



# Parramatta High School Preliminary HSC Assessment Information 2025

A guide for students  
and their parents

# PRELIMINARY HSC ASSESSMENT POLICY 2025

This booklet outlines the work that students must complete and the conditions that apply to assessment of the HSC courses at Parramatta High School.

Students are reminded that the issuing of this book to each student is evidence that they have been informed of the assessment requirements.

This document should be read in conjunction with NSW DEC Syllabus documents and NSW Education Standards Authority rules and regulations.

For further references see Parramatta High School website;

<http://www.parramatta-h.schools.nsw.edu.au/>

and the NESA Website

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

## SECTION 1 –NESA REQUIREMENTS

The Higher School Certificate (HSC) is the highest educational credential in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet both Preliminary and HSC course requirements and sit the state-wide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

### ELIGIBILITY

The rules and requirements for HSC eligibility are governed by NESA and are published in the Assessment, Certification and Examination (ACE) Manual. To be eligible for the HSC, students must:

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

### PATTERN OF STUDY

To be eligible for the award of the Higher School Certificate, students must satisfactorily complete:

- a Preliminary pattern of study comprising at least 12 units, and
- an HSC pattern of study comprising at least 10 units.

To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:

- 2 units of a Board Developed course in [English](#)
- at least 4 more units of Board Developed courses
- at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- at least 4 subjects.

Students may study a maximum of 6 units of Preliminary [Science](#) courses, and 7 units of HSC Science courses.

## HSC RECORD OF ACHIEVEMENT

HSC results are available in the Students Online account and sent to students by email and SMS in December. Students can also download and print their full credentials from Students Online in December. Hard copies of the testamur (certificate) are sent in the mail in January the following year. Samples can be viewed on NESA's HSC Credentials page.

The first page of the Record of Achievement will list your results in each HSC course you completed. For Board Developed Courses with an external HSC exam, these results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding. These reports will show you:

- The performance bands
- What a typical student knows and can do at each achievement level
- A graph of the mark distribution for the course.

If you are not eligible for an HSC and are leaving school, you may still receive a Record of School Achievement (hereby referred to as RoSA). Your RoSA will show your results in all Year 10, 11 and 12 courses that you completed.

If you are not eligible for a RoSA, you will receive a Transcript of Study listing your results. **PERFORMANCE BANDS** Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The performance bands and descriptions give meaning to the HSC mark. For a 2-unit course, Band 6 indicates the highest level of performance, and the minimum standard expected is 50:

- Band 6 = 90 – 100 marks
- Band 5 = 80 – 89 marks
- Band 4 = 70 – 79 marks
- Band 3 = 60 – 69 marks
- Band 2 = 50 – 59 marks
- Band 1 = 0 – 49 marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1.

## HSC MINIMUM STANDARDS

Students need to meet a minimum standard of literacy and numeracy to receive the HSC. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have the level of skills necessary for success after school.

Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN. To meet the HSC minimum standard, students must demonstrate Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.

Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12. Some students will be eligible for disability provisions for the minimum standards tests, or an exemption from the HSC minimum standard requirement.

## DISABILITY PROVISIONS

Disability provisions are approved by NESA to provide students who have a permanent or temporary disability with practical support in the Higher School Certificate examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.

Principals must apply for HSC disability provisions on behalf of students for known conditions by completing the online application form in [Schools Online](#). Applications must include all relevant evidence (including a diagnosis and the precise nature of the disability and the effect on exam performance) and address application requirements.

Students must:

- obtain and complete the student declaration form, and
- bear responsibility for any costs incurred when obtaining independent reports, such as health reports for medical conditions.

NESA will:

- advise the school of the decision in Schools Online
- notify students that a decision is available in Students Online, and
- inform the Presiding Officer of the [approved provisions](#).

Students and parents/caregivers are strongly advised to consult the NESA website for more information about Disability Provisions. Please discuss with the Stage 6 DP and HT Secondary Studies..

### 1.1 AUSTRALIAN TERTIARY ADMISSION RANKING (ATAR) REQUIREMENTS:

The ATAR is calculated for the Universities Admissions Centre (UAC). Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry. NESA passes this information to UAC. To be eligible for an ATAR, a student must satisfactorily complete at least ten units of Board Developed Course.

This must include

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses with 2 or more units, either Board Developed or Board Endorsed Courses
- 4 subjects

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

- the best two units of English
- the best eight units from the remaining units

For further information, visit the UAC website at [www.uac.edu.au](http://www.uac.edu.au)

### 1.2 Confirmation of entry

You will be required to confirm the courses you have entered for the HSC. This confirmation will indicate whether you meet HSC and ATAR requirements. Signing this form indicates that you are aware of any problems with meeting the HSC or ATAR requirements and that the course entered are correct. If there are any problems, it is the student's responsibility to inform the Head Teacher Administration and have a completed change of subject form authorised by the principal.

### 1.3 Record of School Achievement (RoSA)

Eligible students who leave school before receiving their HSC will receive the NSW Record of School Achievement (RoSA).

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.

## SECTION 2 - GENERAL

### 2.1 The Nature of Assessment

The assessment component of the HSC is used to measure total student attainment at the completion of HSC studies. 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, written assignments, practical activities, fieldwork and projects. Student achievement is assessed at various points during the course and measures the relative rankings of each student in that course.

School-based assessment tasks will contribute to 50% of your marks at the HSC (except VET courses). Your school assessment mark will be based of your performance in assessment tasks in each course as set out in your assessment schedule.

The other 50% of the marks will be based on your performance in the HSC examination for each subject.

**Note:** Assignments and projects developed for assessment in one subject may not be used for assessment in any other subject.

In HSC courses there are mandatory requirements for independent research and study. The student is expected to satisfactorily complete this work to fulfil course outcomes

### 2.2 Commencement/completion date

The school assessment program for the preliminary HSC starts in Term 1 of Year 11 and is completed by the end of Term 3.

The school assessment program for the HSC starts in Term 4 of Year 11 and continues through until Term 3 in Year 12.

No assessment tasks are set after the Trial HSC examinations.

## SECTION 3 - SCHOOL/TEACHER RESPONSIBILITIES

The school develops an appropriate assessment program for its students. This is done by-

- translating NESA assessment guidelines into tasks to be completed by the students.
- assigning marks/weightings to each of the tasks
- scheduling the tasks at appropriate intervals during the course
- providing comprehensive written information to students about the requirement of each task
- recording and reporting on student achievement in all assessment tasks. (These records will be maintained in the school)
- Ensuring that follow syllabuses and use texts prescribed by NESA

The school ensures that the Assessment Policy is communicated each year to the staff of Parramatta High School, to the students and to their parents/guardians. Any changes in Assessment Policy or Assessment Schedule will be relayed to students and their parents/guardians.

This Assessment Booklet provides the assessment schedules for each of the courses. However, students will be informed in writing of the ACTUAL date details of the assessment task, at least TWO WEEKS before the due date.

**Note that the written notification has precedence over any information listed in the assessment schedules in this Assessment Booklet.**

Teachers will inform students of their results on each assessment task through marks and comments, through consultation, whichever is the most appropriate to the nature of the task. Teachers may also inform students of their relative position within the course for individual tasks.

**Teachers will not divulge the final assessment mark to students.**

The school informs students and parents/guardians when students are not fulfilling their Assessment requirements. This will be done through official correspondence from the school in line with BOSTES policy.

## SECTION 4 - STUDENT RESPONSIBILITIES

### 4.1 Student Requirements

Students are responsible for knowing HSC Assessment Requirements and the procedures followed at Parramatta High School, in particular:

- When tasks are scheduled
- What to do when, due to legitimate circumstances, tasks cannot be completed on time
- Where to get information when needed
- How to present their work
- meeting all course requirements, including attendance at classes
- applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- being aware of assessment requirements and procedures

- making a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N determination' for that course.
- their personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged
- submitting all tasks on or before the due date
- being present for all 'in-class' tasks and examinations.

