

Assessment Booklet

HSC



2024-2025

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INTRODUCTION

This booklet aims to give students, parents and caregivers information about the HSC Assessment Policy and Schedules. Students, parents and caregivers are urged to read this booklet carefully. It is the responsibility of the student to be thoroughly familiar with the assessment process. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with their Year Adviser, Careers Adviser or the relevant Deputy Principal.

Students are expected to attempt all assessment tasks and to be present for all other learning experiences. Students are also expected to attempt all other assigned work such as homework, assignments and class work that may not be part of the assessment program but is still vital for students to achieve the outcomes of the course.

It is very important that students apply themselves to all the experiences of the course with diligence and sustained effort. In Year 12 **THREE HOURS** each night is considered the minimum amount of time students should give to their studies. This time will increase when assessment tasks, assignments and examinations occur. If this is balanced with regular exercise, a good diet and moderate social activities, students should have an enjoyable and successful year. Nevertheless, work at home is critical to learning.

Research has proven that homework is beneficial and it is therefore an integral part of study. The concept of a reasonable amount of homework for all students for the purpose of revision, consolidation and/or extension is supported by the school.

DoE policy states that homework “is a valuable part of schooling. It allows for practising, extending and consolidating work done in class. Homework provides training for students in planning and organising time and develops a range of skills in identifying and using information resources. Additionally, it establishes habits of study, concentration and self-discipline.”

Course Requirements

For a student to be considered to have satisfactorily completed a course there must be, in the Principal’s view, sufficient evidence that the student has

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

At Cromer Campus any student in danger of not satisfying course requirements will receive a New South Wales Education Standards Authority (NESA) Warning Letter. At least two letters must be sent before a student is deemed to have failed to meet the requirements. Should this occur, the Principal will notify NESA that the student should be issued with an “N” determination for that course. This may mean the non-award of the HSC.

Students may receive N Warning or Cause for Concern Letters for the following reasons:

- Unsatisfactory attendance resulting in lack of participation in course experiences
- Being ill-prepared or ill-equipped for class work preventing participation in course experiences
- Failure to complete set tasks
- Failure to complete homework
- Failure to complete assessment tasks
- Failure to complete practical tasks
- Lack of participation in class work
- Failure to submit or present for assessment tasks

Students who fail to sit for more than 50% of the marks for assessment tasks in a course must be given an N Determination for that course.

Pattern of Study

To qualify for the Higher School Certificate students must study a pattern of Preliminary and HSC courses. Both the Preliminary and HSC patterns must include:

- 12 units at Preliminary level and 10 units at HSC level.
- At least 6 units that are Board Developed Courses.
- At least 3 courses of 2 unit value or greater.
- At least 4 subjects.
- No more than 6 units of courses in Science.

Students may elect to study 10 units in Year 12. This means that after the Preliminary result students may withdraw from **one** course of 2U value.

25 Hour Personal Development and Health Course, Crossroads

Crossroads is a mandatory personal development and health education course for Years 11 and 12 students in NSW Government Schools. The course provides an opportunity for students to extend and build on the outcomes achieved in Personal Development, Health and Physical Education (PDHPE) from Years 7 to 10.

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

The course is organised around two key aspects of young people's lives during the senior years of school: relationships and drugs. There is enough research to suggest that the wellbeing of young people is likely to be at risk during this time, as they struggle to deal with change in most areas of their lives.

Crossroads allows time for reflection for senior students and for the sharing of ideas, perceptions and experiences in a safe and supportive environment. The course is designed so that students have considerable input into its planning and its delivery.

Extension Courses

Students who show proficiency in a course may choose to do an Extension course which builds on the content of the 2 unit course, with an additional value of 1 unit. These are offered in Year 12 only, except for English and Mathematics. In English and Mathematics a second extension is available which goes beyond the standard of Extension 1. In addition to English and Mathematics, extension courses are available in Year 12 in History, Music and some languages. Students should discuss their interest in doing an extra extension unit with their teacher and Head Teacher who will advise and assist them in making their choice. Please note that should parents/caregivers wish to be included in these discussions they would be most welcome.

Half Yearly Formative Task Period Term 1

In a 10 week Term 1 the Half Yearly Task Period will be in week 9 and in an 11 week Term 1 these tasks will be in Week 10.

