

Parramatta High School

**HSC
Assessment
Information
2024-25**

**A guide for students
and their parents**

HSC ASSESSMENT POLICY 2024-2025

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

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

Parramatta HS will be using Turnitin for the submission of take-home tasks unless otherwise instructed by your teacher. The program is an online submission system designed to provide students with information regarding similarity indexes and issues surrounding plagiarism when completing take-home assessment tasks. All students will be required to submit their take home tasks via Turnitin as per assessment task instructions which are provided by their classroom teacher.

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 follow 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 NESA 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 NESA. Students' have the right of appeal to NESA 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. NESA 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, NESA 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 NESA.

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 NESA. 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, or**
- **Reduction of marks, which will be calculated from the total value of the stipulated task**
- **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 NESA eBos Schools Online** [‘Register of Malpractice in HSC Assessment Tasks’](https://bosho.boardofstudies.nsw.edu.au/links/schoolsonline.html) <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

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

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

NAME:	CLASS:	Roll Call:	DATE SUBMITTED: / /
--------------	---------------	-------------------	-------------------------------

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
 email: 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 4 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Structured Essay	Research Task	Historical Analysis	Trial HSC Examination	
	Ancient Society: Minoans	Core Study Cities of Vesuvius Pompeii & Herculaneum	Personalities in Their Times: Hatshepsut		
	Term 4, Week 9/10	Term 1, Week 9-10	Term 2, Weeks 9 -10	Term 3, Weeks 4-5	
	Outcomes assessed AH 12-1, AH12-2, AH12-3, AH11-4, AH12-5, AH 12-7, AH 12-9	Outcomes assessed AH 12-1, AH 12-3, AH 12-4, AH 12-8, AH 12-9	Outcomes assessed AH 12-1, AH 12-2, AH 12-3, AH 12- 4, AH 12-5, AH 12-6, AH 12-7, AH 12-8, AH 12-9	Outcomes assessed AH12-1, AH12-3, AH 12-4, AH12-5 AH 12-9, AH12-10	
Knowledge and understanding of course content	10	5	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5		10	5	20
Historical inquiry and research		15	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
TOTAL %	20	25	25	30	100

Biology - Assessment Commences Term 4 (2024-2025)

Course Components	Syllabus Weightings		TASK 1	TASK 2	TASK 3	TASK 4
		TIMING	Term 4 2024 Week 3-9	Term 1 2025 Week 6-7	Term 2 2025 Week 6-7	Term 3 2025 Week 4-5
		TASK TYPE	Depth Study	Practical, Process, Skills & Knowledge	Practical, Process, Skills & Knowledge	Trial Exam
		OUTCOMES ASSESSED	BIO12-(1-7) BIO12-(15)	BIO12-(1-7) BIO12-(14)	BIO12-(1-7) BIO12-(12)	BIO12-(4,6,7) BIO12-(13)
Knowledge and understanding of course content	40%		5	5	5	25
Skills in working scientifically	60%		15	20	20	5
Total Weighting	100%		20	25	25	30

ALL two unit SCIENCE courses have a mandated 80 hour component of PRACTICAL work. Students must complete, satisfactorily, the performance and the recording of these experiences during the HSC course.

Failure to complete 80% of the practical component may place the HSC course in jeopardy.

Business Studies

Year 12 Assessment Schedule 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Case Study/Extended Response Operations	Business Report Operations and Marketing	Topic Test Finance	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Week 4/5	
	Outcomes Assessed H4, H5, H6, H7, H8, H9	Outcomes Assessed H3, H4, H5, H6, H8, H9	Outcomes Assessed H2, H5, H7, H8, H9	Outcomes Assessed H1, H2, H4, H5, H6, H8, H9, H0	
Knowledge and understanding of course content	10	5	5	20	40
Stimulus-based skills	0	5	10	5	20
Inquiry and research	10	10	0	0	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	25	20	30	100

Chemistry

Assessment Commences Term 4 (2024-2025)

