



**YEAR 12  
2025**

**GUIDELINES AND  
ASSESSMENT SCHEDULES**

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## OVERVIEW

The Higher School Certificate (HSC) school-based assessment program is an opportunity for students to demonstrate what they have learnt and how they are able to apply that knowledge in a variety of styles across their courses. The HSC Guidelines and Assessment Schedule outlines for the school-based assessment program for every course delivered at Sylvania High School, as well as the procedural guidelines that govern the running of the school-based assessment program. This document does not address the external assessment program (the HSC examinations) although many of our procedures mirror the procedures used by the New South Wales Educational Standards Authority (NESA).

The assessment outlines published in this booklet indicate a term and week in which the assessment task will take place. Course teachers will provide a separate written Assessment Task Notification at least two weeks prior to the assessment task. This Notification may be provided in hard copy, electronic/digital format, or both.

Questions relating to specific courses should be directed in the first instance to the classroom teacher of the course. Further clarification can be sought from the Head Teacher of the subject and for all matters relating to the procedures outlined in this booklet students should see the Deputy Principal responsible for Year 12.

It is imperative that every student and their parents/carers review the procedures published in this document as they include the assessment rules every student is expected to follow. Students may be disadvantaged if they do not follow these rules.

The publication from the NSW Education Standards Authority (NESA) "Rules and Procedures for Higher School Certificate Candidates" addresses requirements across the HSC.

One of the keys to success for students is forward planning and the appropriate allocation of time. The most successful students map their commitments on a calendar and start their preparation for assessment tasks many weeks in advance. There are times when students begin to feel overwhelmed during their HSC course. Students have access to a range of support people at school including the School Counsellor, Student Support Officer, Careers Adviser, Student Advisers, Head Teacher Wellbeing and Deputy Principal

## REQUIREMENTS OF STUDENTS

### PATTERN OF STUDY

To qualify for the Higher School Certificate (HSC) students must satisfactorily complete a minimum of 12 units in Year 11 and a minimum of 10 units in the HSC course (Year 12). Both patterns must include:

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

To satisfy pattern of study requirements for the HSC a student may count a maximum of six units from courses in Science in each study pattern.

### SATISFACTORY COMPLETION OF COURSES

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

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

To achieve the outcomes above, students must:

**a) satisfactorily complete classwork**

There is an expectation that all work set by teachers, regardless of whether it is related to an assessment task or not, must be completed.

**b) satisfactorily complete assessment tasks**

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute **in excess of 50 percent** of available marks in courses where internal assessment marks are submitted. Students must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.

**c) attend school regularly.**

Regular attendance at school is essential to assist students to maximise their potential. Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age of 17 years. The Education Act 1990 requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school. Once enrolled, children are required to attend school each day it is open for students.

If attendance is unsatisfactory a warning letter will be sent.

The Department's Student Behaviour and Suspension and Expulsion procedures detail the circumstances in which students of post-compulsory age [17+] **may be expelled from a school because of unsatisfactory participation in learning and their behaviour affects the learning of others.**

Unsatisfactory participation will be evident in a documented pattern of any one (or combinations) of the following:

- non-satisfactory completion of work
- non-serious attempts to meet course objectives.
- non-compliance with NESA requirements for the award of an HSC.

If a student fails to complete tasks, (made a serious attempt), in a course to the value of more than 50% of that course's total assessment they may be deemed unsatisfactory in that course. This may mean that they are ineligible to receive the HSC.

Help for students who find themselves in difficulty is always available from their Student Advisor, the Careers Advisor, School Counsellor, Learning Support Team or Deputy Principal.

## DISABILITY PROVISIONS

The Department of Education makes disability provisions available for those students who have specific learning and/or disabilities which are likely to affect their results during the HSC. These difficulties include hearing deficiencies, sight impairment as well as diagnosed disabilities.

To access Disability Provisions, students must speak to the Learning Support Teacher or a School Counsellor (referral through Head Teacher Welfare). In the HSC year, a NESA application form must be completed including additional required documentation. It is the responsibility of the student/parent/carer to make an application for disability provisions through the school.

## ASSESSMENT

Student performance, application and the achievement of course outcomes in the HSC course will be measured through an assessment program. This program seeks to give credit for the mastery of skills and for achievements which may not be adequately evaluated in a single examination.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. This provides a valid and reliable assessment of the achievement of the knowledge, understanding and skills prescribed for each course.

NESA uses a standards-referenced approach to reporting student achievement in the HSC.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards.
- the levels of achievement of the knowledge, skills and understanding – the performance standards.
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### HOW THE HSC MARK IS ACHIEVED

With the exception of VET courses and non-ATAR (Australian Tertiary Admissions Rank) courses, a student accumulates two marks for each board developed course studied: an examination mark and a scaled, school-based assessment mark. These two marks are used to determine a student's final HSC mark.

The Examination Mark is determined from the individual student's performance in the HSC examinations, which include written papers and externally marked student Major Projects and Performances. The written HSC examinations are held in October/November of each year. Major Projects include performance and major projects (Design and Technology, Industrial Technology, Dance, Music, Languages, Drama, Society and Culture, Visual Arts, English Extension 2 and Science Extension) have due dates published by NESA which start from early August.

In each VET course, students may choose to sit for a written HSC examination paper and marks will be shown on the student's HSC. Marks can also contribute to ATAR calculations provided only one category B course is included in the ten best units being studied for the HSC. No assessment mark is awarded in VET subjects as performance is based on competencies achieved.

HSC Assessment marks will be derived from tasks set by the school between October of Term 4, 2024, and the end of Term 3 of 2025.

### AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

If students apply for an ATAR, the HSC Mark is used to determine the ATAR. This is issued by the University Admissions Centre (UAC) in December.

Each tertiary institution sets its own entrance requirements. Most of them will use the ATAR when choosing the students they will admit. For advice in regard to entrance levels and other requirements, students should speak with the Careers Adviser, Ms Stanton.

Note that the inclusion of the best 2 units of English is compulsory in the calculation of an ATAR.

### ASSESSMENT TASKS

Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. Tasks may include tests such as written assignments, practical activities, oral presentations, fieldwork and projects.

Final Assessment Mark will reflect a variety of components depending upon the outcome requirements of each course. These assessment components are the skills and knowledge that students are expected to demonstrate. The components and outcomes for all courses are outlined in this Guide. The student's success in mastering the outcomes is measured by his/her performance in the assessment tasks set. An assessment task may be designed to test a single component or a combination of components.

Assessment components may not all have the same importance or weighting. Assessment tasks will have different marking rubric and criteria. The Assessment Mark allows for performance over a range of activities to be judged. The Mark represents a measure of

achievement against a pre-set standard (performance standards reference). The Assessment Task Notification will provide a marking rubric or, where appropriate, a full marking criteria which aligns the assessment outcomes, task activities and student performance standards.

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## VARIATION, CANCELLATION OR ANNULMENT OF TASKS

Circumstances may arise that may necessitate the variation or cancellation of tasks.

Variations of tasks in relation to content, process or timing will be determined as a result of consultation between the Head Teacher and the Deputy Principal. In such cases, students will receive a revised written assessment notification responsive to the nature and timing of changes in the specific context.

The Principal has the authority to determine the cancellation or annulment of a task (or tasks). Parents/caregivers and students will be informed in writing in such instances.

In the event of an annulled task, an alternate formal assessment task may be required. This determination is at the discretion of the Principal and will be communicated to students and parents/caregivers in writing.

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## NOTIFICATION OF ASSESSMENT

Students will be given prior notice in writing of every assessment task (referred to as Assessment Task Notification). Assessment Task Notifications will be issued with a **“minimum” of two weeks** prior to the date of completion of each assessment task. This Notification may be provided in hard copy, electronic/digital format, or both.