These tasks may be accessible in some subjects. Students should check the assessment schedule for each of their subjects to determine whether these tasks are included in their assessment for each subject.

Illness, Accident or Misadventure Procedures

It is the responsibility of the student to be present for or to hand in tasks at the required time. Students should read the calendar carefully and note the dates for when their tasks are due. Failure to meet these requirements will result in severe penalties - for example, zero marks.

The only exception to this rule will be in the cases of illness, accident or unavoidable misadventure. In the case of illness an acceptable medical certificate is required. In other cases, satisfactory documentary evidence is required (similar to that required at the actual Higher School Certificate Examination) to support any requests for special consideration. In all cases students must complete the illness, accident or misadventure form and submit it to the Deputy Principal. This must be done within three days of returning to school. In cases of extended absence, a maximum time of two school weeks from the initial due date of the task will be allowed. If the Deputy Principal is not at school, the student may see the Principal.

FAILURE TO FOLLOW THIS PROCESS WILL RESULT IN A ZERO MARK BEING AWARDED.

Students who are absent on the day a task is due must hand it in as soon as they arrive at school. If the task is to be completed in class, the student is expected to do this on the day they return.

Students who have been granted leave by the Principal in advance or who are absent from school for school purposes such as work experience and authorised excursions should, as far as possible, submit assessment tasks before the activity. Otherwise assessment tasks should be submitted as soon as they return to school. These students will not need to follow the illness, accident or misadventure procedures. Students are required to ensure that their teachers are aware of why they will not be at school and to ensure that their teachers have written confirmation of this.

Appeals

When a student feels unfairly treated as a result of the process used in an assessment task the student may appeal to the Appeals Committee. Any appeal must be lodged within two days of the assessment process being completed for that task and may only be in terms of the process followed. Students should note that NESA does not allow appeals against a mark or grade awarded, only against process.

If a student feels unfairly treated as a result of the process used in an illness, accident or misadventure case, the student may also appeal to the Appeals Committee. Any appeal must be lodged within two days from when the student was informed of the decision.

This committee will consist of the Deputy Principal, the Year Adviser and the Head Teacher of the relevant faculty. All appeals must be submitted to the Deputy Principal in writing.

Following the HSC, students may ask for a review of their assessment rank if the school's ranking (order of merit) is significantly different from their expected ranking, based on feedback from their performance on Assessment Tasks throughout the year. Any review will be concerned only with the student's ranking. Students cannot ask for a review of a teacher's judgement of the worth of individual performance on individual tasks. Any review of a student's ranking will occur after the last HSC examination paper. The review will be carried out by the school's HSC Assessment Review Committee which will consist of:

- The Principal or Deputy Principal
- The Head Teacher of the course in question or a
- A member of staff from a different course.

Appeals may also be made to NESA if a student feels that:

- The weighting of tasks did not fit NESA requirements
- The procedure of the assessment did not conform to the assessment program
- Computational or clerical errors were responsible for an incorrect ranking
- The conduct of the school review was not proper.

School Assessment Policy

1. Course guidelines set out the approximate timing for each task. Your class teacher will advise you of the precise timing at least two weeks before the task is to be administered, and will at the same time inform you of the nature of the task and the outcomes to be assessed. This will be done in writing using the standard form or something very similar. This process does not apply to examinations.
2. It is the student's responsibility to be alert to the notification of tasks. In the case of absences from school, students will need to check with their teachers immediately upon their return. Absence from school when notification is given out will not be considered as a reason for the granting of an extension of time for an assessment task.
3. In Year 12 assessment will be on a yearly basis – T4, T1, T2, T3.

