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# MARSDEN HIGH SCHOOL

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## Year 12 Assessment Booklet

*Learning for life*

**2024 - 2025**





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# 1. Overview

This booklet is designed as a guide for students and their parents and carers to understand the operation of the Higher School Certificate Assessment procedure at Marsden High School. It is important that both students and parents/carers are aware of the assessment procedures and the requirements which must be met.

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessments task are those which students undertake as part of the school-based assessments program, reflecting specific course requirements, components and weightings.

This booklet outlines the general school assessment policy and the special requirements to be met in each subject area. Most importantly it sets out the rules and procedures to be followed by students regarding assessment tasks and their completion.

In the context of the Higher School Certificate (HSC), a requirement of the school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- A wider range of syllabus outcomes than may be measured by external examinations alone
- Multiple measures and observations made throughout the course rather than a single assessment event.

## Assessment Coordinator

The year group Deputy Principal is the Assessment Coordinator. The Assessment Coordinator will ensure that every student signs that they have received a copy of this booklet. They also determine the procedures to be followed by students who have missed assessment tasks, convene the Assessment Appeals Committee and provide advice about assessments to students, teachers and parents.

## Your Rights and Responsibilities in Year 12 Assessment

### You have the right to:

1. Be informed of the assessment procedures of your school and those of NESA
2. Receive clear guidelines and a notification sheet for each assessment task (including examinations), **in writing**, relating to the requirements of each assessment task at least two weeks before the task due date.
3. Query the mark for an individual task at the time it is returned to you.

### You have the responsibility to:

1. Become familiar with and follow the assessment requirements set by our school.
2. Monitor upcoming tasks by reference to this booklet, and the Term Assessment Planners issued.
3. Complete all set tasks on time or talk to your teacher about what is required if you can't meet a deadline.
4. Avoid behaviour which could be considered cheating, including plagiarism, the use of AI to generate source material, and ensure that all assessment work is your own or acknowledges the contribution of others.
5. Be familiar with **NESA HSC: All My Own Work** module content completed in Year 10.
6. Follow up any concerns you have with tasks **at the time they are returned to you.**

## 2. The NSW Higher School Certificate (HSC) credentials

The Higher School Certificate is the highest educational award you can gain in New South Wales schools. The HSC is awarded to students who successfully complete a comprehensive program of study, including Year 11 and Year 12 courses. Schools need to develop programs of study and assessment and reporting processes that comply with the requirements of the NSW Education Standards Authority (NESA) and are understood by students and their families.

The HSC:

- is an internationally recognised credential
- provides a strong foundation for future studies and careers
- is standards-based; students receive HSC marks that indicate the standard they have achieved
- involves the study of at least 12 units in Year 11 and 10 units in Year 12
- involves at least 6 units of Board Developed courses in Years 11 and 12.

### Board developed Courses

These courses are developed by NESA and count towards your Australian Tertiary Admission Rank (ATAR). They include English, Maths, Science, Technology, Creative Arts, PDHPE, HSIE, Languages and Vocational Education and Training (VET) Curriculum Framework courses.

### Board Endorsed Courses

Board Endorsed Courses are generally developed by schools, TAFEs or universities. They contribute to the HSC, but don't count towards your ATAR.

## 2.1 Qualifying for the HSC

NESA requires that for the award of a Higher School Certificate, students MUST:

- Successfully complete 12 units in Year 11
- Study the pattern of courses required by NESA for the required time
- Have a satisfactory record of attendance and application to their studies
- Complete the requirements for a sufficient number of courses, including practical, oral or project works
- Complete assessment requirements for a sufficient number of courses
- Sit for and make a serious attempt at the Higher School Certificate Examination in a sufficient number of Board Developed courses, in compliance with NESA examination rules
- Pass the HSC minimum standards online tests in reading, writing and numeracy

## HSC Minimum Standards

All Year 12 students in NSW must reach a minimum standard of literacy and numeracy to receive their HSC. Our Literacy and Numeracy Advisers will coordinate HSC Standards testing. Students get multiple chances each year to pass each of the online tests from Year 10 until five years after they finish their HSC course. If students pass the online tests of basic reading, writing and numeracy skills it will show they have met the HSC minimum standard.

### How is the standard set?

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

- following safety instructions in equipment manuals
- understanding a mobile phone plan
- writing a job application
- creating a personal weekly budget.

### Disability provisions and exemptions from minimum standards testing

Some students with disabilities will be eligible for extra provisions for the minimum standard online tests, or be exempt from meeting the HSC minimum standard, in order to receive their HSC.

## 2.2 Pattern of Courses for the HSC

To qualify for the Higher School Certificate, students must study a pattern of Year 11 and HSC courses:

- At least 12 units must be satisfactorily completed in the Year 11 study pattern and at least 10 units in the HSC (Year 12) study pattern
- At least 6 units must be from Board Developed Courses
- At least 2 units must be of a Board Developed Course in English, this includes English Studies
- At least three courses must be of 2 units value or greater (either Board Developed or Board Endorsed Courses)
- At least 4 subjects
- No more than 7 units of Science can contribute to the 10 units studied for the HSC.

Satisfactory completion of the relevant Year 11 course is necessary before attempting a specific HSC course. Some TAFE courses are compacted to one year by including 3 or 4 units of study in Year 12.

## 2.3 Confirmation of HSC Entry

It is your responsibility to ensure that you are meeting the pattern of study requirements at all times. You cannot change or drop a subject without completing a **Change of Study Pattern** form (a pink form available from the HSC Deputy Principal).

It is **the student's responsibility** to ensure that you are studying at least **ten units** of the correct subjects to gain an ATAR, if an ATAR is required. When the NESAs Liaison Officer gives you a **confirmation of entry** form from NESAs, it is your responsibility to check and verify that you are correctly enrolled for the HSC and an ATAR (if needed). You must update your details with *NESAs Schools Online* and notify the NESAs Liaison Officer if you change your address or any personal details during this year.

## 2.4 Satisfactory Course Completion & Attendance

### Completion

**ACE 8019** from the *NESAs ACE Website* states that: A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- **followed** the course developed or endorsed by NESAs, and
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- **achieved** some or all of the course outcomes.

## Attendance

While NESAs does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. MHS expects a **minimum of 85% attendance in courses for satisfactory completion**. Research shows that any level of absence leads to lower achievement. As attendance drops there is a correlating decline in achievement. Marsden High School supports students to maintain attendance levels above 95% to ensure they have the best chance to fulfil their potential.

## 2.5 HSC Course Assessment

### Assessment of Board Developed Courses

Assessment of most Board Developed courses for the Higher School Certificate involve two forms of assessment:

1. School-based Assessment in the HSC Course
2. External NESAs Examination (HSC exam)

Both forms of assessment are used in the calculation of final marks in these courses.

### Assessment of Board Endorsed Courses

There are a range of Board Endorsed courses available that:

- do not have an HSC exam – school-based assessment is used
- count towards an HSC
- do not contribute to the ATAR
- include some vocational courses - examples include Work Studies, Marine Studies, Photography, and Sport, Lifestyle and Recreation.

Assessment of Board Endorsed Courses for the Higher School Certificate involves *School-based Assessment* only.

### Students Studying External Courses

A student's pattern of study may include studying courses outside of the school. These include courses studied at TAFE Colleges, Sydney Distance Education High School, Secondary College of Languages, and external providers/outside tutors.

The assessment requirements for these courses are managed by these external providers.

## 3. Formal School-based Assessment Procedures

Marsden High School complies with the rules and regulations according to **ACE 8072**, as published on the Assessment Certification Examination (ACE) website. Principals will continue to have the flexibility to decide on the number, type and weighting of school-based assessments for Year 11 and HSC students in 2024. NESAs's Principles of Assessment continue to apply.

This booklet includes the procedures and schedule for all students and teachers. Each student is required to sign for his/her copy of the Assessment Booklet as an acknowledgment of receipt.

Students will be notified in writing of any changes to the school's Assessment Procedures.

### Purpose of assessment

Assessment is the process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.



Assessment for learning is a key principle that guides teaching and learning:

- Teachers use information gathered throughout the teaching and learning process to assist students to clarify understanding and develop skills.
- Specific feedback is provided to students to inform them of the next steps in their learning journey.
- Students monitor their own learning and ask questions about how to use assessment information for new learning to improve their skills.

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessment tasks are those which students undertake as part of the **school-based assessment program**, reflecting specific course requirements, components and weightings.

Evidence gathered through formal assessment assists teachers to report on student achievement in relation to syllabus outcomes and standards at a point in time and is often used for grading or ranking purposes. The components and weightings and the prescribed nature of some tasks ensure a common focus for school-based assessment in a course across schools, while also allowing for flexibility in the design of some tasks at the school level. It is not a requirement to formally assess every content area, topic or module in a course. While informal assessment does not contribute to grades or marks, it is a valid tool to assist teacher judgement about student achievement and to improve student learning.

### 3.1 How will assessment be undertaken?

Schools are required to provide written advice to students about the schools' requirements for assessment in each course including:

- formal assessment schedules at the commencement of each Year 12 course
- each formal assessment task
- in preparation for examinations, students will be issued with an assessment task notification at least two weeks prior to the beginning of the examination period, outlining the area/s of study and the weighting of the task.

In the context of the HSC, a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- a wider range of syllabus outcomes than may be measured by examinations alone
- multiple measures and observations made throughout the course rather than a single assessment event.

Assessment tasks are conducted throughout Year 11 Term 4, and Year 12 Terms 1, 2, and 3. Each has mandatory components and a weighting determined by the school within requirements provided by NESA. The maximum number of formal assessment tasks is four per 2 unit course for the HSC. There is only one formal written examination that mimics the HSC per course. In Year 12, trial examinations have a maximum weighting of 30%.

A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together. Assessment programs include a variety of assessment tasks that test the content and outcomes of each course and allow students to show what they know, understand and can do.

Assessment tasks will vary between subjects. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to:

- Presentations – digital, oral, multimodal, viva voce (oral examination)
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, log books, process diaries
- Tests
- Compositions.
- 

Examinations held within the school are generally included in school-based assessment programs.

## What happens if there are two or more classes of the same subject?

Where the same assessment task is given to two or more classes, the assessment task and the conditions under which the assessment task is carried out and marked **MUST** be the same.

## 3.2 How will Assessment information be communicated?

### Communication to Students

All HSC students will be issued with a hard copy of the *2025 Higher School Certificate Rules and Procedures* and directed to the NESA website to access Rules and Procedures Guide.

Students must be informed prior to the assessment period about:

- NESA requirements for each course
- The assessment tasks to be attempted and completed
- The proportion each task contributes to the final assessment.