It is important for students to complete **all** the work, including class work, homework, practical work, required field work and assessment tasks set by their teachers to ensure that they are properly prepared for the Assessment and Examination Components of the HSC

Where a student needs clarification on a task, they may approach their teacher or the faculty Head Teacher.

For some task, students may wish to seek feedback before submission. Where it is acceptable according to faculty assessment policy, a draft may be submitted to the appropriate teacher for checking. An appropriate expectation is that:

- a response will require at least 48 hours
- only one draft is to be submitted for feedback
- teachers will endeavour to respond to requests but students should respect teachers' 'after hours' time and understand that a response is not always possible.

#### **4.2 Satisfactory Course Completion**

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

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

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

While NESA does not stipulate attendance requirements, the principal may determine that, as a result of absence, the course completion criteria may not be met. In such cases, warning letters will be issued relating the student's absence to the non-completion of course requirements. After a warning, N Awards may be given in individual courses where attendance is below the acceptable standard.

In cases of extended leave which has been approved by the Principal, the student is required to maintain a satisfactory level of course work and to negotiate with course Head Teachers in regard to formal assessment.

### 4.3 Scheduling of Tasks

A draft assessment schedule is provided for each course at the commencement of the course. This will be followed by an **assessment task notification**, for individual tasks, or an **examination timetable**, for major examination blocks, at least **2 weeks** before the due date of specific tasks.

It is the student's responsibility check the notification and know when tasks are due.

If a student is absent when tasks are notified or fails to check their emails for notification, they will NOT be given extra time as compensation.

The class teacher will notify the Head Teacher of students who fail to submit work or are late in submitting work and penalties may be incurred.

### MAJOR EXAMINATIONS

The major examinations in the HSC Course is the Year 12 Trial Higher School Certificate.

***In the WEEK prior to this major examination:***

- 1) Students MUST attend all timetabled lessons or scheduled school activities. Any student absent in this time will require a medical certificate or other appropriate documentation to verify their absence. A penalty may be applied if this is not provided.
- 2) No assessment tasks are to be scheduled during the two school weeks immediately preceding the Trial HSC examinations.
- 3) The school will attempt to minimise assessment tasks in Week 1 of Term 3.
- 4) The school will endeavour to hold all of the Trial HSC examinations during Weeks 4 and 5 of Term 3. Students will be given at least 2 WEEKS notice if any examinations are required in Week 3 of Term 3.

In the case of extenuating circumstances, the student must contact the school immediately and apply for illness and misadventure (see 4.4 illness and misadventure procedures).

### 4.4 Failure to Complete Tasks (including Illness/Accident/Misadventure procedures)

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or are performed at school at the specified time. Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, **will not** be regarded as satisfactory grounds for the granting of an extension of time and may result in a **zero** mark for that task.

Failure to complete set tasks will affect both the student's progress and the final HSC mark. Failure to complete more than 50% of all course and assessment requirements will result in an N-Determination in that course.

*This will not be varied unless there are exceptional circumstances (and only after consultation with the Deputy Principal or Principal).*

Students are advised to complete all assessment tasks to the best of their ability and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so.

Students have the right of **appeal on the basis of illness, accident or misadventure**. The task/exam needs to be completed so that marks can be awarded if the appeal is successful. If no appeal is made **within a school week** of the student returning to school, or the appeal is



unsuccessful a course warning letter will be issued. Failure to re-do the task/exam after warnings can lead to an N Award for that course as the student has not achieved course outcomes.

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

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to:

- ensure that the entire work is submitted to the relevant class teacher **by 8.45 am** on the due date, **or**
- inform the Head Teacher that they will be unable to submit the task on that day, and give an anticipated date of when the task will be submitted
- **ensure a parent notifies the school by telephone by 8.45am** on the day the assessment task is due and speak to the relevant Head Teacher to make arrangements for the task to be submitted or emailed on that day
- On the day of their return to school, the student must see the Deputy Principal to submit an *Illness/Accident/Misadventure Appeal Form* and to provide independent evidence of the facts, detailing why the circumstances prevented the student from submitting the task on time. Details can be supplied on a confidential basis where necessary.
- appealing on the grounds of illness **MUST** provide a medical certificate for the relevant time period. The medical certificate must identify the nature of the illness and make a judgment as to how the illness affected the student. A medical certificate that merely states you were unfit for work / study is unacceptable.
- ***Medical certificates obtained after the event will not be accepted.***

A mark of **ZERO** will be recorded for the task if no *Appeal Form* is submitted by the student to explain their absence, or the appeal submitted by the student is not approved.

### **Prior Knowledge of Absence**

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, which includes being absent due to another school organised activity, the student must NOTIFY THEIR CLASS TEACHER well before the due date.

Students **MUST** either submit the task before the due date or make arrangements for its submission on the due date. All tasks submitted after the designated time will be deemed LATE.

If a student completes an assessment task but believes that **exceptional circumstances** adversely affected their performance, they **MUST**:

- **on the day of the task**, see the Deputy Principal to obtain a *Appeal Form* and to provide an explanation as to why they feel their performance in the assessment task had been adversely affected. *Note- exceptional circumstances do not include sickness*
- return the completed *Appeal Form* to the Deputy Principal , with the required independent evidence, within an agreed time-frame.

If the Assessment Task Appeal is not approved then the student will then receive the mark they gained on the task. If the appeal is approved the Deputy Principal or Principal will advise the student of the course of action taken. This may include:

1. authorisation to complete a substitute task
2. authorisation for an estimate to be given

### 3. extension of time granted

Note: Substitute tasks do not require two weeks' notice.

#### Steps to be taken if a student is sick DURING the completion of an assessment task at school:

The student **MUST** notify the class teacher / exam supervisor who will offer the appropriate assistance and will immediately notify the relevant Head Teacher.

- If the student chooses to continue with the completion of the task then **NO EXTRA TIME WILL BE GIVEN AND THE RESULT ACHIEVED IN THE TASK WILL NOT BE ADJUSTED.**
- If the student is unwell and unable to proceed with the completion of the assessment task, the student will be signed out by the Deputy Principal via the school Sick Bay and allowed to go home. The student will be advised to see a doctor immediately.
- **On the day of their return to school**, the student must see the Deputy Principal to submit an *Appeal Form* and must be prepared to sit for the task, or an appropriate substitute task.
- A medical certificate verifying the illness on the day of the assessment task **MUST** be provided. The medical certificate must identify the nature of the illness and make a judgment as to how the illness affected the student. A medical certificate that merely states you were unfit for work / study is unacceptable.
- ***Medical certificates obtained after the event will not be accepted.***

**Note:** APPEALS INITIATED AFTER ASSESSMENT TASK RESULTS HAVE BEEN ISSUED WILL NOT BE CONSIDERED IN ANY CIRCUMSTANCES.

Absences on the day before an assessment task or late attendance on the day of the task. Students will attend all timetabled lessons or scheduled school activities on the school **day prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day** or the student **MUST**:

- **On the day of the task**, see the Deputy Principal to submit an *Appeal Form* and to provide independent evidence of the facts, detailing why the circumstances prevented them being at school. Details can be supplied on a confidential basis where necessary.
- Students who appeal on the grounds of illness **MUST** provide a medical certificate certifying the illness ***occurred on the day prior to the assessment task, or on the day of the assessment task (whichever is applicable).*** The medical certificate must identify the nature of the illness and make a judgment as to how the illness affected the student. A medical certificate that merely states you were unfit for work / study is unacceptable. ***Medical certificates obtained after the event will not be accepted.***

If proof of illness or leave is not approved, then the student's assessment mark for that task may be reduced.

#### **LATE SUBMISSION OR COMPLETION OF TASKS**

All tasks are to be submitted by or completed on the designated time on the specified date. All tasks submitted/completed after this time will be deemed to be LATE unless there are exceptional circumstances.