4. There will be a maximum of four assessable tasks per course in Year 12.
5. The school has endeavoured to structure the timing of assessment tasks to limit non-examination tasks to two per week where possible. Students who do extension courses in the senior school may find there are times when there are more than two tasks in a week.
6. The Assessment Task Register (HSC Monitoring Document) will be signed and dated by students when an assessment task notification is given, when an assessment task is submitted and when an assessment task is returned. This does not apply to examinations. The Assessment Task Notification as shown on page 14 may be used in addition to the Assessment Task Register.
7. When the assessment task is returned to the student, teachers will supply the mark awarded and written feedback as appropriate. The student's position in rank order is indicated in the Semester 1 and Semester 2 reports.
8. Students must demonstrate that they are serious candidates by their regular attendance in lessons and satisfactory completion of assessment tasks. They must present themselves on time at the place specified for each assessment task or hand in each assessment task by the time specified.
9. Students who complete all aspects of the assessment task and submit it on or before the due date are eligible for the full mark allocated for the task. Students who fail to submit an assessment task by the due date or to attend an assessment task at school will be given zero if they have no valid reason.
10. Assessment tasks must be handed to the teacher concerned by 3.00 pm unless the teacher has specified a different time. Failure to do so will result in a mark of zero being awarded and a NESA warning letter being issued.
11. Students who fail to attend an Assessment Task which is to be completed at school or to submit an assessment task by the due date but who have a valid reason (e.g. sickness) may be given an opportunity to do the task or an equivalent task at a later date. In exceptional circumstances it may be necessary to give an estimate mark. These students will need to follow the Illness, Accident or Misadventure Procedures. If the application is granted these students will be eligible for the full mark allocated to the task. For sickness a doctor's certificate is required.
12. Students who submit an incomplete task on or before the due date are to be allocated a mark. This mark is to be based on the proportion of the task completed. For example, the task had six equally weighted components and if a student attempted only three of these, the student would be eligible for up to 50% of the mark allocated to the task.
13. For the Trial HSC Examinations students may not leave the examination room within the first hour or in the final fifteen minutes of the exam. This is in accordance with HSC Examination procedure. Students are subject to and required to comply with the procedures and rules published by Cromer Campus and NESA for examinations. Any student found to be disturbing the examination may receive zero marks for that task.

14. If a student submits a task which is deemed by the teacher to be a non-serious attempt, then a zero mark may be awarded and an N warning generated.
15. **MALPRACTICE** Plagiarism and other forms of academic dishonesty are unacceptable. Students should be aware that current rules for cheating and plagiarism still apply to AI (see ACE 9024). All work should be a student's own or correctly acknowledged. It is important that students take academic pride and ownership by submitting original work.
- AI can also be unreliable and must always be monitored by a human. AI can produce biased and/or toxic content, false information or facts that are not based on real data or events and false citations. This could compromise the quality of student submissions.
- A zero mark will be recorded for tasks where malpractice is involved. Malpractice is defined as failing to comply with the Northern Beaches Secondary College Cromer Campus Assessment Policy including dishonesty through cheating or plagiarising in Assessment Tasks or exams. PLAGIARISM is the theft of someone else's work. This includes copying the work of another person directly and intermingling it with a student's own work or simply presenting something that the student did not write as their own. Cutting and pasting chunks of text from online sources and submitting as a student's own work is one example. Any assignments or assessment tasks submitted must be the student's own work. Plagiarism will result in the student receiving zero marks for that task. Students found to have copied another student's work will also receive a NESA warning letter. All students have the responsibility to protect their intellectual property (their own work). Students who are found to have knowingly allowed their work to be copied or who have given their work to another student will also receive zero marks for that task.
16. Students who choose to use a computer must ensure that work is handed in on time. Computer failure will not be accepted as a reason for lateness. Students should ensure that adequate backup systems are in place and that hard copy is produced well in advance. Students must submit a hard copy by the due date. Assignments etc will not be accepted in electronic form unless specific permission is given to do so.
17. School Reports will generally include examination marks, examination ranks, cumulative assessment marks, cumulative assessment ranks, outcome achievement and teacher feedback for each course. The report for the trial HSC does not include the assessment mark due to NESA requirements.
18. **USE OF MOBILE PHONES AND OTHER ELECTRONIC DEVICES in SCHOOLS**
- (Ref: N.S.W. Legal Services Directorate Legal Issues Bulletin. No. 35)
- Examinations and Assessments:**
- Students are not permitted to take mobile telephones or other electronic devices into the examination room. Mobile phones may ring, disturbing concentration, and students may be tempted to use mobile phones and devices to cheat.
- Students who are found with a mobile telephone or electronic device during an examination or assessment will have breached the examination rules. Penalties can include loss of marks or cancellation of the assessment and the school's Welfare and Discipline Policy will apply.