### Notification of assessment tasks

The due date and details of an assessment task will be notified to students in writing at least two weeks before the task. Written notification details of each task must include:

- the date and time of when the task will take place or when the task is due
- components/topics and their weighting as specified in the course assessment schedule
- the general nature (mode) of the assessment task
- the weight value of the task in relation to the total weighted mark for the course as specified in this policy.
- where appropriate, marking criteria/rubric/information about how the task will be assessed. After the written notification has been issued, if a change of date for the completion of the task is required there is no need for two weeks' notice provided the task is not being brought forward. *Any changes of date will be notified in writing.*

**Note that written notification has precedence over any information listed in the assessment schedules contained in this assessment booklet** -that is, details of assessment tasks listed in this assessment booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task. In some circumstances, it may be necessary to alter the date of the task (that is, Term and Week) from that listed in the assessment schedule in this assessment booklet. When this occurs, students must be informed of any changes to the date - in writing, and two weeks in advance.

### Feedback

Following the completion and submission and marking of an Assessment Task, students will receive clear feedback on their performance. This advice should indicate:

- students' attainments in the task relative to the outcomes
- students' relative positions within the course for the task
- the next steps for improvement in learning progress.

Prior to task due date, although not a requirement, informal feedback may be provided to students. Feedback will be given up to 48 hours prior to the submission time and date to ensure teachers are able to provide it in an equitable manner. **Teachers will not edit the task.** Students may receive feedback on drafts ONCE, in some exceptions TWICE if stipulated in the Task Notification. The informal feedback may be verbal or written and will only be related to the task criteria. The type of feedback will be the same for all students who apply. Feedback in Extension and Practical subjects may involve more detail.

### Marks and Ranks

You will be given your mark and ranking for each assessment task when it is returned and finalised. However, you will not be given your final assessment mark. Your final assessment rank will be provided when all tasks are finalised, including the completion of any estimate calculations for any candidate with an estimate pending, as estimates are calculated at the end of the course.

## Communication to Parents about Student Progress

A regular guide to individual student progress will be provided by:

1. Teacher comments on school reports
2. Marks and comments on completed assessment tasks
3. Feedback provided to students via Google Classroom or completed coursework
4. Progress Reports made at parent's request
5. Letters sent to parents regarding student progress
6. Official Warning letters for course non-completion.

## 3.3 Assessment Criteria & Weighting of Tasks

General assessment criteria, indicating the nature and purpose of the assessment, will be included with each assessment task notification.

Assessment tasks are designed to assess the content and outcomes of the course. The tasks are designed with reference to the NESAs *Glossary of Key Words*, included in this booklet.

The tasks are developed with general marking guidelines and describe the mark ranges to be awarded at each level of achievement.

Individual assessment tasks will, in general, be no more than 40% or no less than 10% of the total assessment mark. Each assessment task will be weighted according to the relative importance of each task. Students will be advised of the weighting with each assessment task. There is no requirement for assessment schedules to include tasks with a greater weighting towards the end of the course.

## 3.4 Scheduling of formal assessment tasks

The Assessment schedule for HSC courses applies as soon as the Year 11 Course is completed. Students are provided with written notification of the Assessment Procedures and Program (HSC Course Assessment Booklet) early in Term 4. **You will be given at least two week's notice of a formal task.** Absence on the day of notification doesn't mean an extension will be granted. The description of tasks will be in writing and will include:

- the **task number**
- **weighting** of the task
- the **date and time of day** that the task is to be completed e.g. end of period 4 Thursday 7 May
- the syllabus **outcomes** and **marking criteria** i.e. what will be assessed in relation to the outcomes
- the **form** the assessment task will take (e.g. test under exam conditions, oral presentation, performance) and a brief **description** of this task type
- the form of **feedback to be provided**

Changes to the HSC Course Assessment Schedule must be made in writing to students with at least **TWO weeks** notice.

**Students will not receive assessment tasks that have a DUE DATE in the week BEFORE the start of their HSC Trial Examinations.**

## 3.5 Assessment Task Submission

**For formal examinations:** students must complete and hand in one attendance voucher for each examination paper attempted.

**For all other assessment tasks:** All assessment tasks are to be submitted to the class teacher or Head Teacher on the due date at the time and period specified on the assessment notification.

### Hand-in tasks

It is the student's responsibility to ensure that tasks are submitted on time. Tasks may be submitted:

- in person OR
- another agreed processes, indicated on the assessment task notification.

Students **must** sign an assessment task register for the teacher to confirm the task has been submitted. These records are required for HSC monitoring. If the task is submitted via Google Classroom, each student must submit a Google Form for each task to create the assessment register electronically.

In the situation where a task submission is in question, it is the student's responsibility to provide evidence of task submission to the faculty. Failure to do so may lead to a zero mark being awarded. **Students must not leave hand-in tasks on teachers' desks.** If a student is not able to come into school due to unavoidable circumstances, they must keep evidence of their submission e.g. email and any attachments that relate to it; task receipt if another person submits on their behalf.

### **Performances and Oral Tasks**

Students must be prepared to present performances and oral assessment tasks (including, but not limited to: presentations, viva voce and language speaking tasks) on the specified due date. Where applicable, students must submit a hard copy of their presentation on the advertised due date of the task.

### **Technology and Assessment Tasks**

Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date by 9:00am. **Technology failure or printer breakdown is NOT, in itself, a valid reason for late submission of a task** - it is not an acceptable reason for a misadventure application.

## **3.6 Assessment Task Monitoring and Recording**

Schools are required to maintain records of marks awarded for each task identified as part of the HSC assessment program.

### **Central register of all tasks, marks and ranks**

The issuing of assessment information (including change of schedule) will be recorded in individual teacher mark books and on a class task registration sheet to ensure there is a record of student notification. Assessment marks will be recorded in faculty mark books and on Sentral.

All HSC Monitoring is the responsibility of the Assessment Coordinator. It will consist of a written copy of the task, the "agreed mark" for each student, the rank for each student in that task and the cumulative rank for each student in that course, following that assessment task.

The central register will also contain all applications for variations to the published assessment schedule, approval from the Assessment Coordinator for each variation and the amended notification register, signed by all students in the course. This acknowledges receipt of the advice of approved variation to the published Assessment Schedule.

## **3.7 Penalties in relation to non-completion/non-submission tasks**

A mark of **zero** will be awarded to any student who:

- **cheats (or assists others in cheating)** during an assessment task/examination.
- **plagiarises:** copies work or attempts to represent the work of another student as their own.
- **disrupts** an in-school assessment task as the concentration of fellow students is affected.
- presents an assessment task which is considered **objectionable or a non-serious attempt** (the task attempt does not meet the criteria listed or descriptors for performance)
- **is absent from any class on the day or day prior** to complete an assessment task by the due date.
- submits an assessment task after the due date and time **without a successful Illness/Misadventure Application**

In cases of proven dishonesty, **the Principal will be notified** and the school's behaviour code will be followed. Any actions of deceit will result in a **zero** mark for the task and will place your HSC at risk. The incident will be **recorded on NESA's register of malpractice.**

## Non-serious attempt

If you don't make a serious attempt at a task (your attempt does not meet the criteria listed or descriptors for performance), you will be given a formal warning of non-completion, which could jeopardise your completion of the HSC course. In addition, you will be required to re-sit, re-submit or perform the task at a later date in order to meet course requirements.

## 3.8 Final Assessments & Review

Final assessment marks are the result of student performance in all assessment tasks that covered the range of outcomes of the course. The final assessment marks are used to indicate the **rank of students** in relation to each other and the **gap** between them.

Final assessment marks are not given to students as NESAs adjust final assessment marks using a process called moderation, so that assessment marks can be compared across schools. Moderation maintains the rank order of students within the school group and the relative gaps between them.

The final assessment ranks of students provide the school with the order of merit in each course.

### Assessment Task Review

Students who consider that their rank in any course is not correct may seek a school review. An assessment review focuses on the **procedures** for determining the final assessment mark. Students are not entitled to seek a review of a teacher's judgement of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review. A review will ascertain whether:

- Procedures used to determine the final assessment mark conform with the stated assessment program
- Computational or other clerical errors have occurred.

Reviews will be carried out by the Assessment Appeal Committee, a panel consisting of a Deputy Principal and two Head Teachers.

## 4. Malpractice

Malpractice is any activity undertaken by a student that gives them an unfair advantage over others in assessment tasks or exams. Malpractice covers a range of dishonest behaviours, which can seriously impact a student's assessment results and standing with NESAs.

### Forms of Malpractice:

- **Copying:** Taking part or all of someone else's work and presenting it as their own.
- **Plagiarism:** Using material from books, journals, or the internet without proper citation.
- **Unacknowledged Collaboration:** Building on someone else's ideas or using contributions from others (e.g., a parent or tutor) without acknowledgment.
- **Purchased or Stolen Work:** Buying, stealing, or borrowing another person's work and submitting it as one's own.
- **Using Artificial Intelligence (AI, such as ChatGPT):** to draft or complete an assessment task
- **Non-approved Assistance:** Using non-approved aides or assistance during exams or tasks.
- **False Explanations:** Fabricating reasons for missed or incomplete work or assisting another student in committing malpractice.

### Handling Suspected Malpractice:

- **Investigation:** When malpractice is suspected, the Course Teacher will inform the Head Teacher and provide evidence (such as a plagiarism report, Turnitin results, or comparisons to other students' work) to support the claim.
- **Student Response:** The student will be given the opportunity to provide evidence that their work is original. This may include showing drafts, notes, or answering questions to demonstrate their understanding of the material.
- **Plagiarism Detection:** The school may use tools like Turnitin to check for plagiarism, producing reports that detail the percentage of original work and flagged content.

### Consequences of Proven Malpractice:

- **Zero Marks:** Students involved in proven malpractice will receive a zero for the affected task, which will impact their final mark and rank.
- **Registration with NESA:** The student's name will be added to the NESA Malpractice Register, as required for any proven malpractice cases.
- **Penalties for Truancy:** If a student is present at school but truant before an assessment task, penalties may apply in addition to any malpractice consequences.

### Right to Appeal:

Students penalised for malpractice have the right to appeal the decision. Appeals must be made through the standard school appeals process and escalated to NESA if necessary.

## 5. Absences, Illness and Misadventure

### Absence on the day before or the day of an assessment task

The NSW Educational Standards Authority (NESA) expects students to undertake all set assessment tasks. They also expect the school to enforce NESA rules and be consistent and fair.

#### 5.1 Illness/ Misadventure Flow chart

If you are studying a Stage 6 course and are absent due to illness or misadventure on the day an assessment task is scheduled or due, follow and complete this process within 2 school days of the due date of the assessment task. This process is mandatory for students undertaking Stage 6 courses.

**Courtesy email:** We request that you or your parents/carers email marsden-h.school@det.nsw.edu.au on the day of the missed assessment task.

#### Complete illness/misadventure application form:

(A) Download, print and complete the Illness/Misadventure Application and obtain independent evidence (for example, Doctor's certificate, police report, death certificate). You must then complete page one of the Marsden High School illness/misadventure form and attach the independent evidence.

OR

(B) Download, print and complete page one and two of the Illness/Misadventure Application form. Take this to the relevant professional authority to complete all relevant sections of the application.

**Return to school with completed application:** You must return to school on the first day that you are able to, with your completed forms and evidence. Forms must be handed in by 3:00pm on the day of your return. You must hand in your completed forms at Student Management to Ms O'Neil (School Secretary). You will receive a receipt signed by Ms O'Neil as evidence of submission.