If a student is absent on the day an assessment notification is distributed, it is their responsibility to out to obtain any material from the teacher issued during the absence.

In addition to an Assessment Task Notification, course teachers may provide additional scaffolds, detailed criteria, drafting and review opportunities. These elements are to support student success but are additional to the Assessment Task Notification and not a prescribed requirement for the Notification.

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## SUBMISSION OF WORK

Students are required to complete assessments by the due dates on their Assessment Task Notifications. This extends to the format and method of submission. Failure to adhere to the requirements of an assessment may result in a non-attempt or non-submission.

For hand-in assessment tasks, students are to submit their work to their class teacher (or if the class teacher is absent, to the Head Teacher) during the normal period for that subject on the day the work is due, unless they are told otherwise.

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## LATE SUBMISSION OF TASKS

Students are responsible for submitting required work by the due date.

Submission/completion of tasks after the date due without an approved reason will result in a student having a zero mark recorded for that task and receiving an ‘N’ warning letter.

For research tasks and/or projects that are completed over an extended period of time, every effort must be made to submit the task on the due date. This could include sending the completed task in by a parent/carer or with a sibling, contacting the teacher directly to make



a mutually suitable arrangement for submission or express posting it to arrive at the school by the due date.

Technology, including computer/prINTER failure, will not be accepted as a valid reason for failure to submit a task on the due date.

All efforts should be made by the student to address submission challenges or activity conflicts with the Classroom Teacher or Head Teacher *prior* to the task due date.

## ASSESSMENT APPEALS

If students feel that the **process** of assessment marking was not in line with school assessment policy, they may take their concerns to the Head Teacher for that course and/or their Deputy Principal.

Students have a right to appeal on assessment rankings. By the direction of NESA and the Department of Education they are not entitled to seek a review of teachers' judgements or reapplication of marking guidelines for assessment tasks. The mark(s) awarded will not be subject to review as a part of this process.

In conducting an assessment review, it is necessary for the school to ascertain whether:

- assessment tasks were carried out in conditions that were fair to all students
- the weightings specified by the school in its assessment program align with NESA guidelines
- the procedures used by the school for determining the final assessment mark align with its stated assessment program, and,
- there were administrative errors in the determination of the assessment mark.

## IN-CLASS ASSESSMENT RULES

Assessment Task Notification will contain the particulars in relation to task requirements and processes.

In addition to malpractice prohibition, additional expectations for assessments tasks undertaken at school include:

- following any and all instructions by supervising staff in relation to conducting assessment. This includes entry and exit of an assessment environment.
- being prepared for assessment with the permitted materials only.
- remaining quiet and seated for the duration of the task, a raised hand will indicate to the task supervisor that a student needs assistance.
- attempting all sections of a task to the best of their ability within the task timeframe.
- refraining from bathroom breaks during an in-class task.

Examples of such assessments include tests, performance or practical tasks,

'Supervising staff' include all school staff as well as appointed external team of invigilators.

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## USE OF ELECTRONIC DEVICES INCLUDING DICTIONARIES, CALCULATORS AND OTHER ELECTRONIC LANGUAGE DEVICES

Only NESA-approved calculators may be used in examinations. NESA provides a list of approved calculators that may be used in the HSC. Electronic dictionaries, translators, mobile phones, programmable watches, including smartwatches, and other devices that can contain formulae or can be used to assist in accessing an examination or assessment task are not permitted under any circumstances.

If students are found to have used such a device in an assessment task or examination, malpractice will attach, their task or examination will be invalid, a mark of zero awarded and an 'N' warning letter sent.

## HONESTY IN ASSESSMENT (MALPRACTICE)

The honesty of students in completing assessment tasks, examinations and submitted works underpins the integrity of the HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. Any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA subject-specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice (commonly referred to as cheating). Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and confirmed instances of malpractice will affect a student's marks and may jeopardise their HSC.

Malpractice is any attempt to gain an unfair advantage over other students.

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

Students are responsible for knowing and complying with the school malpractice policy for all school-based assessments. Staff members must ensure that students are explicitly advised of malpractice rules within the school Assessment Schedule and Guidelines publications as well as on Assessment Task Notifications

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

The four key areas of malpractice are outlined below:

### **Misrepresentation**

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

Misrepresentation can include but is not limited to:

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

## Plagiarism

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

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

Plagiarism includes but is not limited to:

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

## Collusion

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

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

## Breach of assessment conditions

Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

A breach of assessment conditions includes any breach of:

- a. assessment conduct rules and procedures, and
- b. HSC minimum standard test rules and procedures.

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## PROCESS IN CASES OF SUSPECTED MALPRACTICE

In the case of suspected malpractice, a malpractice investigation will be led by the relevant Head Teacher with guidance from the relevant Deputy Principal. In this, students will be required to provide evidence that all suspected work is entirely their own.

Cases of suspected malpractice will be referred to the Head Teacher for investigation. In the investigation, the student will need to provide evidence of the honesty and integrity of their work.

Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas

- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.
- completion of an alternate task

Where malpractice has been determined, a range of penalties could be imposed. These include:

- reduction of marks awarded
- a zero award for task
- the issue of an N-Warning outlining resubmission requirements
- referral of student conduct to the NESA Malpractice Register

The Head Teacher will discuss the findings of the investigation with the Deputy Principal to determine the malpractice penalty.

## APPEALS AGAINST A SCHOOL-BASED MALPRACTICE DETERMINATION

Grievances or appeals regarding a malpractice determination should be addressed using the [Appeals Procedure](#).

Student appeals concerning malpractice in school-based assessments must be resolved at the school level. NESA does not hear appeals around school-based assessment and malpractice determinations.

## NON-SERIOUS ATTEMPTS / NON-ATTEMPTS

HSC students who do not make a serious attempt at an HSC examination may not receive an award in the course concerned. This may render those students ineligible for the award of the HSC. NESA considers a student's paper to be a non-attempt if there is no evidence of academic engagement with the paper. It is insufficient to answer multiple-choice questions only. Rewriting the question is not considered to be a serious attempt at the paper.

Non-serious attempts include frivolous or objectionable material written in response to examination questions, as well as answers to examination questions in a language other than English (unless specifically instructed to do so).

Any student identified as making a non-serious attempt or a non-attempt in an HSC examination will be asked by NESA to justify why they should receive a result in the course concerned. NESA will advise the student and the Principal of its decision when the HSC results are released.

In school-based assessment, a non-serious attempt at an assessment task may lead to being awarded a zero mark as per NESA's guidelines. The Head Teacher, in consultation with the course teacher(s) involved, shall determine whether the attempt is non-serious.

## ATTENDANCE PRIOR TO ASSESSMENT DUE DATE – EQUITY PRINCIPLE

Students must be present at school the day prior to any assessment task. In the case of the Trial HSC Examination period, students must be in classes for the whole week prior to the examination period. Students absent prior to a task could be seen as gaining an advantage as they have additional time to complete the assessment or study. This inequity could adversely affect the rankings for other students who are following policy requirements.

Absenteeism the day before an assessment task is due, or any day in the week prior to the Trial HSC Examination period, will not be accepted unless a valid medical certificate is provided to the Head Teacher of the course immediately upon return to school. Attendance all day on the day of a task is also compulsory for equity reasons. Failure to comply with attendance expectations may result in a Zero Award for the task.

## ILLNESS / MISADVENTURE

Students may lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their assessment performance.

Wherever possible, a student completes the task in line with published assessment to minimise the impact on other classes and assessment performance. In this instance, a marks consideration application addresses a limitation on performance.