Unless the Deputy Principal or Principal receives a completed *Appeal Form* that provides an

acceptable explanation for the late submission/completion of a task, the student will receive ZERO marks for that task

### **GRANTING OF AN ASSESSMENT TASK APPEAL**

If an Assessment Task Appeal has been approved, then the Deputy Principal may:

- authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return. Substitute tasks do not require two weeks' notice.
- authorise for an estimate to be given based on appropriate evidence
- grant an extension of time
- determine an alternative procedure (in consultation with the relevant Head Teacher).

**Important Note: Your application for an Appeal is no guarantee that it will be approved. MARKS**

### **AWARDED FOR SUBSTITUTE TASKS/EXTENSIONS OF TIME**

In those cases where a substitute task has been authorised (as above), the mark given for the task will be used to estimate the student's level of achievement of the syllabus outcomes assessed by the task. This is necessary because a substitute task does not always duplicate the same conditions and content as the original task.

Where a substitute task cannot be given, a mark will be allocated with the approval of the Deputy Principal or Principal based upon appropriate evidence. Only in very extreme circumstances will an estimate be given.

Estimates due to missed HSC assessment tasks will be generated only at the completion of the assessment program.

### **4.5 Submission and Ranking of Tasks**

When submitting work in digital form, students must comply with the following guidelines:

- You must have sufficient back-ups to guard against corruption of data once it has been submitted.
- You must maintain a proper back-up procedure while developing your work so that all work cannot be lost due to last minute failure of a computer system. Failure of a computer system will not generally be accepted as an excuse for late submission of work.
- You must make a hard copy of your work

- The work submitted must be compatible with the systems and software in use within the school
- You must not infringe any copyright laws, either in the content of the work or by the use of illegal software to generate the work

For tasks requiring a physical product to be submitted (e.g., folio. Practical submission etc), the following applies:

- Students must hand their completed tasks to their class teacher at the beginning of the lesson or as specified by the assessment notification, on the day due. If the teacher is absent, students must hand their tasks to the Head Teacher who will record the submissions.
- Student must fill in and sign the Assessment Cover and Receipt of Assessment Material Sheet.
- Students are to ensure that the teacher signs the Receipt of Assessment Material Sheet. The student then keeps this sheet as proof that the set task has been submitted for assessment.
- Students are required to be at school no later than 8.45am on the scheduled day. If you arrive after this time marks may be deducted. A penalty may be applied if you truant any lesson before that lesson.

**Ranking** - All marks for assessment tasks may be adjusted to clarify the differences between student's performances. Student ranking will not be compromised and will remain the same for the task.

#### **4.6 Appeals/Review of Assessments**

On completion of the HSC, students may request their assessment ranking in each course they have studied.

If the position they gain differs substantially from the one they had expected, they may seek a Review in that course.

The Review will not examine the actual marks the student received but will establish whether

- the weightings assigned by the school did not follow those specified by NESA.
- the School/Faculty Assessment policy had not been followed.
- a calculation or clerical error had occurred.

The Review will be carried out promptly and students will be notified of the result.

If a student is dissatisfied with the result, further appeal may be made through the Principal to the Board. NESA then may request the school to amend its procedures and to hold another review.

Students will not be granted an appeal once the HSC results have been released.

#### **4.7 Repeating/New Students**

Students, who do not commence the Assessment Schedule at the same time as other students as they are new enrolments, will be assessed on their performance in Year 12 only.

If a student transfers to Parramatta High School late in Year 12, then reference will be made to the student's previous school to ascertain student assessment achievement.

#### 4.8 Non-Discriminating Tasks

Where set tasks do not discriminate between students, a new task, if practicable, should be set and completed in the normal fashion by the affected students. Students will be given suitable notice if this eventuality arises. Other solutions as determined by the Head Teacher may include reducing the weighting assigned to the task, adding an additional task and adjusting weightings accordingly. In extreme cases, an individual task may need to be discarded completely.

#### 4.9 Non-Serious Attempts

When students fail to make a serious attempt at an assessment task or an examination, a zero mark may be awarded. Non – serious attempts include frivolous or objectional material, where answers are provided in a language other than English and where only the multiple choice questions are attempted. Parents/guardians and students will be officially informed of this decision. If the student fails to submit the serious attempt then an N award may be issued for the course.

#### 4.10 Student's Own Work

All students should complete NESAs course – All My Own Work – a course designed to strengthen the capacity of HSC students to follow the principles and practices of good scholarship including understanding and valuing ethical practices related to locating and using information as part of their HSC program.

Students must submit their own work. Plagiarism, excessive assistance from another person, copying from another student's work, a textbook, the internet, or any other source may result in zero marks for a school-based assessment task. If this occurs in cases of major works, non-certification may result. Teachers will need to see portfolios or drafts of the major work at progressive stages in order to certify the major work before NESAs. Students' have the right of appeal to NESAs if the work is not certified.

In cases where teachers are suspicious that the work submitted is not the student's own, that student will be requested to prove that the work is their own.

#### 4.11 Malpractice (Cheating)

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. NESAs treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the [RoSA](#) or the [HSC](#).

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

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

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

##### **Misrepresentation**

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

Misrepresentation can include but is not limited to:

- a. making up journal entries for a project, and/or
- b. submitting falsified or altered documents, and/or

- c. referencing incorrect or non-existent sources, and/or
- d. contriving false explanations to explain work not handed in by the due date.

### **Plagiarism**

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

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

Plagiarism includes but is not limited to:

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

### **Collusion**

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

Collusion includes but is not limited to:

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

### **Breach of assessment conditions**

All students undertaking an [HSC exam](#) or [HSC minimum standard test](#) must comply with the assessment conditions set by NESAs.

When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

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

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

Once students enter the examination room they are considered to be under examination conditions. Students who bring information about the exams into the exam room, for example, formulas written on paper, or on their arms; or talk to other students about the exam, may be given zero marks. If there is evidence of prior knowledge of exam questions, passing notes or copying other students – zero marks may be awarded.

**Mobile phones are not permitted** in examination rooms as they have the potential for malpractice and disruption.

In all such cases of malpractice/cheating the student will complete the exam. A report will be made to the Assessment Review Committee. Students will appear before the committee who will decide on the mark to be awarded. Disciplinary action may also result.

NESA may withhold a course for malpractice or non serious attempt at the HSC examination. If a student is found to have engaged in malpractice for HSC examinations for more than one subject in any single year, then all courses for all subjects for that year will be withheld by NESAs. Students may however, meet the requirements for the award of the HSC within the 5 year accumulation period.

## Understanding malpractice

### Cheating of any kind is unacceptable

Behaving dishonestly to gain unfair advantage in assessments is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable, and we treat these allegations very seriously. Detected malpractice will limit your marks and jeopardise your HSC. Serious and deliberate malpractice is corrupt conduct, and NESAs can report it to the Independent Commission Against Corruption. **Schools are also required to report and record Malpractice and Plagiarism incidents to NESAs Schools Online, with student NESAs numbers identifying students who have done so.**

Malpractice includes:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, CDs or the internet without giving its source
- building on someone else's ideas without giving their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- paying someone to write or prepare material
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in an HSC exam
- using non-approved aids in an assessment task\*
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice.

\* You must not bring any of the following items into your exams: • mobile phones • programmable watches, eg smart watches • any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries • paper or any printed or written material (including your exam timetable) • dictionaries (except in language exams, if allowed) • correction fluid or correction tape.

**School Policy action: Malpractice, including plagiarism can incur the following penalty, pending consideration of cases and evidence, and decisions made by the Stage 6 Assessment Review Committee:**

- Zero mark,
- Reduction of marks, which will be calculated from the total value of the stipulated task, or
- A warning.