Course Components	Syllabus Weightings		TASK 1	TASK 2	TASK 3	TASK 4
		TIMING	Term 4 2024 Week 5-6	Term 1 2025 Week 6-7	Term 2 2025 Week 6-7	Term 3 2025 Week 4-5
		TASK TYPE	Depth Study	Practical, Process, Skills & Knowledge	Practical, Process, Data & Knowledge	Trial Exam
		OUTCOMES ASSESSED	CH12-(1-7) CH12-12	CH12-(1-6) CH12-13	CH12-(1-6) CH12-14	CH12-(4,5,6,7) CH12-(12-15)
Knowledge and understanding of course content	40%		5	5	5	25
Skills in working scientifically	60%		15	20	20	5
Total Weighting	100%		20	25	25	30

ALL two unit SCIENCE courses have a mandated 80 hour component of PRACTICAL work. Students must complete, satisfactorily, the performance and the recording of these experiences during the HSC course.

Failure to complete 80% of the practical component may place the HSC course in jeopardy.

Community and Family Studies

Assessment Commences Term 4 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Topic	Core 1 – Research Methodology	Option: Social Impact of Technology	Core 2 – Groups in Context	Core 1, Core2, Core 3 and Option	
Nature of tasks	Independent Research Project Analysis and Discussion, Conclusion & Recommendations	Extended Response Short and Long responses	Topic Test Exploring specific groups within the community	Trial HSC Examination	
Timing	Term 4, Week 3 - 10	Term 1, Week 7	Term 2, Week 6	Term 3, Week 4/5	
Outcomes assessed	H4.1, H4.2	H2.3, H3.4, H4.1, H4.2, H6.1	H1.1, H2.2, H2.3, H3.1, H3.3, H4.2, H5.1, H6.2	H1.1 to H6.2	
Component					Weighting %
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
Total %	20	25	25	30	100

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/pdhp/community-family-studies-syllabus>

Design and Technology

HSC Assessment Commences Term 4 2024

Course Components	Syllabus Weighting		TASK 1	TASK2	TASK3	TASK4
		TIMING	Term 4 Week8	Term 1 Week 7	Term 3 Week 1	Term 3 Week 4-5
		TASK TYPE	MOP Proposal	Case Study of an Innovation	MOP Presentation to class and Reflection Statement	Trial HSC Examination
		OUTCOMES ASSESSED	H1.1, H1.2 H3.2, H3.3 H4.1, H5.1 H5.2, H6.1	H2.2, H3.1,H6.2	H1.1, H1.2, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	H2.1, H2.2, H3.1, H6.2, H1.1, H1.2H3.2, H3.3 H6.1, H6.2
Knowledge and understanding of course content	40%			20	5	15
Knowledge and skills in designing, managing, producing and evaluating a major design project	60%		20		25	15
Total Weighting	100%		20	20	30	30

Drama

Assessment Commences Term 4 2024

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4	
Timing		Term 4 Week 10 2024	Term 1 Week 10 2025	Term 2 Week 2 2025	Term 3 Trial Exam Period 2025	
Task Type		SCRIPTED PERFORMANCE & LOGBOOK	GROUP- DEvised PERFORMANCE & WORKSHOP	INDIVIDUAL PROJECT PROGRESS REPORT/ VIVA VOCE (Logbook including preliminary drafts and research)	GROUP PERFORMANCE & INDIVIDUAL PROJECT (With logbooks)	TRIAL HSC WRITTEN EXAMINATION
Outcomes Assessed		H2.1, H2.2, H2.3, H3.1, H3.3	H1.1, H1.2, H1.3, H1.4, H1.5, H2.1, H2.2, H3.1, H3.2	H1.2, H1.3, H1.5, H1.7, H1.9	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
Making	40%		10	20	10	
Performing	30%	10	10		10	
Critically Studying	30%	10	10		10	
Total Weighting	100%	20%	30%	20%	30%	