HSC Examinations:

Students who are found with a mobile telephone or electronic device during an HSC examination will have breached the examination rules. Penalties can include loss of examination marks or cancellation of the course.

VET Assessment Policy

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

- Units towards Preliminary and HSC qualification
- Competencies which can lead to a statement of Attainment, Certificate 1, 2 or 3 which are awarded under the Australian Qualifications Framework (AQF)

Students will be assessed in both areas during each VET Course.

1. AQF Assessment

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as **competent**. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either **competent** or **not yet competent**.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

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

- WHS requirement
- Cost
- Time frame
- Supervision required
- Resource availability.

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

2. Higher School Certificate (HSC)

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

As with all HSC courses, NESA procedures apply to all VET Courses (refer to school NESA procedures).

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the **achievement of competency**, AQF qualification will be assessed by NESA separately.

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

3. Work Placement

Work Placement is a **mandatory HSC requirement** of curriculum framework VET courses. Appropriate hours are as follows:

120 hour course - a minimum of 35 hours in a workplace

240 hour course - a minimum of 70 hours in a workplace

60 hour course (extension) - a minimum of 14 hours in a workplace

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements. Learning in the workplace will enable students to:

- Progress towards the achievement of industry competencies
- Develop appropriate attitude towards work
- Learn a range of behaviours appropriate to the industry
- Practice skills acquired off the job in a classroom or workshop
- Develop additional skills and knowledge, including key competencies.

Note: Information Technology and Entertainment Industry Courses may simulate 35 hours of work placement. This must be documented and authorised by the school.

Assessment Schedule

Information regarding mandatory assessment tasks will be set out in an Assessment Schedule. These tasks will be used as evidence of competency.

Appeals Procedure

Cromer Campus school assessment appeals procedures will apply for VET courses.

Illness, Accident and Misadventure Form



CROMER CAMPUS

Illness, Accident and Misadventure Form for Assessment Task or Course Examination

Student Name Year

Subject Teacher

Task Due Date

Grounds for this Application

☐ Illness ☐ Accident ☐ Misadventure ☐ Other

Please provide details

.....

.....

.....

Tick all that apply

☐ Medical Certificate attached from.....
(Name of Doctor)

☐ Other Supporting Documentation attached to this application

☐ Requesting new date to submit or attempt task on
(Proposed Date)

Student Signature Date

Parent Signature Date

STUDENT TO SEE TEACHER TO FILL IN BELOW

Revised date to submit or attempt date (if applicable).....
(Date)

Class Teacher ☐ Supportive ☐ Not Recommending
(Signature)

Head Teacher ☐ Supportive ☐ Not Recommending
(Signature)

OUTCOME OF APPLICATION (Deputy only)

This application has been ☐ **Approved** ☐ **Declined**

Deputy Principal
(Signature) (Date)

This form will be filed with your School Academic Record.

Examination Policy and Procedures



NBSC CROMER CAMPUS Year 11 and Year 12 Student Examination Policy and Procedures

You need to know your NESA Student Number.

The examinations are held in _____ and _____, unless specified otherwise.
Special provisions will be in _____.

You will be informed of any variations to session times or locations.

You will assemble quietly outside _____ **10 minutes prior** to starting time. Toilets are available on the ground floor in S Block. Be on time. Late arrivals are a distraction to other candidates and will be noted in the Examination Log.

You will be asked to move into the examination room(s) so you are seated 5 minutes before the examination is due to start. There is **SILENCE** once you have entered the room. You will be asked to secure your personal belongings in a designated room. No food will be permitted in the examination rooms.

ATTENDANCE

Attendance is required **ONLY** for the examination you are sitting. Private study locations will be available at school between examinations.

NON-ATTENDANCE / ILLNESS or MISADVENTURE

If you do not attend or are unable to attend due to sickness/illness, **you must ring the school before 9am** on the morning of the examination. A **Doctor's Certificate** and **Misadventure Form** must be presented on the day of return to the Deputy Principal. **Failure to do this may result in a zero award.**

PLAGIARISM/CHEATING

In accordance with the DoE's All My Own Work policy, students who plagiarise or cheat during the examination may receive a **zero award**.