**In all cases, contact/correspondence/interview will be made with parents/carers and students Recording made on NESAs eBos Schools Online 'Register of Malpractice in HSC Assessment Tasks'- recording student ID number, task type and date and nature of malpractice/plagiarism**

*This has been adapted from the NESAs Rules and Procedures Guidelines (Issued to all Year 12 students)*

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

**Parramatta High School Policy processes on Illness/Misadventure Appeals, Non-Serious Attempt, Malpractice, including plagiarism:**

**In the case of Illness/Misadventure Appeals, the following processes take place:**

1. **Students:** Misadventure form must be submitted **within 5 days from the due date** of the Assessment Task or a zero mark will apply.
2. **Relevant Class Teacher completes Section B** and submits to Head Teacher for consideration and decision. Student may be further interviewed, and parent contacted.
3. **Head Teacher completes Section C**, providing recommendation decision. Student may be further interviewed and parent contacted.
4. **Head Teacher then refers to the PHS Appeals Committee** (Stage 6 DP, relevant Head Teacher) for final decision. The Appeals Committee decides whether the appeal is  UPHELD  DECLINED
5. **Appeal Committee Recommendations/Reasons are finalised. Head Teacher** enters decision and reasons on **Sentral and Markbook**, and communicates decision to student. Copy to be held by DP & HT/Faculty and on student file.

-----  
**In the case of suspected malpractice, including plagiarism, the following will be undertaken:**

1. An **immediate report** is made by **Head Teacher** to the **PHS Assessment Review Committee Convenor (Stage 6 Deputy Principal)** with supporting evidence.
2. An **investigation** is undertaken by the **PHS Assessment Review Committee (Stage 6 DP, HT & Principal)**.  
 \* 4.5 Assessment Review Committee (*from Stage 6 Assessment Policy Booklets*) The committee has the following purposes:
  - To decide on misadventure appeals
  - To act as an appeal mechanism for students if a mark or ranking is challenged by a student
  - To decide on cases of malpractice
3. An **interview** is held with the student/s by the **PHS Assessment Review Committee**.
4. At **this PHS Assessment Review Committee, student/s could be required to:**  
 Provide evidence that all unacknowledged work is entirely their own. 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.
5. A **determination/decision** made by the **PHS Assessment Review Committee** as a result of the interview and evidence sources. **Malpractice, including plagiarism could lead to students receiving reduced marks, or zero marks as a penalty.**
6. **Reduction in marks, a Zero and/or an N Award Warning could be issued** if student/s have been found to have engaged in malpractice/plagiarism. (*Calculated from the total value of the stipulated task*)
7. A **resubmission of the student's work** in their own words, must be submitted within 48 hours.
8. Misadventure Appeals and Malpractice, including Plagiarism are to be **recorded by the relevant Head Teacher on Sentral and the Convenor on NESAs eBos Schools Online 'Register of Malpractice in HSC Assessment Tasks'** <https://bosho.boardofstudies.nsw.edu.au/links/schoolsonline.html>
9. **PHS Assessment Committee to inform** student/s and parents/carers of the decision.



#### 4.12 Zero marks

Zero marks may be awarded if

- \* There is no valid reason for non-completion or late submission of a task
- \* Misadventure Form is not submitted within a school week of the return date after absence
- \* Copying and/or plagiarism is evident
- \* Non-serious attempt in an examination or task
- \* There is evidence of malpractice

#### 4.13 Pathways Students

**4.13.1** Accumulants are regarded as part of the normal school group for the specific course and hence are included in the Assessment Schedule.

**4.13.2** Accelerants have to complete the course into a tight frame. They must complete all set tasks, or the equivalent, for the HSC program.

#### 4.14 Assessment Review Committee

The committee has the following purposes:

- To decide on misadventure appeals
- To act as an appeal mechanism for students if a mark or ranking is challenged by a student
- To decide on cases of malpractice

The committee is compiled of the Principal or Deputy Principal and the Head Teacher of the subject concerned.

#### 4.15 Assessment Policy – VET Framework Courses

Student assessment is competency based and no internal assessment mark is required for the nominated courses. Students who wish to have a VET Framework course count as a Category B subject towards their University Admission Index will need to sit for an HSC examination and clearly indicate on their entry form for the HSC that they will be sitting for the exams. All students are required to satisfy the assessment requirements included in this booklet and attempt all assessment tasks.

The school provides an estimate for those students sitting for an HSC exam in a VET Framework Course in case of misadventure in the HSC exam. This mark is based on the half yearly and Trial exams.

The assessment of competencies is criterion-referenced and the individual student's performance will be judged against a prescribed standard, not against the performance of other students.

The performance criteria for each element of competency contained in a VET course will have as its purpose the judging of students as "competent" or "not yet competent". This judgement will be arrived at on the basis of evidence which may be in a variety of forms.

The requirements of the workplace form the basis for competency based assessment and will incorporate all aspects of work performance, including problem solving and the capacity to apply skills and knowledge in both familiar and new situations.

The adoption of an integrated or holistic approach to assessment is required so that a number of elements of competency or several units of competency may be assessed together.

All courses within the Frameworks have a mandatory work placement requirement and assessment must meet the Training Package requirements. The conducting of assessment is by a qualified assessor under the auspices of an RTO at the school, a TAFE college or other VET provider.

Achievement of the competencies will be recorded in a competency record book (student log) The Units of Competency achieved by each student in each course will be reported to the Office of the Board of Studies, and the information will form the basis of the AQF VET Certificate or Statement of Attainment issued to the student.

Students undertaking VET courses may be deemed to have either completed or not completed course requirements. The “Course Completion Criteria” (Section 11.4 ACE manual) form the basis for this decision. If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. The principal can indicate that the course has not been satisfactorily completed and the student may be eligible for an ‘N’ determination. The “Higher School Certificate” and “Record of Achievement Appeals” procedures (ACE manual – Section 15) will be made available to students who are at risk of not receiving appropriate credentials including “Warnings” (ACE manual – Section 15.3.2). A student who appeals against an ‘N’ determination may have the appeal heard and examined by a qualified VET Frameworks teacher from another school.

### **In summary**

VET courses at Parramatta High School may (depending on student performance) provide students with dual accreditation. Dual accreditation means that students receive two qualifications and therefore need to satisfy the rules of both authorities to be awarded both qualifications.

#### **a. VETAB**

- Completing the units of competencies to meet AQF qualifications and recognition
- All elements of a competency must be achieved to complete the unit of competency
- The elements must meet INDUSTRY standards to enable them to be signed off
- The record of competencies achieved is kept in the competency record book.
- Teachers should keep a separate copy of the competencies achieved for 7 years after the student has left school
- Teachers are accredited assessors to Certificate IV
- The units completed are reported to the Board of Studies who issue the qualification on behalf of the Registered Training Organisation (RTO)
- Each school district has been assessed by VETAB as an RTO

**b. National Education Standards Authority**

- Students need to meet the rules of the NESA to enable the subject to be counted as units towards their HSC. The rules are outlined in the NESA ACE manual. To be issued with a HSC, students must satisfactorily complete 12 preliminary units and 10 HSC units of study.
- To meet the requirements students must complete the course with diligence and sustained effort.
- Students must meet some of the outcomes of the course.
- In addition VET students must complete mandatory work placement.

**SECTION 5 - SAMPLE DOCUMENTATION**

- 5.1 Assessment Notification sheet
- 5.2 Assessment Cover Sheet
- 5.3 Illness/Misadventure Appeal
- 5.4 Letter for Requirements of Satisfactory Completion
- 5.5 Student HSC Assessment Planner



## PARRAMATTA HIGH SCHOOL

### Stage 6 Assessments and Examinations: Rules and Procedures Guide

#### Teachers/Supervisors will instruct students to do the following:

At the start of an **assessment examination**, you will be required to comply with the following instructions given by teachers/supervisors:

- Place your bag in the designated spot instructed by your teacher/supervisor e.g. front of room
- Switch mobile phones off
- Place mobile phones inside your bag (you may be asked for this to be clearly sighted by your teacher/supervisor) or on the teacher/supervisor's table if specifically instructed to do so
- Leave pencil cases inside your bag (not on desk/exam table)

**NB. Teachers will actively supervise students to monitor compliance to these rules and procedures.**

#### Behave politely and take exams seriously

During each exam, you must:

- always follow the teacher/supervisor's instructions
- make a serious attempt at the exam by answering a range of question types (answering only multiple-choice questions is not considered a serious attempt)
- answer in English, unless the question paper directs otherwise. If you do not write in English, you will get zero marks for your answer
- behave politely and courteously towards the teacher/supervisors and other students.