Economics - Year 12 Assessment Schedule 2024-2025

Component	Task 1	Task2	Task3	Task4	Weighting%
	Research Essay- Case Study Based	Topic Test	Media Report	Trial HSC Examination	
	Global Economy	Australia's Place in the Global Economy	Economic Issues	All Topics	
	Term 4, Week 9/10	Term 1, Week 9/10	Term 2, Week 7/8	Term 3, Week 4-5	
	Outcomes Assessed H1, H2, H3, H4, H5, H7, H8, H10, H11	Outcomes Assessed H1, H2, H3, H4, H5, H7, H8, H10, H11, H12	Outcomes Assessed H1, H2, H3, H4, H5, H6, H8, H9,H10,H11,H12	Outcomes Assessed H1, H2, H3, H4, H5, H6, H7, H8,H9,H10,H11	
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills		10	5	5	20
Inquiry and research	10		5	5	20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
Total%	20	25	25	30	100

Engineering Studies

HSC Assessment Commences Term 4 2024

Course Components	Syllabus Weightings		TASK 1 Civil	TASK2 Transport (incl. Aero)	TASK3 Tele- communications	TASK4 All
		TIMING	Week 10 Term 4 2024	Week 10 Term 1 2025	Week 10 Term 2 2025	Weeks 4-5 Term 3 2025
		TASK TYPE	Bridge Project & Report	Topic Test	Engineering Report	Trial HSC Examination
		OUTCOMES ASSESSED	H1.2, H2.1, H3.1, H3.2, H3.3, H5.1, H5.2, H6.1, H6.2	H1.1, 1.2, H2.1, H2.2, H3.1, H3.3, H4.2, H4.3	H1.1, H2.2, H3.2, H5.1	H1.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3
Knowledge and understanding of course content	60%		10	15	15	20
Knowledge and skills in research, problem solving and communication related to engineering	40%		10	10	10	10
Total Weighting	100%		20	25	25	30

English Advanced

HSC Assessment Commences Term 4 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Multimodal Presentation Common Module: Texts and Human Experiences (includes student selected related material)	Comparative Response Module A: Textual Conversations	Written Response and Reflection Module C: Craft of Writing	Trial HSC Examination Common Module Reading Common Module Essay Module A Module B Module C (5% each)	
Timing	Term 4, Week 10	Term 1, Week 10	Term 2, Week 8	Term 3, Week 4-5	
Outcomes assessed	EA12-1, EA12-2, EA 12-3, EA12-4, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-9	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	
Components					Weighting %
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	10	10	50
Total %	30	25	20	25	100

English Standard

HSC Assessment Commences Term 4 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Multimodal Presentation Common Module: Texts and Human Experiences (includes student selected related material)	Analytical Response Module A: Language, Identity and Culture	Written Response and Reflection Module C: Craft of Writing	Trial HSC Examination Common Module Reading Common Module Essay Module A Module B Module C (5% each)	
Timing	Term 4, Week 10	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 4-5	
Outcomes assessed	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	
Components					Weighting %
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	10	10	50
Total %	30	25	20	25	100

English Extension 1

HSC Assessment Commences Term 4 2024-2025

Task number	Task 1	Task 2	Task 3	
Nature of task	Imaginative Response Common Module: Literary Worlds	Multimodal Presentation Elective: Literary Mindscapes	Trial HSC Examination Common Module and Elective (15% each)	
Timing	Term 1, Week 3	Term 2, Week 3	Term 3, Weeks 4-5	
Outcomes assessed	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	
Components				Weighting %
Knowledge and understanding of complex texts and of how and why they are valued.	15	20	15	50
Skills in: complex analysis, sustained composition and independent investigation.	20	15	15	50
Total %	35	35	30	100

English Extension 2

HSC Assessment Commences Term 4 2024-2025

Task number	Task 1	Task 2	Task 3	
Nature of task	Viva Voce	Literature Review	Critique of the Creative Process	
Timing	Term 4, Week 9	Term 1, Week 6	Term 2, Week 6	
Outcomes assessed	EEX12-1, EEX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-1, EEX12-3, EEX12-5	
Components				Weighting %
Knowledge and understanding of complex texts and of how and why they are valued.	15	20	15	50
Skills in: complex analysis, sustained composition and independent investigation.	15	20	15	50
Total %	30	40	30	100

