using the elements of production
H1.8	recognizes the value of the contribution of each individual to the artistic effectiveness of productions
H1.9	values innovation and originality in group and individual work

Performing

H2.1	demonstrates effective performance skills T2
H2.2	uses dramatic and theatrical elements effectively to engage an audience T2
H2.3	demonstrates directorial skills for theatre and other media T2
H2.4	appreciates the dynamics of drama as a performing art
H2.5	appreciates the high level of energy and commitment necessary to develop and present a performance

Critically Studying

H3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H3.2	analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H3.3	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
H3.4	appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
H3.5	appreciates the role of the audience in various dramatic and theatrical styles and movements



ASSESSMENT SCHEDULE HSC DRAMA

	Task 1	Task 2	Task 3	Task 4	Total
Task Type	Studies in Drama & Theatre Black Comedy- Performance and Essay	Australian Drama & Theatre Performance and Essay	Viva Voce: Group Performance and Individual Performance With Logbook	Trial HSC Examination and Practical	
Timing	Term 4 Weeks 9 -10 2024	Term 1 Weeks 9 - 10 2025	Term 2 Weeks 6 - 7 2025	Term 3 Weeks 2 - 4 2025	
Outcomes assessed	H1.1, H1.2, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.5	H1.1, H1.2, H2.1, H2.2, H2.3, H3.1, H3.2, H3.4, H3.5	H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H2.4, H2.5,	H1.1, H1.2, H1.3, H1.4, H1.5, H1.7, H1.9, H2.3, H2.4, H3.1, H3.2, H3.3, H3.4, H3.5	
Components	Weighting %				
Making	10	10	10	10	40
Performing	5	5	10	10	30
Critically Studying: * Australian Drama & Theatre		10		5	15
Critically Studying * Studies in Drama and Theatre	10			5	15
Total %	25	25	20	30	100

* Teachers may amend outcomes based on the Individual Project option selected by each student.

HSC ASSESSMENT – COURSE SUMMARY

COURSE: MUSIC 1

COMPONENTS

Performance	10
Composition	10
Musicology	10
Aural	25
Elective 1	15
Elective 2	15
Elective 3	<u>15</u>
	100

OUTCOMES

A student:

H1	performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
H2	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
H3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H5	critically evaluates and discusses performances and compositions
H6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied through wide listening
H7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H8	identifies, recognises, experiments with, and discusses the use and effects of technology in music
H9	performs as a means of self-expression and communication
H10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
H11	demonstrates a willingness to accept and use constructive criticism

ASSESSMENT SCHEDULE MUSIC 1

		Task 1	Task 2	Task 3	Task 4	
Task Type		Composition and Musicology	Performance and Aural Analysis	Elective 1 and 2 Task	Trial HSC Examination and Elective 3	
Timing		Term 4 Week 8 2024	Term 1 Weeks 8 – 10 2025	Term 2 Week 9 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed		H2, H3, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6, H9, H10, H11	H1 – H11*	H1 – H11*	
Components		Weighting %				
Performance			5		5	10
Composition		10				10
Musicology		10				10
Aural			15		10	25
Elective	Elective 1		10		5	15
	Elective 2			10	5	15
	Elective 3			10	5	15
Total %		20	30	20	30	100

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

HSC ASSESSMENT – COURSE SUMMARY

COURSE: MUSIC 2

COMPONENTS

Performance	20
Composition	20
Musicology	20
Aural	20
Elective (Performance, Composition or Musicology)	<u>20</u>
	100

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE MUSIC 2

		Task 1	Task 2	Task 3	Task 4	Total
Task Type		Composition Draft Mandatory Topic and Musicology	Performance (Mandatory Topic) and Aural	Elective Task	Trial HSC Examination	
Timing		Term 4 Week 8 2024	Term 1 Weeks 9 -10 2025	Term 2 Week 9 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed		H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H5, H6, H7	H1 – H8*	H1, H3, H4, H5, H6, H7, H8	
Components		Weighting %				
Performance			10	5	5	20
Composition		10		10		20
Musicology		10	5		5	20
Aural			10		10	20
Elective	Elective 1		5		5	10
	Elective 2			5	5	10
Total %		20	30	20	30	100