EQUIPMENT

Clear plastic pencil cases and water bottles only are permitted in the examination rooms. You should write in BLACK pens. Make sure you bring spare pencils (at least 2B), erasers, rulers, highlighters and a sharpener. A list of NESA approved calculators can be found on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>.

Mobile phones, Smart watches, any other electronic devices, correction fluid, dictionaries, except when permitted in language examinations, and paper or any printed or written material are NOT ALLOWED into the examination rooms in accordance with NESA and our school's policy. Borrowing items during an examination is not permitted.

Standard watches are permitted, but once you sit down in the examination room you must remove your watch and place it in clear view on your desk.

READING TIME

All written examinations have **10** minutes reading time. No talking or writing in this period.

DEPARTURE POLICY

Students are not allowed to leave (finish) in the first hour or leave (finish) in the last 30 minutes in accordance with NESA and School Policy.

Students who disrupt others during the examination may receive a zero award and will be subject to the school's disciplinary policy.

UNIFORM

You are to wear full school uniform. Students who are out of uniform are to be recorded in the Examination Log and directed to report to the Deputy Principal immediately after the examination.



{Contact Number}

{Parent Contact}
{St Address}
{Town/Suburb} {Post Code}

120 South Creek Road
Cromer NSW 2099
Phone 02 9981 1155
Fax 02 9982 5398

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

Dear {Parent Contact}

{Contact Date}

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

I am writing to advise that {1StudPrefName} {2StudSurname} is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course in **{Faculty}** as NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **{Type} official warning** we have issued concerning **{Faculty}**. A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

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

- Followed the course developed or endorsed by NESA; 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.

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. To date, {1StudPrefName} has not satisfactorily met the Course Completion Criteria ticked above. 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.

{1StudPrefName} has not completed or made a genuine attempt at the following tasks, requirements or outcomes.

{Contact/Incident Description}

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

{Resolution}

Please discuss this matter with {1StudPrefName} and contact the school if further information or clarification is needed.

Teacher

Head Teacher

Deputy Principal

□-----□-----□-----□-----□-----□-----□-----□

Please detach this section and return it to the Head Teacher

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF AN HSC COURSE

- I have received the letter dated {Date} indicating that {1StudPrefName} is in danger of not having satisfactorily completed **{Faculty}**
- 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' (non-completion of course) determination may make him/her ineligible for the award of the Higher School Certificate.

Parent/Caregiver's Signature: _____ Student's Signature: _____ Date: _____

Ancient History

HSC Course Assessment

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

Assessment					
Outcomes Assessed	Timing	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 6	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 3/4
	Component	Pompeii & Herculaneum Source Analysis	Historical Period In class written task	Personality Research & Written extended response (in class)	Trial HSC
AH12-1 to AH12-5	Knowledge and Understanding 40%		10		20
AH12-6 to AH12-7	Source Based Skills 20%	10		10	10
AH12-8	Historical inquiry and research 20%		20		
AH12-9 to AH12-10	Communication of historical understanding in appropriate forms 20%	10		10	
Total %	100	20	30	20	30

Biology

HSC Course Assessment

Outcomes	
Working Scientifically Skills	
BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Knowledge and Understanding	
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Assessment					
Timing	Task 1	Task 2	Task 3	Task 4	
	Term 4 Week 5	Term 1 Week 10	Term 2 Week 5	Term 3 Weeks 3/4	
Component	Model Building Module 5 Building a model: Cell replication DNA & polypeptide synthesis	Depth Study Module 6 The role of developmental genes in evolution	Practical Investigation Module 7 Plan & Conduct a practical investigation relating to the microbial testing of water or food samples	Trial HSC Examination Module 5, 6, 7, 8	
Outcomes Assessed	BIO11/12-3 BIO11/12-6 BIO11/12-7 BIO12-12 BIO 12-13	BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO12-13	BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	Weighting %
Skills in Working Scientifically	10	20	20	10	60
Knowledge and understanding	10	10	0	20	40
Total %	20	30	20	30	100