EALD

HSC Assessment Commences Term 4 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Speaking and listening task using related text and prescribed text (multimodal presentation) Module A: Texts and Human Experiences	Writing using prescribed texts and unseen stimulus material Module B: Language, Identity and Culture	Discursive or persuasive or imaginative writing Module D: Focus on Writing	Trial HSC Examination Module A Module D Listening Module B Module C	
Timing	Term 4, Week 10	Term 1, Week 9	Term 2, Week 8	Term 3, Week 4-5	
Outcomes assessed	EAL12-1A, EAL12-1B, EAL12-2, EAL12-3, EAL12-5, EAL12-6, EAL12-7	EAL12-1A, EAL12-1B, EAL12-3, EAL12-5, EAL12-7, EAL12-8 EAL12-9	EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8	EAL12-1A, EAL 12-3 EAL12-4, EAL12-5 EAL12-6, EAL12-7, EAL12-8	
Components					Weighting %
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	20	30	30	100

Enterprise Computing

HSC EC Course

Assessment Commences Term 4 2024

Course Components	Syllabus Weightings		TASK 1	TASK 2	TASK 3	TASK 4
		TIMING	Term 4 Week 9	Term 1 Week 8	Term 3 Wk1	Term 3 Wks4-5
		TASK TYPE	Design Task Data Visualisation	Data Analysis Task Data Science – Processing and presenting data	Enterprise Project	HSC Trial Examination
		OUTCOMES ASSESSED	EC-12-01 EC-12-06 EC-12-11	EC-12-02 EC-12-04 EC-12-05	EC-12-01, EC-12-03 EC-12-08, EC-12-09 EC-12-10	EC-12-01, EC-12-02, EC-12-03 EC-12-04, EC-12-05, EC-12-06 EC-12-07, EC-12-08, EC-12-09 EC-12-10, EC-12-11
Knowledge and understanding of course content	50%		10	10	15	15
Knowledge and skills in the practical application of the content	50%		5	15	15	15
Total Weighting	100%		15%	25%	30%	30%

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 4 2024-2025

Course Components	Syllabus Weightings		TASK 1	TASK 2	TASK 3	TASK 4
		Timing	Week 9 Term 4	Week 6 Term 1	Week 5 Term2	Week 4-5 Term 3
		Task Type	Food Industry Case Study	Preservation Investigation	Food Product Development Project	Trial HSC Examination
		Outcomes Assessed	H1.2, H1.4, H3.1	H1.1, H4.2	H1.3, H4.1, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1
Knowledge and understanding of course content	40		5	5	5	25
Knowledge and skills in designing, researching, analysing and evaluating	30		15		15	
Skills in experimenting with and preparing food by applying theoretical concepts	30			20	10	
Total Weighting	100		20	25	30	25

French Beginners

HSC Assessment Commences Term 4 2024-2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Response and Responding and an Oral Conversation Eating out and Shopping	Listening and Responding and Written text in French Education and Linguistic Stays	Interview in French All stage 6 topics	Trial HSC Examination	
	Timing Term 4, Week 9 2024	Timing Term 1, Week 9 2025	Timing Term 2, Week 10 2025	Timing Term 3, Weeks 4/5 2025	
	Outcomes assessed 2.1, 2.2, 2.5, 2.6 1.1, 1.2, 1.3, 1.4	Outcomes assessed 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5	Outcomes assessed 1.1, 1.2, 1.3, 1.4	Outcomes assessed 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Listening		20		10	30
Reading	20			10	30
Speaking	10		10		20
Writing		10		10	20
Total%	30	30	10	30	100