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### ILLNESS/MISADVENTURE AT SCHOOL DOES NOT COVER:

- recreational holidays
- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- misreading of the timetable
- misreading of assessment task notification or task instructions
- long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the assessment period
- conditions for which they have been granted disability provisions, unless they experience further difficulties at the time of assessment
- poor time management or last minute printing or file complications
- other commitments, such as participation in entertainment, work or sporting events, or attendance at other school activities without prior approval from the relevant Head Teacher or the Deputy Principal.

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### ILLNESS/MISADVENTURE PROCESS

The responsibility to complete and submit an Illness/Misadventure application rests with the student, this may extend to coordination with parents/carers as circumstances require.

If a student is unable to attend school on the day of an assessment task or the day a hand-in assessment task is due because of illness they must:

1. Email or ring the school and leave a message for the teacher or Head Teacher on the day of the task explaining why they are not attending or unable to hand in their task.
2. Obtain independent evidence relevant to their circumstances:

#### ILLNESS:

A valid medical certificate. A valid medical certificate needs to refer to symptoms of a 'medical condition' or identify a medical condition.

Certificates simply stating 'unfit for school' do not meet NESA requirements and will not be accepted.

#### MISADVENTURE:

Independent evidence could include: a report from police or emergency services, a medical note for supporting a hospital patient, photographic evidence (eg: minor traffic accident), paperwork relating to a funeral eg: service booklet

3. Download the school's Illness/Misadventure form (available in this document, the school website or the Front Office) and complete it attaching the relevant evidence.
4. Complete this including discussion with the relevant Head Teacher(s)
5. Submit the **completed** Illness/Misadventure form to the Front Office with the independent evidence. to the Front Office who will give to the relevant Deputy Principal. All paperwork must be handed in **within two days of their return to school**. If the paperwork is not handed in on time a zero mark will be recorded for the task and an 'N' warning letter will be sent.

A panel may be convened to decide on the outcome of an Illness/Misadventure application. The panel will consist of the relevant Deputy Principal and two Head Teachers. Once the decision is made, students have the right of final appeal to the Principal.

The Illness/Misadventure form, as well as the flowchart of the Illness/Misadventure Process, is in the back of this booklet. Appendix A

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## ILLNESS/MISADVENTURE OUTCOMES

There are three core outcomes available under this process:

1. Substitute task  
The student will undertake a substitute assessment task (a comparable task assessing the same or similar outcomes as those of the original task, and uses the same or similar marking guidelines). The substitute task will be held at a date/time coordinated by the relevant Head Teacher.
2. Task reschedule/new due date.  
This could be an alternate submission date or completing an in-class task at a subsequent time. This outcome is only appropriate if it does not compromise the validity or integrity of the task.
3. Marks consideration.  
A student may apply for marks consideration if they have completed the formal task but feel their performance was impacted by illness/misadventure  
This end of year review will compare individual performance to like-tasks or content, using the professional judgement of the Head Teacher and in consultation with the Deputy Principal.

While these two outcomes cover the overwhelming majority of circumstances, the school reserves the right to implement other actions to ensure the twin goals of student performance and assessment integrity are met. Any such outcome will only occur within the rules and policies of NESA and the NSW Department of Education.

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## TASK RESCHEDULING AND ALTERNATE TASKS

Sylvania High School is committed to the academic integrity of assessment. This may involve the provision of an amended or substitute task provided as an alternate task. Any such tasks will assess the same outcomes and standard of the original assessment task.

It is at the discretion of the relevant Head Teacher(s) as to the date of an alternate task. This may include sitting or submitting a task on the day of return to school.

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## IMPACT ON PUBLISHED REPORTS

Marks Consideration applications are considered at the conclusion of the course and academic reporting period, and before the certification of assessment mark submitted to NESA.

Previously published course ranks in academic reports may be impacted by this process for both the individual student and the cohort. The Semester 2 Academic Report will reflect correct information.

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## APPROVED EXTENDED LEAVE

All students must attend school every day to ensure they have the continuity essential to learning and personal attainment. NSW Department of Education emphasises that family travel and holiday plans should take place during set school holiday periods.

Extended leave during school term(s) requires a special application to the Principal.

Assessment tasks scheduled during a student's requested extended leave must be listed on the application with relevant documentary evidence. If the extended leave is approved by the Principal, assessment tasks will be supported under misadventure and the task rescheduled. Students are expected to undertake all outstanding assessments promptly on return to school in negotiation with relevant Head Teacher(s) and Deputy Principal.

If the application for extended leave is not approved, or a scheduled assessment task is not listed on the application, then a zero mark may be awarded for the missed task(s).

## THE N DETERMINATION PROCESS

An N Determination is the decision made by the Principal at the end of the course, under delegated authority from NESA, that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the N Determination.

If a Determination reduces the total number of units studied to less than 10, the student will not be eligible for an HSC or ATAR.

The N Warning process is designed to identify students 'at risk' of not satisfactorily completing course requirements and to provide solutions in the form of school support.

A Principal's N Determination will be issued along with the Student Appeal form, to any student issued with an N Determination in any course. The Principal will also advise the student's parents or carers (if the student is under 18 years of age) in writing of their right to appeal against the Principal's determination.



## N WARNING PROCESS

An N warning letter may be issued to parents/carers to formally advise a student is 'at risk' of an N Determination for the following reasons:

non-completion of classwork and/or homework,

- not applying themselves with diligence and sustained effort to tasks,
- non-completion or non-serious attempts on assessment tasks.

The N warning letter will advise the student of the tasks or actions to be undertaken in time for the problem to be corrected. Students will typically be given two weeks to complete the work listed in the letter. If the work is completed and handed in to the teacher by the specified time, the issue will be considered 'resolved'.

Note that the 'N' warning letters indicate:

- the course
- whether it's the first or second warning for that course
- the task that was not completed
- the date when the task was initially due.
- the assessment weighting on the task
- what the student must do to resolve the N warning 'action required'.
- when the task is to be done by

If applicable, the letter will also detail that a zero mark has been awarded.

There is a section which should be signed by parents/carers and returned to the Head Teacher.

A sample 'N' warning letter can be found in [Appendix B](#)

## RESOLVING N WARNINGS

The purpose of the N Warning process is to identify course outcomes that a student has not demonstrated and provide opportunity to achieve them.

By completing the 'action required' activities identified in the N-Warning letter by the revised due date, a student demonstrates their achievement of the identified outcomes.

Students must consult with the Course Teacher or Head Teacher if they are unsure of what or how to complete in relation to the N-Warning letter.

The relevant Head Teacher will determine if a student has made a satisfactory application to the required work. In such circumstances, the N-Warning remains on file but is marked as resolved.

N-Warnings must be resolved by the deadline identified in the N-Warning letter.

## ZERO AWARDS

If students engage in malpractice, make a non-serious attempt or fail to meet an assessment deadline (without a valid illness/misadventure application) they will be awarded a zero mark for the task and an N warning letter will be issued to parents/carers. They are still required to complete the task to demonstrate they are meeting course outcomes and will be given two weeks to do so.

In such circumstances, the N-Warning is recorded on file as resolved, however the Zero Award will remain as the formal assessment mark.

## GRIEVANCES, COMPLAINTS AND APPEALS

The assessment complaints and appeals procedure applies to staff, students and families in relation to school-based decisions in relation to school-based academic management and assessment by the school.

These procedures will not apply to academic management and assessment decisions made under external processes for example: NESAs N-Determinations, HSC Provisions, HSC Illness/Misadventure applications.

Person(s) seeking an appeal must be personally impacted by the issue.

## PROCEDURE

The School recognises that students, parents, staff and members of the wider School community may develop grievances about academic and assessment management including incidents, relationships, decisions and even the complaints management process.