Business Studies

HSC Course Assessment

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

Assessment					
Outcome	Timing	Task 1	Task 2	Task 3	Task 4
	Component	Term 4 Week 10 Operations Extended response	Term 1 Week 10 Finance In-class test	Term 2 Week 10 Marketing Extended Response	Term 3 Weeks 3/4 Trial HSC
H1-H3	Knowledge & Understanding 40%	5	15	5	15
H4-H6	Stimulus-based skills 20%		5	5	10
H7-H8	Inquiry & Research 20%	10	5	5	
H9-H10	Communication of ideas and issues 20%	5	5	5	5
Total %	100	20	25	20	35

Chemistry

HSC Course Assessment

Outcomes	
Working Scientifically Skills	
CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Knowledge and Understanding	
CH12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes

Assessment					
Timing	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 3/4	
Component	Research Modules 5 and 8 - Equilibrium & Applying Chemical Ideas	Titration Practical Module 6 - Acid-Base Reactions	Depth Study Modules 7 and 8 - Organic Chemistry & Applying Chemical Ideas	Trial HSC Examination Modules 5, 6 and 7 & 8	
Outcomes Assessed	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH12-12	CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Skills in Working Scientifically	20	15	25	0	60
Knowledge and Understanding	0	5	5	30	40
Total %	20	20	30	30	100

Community & Family Studies

HSC Course Assessment

Outcomes	
H1.1	Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.1	Analyses different approaches to parenting and caring relationships
H2.2	Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H2.3	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H3.1	Analyses the sociocultural factors that lead to special needs of individuals in groups
H3.2	Evaluates networks available to individuals, groups and families within communities
H3.3	Critically analyses the role of policy and community structures in supporting diversity
H3.4	Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
H4.1	Justifies and applies appropriate research methodologies
H4.2	Communicates ideas, debates issues and justifies opinions
H5.1	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H5.2	Develops strategies for managing multiple roles and demands of family, work and other environments
H6.1	Analyses how the empowerment of women and men influences the way they function within society
H6.2	Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

Assessment					
Timing		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 3/4
Component		Independent Research Project	Half Yearly Examination	Groups in Context In-Class Task	Trial Exam
Outcomes Assessed		H4.1, H4.2	H2.3, H3.4, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2
Assessment Component:					
Knowledge and understanding course content		5	10	10	15
Skills in critical thinking, research, analysis and communicating		15	15	15	15
Weighting	100%	20	25	25	30

Dance

HSC Course Assessment

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

Assessment					
Timing	Task 1	Task 2	Task 3	Task 4 Part 1	Task 4 Part 2
	Term 4 Week 9	Term 1 Week 7	Term 2 Week 7	Term 2 Week 10 (Practical Tasks)	Term 3 Weeks 3/4 (Appreciation Exam)
Component	Core Performance and Viva Voce. Core Appreciation Examination	Progress Mark of Core Composition	Presentation of Major Study	Trial HSC Examination	Trial HSC Examination
Outcomes Assessed	H1.1, H2.1, H3.1 Performance H2.1, H2.2, H2.3 Appreciation H4.1, H4.2, H4.3, H4.4, H4.5	H1.1, H2.1, H1.3 Composition H3.1, H3.2, H3.3	H1.1, H1.2, H1.3 Other outcomes dependent on choice of major study	H1.1, H1.2, H1.3 Performance H2.1, H2.2, H2.3 Composition H3.1, H3.2, H3.3	H1.1, H2.1, H1.3 Appreciation H4.1, H4.2, H4.3, H4.4, H4.5
Performance	15			5	
Composition		10		10	
Appreciation	10				10
Major Study			25	15	
Total %	25%	10%	25%	30%	10%

Design and Technology

HSC Course Assessment

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

Assessment					
Timing	Task 1	Task 2	Task 3	Task 4	Marks
	Term 4 Week 8	Term 1 Week 6	Term 2 Week 4	Term 3 Weeks 3–4	
Component	Project Proposal Presentation	Innovation and Emerging Technology Case Study	Project Development and Management Report	Trial HSC Examination	
Outcomes Assessed	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Knowledge and understanding of course content		20		20	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	60
Total %	20	20	30	30	100