French Continuers

HSC Assessment Commences Term 4 2024-2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Nature of Task Reading and Responding and Oral Presentation The Changing World	Nature of Task Listening and Responding and Writing Education and Linguistic Stays	Nature of Task Oral Conversation All Stage 6 Topics	Nature of Task Trial HSC Examination	
	Timing Term 4, Week 9 2024	Timing Term 1, Week 10 2025	Timing Term 2, Week 10 2025	Timing Term 3, Weeks 4–5 2025	
	Outcomes assessed 1.1,1.2,1.3,1.4 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1	Outcomes assessed 2.1,2.2.2.3 3.1, 3.2, 3.4, 3.5, 3.6,4.2	Outcomes assessed 1.1, 1.2, 1.3, 1.4, 4.3	Outcomes assessed 2.1, 2.2 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	
Listening		20		10	30
Reading	20			10	30
Speaking	10		10		20
Writing		10		10	20
Total %	30	30	10	30	100

History Extension - Year 12

Assessment Schedule 2024-2025

Component	Task 1			Task2	Task3	Weighting %
	History Project- The Historical Process			History Project- The Essay (including the Bibliography)	Trial HSC Examination Constructing History & Case Study: Elizabeth I and the Elizabethan Age	
	History Project Proposal 10	History Project Process Log 10	History Project Annotated sources 10			
	Term 2, Week 6 <i>(NB. Formative marking processes will be used in the lead up to this task, throughout Term 4 and Term 1)</i> SETTER: Collette			Term 2, Week 6 <i>(NB. Formative marking processes will be used in the lead up to this task)</i> SETTER: Collette	Term 3 Week 4-5 SETTER: Collette	
Outcomes Assessed HE12-2, HE12-3, HE12-4			Outcomes Assessed HE12-1, HE12-2, HE12-3, HE12-4	Outcomes Assessed HE12-1, HE12-3, HE12-4		
Skills in designing, undertaking and communicating historical inquiry and analysis	20			30	10	60
Knowledge and understanding of significant historical ideas and processes	10			10	20	40
Total%	30			40	30	100
Marker/s	Collette			Collette	Collette	

**Industrial
Technology Graphics HSC**

**Assessment Summary
Assessment Commences Term 4, 2024**

Course Components	Syllabus Weightings		TASK 1	TASK 2	TASK 3	TASK 4
		TIMING	Term 4 Week 9	Term 1 Week 10	Term 3 Week 1	Term 3 Week 4-5
		TASK TYPE	Major Project proposal and outline	Graphics Terms and Techniques Quiz	Major Project Presentation	Trial HSC Examination
		OUTCOMES ASSESSED	H3.2, H3.3	H1.2, H3.1, H5.1	H3.1, H4.1, H4.3	H1.2, H3.1, H3.3, H4.1, H4.3, H6.1, H7.1, H7.2
Knowledge and understanding of course content	40		10	10	10	10
Knowledge and skills in the design, management, communication and production of a major project	60		10	10	30	10
Total Weighting	100%		20%	20%	40%	20%

Legal Studies - Year 12 Assessment Schedule 2024-2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting%
	Topic Test Crime	Research Task Workplace	Essay Family	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Week 4/5	
	Outcomes assessed H1, H2, H3, H4, H7, H8, H9	Outcomes assessed H1, H3, H4, H5, H8, H9, H10	Outcomes assessed H1, H3, H4, H5, H8, H9, H10	Outcomes assessed H1, H2, H3, H4, H5, H7, H9	
Knowledge and understanding of course content	10	5	5	20	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research		10	10		20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
Total%	20	25	25	30	100

Mathematics Advanced

Assessment Commences Term 4 2024

Course Components	Syllabus Weightings		Task 1	Task 2	Task 3	Task 4
		TIMING	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Exam Period
		TASK TYPE	Take Home Task	Topic Test	Open Book Exam	Trial HSC Examination
		OUTCOMES ASSESSED	MA12-1 MA12-3 MA12-5 MA12-6 MA12-7 MA12-10	MA12-1 MA12-3 MA12-5 MA12-6 MA12-7 MA12-10	MA12-3 MA12-6 MA12-7 MA12-8 MA12-10	All
Understanding, Fluency and Communication	50%		10%	10%	15%	15%
Problem Solving, Reasoning and Justification	50%		10%	15%	10%	15%
Total Weighting	100%		20%	25%	25%	30%