Where grievances develop, we seek to prevent them from leading to disappointment, bitterness and resentment by encouraging open communications and the efficient and effective resolution of complaints and appeals. To this end, the School encourages members of our community to observe the following practices.

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### 1. REFLECT

Before allowing a grievance to take hold, individuals are encouraged to reflect on the source of the grievance, the context and circumstances for all parties and whether offense needs to be taken. Individuals should consider embracing a generosity of spirit that enables them to overlook minor indiscretions. Individuals should consider whether the grievance has merit or whether it is vexatious.

Grievances should be raised where doing so will address inappropriate decisions or behaviour, prevent resentment developing and/or restore the relationship – and for these purposes alone.

Grievances should only be shared with those directly involved, with persons whose responsibility it is to resolve the matter and if necessary, a small number of discrete support

persons, because to include others is likely to undermine the harmony of the School community.

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## 2. CLARIFY

Raise concerns with the relevant teacher and/or Head Teacher.

The Head Teacher is generally the best person to handle concerns about matters within learning area including assessment specifics and issues arising from assessment.

If someone is unsure where to raise a concern regarding academic management, they should speak with a Deputy Principal.

In raising concerns, be clear about the issues to discuss and think about how the matter could be resolved.

In most instances, it is anticipated that Steps 1 & 2 will be sufficient in addressing grievances and concerns arising.

If the concern persists or is unresolved, the next steps should be followed. If you are requesting an appeal of a school-based decision, refer to step 4.

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## 3. LODGE A COMPLAINT

A complaint should be raised either verbally or in writing with the manager of the individual you have clarified the concern with. You may be asked to put the complaint in writing.

In lodging a complaint, be clear about the issues to discuss and think about how the matter could be resolved.

The person receiving your complaint will acknowledge the complaint and inform you who will be handling it and how to contact that person. If it is likely to take longer than 20 working days, you will be kept informed about progress on a regular basis until the matter is resolved.

In almost all cases, we will tell you what we found, any action we are taking and the reasons for our decisions. In some matters, there may be reasons why we cannot provide you with another person's personal information.

If the complaint is upheld, you may be offered one or more of the following:

- action to fix the matter or improve the situation
- an apology
- an explanation
- an admission that the situation could have been handled better or differently

To make a complaint about a school principal or about a broader function of the department, you can use Department of Education [online form](#) or contact the Director Educational Leadership (Miranda Office).

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## 4. APPEALING A SCHOOL-BASED DECISION

The impacted party(ies) must submit a written appeal (e-mail accepted) detailing the circumstances and nature of the appeal with reference to published school policy. They should also outline any attempts to seek clarification on the matter.

Upon receiving an appeal, the School will acknowledge receipt within 2 school days.

All appeals will be determined by the Principal.

An Appeal Manager will be appointed by the Principal who will manage the appeal and investigate concerns including consultation with relevant staff and may request further information from student(s) or their families. The Principal may appoint a panel to consider the appeal and make a determination. At a minimum, a panel will include the Principal, a Deputy Principal and a Head Teacher. Persons on an appeal panel will not have been involved in the original decision.

A decision will be made within 20 school days, and the Applicant will be notified in writing.

The Principal's decision will be final.

## NESA – ADDITIONAL INFORMATION

NESA publish useful guides for both students and parents on the [NESA Website](#) and social media platforms. This includes access to course syllabuses, live webinars and past HSC papers with answers. These support students in their independent work across their courses.

NESA [Students Online](#) portal provides secure login and access to student information including HSC course enrolment, examination timetable and individual results.

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### ACCESSING STUDENTS ONLINE AFTER GRADUATION

Students Online portal is usually accessed using each student's @education email account. It is critical that students change this email detail after graduation and the conclusion of their HSC Examinations as their NSW DoE email will be discontinued.

Students can change to any personal email of their choosing at this time. This change will ensure ongoing access to their achievement data including HSC NESA credentials.

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### DECODING NESA DIRECTIVE TERMS

These are key words that appear frequently in NESA syllabuses, performance descriptions and examinations.

The Glossary can be found in [Appendix C](#)

## YEAR 12 INTERNAL ASSESSMENT SCHEDULE

Specific assessment information will be found in the following pages for each of the Year 12 courses running in 2024 - 2025. Students should read these carefully and ensure they are familiar with all assessment responsibilities and due dates.

### **Key Date to remember:**

**Year 12 Assessment Information Session:**      **Term 4, Week 3 (2024)**

**NESA Confirmation of Entry:**                      **Term 1, Week 7 (2025)** (approximately)

**Trial HSC Examinations:**                              **Term 3, Weeks 2-3 (2025)**

A specific Trial HSC Examination Schedule will be published closer to the events. Again, students are responsible for ensuring they know their examination timetable and all permitted materials. Any questions, students should ask the relevant classroom teacher, Head Teacher or Deputy Principal.

Students are encouraged to view the [Assessment Calendar](#) summary in planning their assessment revision and completion.

## Syllabus Outcomes

A student:

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

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 9	Term 1 Week 6	Term 2 Week 8	Term 3 Weeks 2-3	
<b>Nature of task</b>	In-class Source Analysis Task	Historical Analysis	Research and Writing Task	Trial HSC Examination	
<b>Outcomes Assessed</b>	AH12-6, AH12-7, AH12-10	AH12-5, AH12-6, AH12-8, AH12-9	AH12-3, AH12-4, AH12- 6, AH12-9	AH12-1 AH12-2 AH12-6 AH12-9	
Knowledge and understanding of course content	10%	5%	10%	15%	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	5%	5%	<b>20</b>
Historical inquiry and research	5%	10%	5%	-	<b>20</b>
Communication of historical understanding in appropriate forms	-	5%	5%	10%	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

A student:

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

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 2-3	
<b>Nature of task</b>	Skills task test (In Class)	Depth Study (In Class)	Practical Task (In Class)	Trial HSC Examination	
<b>Outcomes Assessed</b>	BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12	BIO12-1, BIO12-3, BIO12-4, BIO12-5, BIO12-7, BIO12-13	BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-14	BIO12-1, BIO12-2, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	
Knowledge and Understanding	5%	10%	5%	20%	<b>40</b>
Skills in Working Scientifically	15%	15%	20%	10%	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## Syllabus Outcomes

A student:

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

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 10	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 2-3	
<b>Nature of task</b>	Operations Extended Response (In Class)	Finance Topic Test (In Class)	Marketing Report Task In Class)	Trial HSC Examination	
<b>Outcomes Assessed</b>	H2, H4, H7, H8	H3, H5, H6, H10	H7, H8, H9	H1-H10	
Knowledge and understanding of course content	5%	10%	10%	15%	<b>40</b>
Stimulus-based skills	-	10%	-	10%	<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 %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

A student:

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

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 2-3	
<b>Nature of Task</b>	Skills Task (In Class)	Practical Investigation (In Class)	Depth Study (In Class)	Trial HSC Examination	
<b>Outcomes Assessed</b>	CH12-4, CH12-5, CH12-12	CH12-2, CH12-4, CH12-5, CH12-13	CH12-1, CH12-2, CH 12-6, CH12-7, CH12-15	CH12-1, CH12-2, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15	
Knowledge and Understanding	5%	5%	15%	15%	<b>40</b>
Skills in Working Scientifically	15%	20%	10%	15%	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

A student:

- H1.1** analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1** analyses different approaches to parenting and caring relationships
- H2.2** evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3** critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1** analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2** evaluates networks available to individuals, groups and families within communities
- H3.3** critically analyses the role of policy and community structures in supporting diversity
- H3.4** critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1** justifies and applies appropriate research methodologies
- H4.2** communicates ideas, debates issues and justifies opinions
- H5.1** proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2** develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1** analyses how the empowerment of women and men influences the way they function within society
- H6.2** formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
- H7.1** appreciates differences among individuals, groups and families within communities and values their contributions to society
- H7.2** develops a sense of responsibility for the wellbeing of themselves and others
- H7.3** appreciates the value of resource management in response to change
- H7.4** values the place of management in coping with a variety of role expectations