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

HSC ASSESSMENT – COURSE SUMMARY

COURSE: MUSIC EXTENSION

COMPONENTS

Performance OR Composition OR Musicology 100

OUTCOMES

A student:

Performance Outcomes	Composition Outcomes	Musicology Outcomes
<i>Through performance and related activities a student:</i> 1. performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member	<i>Through composition and related activities a student:</i> 1. composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style	<i>Through musicology and related activities a student:</i> 1. presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
2. leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others	2. leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others	2. leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed	3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style	3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed	4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed	4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
5. presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction	5. presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition	5. presents, discusses and evaluates the problem-solving process and the development and realisation of a research project
6. critically analyses the use of musical concepts to present a stylistic interpretation of music performed	6. critically analyses the use of musical concepts to present a personal compositional style	6. critically analyses the use of the musical concepts to articulate their relationship to the style analysed

ASSESSMENT SCHEDULE MUSIC EXTENSION

PERFORMANCE ELECTIVE

PERFORMANCE ELEVATOR				
Component	Task 1	Task 2	Task 3	
Task Type	Performance Process Portfolio	Concert Recital Presentation	Trial HSC Performance	
Timing	Term 1 Week 11 2025	Term 2 Week 9 2025	Term 3 Weeks 3 – 4 2025	
Outcomes Assessed	1 - 6	1 - 6	1 - 6	
Components	Total Weighting %			
Performance	40	30	30	100
TOTAL /50 (1 Unit Course)	20	15	15	50

COMPOSITION ELECTIVE

Component	Task 1	Task 2	Task 3	
Task Type	Viva Voce (including written proposal)	Composition Drafts and Portfolios	Critique of the Creative Process	
Timing	Term 4 Week 9 2024	Term 2 Week 9 2025	Term 3 Weeks 3 – 4 2025	
Outcomes Assessed	1 - 6	1 - 6	1 - 6	
Components	Total Weighting %			
Composition	30	40	30	100
TOTAL /50 (1 Unit Course)	15	20	15	50

MUSICOLOGY ELECTIVE

MUSICOLOGY ELECTIVE				
Component	Task 1	Task 2	Task 3	
Task Type	Viva Voce (including written proposal)	Literature Review and Critical Analysis	Musicology Essay Draft and Portfolio	
Timing	Term 4 Week 9 2024	Term 1 Week 10 2025	Term 3 Weeks 3 – 4 2025	
Outcomes Assessed	1 - 6	1 - 6	1 - 6	
Components	Total Weighting %			
Musicology	30	30	40	100
TOTAL /50 (1 Unit Course)	15	15	20	50

HSC ASSESSMENT – COURSE SUMMARY

COURSE: VISUAL ARTS

COMPONENTS

1. Artmaking	50
2. Art History and Art Criticism	<u>50</u>
	100

OUTCOMES

A student:

ARTMAKING	
H1	initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
H2	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
H3	demonstrates an understanding of the frames when working independently in the making of art
H4	selects and develops subject matter and forms in particular ways as representations in art making
H5	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
H6	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
ART CRITICISM AND ART HISTORY	
H7	applies their understanding of practice in art criticism and art history
H8	applies their understanding of the relationships among the artist, artwork, world and audience
H9	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
H10	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

ASSESSMENT SCHEDULE VISUAL ARTS

	Task 1	Task 2	Task 3	Task 4	Total
Task Type	Part A – BOW progress interview Part B – Case Study Research Project	Part A – BOW Progress Part B - Mid Year Assessment	Body of Work (near completion)	Trial HSC Examination	
Timing	Term 1 Week 3	Term 1 Weeks 9 & 10	Term 3 Week 2	Term 3 Weeks 3 & 4	
Outcomes assessed	H1, H2, H4, H5, H7, H8	H1, H3, H6 H7 - H10	H1 – H6	H7 – H10	
Artmaking	10	10	30		50
Historical & Critical Studies	10	10		30	50
Total %	10	20	30	30	100