**Complete the assessment task:** Be prepared to sit the task, or if deemed appropriate a substitute task, on the day of return to school as per the recommendation by Head Teacher of that faculty.

**Complete the assessment task:** The executive will assess your application and the relevant faculty Head Teacher of the faculty will inform the student of the outcome of the illness and misadventure application.

**Note:** During an examination period, do not wait until your next scheduled examination to submit paperwork. On the first day that you can report to student management, come and submit your forms to Ms O'Neil.



## 5.2 Absence Due to Illness or Misadventure

Please note the following:

**Illness or injury** - refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);

**Misadventure** - refers to any other event beyond the student's control which allegedly affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood). You cannot submit an application on the basis of - misreading the exam timetables, misreading exam instructions, loss of study time, difficulties in preparation or loss of preparation time unless there are **exceptional circumstances**.

It is the student's responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late, without first gaining an extension via an illness/misadventure form, then a mark of **ZERO** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the HSC Deputy Principal or relevant Head Teacher).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so. Students who are absent on the due date for the submission of an assessment task, or who are absent on the day of an assessment task, must submit an Illness and Misadventure form (see Appendices) to the school. A student may also submit an Illness and Misadventure form to the school or relevant Head Teacher if they believe that **exceptional circumstances** leading up to the task, or on the day of the task, adversely affected their performance in that task.

A judgement regarding the missed assessment, will be made by the relevant members of the school executive. The student will be informed of this decision within 3 school days of the lodgement of the **Illness/Misadventure Application Form**. This will indicate whether the student should submit the task at another date, be given an estimate, a substitute task or awarded zero (0) marks.

A student will be able to submit an assessment on the day that he/she returns to school, **ONLY** if this was the negotiated agreement when the absence was notified to the Head Teacher and Deputy Principal. If an extension of time is granted this will be clearly stated on the **Illness/Misadventure Application Form**. Any extension of time granted will not exceed the period of absence.

Where there is **no valid reason** or the procedures have not been followed for non-completion of an assessment task, **a mark of zero** will be recorded for that task. If this occurs the student's parents/carers will be informed, with a N Warning Letter for 'non-completion of a task' being issued to the student and a copy sent to the parents/carers. Students will be given two weeks to complete the task in order to meet course expectations. No responding to an N Warning Letter will leave the student vulnerable to potential course failure.

In following these procedures, the school can best support you to complete the task without incurring any penalties and be fair to all students.

## 5.3 School Business (Approved School Event Participation) and Approved Leave

Students on School Business must notify their teachers of their absence from school at the time of task notification or as soon as possible prior to the assessment task due date. School Business must be approved by the Assessment Coordinator. Approved School Business does not require

illness/misadventure application. Students who miss an assessment task due to School Business will complete the task on the first day back to class. Students must make this arrangement with the Head Teacher of the course's faculty.

The granting of approved leave is at the discretion of the Principal. The same rules apply as above if a student has been granted approved leave from school by the Principal.

Participation in extracurricular activities and school excursions will not be considered valid reasons for extensions or time in lieu.

## 6. N Determination Process

ACE 8079: If it appears that a student is at risk of not meeting the school-based assessment requirements in a course, a warning must be given.

The principal must:

- advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of an 'N' determination
- advise the parent or guardian in writing if the student is under 18
- request from the student and/or parent/guardian a written acknowledgement of the warning
- issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements)
- retain a copy of the warning notice and other relevant documentation.

The following flowchart explains the 'N' Determination Process at Marsden High School.

### 6.1 Non-completion of course warnings and 'N' Determination

Non-completion warnings will be issued in writing by Teachers, Head Teachers and Deputy Principals in sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses. If you receive a N-Warning letter you **must** complete the tasks as detailed in the letter.

If you receive **two or more N-Warning letters** in any particular course and you do not complete the tasks/coursework listed in those letters it may result in the Principal making an **'N' determination**, which means you have not completed that course and cannot count it towards your HSC or ATAR.

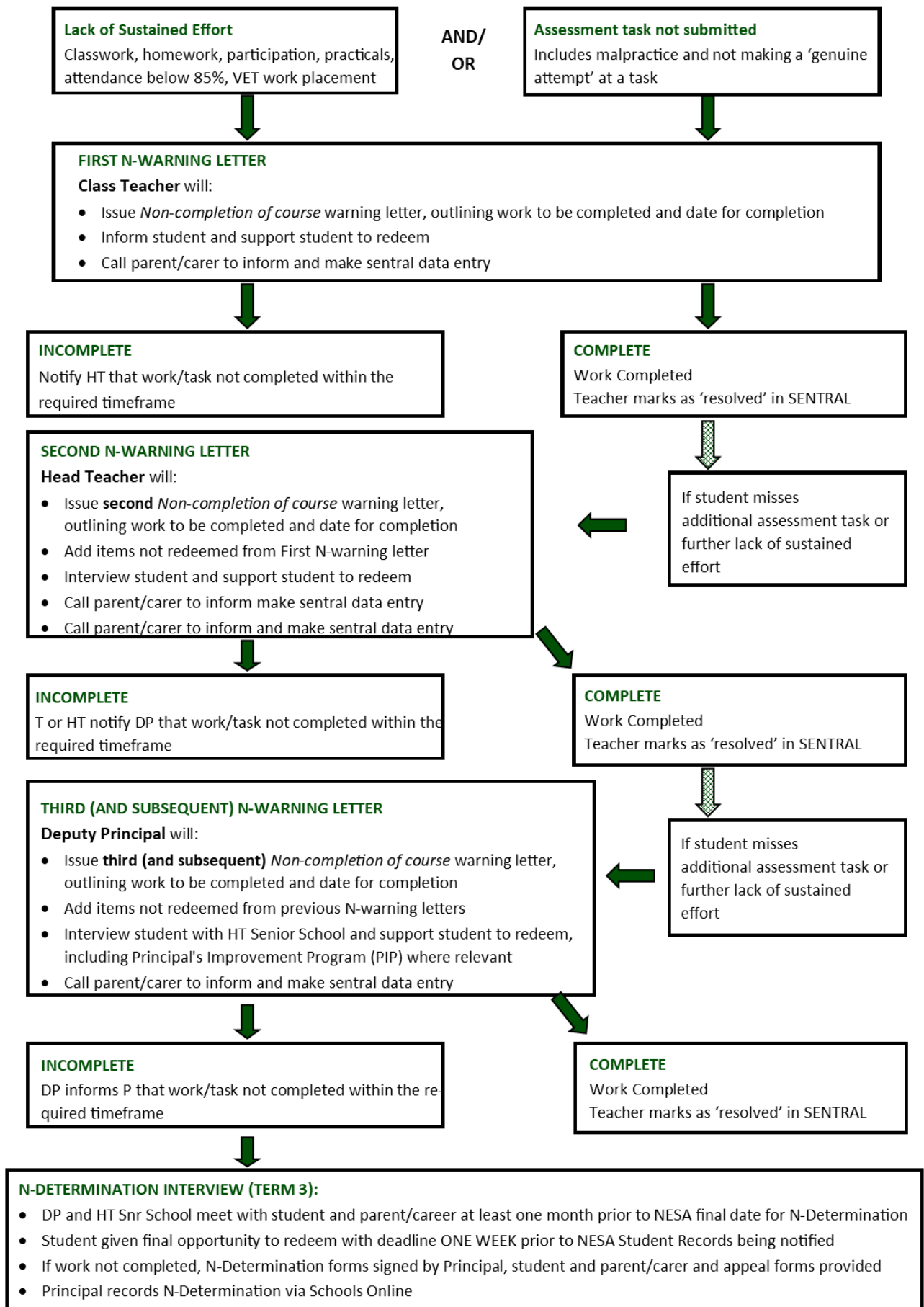
Students who do not comply with the assessment requirements in a course, will have neither an assessment mark nor an examination mark awarded for that course.

In the case of extension courses, students who do not meet the assessment requirements for the associated 120hr HSC (2 Unit) course, will not receive a result in the extension course either.





## N-DETERMINATION FLOWCHART



## 7. Vocational Education and Training (VET) courses

Senior secondary school students are given the opportunity to study a VET course at school whilst completing the HSC. This allows school students to gain credentials from both NESA in terms of the HSC, and from Northern Sydney Region (NSR) Registered Training Organisation (RTO), in terms of a **nationally recognised qualification**. Students must therefore be assessed under conditions satisfying both NESA and the Australian Qualification Framework (AQF).

Students may study as many VET courses as they wish for the HSC, within NESA guidelines. If a student requires an ATAR, only one Curriculum Framework VET Course can be used.

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

1. NESA units towards HSC
2. Competencies which lead to a Statement of Attainment (SOA), Certificate I, II or III awarded under the Australian Qualifications Framework (AQF)

### VET Curriculum Framework, Board Developed Courses include:

- Automotive
- Business Services
- Construction
- Electrotechnology
- Entertainment Industry
- Financial Services
- Hospitality
- Human Services
- Information and Digital Technology
- Metal and Engineering
- Primary Industries
- Retail Services
- Tourism Travel and Events

Students must complete 35 hours of mandatory work placement per year for these courses.

### 7.1 HSC Industry Curriculum Framework VET Courses - Assessment Information

Vocation Context	HSC Context
Requirements from the Training Package Competency-based assessment	Requirements from NESA Optional HSC Examination (for 240-Hour courses)

- VET courses let you complete a workplace credential while still at school
- Qualifications are recognised Australia-wide (AQF – Australian Qualifications Framework)

### AQF Assessment

All Industry Curriculum Framework Courses are assessed under national competency standards that have been determined by industry.

Competency based assessment means that students develop the skills and knowledge described in each unit of competency. A student must demonstrate to a qualified assessor (teacher) that they can effectively carry out three varied tasks and combinations of tasks to the standard required in the appropriate industry. There is no final mark awarded in competency-based assessment. Students are assessed as either **competent** or **not yet competent**.

Students will be involved in a variety of assessment activities, including theoretical and practical tasks. If students are deemed **not yet competent**, they will be given at least one further opportunity at an agreed time to be re-assessed. There are a number of competencies that may only be offered once during the course due to:

- WHS requirements
- Cost factors
- Time frame
- Supervision requirements
- Resource availability.

Specific information about these competencies will be issued to students at the beginning of the course.

### **Higher School Certificate (HSC) Assessment**

Students will be awarded units towards their Preliminary and HSC by studying a VET course. Industry Curriculum Framework courses allow students to include a mark from the written HSC examination to be used in the calculation of the Australian Tertiary Admission Rank (ATAR).

As with all HSC courses, NESAs procedures apply to all VET Courses.

VET courses will be listed on the HSC Certificate. No mark will be listed for the **achievement of competency**. NESAs, on behalf of NSR RTO, will issue the AQF qualification.

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

An estimated examination mark for students entered for the HSC written examination is submitted to NESAs by the school. **This mark will be used only in the case of an illness/misadventure appeal.** This will be the Trial HSC Examination mark.