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 7	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 2-3	
Nature of Task	Independent Research Project	Groups Report	Research Task	Trial HSC Examination	
Outcomes Assessed	H4.1, H4.2	H2.2, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1	H1.1, H2.1, H2.2, H3.2, H5.1	H1.1 - H6.2	
Knowledge and understanding	5%	5%	10%	20%	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	15%	20%	15%	10%	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

A student:

- H1.1** understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2** performs, composes and appreciates dance as an artform
- H1.3** appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H1.4** acknowledges and appreciates the relationship of dance and other media
- H2.1** understands performance quality, interpretation and style relating to dance performance
- H2.2** performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
- H2.3** values the diversity of dance performance
- H3.1** identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent
- H3.2** demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent
- H3.3** recognises and values the role of dance in achieving individual expression
- H3.4** explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
- H4.1** understands the concept of differing artistic, social and cultural contexts of dance
- H4.2** recognises, analyses and evaluates the distinguishing features of major dance works
- H4.3** utilises the skills of research and analysis to examine dance as an artform
- H4.4** demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
- H4.5** acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 6	Term 1 Week 4	Term 2 Week 5	Term 2 Week 10	
<b>Nature of Task</b>	Core performance & Core appreciation	Core composition & Core appreciation	Major study	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1.1, H2.1, H2.2, H4.2, H4.3, H4.5	H1.4, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H4.4	Outcomes relevant to selected Major Study	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4	
Performance	10%	-	-	10%	<b>20</b>
Composition	-	10%	-	10%	<b>20</b>
Appreciation	10%	10%	-	-	<b>20</b>
Major Study	-	-	30%	10%	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

A student:

- H1.1** critically analyses the factors affecting design and the development and success of design projects
- H1.2** relates the practices and processes of designers and producers to the major design project
- H2.1** explains the influence of trends in society on design and production
- H2.2** evaluates the impact of design and innovation on society and the environment
- H3.1** analyses the factors that influence innovation and the success of innovation
- H3.2** uses creative and innovative approaches in designing and producing
- H4.1** identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2** selects and uses resources responsibly and safely to realise a quality major design project
- H4.3** evaluates the processes undertaken and the impacts of the major design project
- H5.1** manages the development of a quality MDP
- H5.2** selects and uses appropriate research methods and communication techniques
- H6.1** justifies technological activities undertaken in the MDP and relates these to industrial and commercial practices
- H6.2** critically assesses the emergence and impact of new technologies, and the factors affecting their development.

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 Week 2-3	
<b>Nature of Task</b>	Project Presentation	Case Study	Project Presentation	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1.1, H3.1, H3.2, H4.1, H5.2	H2.2, H3.1, H3.2, H6.2	H1.2, H4.3, H5.1, H6.2	H1.1 - H6.2	
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 (%)</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

A student:

- H1.1** uses acting skills to adopt and sustain a variety of characters and roles
- H1.2** uses performance skills to interpret and perform scripted and other material
- H1.3** uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- H1.4** collaborates effectively to produce a group-devised performance
- H1.5** demonstrates directorial skills
- H1.6** records refined group performance work in appropriate form
- H1.7** demonstrates skills in using the elements of production
- H1.8** recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9** values innovation and originality in group and individual work
- H2.1** demonstrates effective performance skills
- H2.2** uses dramatic and theatrical elements effectively to engage an audience
- H2.3** demonstrates directorial skills for theatre and other media
- H2.4** appreciates the dynamics of drama as a performing art
- H2.5** appreciates the high level of energy and commitment necessary to develop and present a performance
- H3.1** critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2** analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3** demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
- H3.4\*** appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5\*** appreciates the role of the audience in various dramatic and theatrical styles and movements

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 5	Term 2 Week 10	
<b>Nature of Task</b>	Submitted Logbook and Developing Individual Project	Submitted essays and workshop performance	Submitted logbook and Developing Group Performance	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1.3, H1.5, H2.2, H3.2	H1.2, H2.3, H3.1, H3.3	H1.1, H1.4, H1.6, H2.3,	H1.3, H2.1, H3.2, H3.3	
Making	5%	10%	10%	15%	<b>40</b>
Performing	5%	10%	5%	10%	<b>30</b>
Critically Studying	5%	10%	5%	10%	<b>30</b>
<b>Total (%)</b>	<b>15</b>	<b>30</b>	<b>20</b>	<b>35</b>	<b>100</b>

\* Note: While values and attitudes outcomes are included in this syllabus, they are not to be assessed in the HSC assessment program.

## Syllabus Outcomes

A student:

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

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 2-3	
<b>Nature of Task</b>	Civil Engineering Solution and Report	Transport Engineering Problem Solving	Aeronautical Engineering Report	Trial HSC Examination	
<b>Outcomes Assessed</b>	H2.1, H3.1, H4.1, H4.2, H5.1	H1.1, H2.1, H3.1, H3.3, H4.2	H3.3, H4.1, H6.1, H6.2	H1.1 - H6.2	
Knowledge and understanding of course content	10%	15%	15%	20%	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	10%	10%	10%	10%	<b>40</b>
<b>Total (%)</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

HSC Guidelines and Assessment 2025

*Disclaimer: While every effort was made to ensure the accuracy of details at the time of publication, assessment Details and time frames may change due to unforeseen circumstances. For any and all questions students and parents are advised to contact the classroom teacher, Head Teacher or Deputy Principal*

## Syllabus Outcomes

A student:

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

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 9	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 2-3	
<b>Nature of Task</b>	Analytical Response (In Class)	Writing Comparative Essay (In Class)	Multimodal Task (Hand In)	Trial HSC Examination	
<b>Outcomes Assessed</b>	EA12-2 EA12-3 EA12-5 EA12-6 EA12-8	EA12- 1 EA12-3 EA12-6 EA12- 7	EA12- 2 EA12- 4 EA12- 5 EA12- 6 EA12- 9	EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8 EA12-9	
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	10%	10%	15%	15%	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## Syllabus Outcomes

A student:

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

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 5	Term 3 Weeks 2-3	
<b>Nature of Task</b>	Analytical Response (In Class)	Writing Extended response (In Class)	Multimodal Task (Hand In)	Trial HSC Examination	
<b>Outcomes Assessed</b>	EN12-1 EN12-3 EN12-5 EN12-6 EN12-7	EN12-1 EN12-3 EN12-3 EN12-7 EN12-8	EN12-2 EN12-3 EN12-4 EN12-6 EN12-9	EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8 EN12-9	
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	10%	10%	15%	15%	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes****A student:**

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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 8	Term 1 Week 7	Term 2 Week 9	Term 3 Week 2-3	
<b>Nature of Task</b>	Food Industry Report	Preservation Investigation	Product Development In Class Task	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1.2, H1.4, H3.1	H1.1, H4.2	H1.3, H4.1, H5.1	H1.1 - H5.1	
Knowledge and understanding of course content			10%	30%	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	20%	10%			<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts		20%	10%		<b>30</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

A student:

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

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 8	Term 1 Week 7	Term 2 Week 9	Term 3 Week 2-3	
<b>Nature of Task</b>	Data Analysis Task	Data Visualisation & Design Task	Enterprise Project	HSC Trial Examination	
<b>Outcomes Assessed</b>	EC-12-02 EC-12-04 EC-12-05	EC-12-01 EC-12-06 EC-12-11	EC-12-01 EC-12-03 EC-12-08 EC-12-09 EC-12-10	EC-12-01 – EC-12-11	
Knowledge and understanding of course content	5	10	15	20	<b>50</b>
Knowledge and skills in designing, researching, analysing and evaluating	15	10	15	10	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