Drama

HSC Course Assessment

Outcomes	
H1.1	uses acting skills to adopt and sustain a variety of characters and roles
H1.2	uses performance skills to interpret and perform scripted and other material
H1.3	uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
H1.4	collaborates effectively to produce a group-devised performance
H1.5	demonstrates directorial skills
H1.6	records refined group performance work in appropriate form
H1.7	demonstrates skills in using the elements of production
H2.1	demonstrates effective performance skills
H2.2	uses dramatic and theatrical elements effectively to engage an audience
H2.3	demonstrates directorial skills for theatre and other media
H.3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H2.2	analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H2.3	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

Assessment				
Timing	Task 1	Task 2	Task 3	Task 4
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3/4
Component	Australian Drama The Removalists Norm & Ahmed	Black Comedy The Shape of Things The Lt. of Inishmore	Individual Project and Group Progress	Trial HSC Examination
Outcomes Assessed	H1.1, H1.2, H1.3 H2.1, H2.3 H3.1, H3.2, H3.3	H1.1, H1.2, H1.3 H2.1, H2.3 H3.1, H3.2, H3.3	All Outcomes with individual Project	All Outcomes with individual Project
Performing (30%)	10%	10%		10%
Making (40%)			30%	10%
Critically Studying (30%)	10%	10%		10%
Total %	20%	20%	30%	30%

Economics

HSC Course Assessment

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

Assessment					
Outcomes Assessed	Timing	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 10	Term 2 Week 4	Term 3 Weeks 3/4
	Component	Extended Response <i>Economic Issues</i>	In Class Test <i>The Global Economy</i>	In Class Extended Response <i>Australia's Place in the Global Economy</i>	Trial HSC
H1-5	Knowledge and Understanding 50%	10	15	10	15
H6-9	Application and Evaluation of social and cultural research 30%	5	10	5	10
H10	Communication 20%	5	5	5	5
Marks	100	20	30	20	30

Earth & Environmental Science

HSC Course Assessment

Outcomes	
Working Scientifically Skills	
EES11/12-1	develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	analyses and evaluates primary and secondary data and information
EES11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Knowledge and Understanding	
EES12-12	describes and evaluates the models that show the structure and development of the Earth over its history
EES12-13	describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
EES12-14	analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
EES12-15	describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

Assessment					
Timing	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4 Week 8	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 3/4	
Component	Research Presentation	Depth Study	Practical Task Analysis	Trial Examination	
Outcomes Assessed	EES11/12-1 EES11/12-2 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12	EES11/12-1 EES11/12-5 EES11/12-6 EES11/12-7 EES12-13	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-14	EES11-12 EES11-13 EES11-14 EES11-15	
Skills in Working Scientifically	20	30	10	0	60
Knowledge and Understanding	0	0	10	30	40
Total %	20	30	20	30	100

English Advanced

HSC Course Assessment

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

Assessment						
Timing	Task 1	Task 2	Task 2.5	Task 3	Task 4	
	Term 4 Week 8	Term 1 Week 7	Term 1 Week 10	Term 2 Week 3	Term 3 Week 3	
Component	Texts & Human Experiences	Module B Essay	Half Yearly Task	Craft of Writing	Trial HSC Examination Module A/B + T&HE + Modules A and C	
Outcomes Assessed	EA12-1 EA12-2 EA12-5	EA12-4 EA12-6 EA12-9		EA12-3 EA12-7 EA12-8	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12.8	
Total %	25	25	Formative	20	30	100

English as an Additional Language/Dialect (EAL/D)

HSC Course Assessment

Outcomes	
<i>Objective A</i>	<i>communicate through speaking, listening, reading, writing, viewing and representing</i>
EAL12-1A	responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EAL12-1B	communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
EAL12-2	uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
<i>Objective B</i>	<i>use language to shape and make meaning according to purpose, audience and context</i>
EAL12-3	identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning
EAL12-4	applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
<i>Objective C</i>	<i>think in ways that are imaginative, creative, interpretive and critical</i>
EAL12-5	thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
EAL12-6	investigates and evaluates the relationships between texts
<i>Objective D</i>	<i>express themselves and their relationships with others and their world</i>
EAL12-7	integrates understanding of the diverse ways texts can represent personal and public worlds
EAL12-8	analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
<i>Objective E</i>	<i>learn and reflect on their learning through their study of English</i>
EAL12-9	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Assessment						
Timing	Task 1	Task 2	Task 2.5	Task 3	Task 4	
	Term 4 Week 8	Term 1 Week 6	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3	
Component	Texts & Human Experiences	Language, Culture and Identity	Half Yearly Task	Portfolio – Writing	Trial HSC Examination	
Outcomes Assessed	EA12-1 EA12-2 EA12-5 EA12-9	EA12-4 EA12-6 EA12-9		EA12-3 EA12-7 EA12-8	EA12-1 EA12-4 EA12-5 EA12-7	
Total %	25	25	Formative	20	30	100