### **Work placement**

Work placement is a **mandatory HSC requirement** of Industry Curriculum Framework VET courses. The hours are as follows:

- 120 hour course - a minimum of 35 hours in a workplace
- 240 hour course - a minimum of 70 hours in a workplace
- 60 hour course (specialisation) - a minimum of 14 hours in a workplace. This varies with some courses.

**Please note: Students completing 120 hours (2 units) of a 240 hour course must complete the 35 hours of work placement.**

Failure to comply with HSC mandatory work placement hours will mean that students have not fulfilled the NESAs course requirements. Penalties will occur if mandatory hours are not met and result in the issuing of an "N" Determination.

Learning in the workplace will enable students to:

- Progress towards the achievement of industry competencies
- Develop appropriate attitudes towards work
- Learn a range of behaviours appropriate to the industry
- Practise skills acquired in the classroom in an industry environment
- Develop additional skills and knowledge, including employability skills.

## 8. Guidelines for the submission of HSC major projects

**Attention students of:  
Design & Technology, English, Industrial Technology, Extension History, Extension Science  
Information Processes & Technology, Society & Culture, Visual Arts**

The date for submissions of Major Projects is published by NESA during the HSC year. Students will be provided with this information. Teachers will specify exact times for the final collection of the projects. **It is the student's responsibility to ensure that a project and/or components of that project are completed by the date and time.**

Students are not allowed to work on their project after this date. Other dates for in-school assessment of the progress of major projects will be incorporated into the assessment program for that course.

Time is allocated for students to work on major projects during class time. **However, it is expected that students will need to work on these projects at other times under the supervision of the teacher and in negotiation with that teacher.** When students wish to use their study periods for this purpose, written permission from their supervising teacher will be provided. This permission must be noted in the sign-on sheets in the library.

Teachers may choose to provide some extra time for work to be completed during school holidays or after school. This, however, will be at the sole discretion of the teacher. The teacher may set down rules concerning this time, for example, they may set a minimum number of students to be present.

Teachers may also propose an incursion to be held at school for students to have an intensive experience in some aspect of practice in relation to the major project. When students attend school they must be marked 'present' at school. They must not come to school only to work on their major projects unless an official incursion/excursion has been arranged.

**The teacher must be satisfied that the project has been completed by the student.** The process that the student is following must be negotiated with the teacher and evidence that the work is the student's own must be provided. Guidance by the teacher is crucial to the success of the major project. Time management is essential and it is advisable to complete the work ahead of schedule to allow for minor adjustments if needed.

## 9. Examination Rules and Procedures

### General Information

1. Students must be in full school uniform and follow the day-to-day rules of the school.
2. Students are required to meet at the exam room **15 minutes BEFORE the start of the exam.**
3. Students are to hand their phone in - inside a plastic bag with a name tag. Phones are not permitted in the examination centre. They will be locked in the front office storeroom and can be collected at the conclusion of the exam.
4. Students must line up quietly, physically distanced and wait for directions from the supervising teacher/s to enter the hall in an orderly manner.
5. All bags are to be left in the foyer area before entering the hall. In classrooms, place bags outside the classroom. Remember not to leave valuables in your bag.
6. Students are to carry all equipment required for the examination in a **clear plastic sleeve.**

### 9.1 Examination Equipment

#### **THERE IS TO BE NO BORROWING DURING THE EXAMINATION.**

No pencil cases or dictionaries. Whiteout or correction tape is not to be used on exam answer papers. Write in black or blue pen only.

- Bring spare pens to each exam.

You may also bring:

- Ruler
- Highlighters
- Pencils (should be at least 2B) and sharpener / rubber
- A bottle of water in a CLEAR bottle.
- You can wear your analogue or digital watch to your exams (but not a 'Smartwatch' such as iWatch – the watch must not have wi-fi/internet connectivity). Once you sit down you will have to take it off and place it in clear view on your desk.

All equipment you bring is subject to inspection on entry. Make sure any equipment you are allowed to bring, such as a calculator, is in good working order because an appeal under misadventure provisions for equipment failure will not be upheld.

#### **To further clarify what you cannot bring into the exam room:**

- ANY electronic device: this includes mobile phones, programmable/smart watches, countdown timers, earphones, organisers, tablets (eg iPads), music players, electronic dictionaries and communication devices etc (only a calculator where permitted).
- Paper or any printed or written material. You can ask your teacher or presiding officer for working out paper.
- Print dictionaries, except where permitted in language exams.
- Correction fluid/tape.
- Pencil cases or solid/ non clear water bottles

### 9.2 Illness/Misadventure on exam day

- Stay at home if you are unwell and seek out a medical certificate/COVID test, follow NSW Health guidelines and school illness/misadventure procedures as per the school's assessment procedures.
- Illness/misadventure forms are available on the school website/Learning at our School/Assessment and Reporting/illness Misadventure Application - a PDF is available to download & print.

### 9.3 COVID and general illness

- Maintain physical distancing when lining up and walking in/out of the examination room and with all staff supervising exams
- Practise good hygiene: This includes washing hands for 20 seconds and using hand sanitiser at regular intervals, coughing and sneezing into your elbow or a tissue.
- Dispose of tissue/s quickly. If unwell before an exam, stay at home and seek a medical certificate.
- If experiencing flu like symptoms please stay home and get a COVID test. Please notify the school of your COVID test and email a copy of the result to the school.
- If unwell during an exam, immediately report to the supervisor, you will need to go home and follow illness/misadventure procedures.

## 9.4 During the Examination - Rules

- Students must follow all instructions given by the supervising teachers.
- Students **MUST NOT COMMUNICATE IN ANY FORM** with other students or talk/make noise after entering the hall/exam room.
- Once seated, students must complete the attendance slip.
- No paper is to be brought into or taken from the examination room including the exam paper.
- Students must write their **STUDENT NUMBER** on top of every booklet they use.
- Students must not leave the examination room until the scheduled end of the examination. If you have completed the examination early, you must remain seated and quiet until the examination has finished.

### Toilet Breaks

- Students should go to the toilet and attend to their needs **BEFORE** entering the hall.
- The toilet register **MUST** be signed by students **EACH** time they use the toilet during an exam.
- If you are in a classroom, a teacher will need to escort you to the nearest bathroom. You must wait until someone is available to assist you. If in an alternate room, this may take some time.

### Consequences

- If you do not follow these rules, cause disruption to the examination or are involved in malpractice during the examination, you may be asked to leave the examination room and be directed to the Deputy Principal.
- Consequences may include disqualification from the exam, issuing of a Non-completion of course warning (and zero marks), implementation of the school discipline code and communication with parents/carers.

## 9.5 Students Accelerated in a Course

Students who have been accelerated in a course should complete all assessment tasks, or the equivalent, that are undertaken by students completing the standard course program. The school will endeavour to minimise the conflicting demands of Preliminary and HSC assessment, but this cannot be guaranteed.

During the examination period students accelerated in a course will be given study leave the day before their examination unless the task is scheduled the day after a weekend or a public holiday. On all other occasions during the examination period when Year 12 lessons have been suspended, students accelerated in a course must attend all timetabled lessons in accordance with the assessment policy however, they are offered study leave the day before examination. If the task is scheduled in the afternoon students will still be given study leave on the day before and are **NOT** expected to attend lessons before the task - including period 0. If the task is in the morning, then students are expected to attend all lessons after their assessment task has been completed.

Study leave will **NOT** be provided to students accelerated in a course outside the HSC trial examinations. Study leave is for preparation for exams in an examination block not for Oral/Performances or presentations or hand-in tasks.

## 9.6 Conditions of the Stage 6 Acceleration Program

- Students in the Acceleration Program must manage their time appropriately so that their other courses are not neglected.
- Students in the Acceleration Program must balance study and extra-curricular activities.
- Students in the Acceleration Program must maintain an acceptable standard of work in **ALL** of their courses. Failure to do so may result in the student being withdrawn from the program.
- Students must agree to maintain a minimum of 12 units of study when in Year 11 and a minimum of 10 units of study when in Year 12.
- The HSC Course commences in Term 4 and the first assessment task can be scheduled for as early as Week 6 of Term 4 and may not finish till the last week of term. It is compulsory for students to sit for these tasks and it is expected that families will not organise holiday trips during this time.

## 10. Disability Provisions and Life Skills courses

Provisions for students with a genuine disability may include large print papers, use of a writer, use of a reader, extension of examination time, rest breaks, use of a personal computer, establishment of a special examination location, separate supervision, permission to take medication and other adjustments. **Students need to notify the Learning Support Head Teacher of their request for special provisions and provide medical evidence which will then be submitted to NESA for approval, before special provisions can be granted.** NESA does not consider lack of familiarity with the English language to be a disability. Consequently, the use of dictionaries and translators is not allowed.

Marsden High School offers Life Skills courses for students to attain their HSC. There are specific entry requirements for Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. Life Skills courses do not count towards the ATAR. They use school-based assessment to provide a Profile of Student Achievement for each course.

# 11. Stage 6 - Year 12 202 Assessment Schedules

## 11. 1 – Ancient History

<b>Key Learning Area:</b> HSIE	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	In Class Source Analysis	In Class Research Essay	Historical Analysis	Trial HSC Examination	
<b>Syllabus Topic</b>	Core Study: Cities of Vesuvius – Pompeii & Herculaneum	Historical Period: The Fall of the Roman Republic 78-31BC	Personality in Their Times: Rome – Julius Caesar	All completed topics	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 9	Term 2, Week 5	Term 3, Week 2 – 3	
<b>Outcomes assessed</b>	AH12-1, AH12-5, AH12-7, AH12-10	AH12-2, AH12-4, AH12-6, AH12-9	AH12-3, AH12-4, AH12-8, AH12-9	All outcomes are assessable	
<b>Components</b>					
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	0	5	5	10	<b>20</b>
Historical inquiry and research	5	5	10	0	<b>20</b>
Communication of historical understanding in appropriate forms	10	5	5	0	<b>20</b>
<b>Total of HSC mark%</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## 11. 2 – Biology

<b>Key Learning Area:</b> Science	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	Modelling Task	Topic Review	Depth Study	Trial HSC Examination	
<b>Syllabus Topic</b>	Heredity	Genetic Change	Infectious Disease	Heredity, Genetic Change, Infectious Disease, Non Infectious Disease And Disorders	
<b>Timing</b>	Term 4, Week 9	Term 2, Week 9	Term 3, Week 5-8	Term 3, Weeks 2 - 3	
<b>Outcomes assessed</b>	BIO12-5, BIO12-6, BIO12-7, BIO12-12	BIO12-5, BIO12-6, BIO12-7, BIO12-13	BIO12-1, BIO12-2, BIO12-3, BIO12-7, BIO12-14	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	
<b>Skills in working Scientifically</b>	15	10	20	15	<b>60</b>
<b>Knowledge and understanding of course content</b>	5	10	10	15	<b>40</b>
<b>Total of HSC mark%</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## 11. 3 – Business Studies