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>

Important: a new syllabus (2024) has been released. However, in 2024-25 Mathematics Advanced continues to follow the 2017 course

Mathematics Extension 1

Assessment Commences Term 4 2024

Course Components	Syllabus Weightings		Task 1	Task 2	Task 3	Task 4
		TIMING	Term 4 Week 10	Term 1 Week 9	Term 2 Week 10	Term 3 Exam Period
		TASK TYPE	Take Home Task	Topic Test	Open Book Exam	Trial HSC Examination
		OUTCOMES ASSESSED	ME12-1 ME12-2 ME12-7	ME12-1 ME12-3 ME12-4 ME12-7	ME12-1 ME12-2 ME12-4 ME12-7	All
Understanding, Fluency and Communication	50%		10%	10%	15%	15%
Problem Solving, Reasoning and Justification	50%		10%	15%	10%	15%
Total Weighting	100%		20%	25%	25%	30%

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>

Important: a new syllabus (2024) has been released. However, in 2024-25 Mathematics Extension 1 continues to follow the 2017 course.

Mathematics Extension 2

Assessment Commences Term 4 2024

Course Components	Syllabus Weightings		Task 1	Task 2	Task 3	Task 4
		TIMING	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Exam Period
		TASK TYPE	Topic Test	Open Book Exam	Take Home Task	Trial HSC Examination
		OUTCOMES ASSESSED	MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-5 MEX12-6 MEX12-7 MEX12-8	All
Understanding, Fluency and Communication	50%		10%	15%	10%	15%
Problem Solving, Reasoning and Justification	50%		10%	10%	15%	15%
Total Weighting	100%		20%	25%	25%	30%

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-2-2017/outcomes>

Important: a new syllabus (2024) has been released. However, in 2024-25 Mathematics Extension 2 continues to follow the 2017 course.

Mathematics Standard 2

Assessment Commences Term 4 2024

Course Components	Syllabus Weightings		Task 1	Task 2	Task 3	Task 4
		TIMING	Term 4 Week 9	Term 1 Week 6	Term 2 Week 7	Term 3 Exam Period
		TASK TYPE	Topic Test	Open Book Exam	Take Home Task	Trial HSC Examination
		OUTCOMES ASSESSED	MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-7 MS2-12-9 MS2-12-10	MS2-12-5 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-10	All
Understanding, Fluency and Communication	50%		10%	15%	10%	15%
Problem Solving, Reasoning and Justification	50%		10%	10%	15%	15%
Total Weighting	100%		20%	25%	25%	30%

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>

Important: a new syllabus (2024) has been released. However, in 2024-25 Mathematics Standard 2 continues to follow the 2017 course.

Modern History-

Year 12 Assessment Schedule 2024-25

Component	Task 1	Task2	Task3	Task4	Weighting%
	Oral Presentation <i>National Studies: Russia and the Soviet Union 1917-1941</i>	Source Analysis <i>Core: Power and Authority in the Modern World 1919-1946</i>	Historical Analysis <i>Peace and Conflict: Conflict in the Pacific 1937-1951</i>	Trial HSC Examination <i>Change in the Modern World: The Nuclear Age 1945 - 2011 Along with other topics</i>	
	Term 4, Week8	Term 1, Weeks 9/10	Term 2, Weeks 7-8	Term 3 Weeks 4-5	
	Possible outcomes assessed MH12-2, MH12-5, MH12-7, MH12-8, MH12-9	Possible outcomes assessed MH12-4, MH12-5, MH12-6 MH12-9	Possible outcomes assessed MH12-2, MH12-3, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	Possible outcomes assessed MH12-1, MH 12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
Knowledge and understanding of course content	10	10	5	15	40
Historical skills in the analysis and evaluation of sources and interpretations		10	5	5	20
Historical inquiry and research	5		15		20
Communication of historical understanding in appropriate form	5		5	10	20
Total%	20	20	30	30	100
MARKER/S					