#### During each exam, you must not:

- cheat
- include frivolous or objectionable material
- take any of the items prohibited in into the room (see below)
- speak to anyone other than a teacher/supervisor
- behave in any way likely to disturb another student or upset the running of the exam
- eat unless approved by NESAs (eg if you have diabetes)
- take any writing booklets or exam paper, whether used or not, out of the room
- write on your body (eg your arms, legs), tissues or material that is not exam material
- borrow equipment during exams

#### Leave other items outside the exam room

You must not bring any of the following items into your exams:

- mobile phones
- programmable watches, eg smart watches
- any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries
- paper or any printed or written material (including your exam timetable)
- dictionaries (except in language exams, if allowed)
- correction fluid or correction tape

#### You must not:

- Write on anything other than writing books, answer booklets or other writing material provided by teacher/supervisor.
- You should not write on any other equipment including your body, clothing or tissues
- Take photos of any parts of the examination at any point during the exam.
- Take an exam paper out of the room.



## Parramatta High School Stages 6 Assessment Notification

<b>Course</b>		<b>Class/Year</b>	
<b>Task Type</b>		<b>Task Weighting</b>	
<b>Distribution Date</b>		<b>Due Date</b>	
<b>OUTCOMES TO BE ASSESSED:</b>			
<b>DESCRIPTION OF TASK:</b>			
<b>IN THIS TASK YOU WILL BE ASSESSED ON HOW WELL YOU:</b>			

**The completed task is to be handed in with this cover sheet**

<b>NAME:</b>	<b>CLASS:</b>	<b>Roll Call:</b>	<b>DATE SUBMITTED:</b> / /
--------------	---------------	-------------------	----------------------------

### STATEMENT OF AUTHENTICITY AND ACADEMIC INTEGRITY

By submitting this assessment item for marking, I acknowledge that:

- the planning, development, content and presentation of this task is my own work (unless appropriate acknowledgement has been made) and has not been copied from another person's work or from books or from the internet or any other source
- Where the work of others is used, and **not acknowledged**, a finding of Plagiarism will be made, and a mark of zero (0) can be awarded.
- I hold a copy or draft copy of my assessment item

STUDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

-----  
☐ RECEIPT (To be retained by the student) ☐ -----

Teacher \_\_\_\_\_ Teacher's Signature \_\_\_\_\_

Course & Task \_\_\_\_\_

Student's Name \_\_\_\_\_

Date Due \_\_\_\_\_ Date Submitted \_\_\_\_\_

**5.2 ASSESSMENT COVER SHEET**

(To be attached to the front of Assessment Material before submission)

NAME: \_\_\_\_\_ ROLL CLASS: \_\_\_\_\_

TEACHER: \_\_\_\_\_ SUBJECT CLASS: \_\_\_\_\_

SUBJECT/COURSE: \_\_\_\_\_ FACULTY/DEPT: \_\_\_\_\_

ASSIGNMENT - (Title/Details): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date due: \_\_\_\_\_ Mark/Grade: \_\_\_\_\_ Position: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**STATEMENT OF AUTHENTICITY AND ACADEMIC INTEGRITY**

By submitting this assessment item for marking, I acknowledge that:

- the planning, development, content and presentation of this task is my own work (unless appropriate acknowledgement has been made) and has not been copied from another person's work or from books or from the internet or any other source
- Where the work of others is used, and **not acknowledged**, a finding of Plagiarism will be made, and a mark of zero (0) can be awarded.
- I hold a copy or draft copy of my assessment item

STUDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

TEACHER SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

\_\_\_\_\_

**RECEIPT OF ASSESSMENT MATERIAL**

(To be returned to student by the Teacher on Submission and retained by the student)

NAME: \_\_\_\_\_ ROLL CLASS: \_\_\_\_\_

SUBJECT/COURSE: \_\_\_\_\_ SUBJECT CLASS: \_\_\_\_\_

ASSIGNMENT - (Title/Details): \_\_\_\_\_

\_\_\_\_\_

DATE DUE: \_\_\_\_\_ FACULTY/DEPT: \_\_\_\_\_

TEACHER SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**NOTE: The onus is on the student to obtain a receipt from the class teacher when assessment material is submitted.**



# Parramatta High School

A POSITIVE BEHAVIOUR FOR LEARNING SCHOOL



Principal: D. Arblaster  
 Tel: 9635 8644  
 website: [www.parramatta-h.schools.nsw.edu.au](http://www.parramatta-h.schools.nsw.edu.au)  
 email: [Parramatta-h.school@det.nsw.edu.au](mailto:Parramatta-h.school@det.nsw.edu.au)  
 CRICOS Provider: NSW Department of Education & Training – schools.

Great Western Highway PARRAMATTA 2150  
 Fax: 9687 1139

Provider Code: 00588M

## Illness/Misadventure Appeal

Name: \_\_\_\_\_ Roll Call: \_\_\_\_\_ Course: \_\_\_\_\_

Assessment Task: \_\_\_\_\_ Due Date: \_\_\_\_\_

I notified my Class Teacher of my illness/misadventure on \_\_\_\_\_

Prior knowledge of absence (due to a clash between an Assessment Task and another School Activity)

Reason for application (please tick):  illness or  exceptional circumstances

Category (please tick):

- Late on the day of the Assessment Task
- Extension to submit or complete an Assessment Task
- Absent from school on the day of an Assessment Task or  Absent on the day the Task is due to be handed in
- Absent on the day before an Assessment Task or  Absent in the two weeks prior to a Major Examination
- Exceptional Circumstances adversely affected performance in an Assessment Task (*Note: In this case, the Appeal MUST be submitted on the first day back at school after the day of the Assessment Task*)
- Sick during the completion of an Assessment Task at school.

Reasons supporting application to be completed by the student (Explain in detail how you are disadvantaged in this task):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I have attached (please tick and complete relevant information):

- Medical Certificate from Dr. : \_\_\_\_\_ Dated : \_\_\_\_\_
- Supporting letter from my parent/caregiver
- Other (please describe) \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/ Care Giver Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Misadventure form must be submitted within 5 working days from the date of the Assessment Task or a zero mark will apply**

**Administration use only**

**Section B** (To be completed by the Class Teacher)

Number of days late: \_\_\_\_\_ Maximum mark for task: \_\_\_\_\_

Teacher's Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Class Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Section C** (To be completed by the Head Teacher)

Referred to Appeals Committee       Final decision made by Head Teacher (Yr 7 to 9)

Head Teacher's Recommendations:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Stage 5 (Year 10) / Preliminary / HSC Only**

**Section D** (Decision by Appeals Committee)

Member's Present: \_\_\_\_\_

\_\_\_\_\_

The decision of the panel is that the appeal is:  UPHELD     DECLINED

Appeal Committee Recommendations/Reasons:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Panel Conveyor Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Data entered on Sentral upon completion of this form by Faculty.**



## 5.4 Unsatisfactory Completion of Course Requirements



Parramatta High School  
Great Western Highway, PARRAMATTA 2150  
Tel: 9635 8644 Fax: 9687 1139

Principal: D.Arblaster

### OFFICIAL WARNING Non-completion of an HSC Course

I am writing to advise that your son/daughter \_\_\_\_\_ is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course, \_\_\_\_\_

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as **official warning number** \_\_\_\_\_ we have issued concerning \_\_\_\_\_

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

#### Course Completion Criteria

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

- (a) **followed** the course developed or endorsed by the Board; and
- (b) **applied** themselves 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 Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, \_\_\_\_\_ has not satisfactorily met \_\_\_\_\_ of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

In order for \_\_\_\_\_ to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed/achieved.