TAS - KEY LEARNING AREA

HSC ASSESSMENT – COURSE SUMMARY

COURSE: COMMUNITY AND FAMILY STUDIES

COMPONENTS

1. Knowledge and understanding of course content	40
2. Skills in critical thinking, research methodology, analysing and communicating	60
	100

OUTCOMES student:

H1.1	analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.1	analyses different approaches to parenting and caring relationships
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, Groups, families and communities
H2.3	critically Examines how individual rights and responsibilities in various environments contribute to wellbeing
H3.1	analyses the sociocultural factors that lead to special needs of individuals in groups
H3.2	evaluates networks available to individuals, groups and families within communities
H3.3	critically analyses the role of policy and community structures in supporting diversity
H3.4	critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
H4.1	justifies and applies appropriate research methodologies
H4.2	communicates ideas, debates issues and justifies opinions
H5.1	proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H5.2	develops strategies for managing multiple roles and demands of family, work and other environments
H6.1	analyses how the empowerment of women and men influences the way they function within society
H6.2	formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
7.2	develops a sense of responsibility for the wellbeing of themselves and others
7.3	appreciates the value of resource management in response to change
7.4	values the place of management in coping with a variety of role expectations

ASSESSMENT SCHEDULE COMMUNITY AND FAMILY STUDIES

	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Independent Research Project	Module Test	Groups in Context Assessment	Trial HSC Examination	
Timing	Term 4 Week 10 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 8 2025	Term 3 Weeks 3 - 4 2025	
Outcomes assessed	H4.1 H4.2	H2.1 H2.2 H3.2 H5.2	H2.2 H5.2 H6.1	H1.1 - H6.2	
Components	Weighting %				
Knowledge and understanding of course content	5	15	5	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	5	25	15	60
Total %	20	20	30	30	100

HSC ASSESSMENT – COURSE SUMMARY

COURSE: FOOD TECHNOLOGY

COMPONENTS

1. Knowledge and understanding of course content	40
2. Knowledge and skills in designing, researching, analyzing and evaluating	30
3. Skills in experimenting with and preparing food by applying theoretical concepts	<u>30</u>
	100

OUTCOMES

A student:

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



ASSESSMENT SCHEDULE FOOD TECHNOLOGY

	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Australian Food Industry Research Task	Module Test	Food Product Development Design Implementation	Trial HSC Examination	
Timing	Term 4 Week 9 2024	Term 1 Weeks 9 - 10 2025	Term 2 Week 10 2025	Term 3 Weeks 3-4 2025	
Outcomes assessed	H1.2, H3.1, H1.4	H1.1, H1.2, H1.3, H1.4	H1.1, H1.3, H1.4, H4.1 H5.1	H1.1, H1.2, H1.3, H4.2, H2.1	
Components	Weighting %				
Knowledge and understanding of course content		10		30	40
Knowledge and skills in designing, researching, analysing and evaluating	10	5	15		30
Skills in experimenting with and preparing food to apply theoretical concepts	15		15		30
Total %	25	15	30	30	100

HSC ASSESSMENT – COURSE SUMMARY COURSE:

COURSE: ENTERPRISE COMPUTING

COMPONENTS

1. Knowledge and Understanding of Course Content	50
2. Knowledge and Skills in practical application of the content	<u>50</u>
	100

OUTCOMES

A student:

EC-12-01 explains how systems meet the needs of a range of enterprises
EC-12-02 explains the function of data and information within enterprise computing systems
EC-12-03 explains and evaluates how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
EC-12-04 explains how data is used in enterprise computing systems
EC-12-05 applies tools and resources to analyse complex datasets
EC-12-06 analyses how innovative technologies have influenced enterprise Computing systems
EC-12-07 explains the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
EC-12-08 justifies the selection and use of tools and resources to design and develop an enterprise computing system
EC-12-09 selects and applies methods to record the management and evaluate the development of an enterprise computing system
EC-12-10 evaluates the effectiveness of an enterprise computing system
EC-12-11 communicates an enterprise computing solution to a specific audience