A student:

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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 9	Term 1 Week 7	Term 2 Week 5	Term 3 Weeks 2-3	
<b>Nature of Task</b>	In-class Test	In Class Test	Research Task: Media File Analysis and Extended Response	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H6, H7, H9	H1, H4, H5, H7, H8, H9, H10	H1-H10	
Knowledge and understanding of course content	10%	5%	10%	15%	<b>40</b>
Inquiry and research		10%	10%		<b>20</b>
Communication of Legal Studies information, issues and ideas in appropriate forms		10%		10%	<b>20</b>
Analysis and evaluation	10%		5%	5%	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

A student:

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

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 8	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 2-3	
<b>Nature of task</b>	Investigative Task	In-class Task	In-class Task	Trial HSC Examination	
<b>Outcomes Assessed</b>	MA12-8, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	MA12-1 to 10	
Understanding, Fluency and Communicating	10%	12%	13%	15%	<b>50</b>
Problem Solving, Reasoning and Justification	10%	13%	12%	15%	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

A student:

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

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 2-3	
<b>Nature of task</b>	In-class Task	Investigation Task	In-class Task	Trial HSC Examination	
<b>Outcomes Assessed</b>	ME12-1, ME12-3, ME12-6, ME12-7	ME12-5, ME12-6, ME12-7	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	ME12-1 to 7	
Understanding, Fluency and Communicating	12%	10%	13%	15%	<b>50</b>
Problem Solving, Reasoning and Justification	13%	10%	12%	15%	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

A student:

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

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 8	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 2-3	
<b>Nature of task</b>	Investigation Task	In-class Task	In-class Task	Trial HSC Examination	
<b>Outcomes Assessed</b>	MS2-12-7, MAS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1 to 10	
Understanding, Fluency and Communicating	10%	13%	12%	15%	<b>50</b>
Problem Solving, Reasoning and Justification	10%	12%	13%	15%	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

A student:

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

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 10	Term 1 Week 7	Term 2 Week 5	Term 3 Weeks 2-3	
<b>Nature of Task</b>	Listening and Reading Task	Listening, Reading and Writing Task	Speaking Task	Trial HSC Examination	
<b>Outcomes Assessed</b>	2.1, 2.2, 2.3, 2.6	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.4	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Listening	10%	10%		10%	<b>30</b>
Reading	15%	5%		10%	<b>30</b>
Speaking			20%		<b>20</b>
Writing		10%		10%	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>



## Syllabus Outcomes

A student:

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

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 2-3	
<b>Nature of task</b>	Source Analysis (in class task)	In class Essay	Historical Analysis (in class task)	Trial HSC Examination	
<b>Outcomes Assessed</b>	MH12.1, MH12.2, MH12.4, MH12.6, MH12.9	MH12.2, MH12.3, MH12.4, MH12.7, MH12.8, MH12.9	MH12.2, MH12.3, MH12.4, MH12.5, MH12.6, MH12.7, MH12.8, MH12.9	MH12.1, MH12.2, MH12.3, MH12.4, MH12.5, MH12.6, MH12.7, MH12.9	
Knowledge and understanding of course content	10%	10%	5%	15%	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	5%	5%	<b>20</b>
Historical inquiry and research	5%	5%	10%		<b>20</b>
Communication of historical understanding in appropriate forms		5%	5%	10%	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

A student:

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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 2-3	
<b>Nature of Task</b>	Composition Elective 1	Aural Elective 2	Musicology Elective 3	Trial HSC Performance & Trial HSC Aural Examination	
<b>Outcomes Assessed</b>	H1, H3, H9, H10, H11	H1, H4, H5, H6, H7, H8,	H1, H5, H6, H9, H10	H1, H4, H6, H7, H9, H10	
Performance				10%	<b>10</b>
Composition	10%				<b>10</b>
Musicology			10%		<b>10</b>
Aural		10%		15%	<b>25</b>
Elective 1, 2 and 3	10%	10%	10%	15%	<b>45</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

## Syllabus Outcomes

A student:

- H1** describes the nature and justifies the choice, of Australia's health priorities
- H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** analyses the determinants of health and health inequities
- H4** argues the case for the new public health approach to health promotion
- H5** explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6** demonstrates a range of health skills that enable them to promote and maintain health
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans to improve performance
- H11** designs psychological strategies and nutritional plans in response to performance needs
- H12** analyses the influence of Sociocultural factors on the way people participate in and value physical activity and sport
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and Physical activity
- H14** argues the benefit of health promoting actions and choices that promote social justice
- H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** devises methods of gathering, interpreting, and communicating information about health and physical activity concepts
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 8	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 2-3	
<b>Nature of task</b>	Core 2: Analysis Task	Sports Medicine: Case Study Task (In Class)	Core 1: Research Task (In Class)	Trial HSC Examination	
<b>Outcomes Assessed</b>	H7, H8, H11	H13, H17	H2, H3, H4	H1-5, H7-11, H13-H17	
Knowledge and understanding of course content	10%	5%	10%	15%	<b>40</b>
Skills in critical thinking, research and analysing and communicating	15%	15%	15%	15%	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

A student:

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

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 7	Term 1 Week 5	Term 2 Week 8	Term 3 Weeks 2-3	
<b>Nature of Task</b>	Depth Study (Hand In)	Practical Examination (In Class)	Working Scientifically (Hand in and In Class)	Trial HSC Examination	
<b>Outcomes Assessed</b>	PH12-1 PH12-4, PH12-5 PH12-6, PH12-7, PH12-12	PH12-1, PH12-2 PH12-3, PH 12-5, PH12-13	PH12-2, PH12-4, PH12-6, PH12-7, PH12-14	PH12-1 PH12-2, PH12-4, PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15	
Knowledge and Understanding	5%	5%	10%	20%	<b>40</b>
Skills in Working Scientifically	25%	15%	10%	10%	<b>60</b>
<b>Total%</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

### **Syllabus Outcomes:**

A student

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

### **Assessment Schedule**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 2-3	
<b>Nature of Task</b>	In-class Task	Research Report	Interview and In- Class Response	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1, H2, H5, H9	H1, H3, H4, H7, H9, H10	H1, H3, H7, H8, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10	
Knowledge and understanding of course content	10%	10%	10%	20%	<b>50</b>
Application and evaluation of social and cultural research methods		10%	15%	5%	<b>30</b>
Communication of information, ideas and issues in appropriate forms	5%	5%	5%	5%	<b>20</b>
<b>Total%</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

A student:

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

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 8	Term 1 Week 9	Term 3 Week 1	Term 3 Week 2-3	
<b>Nature of Task</b>	Essay (In class)	Development of Body of Work VAPD	Body of Work Final Submission	Trial HSC Examination	
<b>Outcomes Assessed</b>	H7, H8, H9, H10	H1, H2, H3, H4,	H1, H2, H3, H5, H6	H7, H8, H9, H10	
Artmaking		20%	30%		<b>50</b>
Art Criticism and Art History	20%			30%	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## VAPD-Visual Arts Process Diary

The diary, as well as artworks produced, must be considered in assessment of student achievement. Teachers' comments and advice are clearly indicated in a student's diary and the entry dated. The CAPA department retains the student's diary until the completion of the Visual Arts written examination. The diary is available if required in the HSC examination and in the event of appeals, to verify and provide further evidence of a student's work. The diary should clearly indicate technical details used in the development of a body of work, such as processes, products, hardware, and software

## VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

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

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

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

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

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

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

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

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

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

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

## CONSTRUCTION AND HOSPITALITY

The following applies to all Industry Curriculum Framework (ICF) courses delivered at Sylvania High School.