Please discuss this matter with \_\_\_\_\_ and contact the school if further information or clarification is needed.

Yours sincerely,

CLASS TEACHER

HEAD TEACHER

PRINCIPAL

DATE:

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by {1StudPrefName}

Task name/ Course requirement/Course outcome	Date tasks/course requirements initially due	Action required by student	Date to be completed by (if applicable)

-----  
**PLEASE DETACH THIS SECTION AND RETURN TO THE SCHOOL**

#### Requirements for the Satisfactory Completion of a Higher School Certificate Course

- I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_ is in danger of not having satisfactorily completed \_\_\_\_\_
- I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.
- I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

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

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

## 5.5 Student HSC Assessment Planner

## STUDENT HSC ASSESSMENT PLANNER

*Place your subject and assessment dates in the appropriate space*

Term 4, Year 11

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Week 11					

Term 1, Year 12

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Week 11					

Term 2, Year 12

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Week 11					

Term 3, Year 12

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Week 11					

# Subject Assessment Schedules

## Ancient History

Assessment Commences Term 1 2025

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Source Analysis – In class essay</b>  Case Study 1 - Troy	<b>Research Presentation</b>  <b>Historical Investigation -</b> Ancient Sites	<b>Yearly Examination</b>  Features of Ancient Societies – Mad Emperors and Weapons and Warfare	
	Term 1 Week 8/9	Term 2 Week 8/9	Term 3 Week 9/10	
	<b>Possible Outcomes Assessed</b>  AH11-3, AH11-4, AH11-6, AH11-7, AH11-9	<b>Possible Outcomes Assessed</b>  AH11-2, AH11-4, AH11-5, AH11- 6, AH11-8, AH11-9, AH11-10	<b>Possible Outcomes Assessed</b>  AH11-1, AH11-3, AH11-6, AH11- 7, AH11-10	
Knowledge and understanding of course content	10	5	25	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	<b>20</b>
Historical inquiry and research	5	10	5	<b>20</b>
Communication of historical understanding in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Biology

## Assessment Summary Assessment Commences Term 1 2025

Course Components	Syllabus Weightings		TASK 1	TASK 2	TASK 3
		<b>TIMING</b>	Term 1 2023 Ongoing to Week 5-8	Term 2 2023 Week 6-7	Term 3 2023 Week 9-10
		<b>TASK TYPE</b>	Depth Study Task <i>Cells as a basis of life</i>	Practical/Process/Theory Task <i>Organisation of Living Things</i>	Yearly Examination
		<b>OUTCOMES ASSESSED</b>	BIO11-1 to BIO11-7, BIO11-8	BIO11-2 to BIO11-7, BIO11-9	BIO11-1 to BIO11-7, BIO11-8 to BIO11-11
Skills in Working Scientifically	60%		25	25	10
Knowledge and Understanding	40%		5	5	30
<b>Total Weighting</b>	<b>100%</b>		<b>30</b>	<b>30</b>	<b>40</b>

### NOTE.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork.

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information.

## Business Studies

## Assessment Commences Term 1 2025

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Topic Test</b> Nature of Business	<b>Research Essay</b> Business Management	<b>Yearly Examination</b> All Topics	
	Term 1, Week 8/9	Term 2, Week 8/9	Term 3, Week 9/10	
	<b>Outcomes assessed</b> P1, P2, P6, P8	<b>Outcomes assessed</b> P5, P6, P7, P9	<b>Outcomes assessed</b> P1, P3, P4, P8, P9, P10	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus-based skills	10		10	<b>20</b>
Inquiry and research		20		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

# Chemistry

## Assessment Summary Assessment Commences Term 1 2025

Course Components	Syllabus Weightings		TASK 1	TASK 2	TASK 3
		<b>TIMING</b>	Term 1 2023 Week 7-8	Term 2 2023 Week 5-9	Term 3 2023 Week 9-10
		<b>TASK TYPE</b>	Depth Study Task <i>Introduction to Quantitative Chemistry</i>	Practical/Process/Theory Task <i>Reactive Chemistry</i>	Yearly Examination
		<b>OUTCOMES ASSESSED</b>	CH11-3,4,5, 10	CH11-1 to 9	CH11-1 to 11
<b>Skills in Working Scientifically</b>	<b>50%</b>		<b>20</b>	<b>20</b>	<b>10</b>
<b>Knowledge and Understanding</b>	<b>50%</b>		<b>10</b>	<b>10</b>	<b>30</b>
<b>Total Weighting</b>	<b>100%</b>		<b>30</b>	<b>30</b>	<b>40</b>

**NOTE.**

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork.

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information.



# Community and Family Studies (CAFS)

Assessment Commences Term 1 2025

Task number	Task 1	Task 2	Task 3	
Topic	Core 1 – Resource Management	Core 2 – Individuals and Groups	Core 3 – Families and Communities	
Nature of task	Video Analysis/Report Individual Wellbeing	Research & Presentation Leadership	Preliminary Examination Families and Communities	
Timing	Term 1, Week 5	Term 2, Week 6	Term 3, Week 9/10	
Outcomes assessed	P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2	
Component				Weighting %
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

For more detail on the syllabus outcomes listed in this assessment schedule go to

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/community-family-studies-syllabus>

## Design and Technology

## Year 11 Assessment Commences Term 1 2025

Course Components	Syllabus Weightings	Task 1 Term 2 Week 2	Task 2 Term 2, Week 6	Task 3 Term 3, Week 6
<b>Type of Task</b>		Prelim Design Project 1 Trash to Treasures	Research Task - Contemporary Designer/s	Prelim Design Project 2 Tiny Houses
<b>Outcomes Assessed</b>		P3. 1, P4. 1, P4.2, P4.3, PS.1 , P5.2, P5.3, P6. 1, P6.2	PI.1, P2.1, P2.2 P4.3	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6. 1 P6.2
<b>Knowledge and understanding of course content</b>	40	10	20	10
<b>Knowledge and skills in Designing and Producing</b>	60	30		30
<b>Total</b>	<b>100</b>	<b>40</b>	<b>20</b>	<b>40</b>

For more detail on the syllabus outcomes listed in this assessment schedule go to <http://syllabus.nesa.nsw.edu.au/> for a listing of all HSC subject syllabuses.

# YEAR 11 PRELIMINARY DRAMA

Commences Term 1 2025

11 PRELIMINARY DRAMA		Task 1	Task 2	Task 3
		Term 1, Week 9	Term 2, Week 9	Term 3, Week 9
<b>Task Type</b>		<b>Group Performance</b> with logbook	<b>Module 1: Intro to Theatre/Realism</b> – Monologue Task with logbook	<b>Module 2: Intro to Australian Theatre</b> – Preliminary Examination: Visual Design Project/Rationale and Formal Essay
<b>Outcomes Assessed</b>		P: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.4, 2.5, 2.6, 3.1	P: 1.1, 1.3, 1.5, 1.7, 2.4, 3.1	P: 1.1, 1.3, 1.5, 1.7, 2.4, 3.1
Course Components	Syllabus Weighting			
<b>Making</b>	<b>40%</b>	15%	5%	20%
<b>Performing</b>	<b>30%</b>	10%	20%	
<b>Critically Studying</b>	<b>30%</b>	5%	5%	20%
<b>Total Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Preliminary Economics

## Assessment Commences Term 1 2025

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Stimulus and Skills Based Test</b> Introduction to Economics and Markets	<b>Research / In-class Extended Response</b> Financial Markets	<b>Yearly Examination</b> All Topics	
	Term 1, Week 9/10	Term 2, Week 7/8	Term 3, Week 9/10	
	<b>Outcomes assessed</b> P1, P2, P4, P7, P9, P10, P12	<b>Outcomes assessed</b> P1, P2, P5, P6, P8, P9, P10, P12	<b>Outcomes assessed</b> P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	
Knowledge and understanding of course content	5	5	30	<b>40</b>
Stimulus-based skills	20			<b>20</b>
Inquiry and research		20		<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Engineering Studies

### Assessment Summary Preliminary Engineering Studies Course Assessment commences term 1 2025

Course Components	Syllabus Weightings		TASK 2	TASK 3	TASK 4
		<b>TIMING</b>	Week 9 Term 2	Week 6 Term 3	Weeks 9-10 Term 3
		<b>TASK TYPE</b>	Braking Systems Group Project and report	Individual Report on Biomedical Engineering	Yearly Examination
		<b>OUTCOMES ASSESSED</b>	P1.2, P2.1, P3.2, P3.3, P5.1, P5.2, P6.1	P1.1, 1.2, P2.1, P2.2, P5.1, P5.2, P6.1	Any and/or all course outcomes may be assessed. Outcomes not pre-determined
Knowledge and understanding of course content	60%		15	15	30
Knowledge and skills in research, problem solving and communication related to engineering practice	40%		15	15	10
<b>Total Weighting</b>	<b>100%</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

For more detail on the syllabus outcomes listed in this assessment schedule go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/engineering-studies-syllabus> for a listing of all HSC subject syllabuses.