<b>Key Learning Area:</b> HSIE	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	In Class Essay	In Class Business Report	Unseen In Class Business Report	Trial HSC Examination	
<b>Syllabus Topic</b>	Operations	Marketing & Finance	Finance & HR	Operations, Marketing, Finance and HR	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 11	Term 2, Week 9	Term 3, Week 2 - 3	
<b>Outcomes assessed</b>	H2, H4, H6, H7, H9	H5, H6, H8, H9	H4, H5, H8, H9	H9, H8, H10	
<b>Components</b>					
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Stimulus-based skills		5	10	5	<b>20</b>
Inquiry and research	10			10	<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total of HSC mark%</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>35</b>	<b>100</b>

## 11. 4 – Chemistry

<b>Key Learning Area:</b> Science	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Skills Task	Topic Review	Depth Study	Trial HSC Examination	
<b>Syllabus Topic</b>	Equilibrium and Acid Reactions	Acid/Base Reactions	Organic Chemistry	Equilibrium and Acid Reactions, Organic Chemistry, Acid/Base Reactions, Applying Chemical Ideas	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 6 - 8	Term 3, Week 2 - 3	
<b>Outcomes assessed</b>	CH12-5, CH12-6, CH12-7, CH12-12	CH12-4, CH12-5, CH12-6, CH12-7, CH12-13	CH12-1, CH12-2, CH12-3, CH12-5, CH12-7, CH12-14	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15	
<b>Components</b>					
Skills in Working Scientifically	15	10	20	15	<b>60</b>
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
<b>Total of HSC mark%</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## 11. 5 – Chinese & Literature

<b>Key Learning Area:</b> Languages	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	In-class Topic Test	In-class Topic Test	In-class Topic Test	Trial HSC Examination	
<b>Syllabus Topic</b>	<ul style="list-style-type: none"> <li>- The Individual and the community</li> <li>- Youth Culture</li> <li>- Perspectives on identity</li> <li>- Global issues</li> </ul>	<ul style="list-style-type: none"> <li>- The Individual and the community</li> <li>- Youth Culture</li> <li>- Perspectives on identity</li> <li>- Global issues</li> </ul>	<ul style="list-style-type: none"> <li>- The Individual and the community</li> <li>- Youth Culture</li> <li>- Perspectives on identity</li> <li>- Global issues</li> </ul>	<ul style="list-style-type: none"> <li>- The Individual and the community</li> <li>- Youth Culture</li> <li>- Perspectives on identity</li> <li>- Global issues</li> </ul>	
<b>Timing</b>	Term 1, Week 10/11	Term 2, Week 3	Term 2, Week 8	Term 3, Weeks 2 - 3	
<b>Outcomes assessed</b>	H1.1, H1.2, H2.2, H3.3	H2.1, H2.3, 2.4 H3.2, H3.5, H3.6	H1.3, H3.7, H4.1, H4.2	H2.2, H2.4, H3.1, H3.4, H3.7, H4.3	
<b>Components</b>					
<b>Speaking</b>		10			<b>10</b>
<b>Listening</b>	5		5	10	<b>20</b>
<b>Reading</b>	15	15		10	<b>40</b>
<b>Writing</b>	10		10	10	<b>30</b>
<b>Total of HSC mark%</b>	<b>30</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>100</b>

Course prescriptions Chinese and Literature Course:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/literature/chinese-and-literature-syllabus/course-prescriptions-2019-2024>

## 11. 6 – Community & Family Studies

<b>Key Learning Area:</b> PDHPE	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	Individual Research Project	In class Written response	In class Oral Presentation and written report	Trial HSC Examination	
<b>Syllabus Topic</b>	CORE 1 Research Methodology	CORE 2 Groups in Context	CORE 3 Parenting and Caring	CORE 1 CORE 2 CORE 3 OPTION -Social Impact of Technology	
<b>Timing</b>	Term 4, Week 10	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 2 - 3	
<b>Outcomes assessed</b>	H 4.1, H 4.2	H 1.1, H 2.2, H 3.3, H 5.1	H 3.2, H 2.2, H 5.2	H 1.1, H 1.2, H 2.2, H 3.2, H 3.4, H4.1, H 4.2	
<b>Components</b>					
Knowledge and understanding of course content	5	5	10	30	<b>50</b>
Analysis and evaluation	5	5			<b>10</b>
Inquiry and research	10	5	5		<b>20</b>
Communication of information, ideas and issues	10	5	5		<b>20</b>
<b>Total of HSC mark%</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

# 11.7 – Dance

<b>Key Learning Area:</b> Dance	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	<b>Core Appreciation</b> -Written Essay  <b>Core Composition – Work in Progress</b> -Logbook -Video	<b>Core Performance Work in Progress</b> -Performance -Interview -Logbook  <b>Core Composition</b> -Composition -Rationale -Interview -Final Logbook	<b>Core Appreciation</b> -Written Essay  <b>Major Study Work in Progress</b> -Performance -Interview -Logbook	<b>Trial HSC Examination</b>  <b>Core Performance</b> -Performance -Interview  <b>Core Composition</b> -Composition -Rationale -Interview  <b>Major Study</b> -Performance -Interview	
<b>Syllabus Topic</b>	<b>Core Appreciation</b> Prescribed Work: Terrain  <b>Core Composition</b>	<b>Core Performance</b>  <b>Core Composition</b>	<b>Core Appreciation</b> Prescribed Work: Juliet & Romeo  <b>Major Study</b>	<b>Core Performance</b>  <b>Core Composition</b>  <b>Major Study</b>	
<b>Timing</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 Week 2 - 3	
<b>Outcomes assessed</b>	H1.1, H1.4, H3.1, H3.4, H4.1, H4.4, H4.5	H1.2, H2.2, H2.3, H3.2, H3.3	H1.1, 4.2, H4.3, H4.4, H4.5, H2.1, H2.2, H2.3	H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4	
<b>Components</b>					
Performance		15		5	<b>20</b>
Composition	5	10		5	<b>20</b>
Appreciation	10		10		<b>20</b>
Major Study			20	20	<b>40</b>
<b>Total of HSC mark%</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

## 11. 8 – Drama

Key Learning Area: Drama		Stage: 6	Year: 12	HSC Units: 2	
Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Type	In-class Performance, Essay and Written Essay	In-class Logbook, Performance/Presentation and Discussion	Poster Design  Research Essay	Trial HSC Examination  Logbook  Performance	
Syllabus Topic	Contemporary Australian Drama and Theatre	IP Work in Progress	Approaches to Acting	Individual Project Group Performance  Written Exam: Australian CATP Studies in Drama Approaches to Acting	
Timing	Term 4 Week 10	Term 1 Week 6	Term 2 Week 10	Term 3 Week 2 - 3	
Outcomes assessed	H1.1, H1.2, H2.3, H3.1,	H1.2, H1.3, H1.5, H2.1, H3.2,	H1.1, H1.5, H1.7, H2.2, H3.3	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6 H1.7, H1.9, H2.1, H2.2, H2.3, H3.2, H3.3	
Components					
Making	10	10	10	10	<b>40</b>
Performing	5	15		10	<b>30</b>
Critical Study	10		10	10	<b>30</b>
<b>Total of HSC mark%</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## 11. 9 – Design & Technology

<b>Key Learning Area:</b> TAS	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	Major Design Project Proposal	Innovation and Emerging Technology Case Study (In class assessment)	Project Development and Management Report	Trial HSC Examination	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 2 - 3	
<b>Outcomes assessed</b>	H1.2, H4.1, H5.1, H5.2	H2.1, H2.2, H3.1, H6.2	H3.2, H5.1, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
<b>Components</b>					
Knowledge and understanding of course content		20		20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating a major design project.	20		30	10	<b>60</b>
<b>Total of HSC mark %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Note:** The Major Design Project will be due in at a time determined by NESAs. The date for 2024 is Thursday 29<sup>th</sup> August at 3:00pm. Also see policy on 'Major Projects'.



# 11. 10 – Earth and Environmental Science

<b>Key Learning Area:</b> Science	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	Depth Study	Topic Review	Data Analysis	Trial HSC Examination	
<b>Syllabus Topic</b>	Earth's Processes	Hazards	Climate Science	Earth's Processes, Hazards, Climate Science, Resource Management	
<b>Timing</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3, Weeks 2 - 3	
<b>Outcomes assessed</b>	EES11/12-1 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-13	EES11/12-1 EES 11/12-5 EES11/12-6 EES11/12-7 EES12-14	EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12	EES11/12-1 EES11/12-2 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-12 EES11-13 EES11-14 EES11-15	
<b>Components</b>					
Skills in working Scientifically	25	10	15	10	<b>60</b>
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
<b>Total of HSC mark %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

# 11. 11 – Economics

<b>Key Learning Area:</b> HSIE	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	Media File and In-class Extended Response	Research Task: In-class Extended Response plus Stimulus. Stimulus will be provided on the day.	In-Class Topic Test	Trial HSC Examination	
<b>Syllabus Topic</b>	Economic Issues	Economic Policy and Management	The Global Economy	Economic Issues Economic Policy and Management The Global Economy Australia's Place in the Global Economy	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 11	Term 2, Week 8	Term 3, Weeks 2 - 3	
<b>Outcomes assessed</b>	H1, H2, H9, H10	H2, H7, H9, H12	H1, H4, H10, H11	H1, H4, H7 H11	
<b>Components</b>					
Knowledge and understanding of course content	10	5	10	15	<b>40</b>
Stimulus-based skills		5	5	10	<b>20</b>
Inquiry and research	10	5	5		<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total of HSC mark%</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## 11. 12 – English Advanced

<b>Key Learning Area:</b> English	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	Related Text Multimodal Presentation	Comparative Essay	Imaginative Response with Reflection	Trial HSC Examination	
<b>Syllabus Topic</b>	Common Module	Module A	Module B Module C 15%	Common Module Module A Module B Module C 10%	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 11	Term 2, Week 9	Term 3, Weeks 2, 3 and 4	
<b>Outcomes assessed</b>	EA12-1 EA12-7 EA12-9	EA12-3 EA12-5 EA12-6	EA12-2 EA12-4 EA12-5 EA12-9	EA12-1 EA12-3 EA12-4 EA12-8	
<b>Components</b>					
Knowledge and understanding of course content	10	10	15	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	10	10	<b>50</b>
<b>Total of HSC mark%</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## 11. 13 – English Standard

<b>Key Learning Area:</b> English	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	Related Text Multimodal Presentation	Creative Writing	Extended Response	Trial HSC Examination	
<b>Syllabus Topic</b>	Common Module	Module A Module C 15%	Module B	Common Module Module A Module B Module C 10%	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 2, 3 and 4	
<b>Outcomes assessed</b>	EN12-2 EN12-4 EN12-9	EN12-1 EN12-5 EN12-8	EN12-1 EN12-3 EN12-7	EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7	
<b>Components</b>					
Knowledge and understanding of course content	10	10	15	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	10	10	<b>50</b>
<b>Total of HSC mark%</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