Music 1 - Year 12

HSC Assessment Schedule Term 4 2024 - 2025

Components	Task 1	Task2	Task3	Task4	Weighting%
	Performance and Musicology Topic 1 Core Performance and Musicology Presentation	Composition and Elective Option for Topic 1 Topic 2 Aural Skills Task and Elective I (Topic 1)	Elective Options for Topics 2 & 3 Topic 3 Core Composition Elective II (Topic 2)	Trial HSC Examination Aural Skills Exam. Elective 111 (Topic 3)	
	Term 4 Weeks 9-10	Term 1 Weeks 9-10	Term 2 Weeks 9-10	Trial Examination Period	
	Outcomes assessed H1, H2, H4, HS, H6, H7, H9, H10, H11	Outcomes assessed H1-9* H10, H11	Outcomes assessed H1-9* H10, H11	Outcomes assessed H1-9* H10, H11	
Performance	10				10
Composition					10
Musicology	10				10
Aural		10	10	15	25
Electives		15	15	15	45
Total%	20	25	25	30	100

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

Music 2 - Year 12

HSC Assessment Schedule Term 4 2024 - 2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Mandatory Topic Core Performance Progress and Core Composition Progress	Mandatory Topic Musicology Essay and Elective	Mandatory and Additional Topic Core Performance, Core Composition and Elective	Trial HSC Examination Aural Skills & Musicology Exam	
	Term 4, Weeks 9-10	Term 1, Weeks 9-10	Term 2, Weeks 9-10	Trial Examination Period	
	Outcomes assessed H1, H2, H3, H4, H5, H6	Outcomes assessed H1, H2, H5, H6, H7, H10, H12	Outcomes assessed H1, H2, H3, H4, H8, H9, H11	Outcomes assessed H2, H5, H6, H7	
Performance	10		10		20
Composition	10		10		20
Musicology		10		10	20
Aural				20	20
Electives		10	10		20
Total %	20	20	30	30	100

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

Music Extension - Year 1

HSC Assessment Schedule Term 4 2024 - 2025

Components	Task 1	Task 2	Task 3	Weighting %
	Presentation of Project Proposal Performance OR Composition OR Musicology	Project Progress Performance program OR Composition OR Musicology essay	Project Performance program OR Composition OR Musicology essay	
	Term 4, Weeks 9-10	Term 2, Weeks 4-5	Term 3, Trial Examination Period	
	Outcomes assessed 2, 3, 4, 6	Outcomes assessed 1, 4-6	Outcomes assessed 1, 4-6	
Elective (Performance, Composition or Musicology)	25	35	40	100
Total %	25	35	40	100

Personal Development, Health & Physical Education

Assessment Commences Term 4

2024

Task number	Task 1 -Core 1 Health Priorities	Task 2- Core 2 Factors affecting Performance	Task 3- Option Improving Performance	Task 4-Trial HSC	TOTAL	
Nature of tasks	Research and Class Response Health Priorities	Research & Class Essay Factors Affecting Performance	Design and Implement a Training Program Planning considerations for improving performance	Trial HSC Examination (Sports Medicine)		
Timing	Term 4, Week 10	Term 1, Week 6	Term 2, Week 8	Term 3, Week 4-5		
Outcomes assessed	H2, H13, H16, H17	H8, H10, H11,H12	H10, H11, H13, H16, H17	H1-H5, H7-H11, H14-H17		
Component						
Knowledge and understanding of course content	10	10	5	15	40	
Skills in critical thinking, research, analysing and communicating	15	15	15	15	60	
Total%	25	25	20	30	100	