### DUAL ACCREDITATION

Assessment for the Higher School Certificate VET Course within industry curriculum frameworks has two purposes:

#### **1. Australian Quality Framework (AQF) Qualifications**

To achieve an AQF qualification, students are assessed on their achievement of competencies.

Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Some forms of assessment will be ongoing, integrated or holistic.

Students must also complete Cluster tasks (as supplied by the Registered Training Organisation –Ultimo containing both written and practical work.

To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry.

A student's record of their Units of Competency will be stored electronically at the school and distributed to students during each reporting period.

At the conclusion of the course, a student who fulfils the requirements of an AQF VET qualification will receive the relevant Certificate and an accompanying Transcript of Competencies Achieved. Students who have achieved partial completion of an AQF VET qualification will receive a Statement of Attainment, which lists all units of competency achieved towards the qualification.

#### **2. Assessment for Higher School Certificate (HSC)**

##### Work placement

To be eligible for a HSC in a VET course, students must complete a mandatory work placement in both the Preliminary and HSC courses. A total of 70 hours for a 240 hour 2 unit course must be completed in the industry relevant to their VET course by the conclusion of Term 3 of their HSC year.



Students who can provide evidence of recent or relevant experience in the industry relevant to their course can apply for Recognition of Prior Learning (RPL). These students should seek the advice of their VET teacher or VET Coordinator.

Students who do not attend work placement due to illness or misadventure must notify the school and produce appropriate evidence on return to school. Non-completion of work placement is grounds for withholding the course and students will be issued an 'N' determination.

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## HSC EXAMINATION

The HSC examination is optional for all Industry Curriculum Framework (240 hours) courses. It consists of a written examination made up of multiple-choice items, short answers and extended response items.

Students wishing to achieve an ATAR **must** complete the written HSC examination.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

## REFUND POLICY

If a student intends to leave the course, please contact the School Office for details of the refund policy.

## ASSESSMENT SCHEDULE: VET CONSTRUCTION



Education

Construction

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

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

Cohort 2024 - 2025

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

School Name: Sylvania High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Code	Unit of Competency	HSC Examinable Unit	Week 10 Term 1 Date 3.3.25	Week 8 Term 2 Date 20.6.25	Week 5 Term 3 Date 21.8.25	Week 2-3 Term 3 Date TBA
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials		X			
CPCCBL2002	Use bricklaying and blocklaying tools and equipment		X			
CPCCWF2002	Use wall and floor tiling tools and equipment		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	√		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainability in the construction industry	√			X	

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

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

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

## ASSESSMENT SCHEDULE: VET HOSPITALITY



Education

Cookery

Qualification: SIT20421 Certificate II in Cookery

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

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

School Name: Sylvania High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 Let's start cooking and cleaning	Task 4 Pack it up	Task 5 There's no I in team	HSC TRIAL EXAM
		Week 8	Week 8	Week 6	Week 2-3
		Term 4	Term 1	Term 3	Term 3
		Date 06.12.24	Date 21.03.25	Date 29.08.24	Date TBA
Code	Unit of Competency				
SITHKOP009	Clean kitchen premises and equipment	X			
SITXINV006	Receive, store and maintain stock	X			
SITHCCC026	Package prepared foodstuffs		X		
SITHCCC023	Use food preparation equipment			X	
SITHCCC024	Prepare and present simple dishes			X	
SITHCCC027	Prepare dishes using basic method of cookery			X	
SITHCCC034	Work effectively in a commercial kitchen			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

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.

\* HSC 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".

## APPENDIX A

### ILLNESS/MISADVENTURE APPLICATION



#### ILLNESS/MISADVENTURE APPLICATION

This form must be completed then taken to the relevant Deputy Principal **within two days of returning to school.**

SURNAME: .....

GIVEN NAME: .....

YEAR: .....

DATE OF REQUEST: .....

Please indicate the subject/s for which this appeal is being lodged.

Subject	Date of Task	Nature of Task eg: AT1, Test	Teacher

**REQUESTING:** Task Reschedule/New Due Date ☐  
 Marks Consideration ☐ (reviewed by panel at end of year)  
 Other ☐

**BASIS FOR APPLICATION** (Illness or Misadventure): .....  
Add formal documentation and/or additional pages to provide sufficient details to support your case

**SUBSTANTIATING EVIDENCE ATTACHED:** (attached letter or documents): YES NO

**SIGNED:** .....  
 (student)

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

**SIGNED:** .....  
 (parent)

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

HEAD TEACHER'S COMMENT:	HEAD TEACHER'S COMMENT:	HEAD TEACHER'S COMMENT:	HEAD TEACHER'S COMMENT:
Rescheduled date: ____/____/____	Rescheduled date: ____/____/____	Rescheduled date: ____/____/____	Rescheduled date: ____/____/____
SIGNED: .....	SIGNED: .....	SIGNED: .....	SIGNED: .....
DATE: ____/____/____	DATE: ____/____/____	DATE: ____/____/____	DATE: ____/____/____

#### ONCE COMPLETE TO THIS STAGE - RETURN FORM TO FRONT OFFICE FOR SUBMISSION

SUBMISSION TO FRONT OFFICE: Deputy Principal: .....

Form received: \_\_\_\_/\_\_\_\_/\_\_\_\_ BY: ..... Entered: / / BY: .....

Notes:

PANEL'S DECISION: UPHELD ☐ NOT UPHELD ☐ DATE: ...../...../.....