# 11. 14 – English Studies

<b>Key Learning Area:</b> English	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	Related Text Multimodal Presentation	In-Class Writing Task	Collection of Classwork	HSC Trial Examination	
<b>Syllabus Topic</b>	Common Module	Module A	Module N, Module B	Common Module Modules N or A or B Writing Skills	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 6	Term 2, Week 9	Term 3, Weeks 2, 3, and 4	
<b>Outcomes assessed</b>	ES12-1 ES12-8 ES12-9	ES12-3 ES12-5 ES12-7	ES12-3 ES12-4 ES12-5 ES12-10	ES12-2 ES12-5 ES12-6 ES12-9	
<b>Components</b>					
Knowledge and understanding of course content	15	10	15	10	<b>50</b>
Skills in: -comprehending texts -communicating ideas -using language accurately, appropriately and effectively	10	15	15	10	<b>50</b>
<b>Total of HSC mark%</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

## 11. 15 – English EAL/D

<b>Key Learning Area:</b> English	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	Reading and Writing Related Text Task	Multimodal Presentation	Writing task	Trial HSC Examination	
<b>Syllabus Topic</b>	Module A	Module B	Focus on Writing	Module A Module B Module C Focus on Writing	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 8	Term 2, Week 3	Term 3, Week 2, 3 and 4	
<b>Outcomes assessed</b>	EAL12-1B EAL12-3 EAL12-5 EAL12-7	EAL12-2 EAL12-6 EAL12-7 EAL12-8	EAL12-3 EAL12-4 EAL12-5 EAL12-9	EAL12-1A EAL12-3 EAL12-4 EAL12-5 EAL12-7 EAL12-8	
<b>Components</b>					
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	<b>50</b>
<b>Total of HSC mark%</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## 11. 16 – History Extension

Key Learning Area: HSIE		Stage: 6		Year: 12		HSC Units: 1	
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>			
<b>Task Type</b>	Historical Processes	History Project	Trial HSC Examination				
<b>Syllabus Topic</b>	History Project Hand in	History Project Hand in	Constructing History: Key Questions & Case Studies				
<b>Timing</b>	Term 2, Week 4	Term 2, Week 8	Term 3, Weeks 2 - 3				
<b>Outcomes assessed</b>	HE12-1	HE12-2, HE12-3, HE12-4	HE12-1, HE12-3				
<b>Components</b>							
Knowledge and understanding of significant historical ideas and processes		10	30	<b>40</b>			
Skills in designing, undertaking, and communicating historical inquiry and analysis	30	30		<b>60</b>			
<b>Total of HSC mark%</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>			

## 11. 17 – Industrial Technology – Timber and Furniture Technologies

Key Learning Area: TAS		Stage: 6		Year: 12		HSC Units: 2	
Task number	Task 1	Task 2	Task 3	Task 4	Weighting %		
<b>Task Type</b>	Major Project Folio Planning Components	Industry Report (In class assessment)	Project Development and Management	Trial HSC Examination			
<b>Timing</b>	Term 4, Week 9	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 2 - 3			
<b>Outcomes assessed</b>	1.2, 3.1, 3.2, 4.3, 5.1, 5.2, 6.1	1.1, 1.3, 5.1, 7.1, 7.2	2.1, 3.2, 3.3, 4.1, 4.3, 5.1, 5.2, 6.2	1.1, 1.3, 3.1, 4.3, 7.1, 7.2			
<b>Components</b>							
Knowledge and understanding of course content		20		20	<b>40</b>		
Knowledge and skills in designing, managing, communication and production of a major project.	30		30		<b>60</b>		
<b>Total of HSC mark %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>		

**Note:** The Major Project will be due in at a time determined by NESA. Students will be informed when the Practical Exam Calendar is released. Also see policy on 'Major Projects'



# 11. 18 – Investigating Science

<b>Key Learning Area:</b> Science	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	Skills Task	Topic Review	Depth Study	Trial HSC Examination	
<b>Syllabus Topic</b>	Scientific Investigations	Technologies	Fact or Fallacy	Scientific Investigations, Technologies, Fact or Fallacy, Science and Society	
<b>Timing</b>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 5 - 7	Term 3 Weeks 2 - 3	
<b>Outcomes assessed</b>	INS12-1 INS12-2 INS12-3 INS12-5 INS12-7 INS12-12	INS12-4 INS12-5 INS 12-6 INS 12-7 INS 12-13	INS12-1 INS12-2 INS12-3 INS12-5 INS 12-7 INS 12-14	INS 12-2 INS12-4 INS12-5 INS12-6 INS12-7 INS12-12 INS 12-13 INS12-14 INS12-15	
<b>Components</b>					
Skills in working Scientifically	15	10	20	15	<b>60</b>
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
<b>Total of HSC mark %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# 11. 19 – Japanese Beginners

<b>Key Learning Area:</b> Languages	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	- Response in English to written texts	- Response in English to spoken texts - Composing a written text	- Speech - Response in English to written texts	Trial HSC Examination	
<b>Syllabus Topic</b>	- Family Life and Home - Neighbourhoods and Communities - Education and Work	- Family Life and Home - Neighbourhoods and Communities - Education and Work - Friends, Recreation and Pastimes - Holidays, Travel and Tourism	- Family Life and Home - Neighbourhoods and Communities - Education and Work - Friends, Recreation and Pastimes - Holidays, Travel and Tourism - Future plans and aspiration	- Family Life and Home - Neighbourhoods and Communities - Education and Work - Friends, Recreation and Pastimes - Holidays, Travel and Tourism - Future plans and aspiration	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 2 - 3	
<b>Outcomes assessed</b>	H2.1, H2.2, H2.3, H2.4, H2.5	H2.1, H2.2, H2.3, H2.4, H2.5, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H2.4, H2.5, H3.1, H3.2, H3.3	
<b>Components</b>					
Speaking			15	5	<b>20</b>
Listening		20		10	<b>30</b>
Reading	10		10	10	<b>30</b>
Writing		15		5	<b>20</b>
<b>Total of HSC mark%</b>	<b>10</b>	<b>35</b>	<b>25</b>	<b>30</b>	<b>100</b>

# 11. 20 – Japanese Continuers

<b>Key Learning Area:</b> Languages	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	- Response in English to written texts	- Response in English to spoken texts - Composing a written text	- Speech - Response in Japanese to a written text	Trial HSC Examination	
<b>Syllabus Topic</b>	- Personal world - Daily life - Leisure	- Personal world - Daily life - Leisure - Future plans - Travelling in Japan - Living in Japan - Cultural life - The world of work	- Personal world - Daily life - Leisure - Future plans - Travelling in Japan - Living in Japan - Cultural life - The world of work	- Personal world - Daily life - Leisure - Future plans - Travelling in Japan - Living in Japan - Cultural life - The world of work - Current issues	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 2 - 3	
<b>Outcomes assessed</b>	H3.1, H3.2, H3.3, H3.4, H3.5, H3.6	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6	
<b>Components</b>					
Speaking			15	5	<b>20</b>
Listening		20		10	<b>30</b>
Reading	10		10	10	<b>30</b>
Writing		15		5	<b>20</b>
<b>Total of HSC mark%</b>	<b>10</b>	<b>35</b>	<b>25</b>	<b>30</b>	<b>100</b>

# 11. 21 – Korean Beginners

<b>Key Learning Area:</b> Languages	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	- Response in English to written texts	- Response in English to spoken texts - Composing a written text	- Speech - Response in English to written texts	Trial HSC Examination	
<b>Syllabus Topic</b>	- Family Life and Home - Neighbourhoods and Communities - Education and Work	- Family Life and Home - Neighbourhoods and Communities - Education and Work - Friends, Recreation and Pastimes - Holidays, Travel and Tourism	- Family Life and Home - Neighbourhoods and Communities - Education and Work - Friends, Recreation and Pastimes - Holidays, Travel and Tourism - Future plans and aspiration	- Family Life and Home - Neighbourhoods and Communities - Education and Work - Friends, Recreation and Pastimes - Holidays, Travel and Tourism - Future plans and aspiration	
<b>Timing</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3, Weeks 2 - 3	
<b>Outcomes assessed</b>	H2.1, H2.2, H2.3, H2.4, H2.5	H2.1, H2.2, H2.3, H2.4, H2.5, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H2.4, H2.5, H3.1, H3.2, H3.3	
<b>Components</b>					
Speaking			15	5	<b>20</b>
Listening		20		10	<b>30</b>
Reading	10		10	10	<b>30</b>
Writing		15		5	<b>20</b>
<b>Total of HSC mark%</b>	<b>10</b>	<b>35</b>	<b>25</b>	<b>30</b>	<b>100</b>

## 11. 22 – Legal Studies

Key Learning Area: HSIE		Stage: 6		Year: 12		HSC Units: 2	
Task number	Task 1	Task 2	Task 3	Task 4	Weighting %		
Task Type	In-class Topic Test	Ted-X Task	In-Class Essay	Trial HSC Examination			
Syllabus Topic	Option: Consumers	Option: Family	Core: Crime	Core: Crime Core: Human Rights Option: Consumers Option: Family			
Timing	Term 4 Week 7	Term 1 Week 4	Term 2 Week 3	Term 3, Weeks 2 - 3			
Outcomes assessed	H1, H3, H8, H9	H2, H4, H7, H8	H1, H4, H6, H9	H1, H8, H9, H10			
Components							
Knowledge and understanding of course content	10		10	20	40		
Analysis and evaluation	5		10	5	20		
Inquiry and research		15	5		20		
Communication of legal information, ideas and issues	5	5	5	5	20		
<b>Total of HSC mark%</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>		

# 11. 23 – Mathematics Extension 1

<b>Key Learning Area:</b> Mathematics	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 1
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	Seen-Unseen Assessment Task	Learning log and In-class Validation Test	In-Class Topic Test	Trial HSC Examination	
<b>Syllabus Topic</b>	ME-P1 Induction and ME-T3 Trigonometric Equations	ME-V1 Vectors	ME-C2 Further Calculus ME-C3 Differential Equations and Volume of solids	All Topics	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 2 - 3	
<b>Outcomes assessed</b>	ME12-1, ME12-3, ME12-7	ME-12-2 ME 12-7	ME12-4, ME12-7	All Outcomes	
<b>Components</b>					
Understanding, Fluency and Communication	15	10	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	15	10	10	15	<b>50</b>
<b>Total of HSC mark%</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

## 11. 24 – Mathematics Extension 2

<b>Key Learning Area:</b> Mathematics	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	In-class Assessment and Summary Sheet	Proofs Investigative Task and Validation Test	In-class Topic Test	Trial HSC Examination	
<b>Syllabus Topic</b>	MEX-N1 Complex Numbers and MEX-N2 Applications of Complex Numbers	MEX-P1 The Nature of Proof MEX-P2 Further Proof by Mathematical Induction	MEX-V1 3D Vectors and MEX-C1 Further Calculus, including Differential Equations	ALL TOPICS Complex Numbers & Applications Proofs Further Calculus, including Differential Equations MEX-M1 Mechanics	
<b>Timing</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Week 2 - 3	
<b>Outcomes assessed</b>	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-5, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	
<b>Components</b>					
Understanding, fluency and communication	15	10	10	15	<b>50</b>
Problem-solving, reasoning and justification	10	15	10	15	<b>50</b>
<b>Total of HSC mark%</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## 11. 25 – Mathematics Advanced