ASSESSMENT SCHEDULE ENTERPRISE COMPUTING

	Task 1	Task 2	Task 3	Task 4	Total
Nature of tasks	Data Science & Visualisation Task	Module Test	Individual Enterprise Project	Trial HSC Examination	
Due date	Term 1 Week 5 2025	Term 1 Weeks 8/9 2025	Term 2 Week 9 2025	Term 3 Weeks 3–4 2025	
Outcomes assessed	EC-12-01, EC-12-02, EC-12-04, EC-12-05, EC-12-06, EC-12-11	EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-06	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	
Components	Weighting %				
Knowledge and understanding of course content	10	10	15	15	50
Knowledge and skills in the practical application of the content	15	5	15	15	50
Total %	25	15	30	30	100

PD/H/PE - KEY LEARNING AREA

HSC ASSESSMENT – COURSE SUMMARY

COURSE: PD/H/PE

COMPONENTS

1. Knowledge and understanding of course content	40
2. Skills in critical thinking, research, analysis and communicating	60
	100

OUTCOMES

A student:

H1	describes the nature and justifies the choice of Australia's health priorities
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	analyses the determinants of health and health inequities
H4	argues the case for health promotion based on the Ottawa Charter
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H7	explains the relationship between physiology and movement potential
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	explains how movement skill is acquired and appraised
H10	designs and implements training plans to improve performance
H11	designs psychological strategies and nutritional plans in response to individual performance needs
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
H14	argues the benefits of health-promoting actions and choices that promote social justice
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

ASSESSMENT SCHEDULE PDHPE

	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Presentation Sports Medicine	Writing Task Core 1	Training Program Analysis Core 2	Trial HSC Examination	
Timing	Term 4 Week 7 2024	Term 1 Weeks 9-10 2025	Term 2 Week 7 2025	Term 3 Week 3 - 4 2025	
Outcomes assessed	H8, H13, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H11, H16, H17	H1-H6, H7-H11, H14-H17	
Components	Weighting %				
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	10	15	15	20	60
Total %	20	25	25	30	100



VOCATIONAL EDUCATION AND TRAINING COURSES



Education

ULTIMO RTO 90072

VET COURSE ASSESSMENT SCHEDULES

Preliminary 2024 – HSC 2025

Vocational Education and Training (VET) Courses

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. 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, Careers Adviser and Deputy Principal of VET 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.





Name: Strathfield Girls High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Beverage making 101	Task 5 Working 9 to 5
Code	Unit of Competency	Week 5 Term 3	Week 5 Term 4	Week 5 Term 5
SITHIND006	Source and use information on the hospitality industry	X		
SITHFAB024	Prepare and serve non-alcoholic beverages		X	
SITHFAB025	Prepare and serve espresso coffee		X	
SITHFAB027	Serve food and beverages		X	
BSBTWK201	Work effectively with others			X
SITHIND007	Use hospitality skills effectively			X

HSC MID YEAR EXAM	HSC TRIAL EXAM
Week 10/11 Term 1	Week 3-4 Term 3

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 will be calculated using Mid Year Preliminary weighting 10%, Final Preliminary weighting 20%, HSC Mid Year weighting 30% , HSC Trial Exam weighting 40%.

* Examinable units to be confirmed by teacher.

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

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

Higher School Certificate

Higher School Certificates are to be granted by the NSW Education Standards Authority to students who:

- (a) have been granted a School Certificate, or who have attained such other qualifications as NESA considers satisfactory; and
- (b) have attended a government school, or registered non-government school to which a current certificate of accreditation applies, or school outside New South Wales recognised by NESA, or a TAFE establishment within the meaning of the *Technical and Further Education Commission Act 1990*; and
- (c) have participated, to NESA's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate; and
- (d) have been accepted by NESA as having satisfactorily completed those courses of study; and
- (e) have, to the NESA's satisfaction, undertaken the requisite Exams or other forms of assessment; and
- (f) have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or NESA.