Physics

Assessment Commences Term 2024

Course Components	Syllabus Weightings		TASK1	TASK2	TASK3	TASK4
		TIMING	Term 4 2024 Week 3-5	Term 1 2025 Week 5-6	Term 2 2025 Week 6-7	Term 3 2025 Week 4-5
		TASK TYPE	Depth Study	Practical, Process, Data Analysis & Knowledge	Practical, Process, Data Analysis & Knowledge	Trial Exam
		OUTCOMES ASSESSED	PH12-(1-7) PH12-12	PH12-(1-6) PH12-13	PH12-(1-6) PH12-14	PH12-(4,5,6,7) PH12-(12-15)
Knowledge and understanding of course content	40%		5	5	5	25
Skills in working scientifically	60%		15	20	20	5
Total Weighting	100%		20	25	25	30

ALL two unit SCIENCE courses have a mandated 80 hour component of PRACTICAL work. Students must complete, satisfactorily, the performance and the recording of these experiences during the HSC course.

Failure to complete 80% of the practical component may place the HSC course in jeopardy.

Society and Culture - Year 12 Assessment Schedule 2024-2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<p style="text-align: center;">Oral Presentation <i>(in class)</i> <i>Personal Interest Project</i></p>	<p style="text-align: center;">Topic Test <i>Social and Cultural Continuity & Change</i></p>	<p style="text-align: center;">Extended Response <i>Social Conformity & Nonconformity</i></p>	<p style="text-align: center;">Trial HSC Examination <i>Social and Cultural Continuity and Change Social Conformity and Non- Conformity Social Inclusion and Exclusion</i></p>	
	Term 4, Week 9	Term 1, Week 7-8	Term 2, Week 6-7	Term 3, Week 4-5	
	<p style="text-align: center;">Outcomes Assessed H6, H7, H8</p>	<p style="text-align: center;">Outcomes Assessed H1, H2, H5, H9, H10</p>	<p style="text-align: center;">Outcomes Assessed H2, H3, H5, H7, H9, H10</p>	<p style="text-align: center;">Outcomes Assessed H1, H2, H3, H4, H5, H6</p>	
Knowledge and understanding of course content		15	15	20	50
Application and evaluation of social and cultural research methods	15	5	5	5	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Software Engineering

Assessment Summary
HSC SE Course
Assessment Commences Term 4 2024

Course Components	Syllabus Weightings		TASK 1	TASK 2	TASK 3	TASK 4
		TIMING	Week 9 Term 4	Week 10 Term 1	Week 10 Term 2	Exam Period Term 3
		TASK TYPE	Web Dev Programming Task	Secure Software Task	Individual Major Project	Trial HSC Examination
		OUTCOMES ASSESSED	SE-12-01, SE-12-02, SE-12-06, SE-12-07, SE-12-09	SE-12-04 SE-12-0S, SE-12-07, SE-12-08	SE-12-01, SE-12-02, SE-12-03, SE-12-05 SE-12-07 SE-12-08, SE-12-09	SE-12-03 SE-12-04 SE-12-05, SE-12-06, SE-12-07
Knowledge and understanding of course content	50%		10	10	10	20
Knowledge and skills in the design and development of software solutions	50%		10	10	20	10
Total Weighting	100%		20	20	30	30

Sports, Lifestyle and Recreation

Assessment Commences Term 1 2025

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

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/pdhpe-syllabus>

Visual Arts

HSC Assessment Schedule 2024-2025

Commencing Term 4, 2024

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Timing		Term 1, 2025 <i>Week 1</i>	Term 1, 2025 <i>Week 5</i>	Term 3, 2025 <i>Week 1</i>	Term 3, 2025 <i>Trial Exam Period</i>
Task Type		Art History and Criticism	Body of Work Planning & VAPD	Body of Work Progress & VAPD	Trial Examination
Outcomes Assessed		H7, H8, H9, H10	H1, H2, H3, H4, H5	H2, H3, H4, H5, H6	H7, H8, H9, H10
Art Making	50		BOW & VAPD 20%	BOW & VAPD 30%	
Art History and Criticism	50	Case Study Presentation 25%			Theory Examination 25%
Total Weighting	100	25%	20%	30%	25%

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