<b>Key Learning Area:</b> Mathematics	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	Investigative Bivariate data analysis and Validation test	In-class Topic Test	In-Class Topic Test	Trial HSC Examination	
<b>Syllabus Topic</b>	MA-S2 Statistical Analysis - Discrete	MA-F2 Functions MA-T3 Trigonometric Functions MA-C2-3 Differential Calculus	MA-C4 Integral Calculus MA-M1 Sequence and Series MA-S3 Statistical Analysis - Continuous	All topics	
<b>Timing</b>	Term 4, Week 7	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 2 - 3	
<b>Outcomes assessed</b>	MA12-8 MA12-9 MA12-10	MA12-1 MA12-3 MA12-5 MA12-6	MA12-2 MA12-3 MA12-4 MA12-7	All Outcomes	
<b>Components</b>					
Understanding, Fluency and Communication	10	15	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	15	15	<b>50</b>
<b>Total of HSC mark%</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



# 11. 26 – Mathematics Standard 1

Key Learning Area: Mathematics		Stage: 6	Year: 12	HSC Units: 2	
Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Type	Measurement Project	Networks Project and validation	Seen Unseen Topic Test	Trial HSC Examination	
Syllabus Topic	<ul style="list-style-type: none"> <li>Scale Drawing</li> <li>Rates.</li> </ul>	<ul style="list-style-type: none"> <li>Networks and Paths.</li> <li>Investments</li> </ul>	<ul style="list-style-type: none"> <li>Simultaneous Linear Equations</li> <li>Further Statistical Analysis</li> </ul>	All Topics Right-angled Triangles Depreciation and Loans, Graphs of practical situations, Scale Drawing, Rates. Networks and Paths. Investments Simultaneous Linear Equations Further Statistical Analysis	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 2 - 3	
Outcomes assessed	MS-M3 MS-M4 MS-M5	MS-N1 MS-F2	MS-A3.1 MS-F3 MS-S3	All Outcomes	
Components					
Understanding, fluency, and communication	15	10	10	15	50
Problem solving, reasoning and justification	15	10	10	15	50
<b>Total of HSC mark%</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

## 11. 27 – Mathematics Standard 2

<b>Key Learning Area:</b> Mathematics	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	Seen – Unseen In-class Test	In-class Test with Networks Learning log	In-class Test with Learning Log	Trial HSC Examination	
<b>Syllabus Topic</b>	MS-M7 Rates and Ratios MS-M6 Non- Right Angle Trigonometry	MS-F4 Investments and Loans MS-N2 Network Concepts	MS-A4.1 Simultaneous Equations MS-S4 Bivariate Data Analysis MS-F5 Annuities	All topics	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 2 - 3	
<b>Outcomes assessed</b>	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-5, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-6, MS2-12-7 MS2-12-9, MS2-12-10	All outcomes	
<b>Components</b>					
Understanding, fluency and communication	10	10	15	15	<b>50</b>
Problem-solving, reasoning and justification	10	15	10	15	<b>50</b>
<b>Total of HSC mark%</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# 11. 28 – Modern History

<b>Key Learning Area:</b> HSIE	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	Source Analysis In-Class Topic Test	Historical Analysis and Annotated Bibliography	In-class Essay	HSC Trial	
<b>Syllabus Topic</b>	Core: Power and Authority in the Modern World	Option: Russia and the Soviet Union 1917-1941	Option: The Cold War 1945-1991	Core: Power and Authority in the Modern World Option: The Cold War 1945-1991 Option: Russia and the Soviet Union 1917-1941 Option: Apartheid in South Africa 1960-1994	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 2 - 4	
<b>Outcomes assessed</b>	MH12-4, MH12-6, MH12-9	MH12-3, MH12-5, MH12-7, MH12-8, MH12-9	MH12-5, MH12-8, MH12-9	MH12-1, MH12-2, MH12-5, MH12-6, MH12-9	
<b>Components</b>					
Knowledge and understanding of course content	5	5	10	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10		5	5	<b>20</b>
Historical inquiry and research		10	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	10		5	<b>20</b>
<b>Total of HSC mark%</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## 11. 29 – Music

<b>Key Learning Area:</b> Music 1	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Elective 1 and Core Musicology	Elective 2 and Core Composition	Elective 3 and Core Performance	Trial HSC Aural Examination	
<b>Syllabus Topic</b>	Individual Topic Choice*	Individual Topic Choice*	Individual Topic Choice*	N/A	
<b>Timing</b>	Term 4 Week 9 -10	Term 1 Week 9 - 10	Term 2 Week 9 - 10	Term 3 Week 2 - 3	
<b>Outcomes assessed</b>	H2, H4, H6, H10	H3, H7, H5, H8	H1, H7, H8, H9	H2, H4, H8, H11	
<b>Components</b>					
Core Performance			10		<b>10</b>
Core Composition		10			<b>10</b>
Core Musicology	10				<b>10</b>
Aural				25	<b>25</b>
Electives	15	15	15		<b>45</b>
<b>Total of HSC mark%</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**\*Students can choose from the following topics:**

An instrument and its repertoire; Australian music; Baroque music; Jazz Medieval music; Methods of notating music\*; Music and religion; Music and the related arts; Music for large ensembles; Music for radio, film, television and multimedia; Music for small ensembles\*; Music in education; Music of a culture (HSC course); Music of the 18th century; Music of the 19th century; Music of the 20th and 21st centuries; Popular music; Renaissance music; Rock music\*; Technology and its influence on music; Theatre music.

*\*These three topics were covered in the preliminary course. Students may only choose ONE of these topics as long as they show greater depth of understanding, explore new repertoire and include a comparative study.*

# 11. 30 – PDHPE

<b>Key Learning Area:</b> PDHPE	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	In class written response	In class Written response to stimuli	Written research report	Trial HSC Examination	
<b>Syllabus Topic</b>	CORE 2 Factors affecting performance	CORE 1 Health priorities in Australia	OPTIONS Sports Medicine & Improving performance	CORE 1 CORE 2 OPTION 1 OPTION 2	
<b>Timing</b>	TERM 4 WEEK 8	TERM 1 WEEK 9	TERM 2 WEEK 7	TERM 3 WEEK 3	
<b>Outcomes assessed</b>	H7 H8 H9 H11	H1 H2 H3 H4 H5 H15	H8 H10 H13 H16 H17	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	
<b>Components</b>					
Knowledge and understanding of course content	10	10		30	<b>50</b>
Analysis and evaluation	5	10	5		<b>20</b>
Inquiry and research		5	10		<b>15</b>
Communication of information, ideas and issues	10		5		<b>15</b>
<b>Total of HSC mark%</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# 11. 31 – Physics

<b>Key Learning Area:</b> Science	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Skills Task	Depth Study	Research Task	Trial HSC Examination	
<b>Syllabus Topic</b>	Advanced Mechanics	Electromagnetism	The Nature of Light	Advanced mechanics, Electromagnetism, the nature of light, from the universe to the atom	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 2 - 3	
<b>Outcomes assessed</b>	PH12-2, PH12-3, PH12-4, PH12-6, PH12-7, PH12-12	PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-6 PH12-7, PH12-13	PH12-3, PH12-4, PH12-5, PH12-7, PH12-14	PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-6 PH12-7, PH12-13, PH12-13, PH12-14, PH12-15	
<b>Skills in Working Scientifically</b>	14	25	6	15	<b>60</b>
<b>Knowledge and understanding of course content</b>	6	5	14	15	<b>40</b>
<b>Total of HSC mark%</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## 11. 32 - Science Extension

<b>Key Learning Area: Science</b>	<b>Stage: 6</b>	<b>Year: 12</b>	<b>HSC Units: 1</b>
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
<b>Task Type</b>	Poster and Oral Presentation of Research Proposal	Data Analysis Task	Scientific Research Report	
<b>Syllabus Topic</b>	Module 1 – The Foundation of Scientific Thinking Module 2 – The Scientific Research Proposal	Module 3 – The Data, Evidence and Decisions	Module 4 – The Scientific Research Report	
<b>Timing</b>	Term 1 Week 3	Term 3 Week ¾	Term 3 Week 6/7	
<b>Outcomes assessed</b>				
<b>Components</b>				
Communicating scientifically	15	5	10	<b>30</b>
Gathering, recording analysing and evaluating data	5	15	10	<b>30</b>
Application of Scientific Research Skills	10	10	20	<b>40</b>
<b>Total of HSC mark %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 11. 33 – Senior Geography

<b>Key Learning Area:</b> HSIE	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	In-Class Unseen Extended Response	In-Class Topic Test	Fieldwork Report	HSC Trial Examination	
<b>Syllabus Topic</b>	Global Sustainability	Rural and Urban Places	Ecosystems and Global Biodiversity	Global Sustainability Rural and Urban Places Ecosystems and Global Biodiversity	
<b>Timing</b>	Term 4 Week 7	Term 1 Week 10	Term 2 Week 9	Term 3, Weeks 2 - 3	
<b>Outcomes assessed</b>	GE-12-01 GE-12-03 GE-12-04	GE-12-01 GE-12-02 GE-12-04 GE-12-08	GE-12-04 GE-12-06 GE-12-07 GE-12-09	GE-12-01 GE-12-04 GE-12-05 GE-12-08	
<b>Components</b>					
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Geographical tools and skills		10		10	<b>20</b>
Geographical inquiry and research, including fieldwork	5	5	5	5	<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total of HSC mark%</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>



## 11. 34 – Society & Culture

<b>Key Learning Area:</b> HSIE	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	In-class Oral presentation and written submission	Take-home Essay	In-class response: Evaluation of research methods	Trial HSC Examination	
<b>Syllabus Topic</b>	Personal Interest Project	Core: Continuity and Change	Personal Interest Project	Core: Continuity & Change Option: Popular Culture Option: Inclusion and Exclusion	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 11	Term 2, Week 6	Term 3, Weeks 2 - 3	
<b>Outcomes assessed</b>	H7, H9, H10	H5, H9, H10	H6, H7, H8, H9	H1, H8, H9, H10	
<b>Components</b>					
Knowledge and understanding of course content	5	25		20	<b>50</b>
Application and evaluation of social and cultural research methods	10		20		<b>30</b>
Communication of information, ideas and issues in appropriate forms	5	5	10		<b>20</b>
<b>Total of HSC mark%</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

# 11. 35 – Software Engineering

<b>Key Learning Area:</b> Computing	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task Type</b>	Programming for the web project	Secure software architecture project	Software Engineering Project	Trial HSC Examination	
<b>Syllabus Topic</b>	Programming for the web	Secure software architecture	Software Automation and Software Engineering Project	All topics	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 2 - 3	
<b>Outcomes assessed</b>	SE-12-02, SE-12-03, SE-12-06, SE-12-07, SE-12-08	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08, SE-12-09	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08, SE-12-09	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08	
<b>Components</b>					
Knowledge and understanding of course content	10	10	15	15	<b>50</b>
Knowledge and skills in the design and development of software solutions	10	10	15	15	<b>50</b>
<b>Total of HSC mark%</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## 11. 36 – Sport Lifestyle & Recreation