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

Curriculum for Higher School Certificate candidates

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

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

PATTERN OF STUDY REQUIREMENTS CHECKLIST FOR THE HIGHER SCHOOL CERTIFICATE

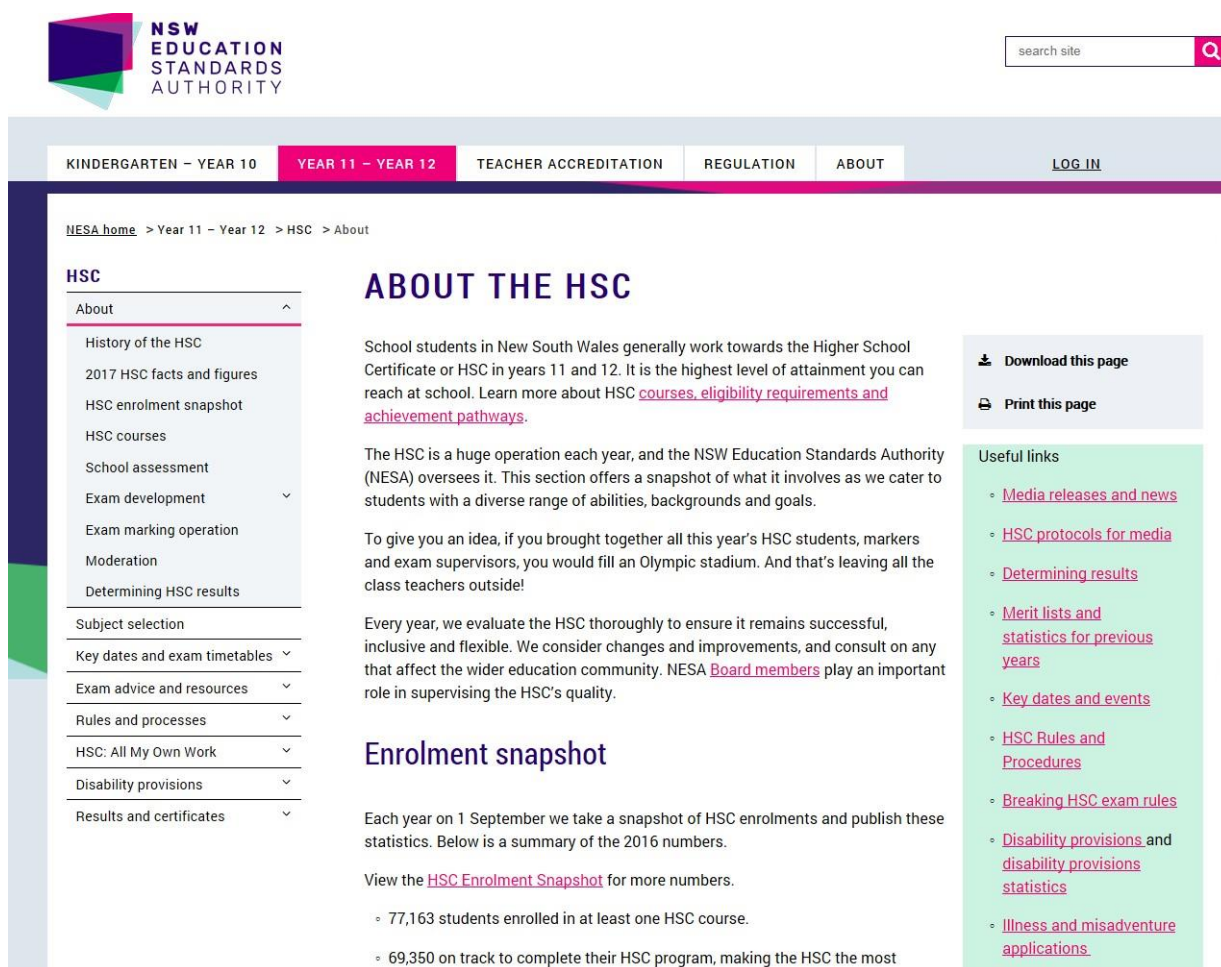
✓	Do your students who complete the Higher School Certificate meet the following pattern of study requirements?
	At least 12 units of Preliminary courses and 10 units of HSC courses
	At least 2 units of a Board Developed Course in English – at both Preliminary and HSC level
	At least 4 subjects – at both Preliminary and HSC level
	At least 6 units of Board Developed Courses – at both Preliminary and HSC level
	At least 3 courses of 2-unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Preliminary and HSC level
	A maximum of 6 Preliminary units and 6 HSC units from courses in Science [Ref: <i>ACE Manual</i>]
	In the Preliminary study pattern, Senior Science cannot be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. In the HSC study pattern, Senior Science can be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. Students undertaking Senior Science in the HSC study pattern must have satisfactorily completed the Preliminary course in at least one Science course [Ref: <i>ACE Manual</i>]
	Met eligibility requirements for the English (ESL) course [Ref: <i>ACE Manual</i>]
	Met eligibility requirements for Continuers courses in languages where there are Background Speakers courses [Ref: <i>ACE Manual</i>]
	Met eligibility requirements for Beginners courses in languages [Ref: <i>ACE Manual</i>]