# English Advanced

# Assessment Commences Term 1 2025

Task number	Task 1	Task 2	Task 3	
Nature of task	Reading to Write Written Response and Reflection	Module A - Narratives that Shape our World  Multimodal presentation	Module B - Critical Study of Literature  Yearly Examination  Critical response	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes assessed	EA11-1,EA11-3, EA11-4 EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11- 8	EA11-1, EA11-3, EA11-5, EA11- 7, EA11-8	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

**English EALD**

**Assessment Commences Term 1 2025**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Portfolio Task</b> Language and Texts in Context	<b>Multimodal presentation (including listening)</b> Close Study of Text	<b>Yearly Examination</b> Texts and Society	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9	
<b>Outcomes assessed</b>	EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8	EAL11-1A, EAL11-2, EAL11-3, EAL11-5	EAL11-1B, EAL11-3, EAL11-4, EAL11-7, EAL 11-9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## English Standard

## Assessment Commences Term 1 2025

Task number	Task 1	Task 2	Task 3	
Nature of task	Reading to Write Written Response and Reflection	Module A- Contemporary Possibilities Multimodal Presentation	Module B - Close Study of Text Yearly Examination Analytical Response	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes assessed	ES11-1, ES11-3, ES11-4, ES11-5, ES11-9	ES11-1, ES11-2, ES11-3, ES11-5, ES11-6, ES11-7, ES11-8	ES11-1, ES11-3, ES11-5, ES11-7, ES11-8	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100



## English Extension 1

Assessment Commences Term 1 2025

Task number	Task 1	Task 2	Task 3	
Nature of task	Imaginative Response	Multimodal Presentation Ted Talk	Yearly Examination Critical response	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-5	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

# Enterprise Computing

Assessment Commences Term 1 2025

Course Components	Syllabus Weightings		TASK 1	TASK 2	TASK 3
		<b>TIMING</b>	Term 1 Week 10	Term 3 Week 4	Term 3 Wk9/10
		<b>TASK TYPE</b>	Interactive media and UX project	Networking systems and social computing project	Preliminary Examination
		<b>OUTCOMES ASSESSED</b>	EC-11-04, EC-11-08, EC-11-09, EC-11-11	EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09	EC-11-01, EC-11-02, EC-11-03, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11
Knowledge and understanding of course content	<b>50%</b>		10	10	30
Knowledge and skills in the practical application of the content	<b>50%</b>		15	25	10
<b>Total Weighting</b>	<b>100%</b>		<b>25%</b>	<b>35%</b>	<b>40%</b>

For more detail on the syllabus outcomes listed in this assessment schedule go to

<https://curriculum.nsw.edu.au/learning-areas/tas/enterprise-computing-11-12-2022/overview> for a listing of all HSC subject syllabuses.

# Food Technology

Assessment Commences Term 1 2025

Syllabus assessment component	Weighting %		Task 1	Task 2	Task 3
		<b>Timing</b>	Term 1: Week 9	Term 2: Week 8	Term 3: Week 9/10
		<b>Type of task</b>	Food Selection Case Study and Practical	Functional Properties of Food Investigation	Preliminary examination
		<b>Outcomes Assessed</b>	P1.1, P1.2, P4.2	P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P2.1, P2.2, P3.1, P4.4, P5.1
Knowledge and understanding of course content	40		5	5	30
Knowledge and skills in designing, researching, analysing and evaluating	30		15	15	
Skills in experimenting with and preparing food by applying theoretical concepts	30		15	15	
<b>Total</b>	<b>100</b>		<b>35%</b>	<b>35%</b>	<b>30%</b>

# French Beginners 2025

Assessment Commences Term 1 2025

Course Components	Syllabus Weightings	TASK 1	TASK 2	TASK 3
		Term 1 Week 10	Term 2 Week 6	Term 3 Examination period
		<b>Response to spoken French texts</b> <b>Oral presentation</b>  Family Life	<b>Responses in English to a series of French texts</b> <b>Interview</b>  Recreation	Yearly Examination
		Outcomes assessed 2.2, 2.3, 2.6, 3.1, 3.2, 3.3	Outcomes assessed 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5	Outcomes assessed 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5
<b>Listening</b>	<b>30%</b>	20		10
<b>Speaking</b>	<b>20%</b>	10	10	
<b>Reading</b>	<b>30%</b>		20	10
<b>Writing</b>	<b>20%</b>			20
<b>Total Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Health and Movement Science (H&MS)

Assessment Commences Term 1 2025

<b>TASK NUMBER</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	
<b>Nature of task</b>	<b>Health for Individuals and Communities – Depth Study</b>	<b>Preliminary Examination</b>	<b>Body and Mind in Motion – Collaborative Assessment</b>	
<b>Timing</b>	Term 1, Week 10-11	Term 2, Week 10 Formal Examination	Term 3, Week 8	
<b>Outcomes assessed</b>	HM-11-08, HM-11-09, HM-11-10	HM-11-05, HM 11-09, HM-11-10	Outcomes finalised on Assessment Notification	
<b>Component</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	20	10	<b>40</b>
Skills in critical thinking, research, analysing and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# Legal Studies

# Assessment Commences Term 1 2025

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Topic Test</b> The Legal System	<b>Research Essay</b> The Individual & the Law	<b>Yearly Examination</b> All Topics	
	Term 1, Week 7/8	Term 2, Week 10	Term 3, Week 9/10	
	<b>Outcomes assessed</b> P1, P2, P3, P9	<b>Outcomes assessed</b> P1, P4, P5, P7, P8, P9	<b>Outcomes assessed</b> P1, P2, P3, P4, P5, P6, P7, P9, P10	
Knowledge and understanding of course content	15	5	20	<b>40</b>
Analysis and evaluation		10	10	<b>20</b>
Inquiry and research		20		<b>20</b>
Communication of legal information, ideas and issues in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

Course Components	Syllabus Weightings		Task 1	Task 2	Task 3
		<b>TIMING</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9-10
		<b>TASK TYPE</b>	Topic Test	Open Book Test	Yearly Examination
		<b>OUTCOMES ASSESSED</b>	MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-3 MA11-5 MA11-9	MA11-All
<b>Understanding, Fluency and Communication</b>	50%		15%	15%	20%
<b>Problem Solving, Reasoning and Justification</b>	50%		15%	15%	20%
<b>Total Weighting</b>	<b>100%</b>		30%	30%	40%

For more detail on the syllabus outcomes listed in this assessment schedule go to

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017/outcomes>

Important: a new syllabus (2024) has been released. However, in 2025-26 Mathematics Advanced continues to follow the 2017 course.