<b>Key Learning Area:</b> PDHPE	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting%</b>
<b>Task Type</b>	Practical Application	Written Report	Written Report	Practical application and written report	
<b>Syllabus Topic</b>	Games and Sport II	Healthy Lifestyle	Resistance Training	Sports Administration	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 8	Term 2, Week 6	Term 3, Week 7 - 8	
<b>Outcomes assessed</b>	1.1, 1.3, 2.1, 3.1, 3.2	1.5, 2.3, 4, 3.5	2.3, 2.5, 3.2, 3.3, 4.4	1.6, 2.4, 3.2, 4.2, 4.5	
<b>Components</b>					
Knowledge and understanding of course content	10	10	5	5	<b>30</b>
Analysis and evaluation	5	5	5		<b>15</b>
Inquiry and research		5	10	10	<b>25</b>
Communication of information, ideas and issues	10	5	5	10	<b>30</b>
<b>Total of HSC mark%</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## 11. 37 – Visual Arts

<b>Key Learning Area:</b> Visual Arts	<b>Stage:</b> 6	<b>Year:</b> 12	<b>HSC Units:</b> 2
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<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting%</b>
<b>Task Type</b>	Research Task	In-class Project and Written Research Task	In-class Written Task	Trial HSC Examination	
<b>Syllabus Topic</b>	Artist Practice in VAPD	Body of Work Progression	Case Study	Body of Work Criticism in Art History	
<b>Timing</b>	Term 4, Week 9 -10	Term 1, Week 9 - 10	Term 2, Week 9 - 10	Term 3, Weeks 2 - 3	
<b>Outcomes assessed</b>	H1, H2, H4, H3	H4, H5, H6	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
<b>Components</b>					
Art Criticism and Art History	10	10	20	10	<b>50</b>
Art Making	10	20		20	<b>50</b>
<b>Total of HSC mark%</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## 12. HSC VET Assessment Schedules

### 12.1 – VET Business Services

Business Services

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

Qualification: BSB30120 Certificate III in Business

Cohort 2024 - 2025

Training Package BSB Business Services Training Package

School Name: Marsden High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for BSB30120 Certificate III in Business Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 4 Wellbeing	Task 5 Mastering document design	Task 6 Sharing is caring	Task 7 Thinking critically	HSC TRIAL EXAM
Code	Unit of Competency	Week 9 Term 4 Date 13/12/24	Week 7 Term 1 Date 21/3/25	Week 8 Term 2 Date 20/6/25	Week 7 Term 3 Date 5/9/25	Week 2-3 Term 3 Date
<a href="#">BSBPEF201</a>	Support personal wellbeing in the workplace	x				
<a href="#">BSBPEF301</a>	Organise personal work priorities		x			
<a href="#">BSBTEC301</a>	Design and produce business documents		x			
<a href="#">BSBSUS211</a>	Participate in sustainable work practices			x		
<a href="#">BSBTWK301</a>	Use inclusive work practices			x		
<a href="#">BSBTEC303</a>	Create electronic presentations			x		
<a href="#">BSBCRT311</a>	Apply critical thinking skills in a team environment				x	
<a href="#">BSBOPS301</a>	Maintain business resources				x	

Depending on the achievement of units of competency, the possible qualification outcome is a BSB30120 Certificate III in Business.

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

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

## 12.2 – VET Hospitality



Hospitality  
 Qualification: SIT20322 Certificate II in Hospitality  
 Cohort 2024 - 2025  
 Training Package SIT Tourism, Travel and Hospitality

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

School Name: Marsden High School

Assessment Schedule Year 12 – 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 3 The hospitality industry		Task 4 Working in the hospitality industry		10	HSC TRIAL EXAM	
		Week	Term	Week	Term		Week	Term
Code	Unit of Competency	Date	4/4/25	Date	5/9/25		Date	TBC
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			

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality. For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

\* 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".

## 12.3 – VET Retail Services



Macquarie Park RTO 90222

School Name: Marsden High School

Student Competency Assessment Schedule

COURSE: HSC Retail Services

2025

Assessment Tasks for Certificate III in Retail SIR30216		Cluster D	Cluster E	Cluster F	Cluster G	Trial HSC Exam	
		Working in the Industry	Handling Stock	Merchandising to Sell	Sales and Security		
		Date Due:	Week: 8 Term: 4	Week: 8 Term: 1	Week: 8 Term: 2	Week: 8 Term: 3	Week: 2-4 Term: 3
Code	Unit of Competency					HSC Examinable Units of Competency	
SIRXIND001	Work effectively in a service environment	X					
SIRXIND002	Organise and maintain a store environment	X					
SIRRINV001	Receive and handle retail stock		X				
SIRRINV002	Control stock		X				
SIRRMER001	Produce visual merchandise displays			X			
SIRXPDK001	Advise on products and services			X			
SIRXRSK001	Identify and respond to security risks				X		
SIRXSLS001	Sell to the retail customer				X		
SIRXSLS002	Follow point-of-sale procedures				X		

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

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

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

# 13. Year 12 2024 Assessment Calendar

## Year 12 Assessment Calendar

Term 4, 2023	
Week	Course
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	Legal Studies Mathematics Advanced Senior Geography
Week 8	Ancient History Earth and Environmental Science English EAL/D Dance Mathematics Extension 1 Mathematics Standard 2 PDHPE Physics Society and Culture Software Engineering Sport, Lifestyle and Recreation VET Retail Services
Week 9	Biology Chemistry Business Studies Design & Technology Economics English Advanced English Standard English Studies Industrial Tech – Timber and Furniture Investigating Science Japanese Beginners Japanese Continuers Korean Beginners Mathematics Extension 2 Mathematics Standard 1 Modern History Music VET Business Services Visual Arts
Week 10	Community & Family Studies Drama Music Visual Arts



## Year 12 Assessment Calendar

Term 1, 2024	
Week	Course
Week 1	
Week 2	
Week 3	Science Extension
Week 4	Legal Studies
Week 5	
Week 6	Drama English Studies
Week 7	Mathematics Extension 1 VET Business Services
Week 8	Community & Family Studies Dance Design and Technology Earth and Environmental Science English EAL/D Industrial Tech – Timber and Furniture Investigating Science Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 Modern History Physics Software Engineering Sport, Lifestyle and Recreation VET Retail Services
Week 9	Ancient History Chemistry English Standard Japanese Beginners Japanese Continuers Korean Beginners Mathematics Extension 2 Music PDHPE Visual Arts
Week 10	Chinese and Literature Music Senior Geography VET Hospitality Visual Arts
Week 11	Business Studies Chinese and Literature Economics English Advanced Society & Culture

## Year 12 Assessment Calendar

Term 2, 2024	
Week	Course
Week 1	
Week 2	VET Retail Services
Week 3	Chinese and Literature English EAL/D Legal Studies Science Extension
Week 4	History Ext Science Extension
Week 5	Ancient History Investigating Science
Week 6	Chemistry Investigating Science Society & Culture Sport, Lifestyle and Recreation
Week 7	Chemistry Investigating Science Japanese Beginners Japanese Continuers Korean Beginners Mathematics Advanced Mathematics Extension 2 Modern History PDHPE Physics
Week 8	Business Studies Chemistry Chinese and Literature Community & Family Studies Design and Technology Earth and Environmental Science Economics English Standard History Ext Mathematics Extension 1 Mathematics Standard 2 Software Engineering VET Business Services
Week 9	Biology Business Studies Dance English Advanced English Studies Mathematics Standard 1 Music Senior Geography Visual Arts
Week 10	Drama Industrial Tech – Timber and Furniture Music Visual Arts

## Year 12 Assessment Calendar

Term 3 2024	
Week	Course
Week 1	
Week 2	HSC Trials
Week 3	HSC Trials
Week 4	
Week 5	Biology
Week 6	Biology Science Extension
Week 7	Biology Science Extension VET Business Services VET Hospitality
Week 8	Biology VET Retail Services
Week 9	
Week 10	



# 14. Illness & Misadventure Application



## MARSDEN HIGH SCHOOL Illness/Misadventure Application

This form must be used for all Illness/Misadventure Applications.

**Applications to be handed to the Stage 6 assessment co-ordinator, Ms Van Der Kley, no later than 2 school days after the task.**

<b>Student Name:</b> _____ <b>Date:</b> _____
<b>Course:</b> _____ HSC or Prelim
Date of Task: _____ Task attempted: (circle one) Yes/No
Name of Task: _____
Teacher's Name: _____
What is the reason for this application?
<input type="checkbox"/> Misadventure (complete form A)
<input type="checkbox"/> Illness (complete form B)

Student statement outlining details of impact on performance: (Describe how illness or unforeseen misadventure affected your performance or prevented your attendance)

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- Supporting evidence attached. (e.g. MHS Doctors Certificate) (circle one) Yes/No
- Did you have Disability Provisions? Yes/No
- Did you notify Marsden High School on the day that you missed the task? Yes/No

Head Teacher Signature \_\_\_\_\_ Date: \_\_\_\_\_  
(HT no later than 2 school days after the task)

Assessment Coordinator Signature \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Entered on Sentral

Original to:  Student File in Front Office



## MARSDEN HIGH SCHOOL

### Form A - Other Evidence of Misadventure

This form should be completed by a student who has experienced an unexpected circumstance that has led to absence from an assessment or believes that circumstances immediately prior or during examination have led to a diminished result. E.g. Death in the family.

Student name:	
Date of misadventure:	
<p>Please describe in your own words, the misadventure that has been experienced. Include as much detail about the circumstances, answering the questions: what, where, how, and why the event or situation (as per prompts below) has affected their assessment performance or ability to complete.</p>	
What happened?	
Where and when did it occur?	
How did this impact your ability to complete the task?	
Student's Signature:	
Parent's signature:	



# MARSDEN HIGH SCHOOL Form B – Medical Certificate

This side of the form can be used to support Illness/Misadventure Applications.

**To be completed by a health professional or other professional who is not related to you**

The school requires a student to notify their doctor that they are using this medical certificate to claim illness or misadventure for a scheduled assessment task or requesting time off school immediately before an assessment task. If your stamp, including provider number, is not used on this certificate, your practice may be contacted to verify its validity.

**Doctor's Name/Stamp:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Address: \_\_\_\_\_

I, \_\_\_\_\_ a legally qualified medical practitioner certify that on the above date, I examined \_\_\_\_\_

(Patient's Name)

The patient is suffering from: \_\_\_\_\_  
The patient is suffering from a medical condition of a confidential nature.   
(Diagnosis provided with patient's consent where possible)

In my opinion this condition will affect the completion of the following: (please tick)

	In a minor way	Moderately	Severely
Class attendance			
Written Assignments			
Practical Assignments			
Private Study			

For the period ...../...../20..... to ...../...../20.....

Examinations: I certify that the student is medically unfit to sit for examination/s on:

Other remarks:

Signature of Medical Practitioner:

\_\_\_\_\_

Place Stamp here