	<u>All</u> students undertaking Preliminary or HSC courses, except students undertaking only Stage 6 Life Skills courses , are required to complete the <i>HSC: All My Own Work</i> program (or equivalent) prior to the school's submission of students' Preliminary and HSC course entries. (Students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses must also meet this requirement. Completion of the <i>HSC: All My Own Work</i> program (or equivalent) is optional for students undertaking only Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the <i>HSC: All My Own Work</i> program for students with special education needs as necessary.)
	Board Endorsed Courses have current endorsement
	Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE Delivered VET HSC Course or Board Endorsed Course combinations which are subject to Board exclusions. VET course exclusions are available on the NSW Education Standards Authority website under Vocational Education.
REMINDERS	
	Students seeking an ATAR (Australian Tertiary Admission Rank) must complete at least 10 units of Board Developed Courses for which there are formal Exams conducted by the NSW Education Standards Authority, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses. Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects. NB: Board Endorsed Courses and Content Endorsed Courses, including vocational Content Endorsed Courses, do not satisfy requirements for the ATAR.
	Schools should note that additional Departmental curriculum requirements (e.g. sport, religious education, 25 hours of PD/H/PE etc) or conditions of enrolment at individual schools are not requirements for Higher School Certificate credentialling as determined by the NSW Education Standards Authority as the statutory Higher School Certificate credentialling authority.
	Schools will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the <i>ACE Manual</i> for further details].
	Students with special education needs can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student's transition from school to adult life [please refer to the <i>ACE Manual</i> for further details].