Mathematics Extension 1

Assessment Commences Term 1 2025

Course Components	Syllabus Weightings		Task 1	Task 2	Task 3
		<b>TIMING</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10
		<b>TASK TYPE</b>	<b>Open Book Test</b>	<b>Topic Test</b>	<b>Yearly Examination</b>
		<b>OUTCOMES ASSESSED</b>	ME11-1 ME11-2 ME11-7	ME11-5 ME11-6 ME11-7	MA11-All
<b>Understanding, Fluency and Communication</b>	<b>50%</b>		15%	15%	20%
<b>Problem Solving, Reasoning and Justification</b>	<b>50%</b>		15%	15%	20%
<b>Total Weighting</b>	<b>100%</b>		30%	30%	40%

For more detail on the syllabus outcomes listed in this assessment schedule go to

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017/outcomes>

Important: a new syllabus (2024) has been released. However, in 2025-26 Mathematics Extension 1 continues to follow the 2017 course.



Mathematics Standard

Assessment Commences Term 1 2025

Course Components	Syllabus Weightings		Task 1	Task 2	Task 3
		<b>TIMING</b>	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 9-10
		<b>TASK TYPE</b>	Topic Test	Open Book Test	Yearly Examination
		<b>OUTCOMES ASSESSED</b>	MS11-1 MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-9 MS11-10	MS11-All
<b>Understanding, Fluency and Communication</b>	50%		15%	15%	20%
<b>Problem Solving, Reasoning and Justification</b>	50%		15%	15%	20%
<b>Total Weighting</b>	<b>100%</b>		30%	30%	40%

For more detail on the syllabus outcomes listed in this assessment schedule go to

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017/outcomes>

Note, a new syllabus (2024) has been released. However, in 2025-26 Mathematics Standard continues to follow the 2017 course.

## Modern History

## Assessment Commences Term 1 2025

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Written Response Task</b> Case Study 1: The Decline and Fall of the Romanov Dynasty	<b>Research and Essay</b> Historical Investigation	<b>Yearly Examination</b> The Shaping of the Modern World	
	Term 1 Weeks 9 - 10	Term 2 Week 8 - 10	Term 3 Weeks 9 - 10	
	<b>Possible Outcomes Assessed</b> MH11-6, MH11-7, MH11-9, MH11-10	<b>Possible Outcomes Assessed</b> MH11-2, MH11-4, MH11-6, MH11-8, MH11-9	<b>Possible Outcomes Assessed</b> MH11-1, MH11-3, MH11-4, MH11-5, MH11-9	
Knowledge and understanding of course content	20		2	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	<b>20</b>
Historical inquiry and research		15	5	<b>20</b>
Communication of historical understanding in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Music 1

# Assessment Commences Term 1 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Composition and Musicology</b>  Topic 1	<b>Performance and Viva Voce</b>  Topic 2	<b>Performance and Aural Examination</b>  Topic 3	
<b>Timing</b>	Term 1, Weeks 9-10	Term 2, Weeks 9-10	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	P2, P3, P4, P5, P6, P7, P8, P11	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P5, P6, P7, P8, P9, P11	
<b>Components</b>	<b>Weighting %</b>			
Performance		10	15	<b>25</b>
Composition	25			<b>25</b>
Musicology	5	20		<b>25</b>
Aural			25	<b>25</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Music 2

# Assessment Commences Term 1 2025

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Performance and Musicology</b> Topic 1	<b>Composition, Composition Portfolio and Musicology</b> Topic 2	<b>Performance and Aural Examination</b> Topic 3	
Timing	Term 1, Weeks 9-10	Term 2, Weeks 7-8	Term 3, Weeks 9-10	
Outcomes assessed	P1, P8, P9, P10, P2, P5, P7	P2, P3, P4, P5, P6, P7, P8	P1, P2, P5, P6, P7, P8, P10, P11	
Components	Weighting %			
Performance	10		15	25
Composition		25		25
Musicology	15	10		25
Aural			25	25
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

# Physics

## Assessment Commences Term 1 2025

Course Components	Syllabus Weightings		TASK 1	TASK 2	TASK 3
		<b>TIMING</b>	Term 1 2023 Ongoing Week 5-8	Term 2 2023 Week 7-8	Term 3 2023 Week 9-10
		<b>TASK TYPE</b>	Depth Study Task <i>Kinematics and Dynamics</i>	Practical/Process/ Theory Task <i>Waves and Thermodynamic</i>	Yearly Examination
		<b>OUTCOMES ASSESSED</b>	PH11-1 to 9	PH11-1 to 7, 10	PH11-1,2,4 to 11
<b>Skills in Working Scientifically</b>	<b>60%</b>		25	25	10
<b>Knowledge and Understanding</b>	<b>40%</b>		5	5	30
<b>Total Weighting</b>	<b>100%</b>		<b>30</b>	<b>30</b>	<b>40</b>

### NOTE.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork.

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information.

## Society & Culture

## Assessment Commences Term 1 2025

Component	Term 1	Term 2	Term 3	Weighting %
	Task 1 Extended Response  <i>The Social &amp; Cultural World</i>	Task 2 Research & Oral Presentation  <i>Personal &amp; Social Identity</i>	Task 3 Yearly Examination  The Social & Cultural World Personal & Social Identity Intercultural Communication	
	Term 1, Week 8/9	Term 2, Week 9/10	Term 3, Week 9/10	
	P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P1, P3, P4, P7, P8, P9	
Knowledge and understanding of course content	10	20	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	10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>

# Software Engineering

## Assessment Summary Preliminary SE Course Assessment Commences Term 1 2025

Course Components	Syllabus Weightings		TASK 1	TASK 2	TASK 3
		<b>TIMING</b>	Week 8 Term 1	Week 5 Term 3	Exam Period Term 3
		<b>TASK TYPE</b>	<b>Programming Fundamentals Portfolio</b>	<b>Mechatronics Group Project</b>	<b>Yearly Examination</b>
		<b>OUTCOMES ASSESSED</b>	SE-11-01, SE-11-02, SE-11-06, SE-11-07	SE-11-01, SE-11-02, SE-11-03, SE-11-06, SE-11-07, SE-11-08, SE-11-09	SE-11-01, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-08
Knowledge and understanding of course content	<b>50%</b>		25%	10%	15%
Knowledge and skills in the design and development of software solutions	<b>50%</b>		10%	30%	10%
<b>Total Weighting</b>	<b>100%</b>		<b>35%</b>	<b>40%</b>	<b>25%</b>

For more detail on the syllabus outcomes listed in this assessment schedule go to

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/software-design-development>

for a listing of all HSC subject syllabuses.

## Sport, Lifestyle and Recreation (SLR)

Assessment Commences Term 1 2025

Task number	Task 1	Task 2	Task 3	
<b>Topic</b>	<b>Fitness</b>	<b>First AID</b>	<b>Games and Sports Applications I</b>	
<b>Nature of tasks</b>	Independent Research Project	Topic Test	Coaching Skills and Program development	
<b>Timing Date Due</b>	Term 1 Week 8	Term 2, Week 8	Term 3, Week 5	
<b>Outcomes assessed</b>	5.2,5.4,4.3	1.3,2.5,3.6	3.3, 4.5,3.1	
<b>Component</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	15	<b>45</b>
Skills in critical thinking, research methodology, analysing and communicating	15	20	20	<b>55</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>



# Visual Arts

Commencing Term 1, 2025

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
<b>Timing</b>		Term 2 Week 5	Term 3 Week 6	Term 3 Yearly Examination Week 9-10
<b>Task Type</b>		Practical & Theory Task	Practical & Theory Task	Yearly Examination
<b>Outcomes Assessed</b>		P1, P2, P3, P4, P5, P6 P7, P8, P9, P10	P1, P2, P3, P4, P5, P6 P7, P8, P9, P10	P7, P8, P9, P10
Art Making	50%	Artwork 1 – 20%	Artwork 2 – 20% VAPD (artmaking) – 10%	
Art History and Criticism	50%	Artist Study – 15%	VAPD (theory) – 10%	Theory Examination – 25%
<b>Total Weighting</b>	100%	35%	40%	25%

*Most tasks are prepared in class; the above schedule indicates the approximate assessment and/or completion date.*