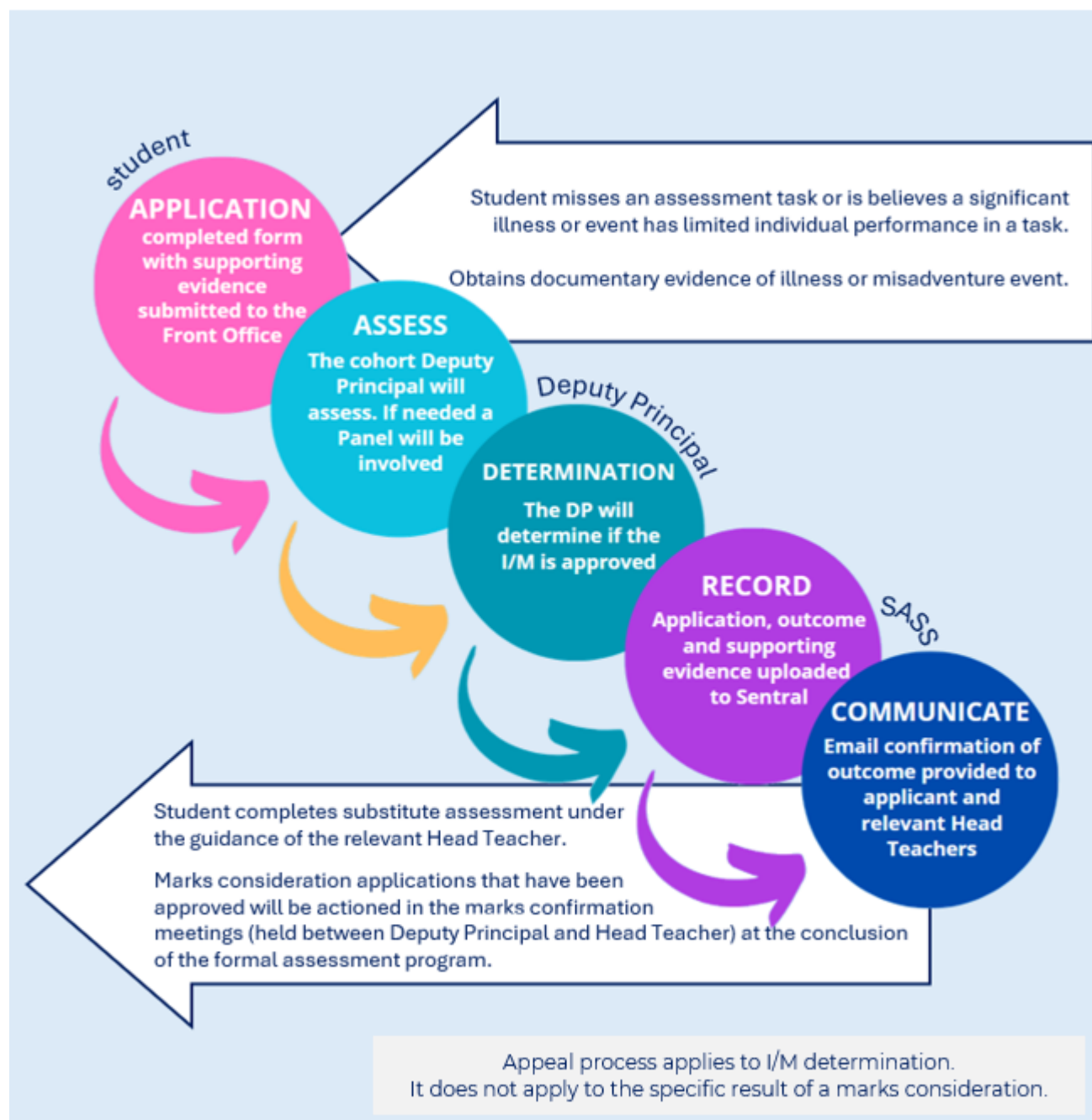
Task Rescheduled ☐ Marks Adjusted ☐

SIGNED: DP .....

HT .....

HT .....

**DATE FORM COLLECTED:** .....



## SAMPLE N WARNING LETTER

Dear Parent / Carer

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

I am writing to advise that <student first name> is in danger of not meeting the requirements for satisfactory completion of the HSC course in «subject».

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

This is the <first/second/third> official warning we have issued notifying you that <Student first name> is at risk of not completing the above course.

**Criteria for satisfactory completion of a course**

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if he/she has not satisfactorily completed the Preliminary Course. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

<Student first name> is not currently meeting one or more of these requirements. In particular, he/she <Insert brief description of the problem(s)>.

**Opportunity to correct the problem**

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

Task or course requirement	Weighting	Original due date (if applicable)	Action required by student	Date for completion

**Action by parent/guardian**

To support <Student first name> in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Class Teacher

Head Teacher

Principal

[illegible]

Please detach this section and return to the school

### ***Acknowledgement of Official Warning***

I have received the letter dated *<Insert date>* advising me that *<Insert name>* is in danger of not meeting the course completion requirements for *<Insert course name>*, and am aware that this is the *<first/second/third>* official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. I am also aware that it may mean that the student is unable to proceed to the Higher School Certificate course.

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## APPENDIX C

### GLOSSARY OF KEY WORDS AS SPECIFIED BY NESA FOR USE IN HSC COURSES

Key words that appear frequently in NESA syllabuses, performance descriptions and examinations.

Account	Account for; state reasons for, report on. Give an account of; narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy of depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meanings and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate Details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from; investigate
Investigate	Plan, inquire into and draw conclusions about
Justify	Support and argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express concisely the relevant Details
Synthesise	Putting together various elements to make a whole

## APPENDIX D

### ASSESSMENT SCHEDULE SUMMARY

Term 4, 2024	Week	Course	Assessment Task Description
	6	Dance	Core performance & Core appreciation
	7	CAFS	Research Project
	7	Physics	Depth study hand in
	8	Chemistry	In class test
	8	Design and Technology	Project presentation
	8	Enterprise Computing	In class task
	8	Mathematics Advanced	Investigative Task
	8	Mathematics Standard 2	Investigative Task
	8	PDHPE	In class analysis
	8	Visual Arts	In class essay
	9	Ancient History	In class analysis
	9	Biology	In class test
	9	Drama	Logbook and Individual Project
	9	Engineering Studies	Report (hand in)
	9	English Advanced	In class analysis
	9	English Standard	In class analysis
	9	Legal Studies	In class test
	9	Mathematics Extension 1	In class task
	9	Modern History	In class analysis
	9	Music 1	Composition task
	9	Society & Culture	In class task
	10	Business Studies	In class extended response
	10	Modern Greek Beginners	In class task

Term 1, 2025	Week	Course	Assessment Task Description
	4	Dance	Core composition and Core appreciation
	5	Physics	In class practical
	6	Ancient History	In class analysis
	7	Enterprise Computing	In class task
	7	Legal Studies	In class test
	7	Mathematics Advanced	In class task
	7	Mathematics Standard 2	In class task
	7	Modern Greek Beginners	In class task
	7	PDHPE	In class task
	8	Design and Technology	Case Study
	8	Drama	Essay hand in and performance
	8	English Standard	In class extended response
	8	Modern History	In class essay
	9	Biology	In class depth study
	9	CAFS	Groups Report
	9	Engineering Studies	Problem Solving
	9	Mathematics Extension 1	Investigative Task
	9	Music 1	Aural task
	9	Society & Culture	Research Report
	9	Visual Arts	Submission Body of Work VAPD
	10	Business Studies	In class test
	10	Chemistry	In class investigation
	10	English Advanced	In class essay

Term 2, 2025	Week	Course	Assessment Task Description
	5	Dance	Major Study
	5	Drama	Logbook and Group Performance
	5	English Standard	Hand in Multimodal
	5	Legal Studies	Research and in class analysis
	5	Modern Greek Beginners	In class task
	6	CAFS	Research Task
	6	English Advanced	Hand in Multimodal
	7	Mathematics Advanced	In class task
	7	Mathematics Standard 2	In class task
	7	Modern History	In class analysis
	8	Ancient History	Research & In class
	8	Business Studies	In class report
	8	PDHPE	Research and class task
	8	Physics	Submission and in class task
	8	Society & Culture	Interview and in class task
	9	Biology	In class practical
	9	Chemistry	In class depth study
	9	Design and Technology	Project Presentation
	9	Engineering Studies	Report
	9	Enterprise Computing	Enterprise Project
	9	Mathematics Extension 1	In class task
	9	Music 1	Musicology task
	10	Dance	Trial HSC Examination
	10	Drama	Trial HSC Examination

	Week	Course	Assessment Task Description
	1	Visual Arts	Body of Work Final Submission
Term 3, 2025	Weeks 2-3	Ancient History	HSC Trial Examinations, as per formal examination schedule published in 2025
		Biology	
		Business Studies	
		CAFS	
		Chemistry	
		Design and Technology	
		Engineering Studies	
		English Advanced	
		English Standard	
		Enterprise Computing	
		Legal Studies	
		Mathematics Advanced	
		Mathematics Standard 2	
		Mathematics Extension 1	
		Modern Greek Beginners	
		Modern History	
		Music 1	
		PDHPE	
		Physics	
		Society & Culture	
		Visual Arts	
		Ancient History	
		Biology	
		Business Studies	
		CAFS	
		Chemistry	

**Note:** This schedule does not include an HSC external assessment submission or performance dates. Students are encouraged to login to their NESAs Students Online account to stay up to date with major project and performance external requirements.

However, these assessment submissions usually commence from early Term 3.

HSC Guidelines and Assessment 2025

Disclaimer: While every effort was made to ensure the accuracy of details at the time of publication, assessment Details and time frames may change due to unforeseen circumstances. For any and all questions students and parents are advised to contact the classroom teacher, Head Teacher or Deputy Principal

[illegible]