NESA WEBSITE – ESSENTIAL INFORMATION

As a HSC student you need to have access to updated information concerning NESA HSC issues.

Go to: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>
for further information about your syllabuses and related matters.

At this site you will be able to access ESSENTIAL information pertaining to the HSC and your specific courses.



NSW EDUCATION STANDARDS AUTHORITY

search site

KINDERGARTEN – YEAR 10 **YEAR 11 – YEAR 12** TEACHER ACCREDITATION REGULATION ABOUT [LOG IN](#)

[NESA home](#) > [Year 11 – Year 12](#) > [HSC](#) > [About](#)

HSC

- About
- History of the HSC
- 2017 HSC facts and figures
- HSC enrolment snapshot
- HSC courses
- School assessment
- Exam development
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- Moderation
- Determining HSC results
- Subject selection
- Key dates and exam timetables
- Exam advice and resources
- Rules and processes
- HSC: All My Own Work
- Disability provisions
- Results and certificates

ABOUT THE HSC

School students in New South Wales generally work towards the Higher School Certificate or HSC in years 11 and 12. It is the highest level of attainment you can reach at school. Learn more about HSC [courses, eligibility requirements and achievement pathways](#).

The HSC is a huge operation each year, and the NSW Education Standards Authority (NESA) oversees it. This section offers a snapshot of what it involves as we cater to students with a diverse range of abilities, backgrounds and goals.

To give you an idea, if you brought together all this year's HSC students, markers and exam supervisors, you would fill an Olympic stadium. And that's leaving all the class teachers outside!

Every year, we evaluate the HSC thoroughly to ensure it remains successful, inclusive and flexible. We consider changes and improvements, and consult on any that affect the wider education community. NESA [Board members](#) play an important role in supervising the HSC's quality.

Enrolment snapshot

Each year on 1 September we take a snapshot of HSC enrolments and publish these statistics. Below is a summary of the 2016 numbers.

View the [HSC Enrolment Snapshot](#) for more numbers.

- 77,163 students enrolled in at least one HSC course.
- 69,350 on track to complete their HSC program, making the HSC the most

Useful links

- [Media releases and news](#)
- [HSC protocols for media](#)
- [Determining results](#)
- [Merit lists and statistics for previous years](#)
- [Key dates and events](#)
- [HSC Rules and Procedures](#)
- [Breaking HSC exam rules](#)
- [Disability provisions and disability provisions statistics](#)
- [Illness and misadventure applications](#)

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Strathfield Girls High School HSC Assessment Planner

	Term 4 2024
WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	Pattern of Study Interview is completed
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	
WEEK 10	



Strathfield Girls High School HSC Assessment Planner

	Term 1 2025
WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	MID-YEAR ASSESSMENT PERIOD 10 DAYS DURING THESE WEEKS
WEEK 10	
WEEK 11	



Strathfield Girls High School HSC Assessment Planner

	Term 2 2025
WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	
WEEK 10	



Strathfield Girls High School HSC Assessment Planner

	Term 3 2025
WEEK 1	
WEEK 2	
WEEK 3	TRIAL HSC EXAMINATIONS
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	
WEEK 10	



HSC COUNTDOWN: QUICK TIPS

How to study well and stay sane...

Study techniques

- Learn, and use techniques to maximise your recall ability: Mind-mapping – brings out the connections between different ideas.
- Memory cards – write key words or ideas and stick them up on your walls.
- The Q-S-R technique; QUICKLY read the chapter, then SCAN each page noting key words, then READ carefully, making notes as you go.
- Never study beyond your concentration span (the time your mind starts wondering). Take a short break to refresh your brain.

Plan of action

- Make a **timetable** of things you do including school, homework, study, part-time work, Watching TV, meals, sport, leisure, music and household responsibilities.
- Give yourself an **allocated time** for these activities each week – and stick to the schedule.
- **Prioritise.** What must be done now? What can wait till later?
- Cramming can be counterproductive. Don't stay up all night; **get a good night's sleep.**
- **Ask a trusted teacher, school counsellor,** librarian, older sibling or relative for advice.
- **Deal with anxiety** by learning relaxation techniques such as deep breathing or yoga.
- **Avoid caffeine** and prescription drugs to keep you awake as they can make you feel more nervous.
- **Cut down hours** spent **at a part-time job** and don't be afraid to say no to friends or family commitments

Essential tips

- Get organised now. Jot down important **dates in a diary** or planner.
- Become familiar with the language or **terminology used in each subject.**
- Create a **study area** that is quiet, comfortable, well-lit and ventilated and free of distractions.
- **Download past exam papers** and copies of the syllabus from the NSW Education Standards Authority (NESA) website.
- **Be realistic** about what you can achieve. Act on comments and suggestions your teacher makes about your work.
- If you are doing a **major work**, ensure that you are regularly adding to your journal.
- **Study in short, frequent sessions** and take breaks every hour.
- **Revise regularly.** Go over new material daily to ensure it stores in your long-term memory.

Notes

[illegible]

Notes

This image shows a full page of white paper with horizontal grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Strathfield Girls High School

116-146 Albert Road
Strathfield NSW 2135

www.strathfieg-h.schools.nsw.edu.au

Email strathfieg-h.school@det.nsw.edu.au

Phone 9746 6990

Fax 9746 3517



Education