English Extension 1

HSC Course Assessment

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

Assessment					
Timing	Task 1	Task 1.5	Task 2	Task 3	Weighting %
	Term 1 Week 3	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 3/4	
Component	Imaginative response and reflection	Half Yearly Task Critical Response	Critical response with related text	Trial HSC Examination	
Outcomes Assessed	EE12-2 EE12-4 EE12-5		EE12-1 EE12-2 EE12-3 EE12-4	EE12-2 EE12-3 EE12-4	
Knowledge and understanding of texts and why they are valued	15		20	15	50
Skills in complex analysis composition and investigation	15		20	15	50
Total %	30	Formative	40	30	100

English Extension 2

HSC Course Assessment

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

Assessment				
Timing	Task 1	Task 2	Task 3	Weighting %
	Term 4 Week 9	Term 1 Week 7	Term 3 Week 6	
Component	Viva Voce	Literature Review	Critique of Creative Process	
Outcomes Assessed	EEX12-1 EX12-4 EEX12-5	EEX12-1 EX12-2 EEX12-3 EX12-4	EEX12-2 EX12-3 EEX12-5	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100

Note: Students must submit the Major Work Journal for monitoring with each task

English Standard

HSC Course Assessment

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

Assessment						
Timing	Task 1	Task 2	Task 2.5	Task 3	Task 4	
	Term 4 Week 8	Term 1 Week 7	Term 1 Week 10	Term 2 Week 3	Term 3 Week 3	
Component	Texts & Human Experiences	Module B Essay	Half Yearly Task	Craft of Writing	Trial HSC Examination Module A + T&HE + Modules B and C	
Outcomes Assessed	EA12-1 EA12-2 EA12-5	EA12-4 EA12-6 EA12-9		EA12-3 EA12-7 EA12-8	EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12.8	
Total %	25	25	Formative	20	30	100

English Studies

HSC Course Assessment

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

Assessment						
Timing	Task 1	Task 2	Task 2.5	Task 3	Task 4	
	Term 4 Week 8	Term 1 Week 5	Term 1 Week 10	Term 2 Week 2	Term 3 Week 6	
Component	Texts & Human Experiences	Writing	Half Yearly Task	Portfolio	Travel Mode (Trial HSC Examination)	
Outcomes Assessed	EA12-1 EA12-2 EA12-5 EA12-9	EA12-4 EA12-6 EA12-9		EA12-3 EA12-7 EA12-8	EA12-1 EA12-4 EA12-5 EA12-7	
Total %	25	25	Formative	30	20	100

Entertainment Industry RTO - Department of Education - 90333, 90222, 90072, 90162
 Qualification: Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services
 Cohort 2024 - 2025
 Training Package CUA Creative Arts and Culture (Release 6.0)



School Name: NBSC Cromer Campus Assessment Schedule Year 12 - 2025

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 2 Plan a career	Task 5 Work in the industry	Task 6 To project and serve	Task 7 Show-time	Task 8 60 Hour specialisation	Half Yearly exam	HSC Trial Exam
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 4 Term 3	Week 6 Term 4	Week 4 Term 2	Week 7 Term 3	Week 10 Term 1	Week 9 Term 1	Week: ¾ Term 3
Code	Unit of Competency							
CUAIND311	Work effectively in the creative arts industry		X					
SITXCCS006	Provide service to customers			X				
CUASOU306	Operate sound reinforcement systems			X				
CUAVSS312	Operate vision systems			X				
CUASTA311	Assist with production operations for live performances				X			
CUASMT311	Work effectively backstage during performances				X			
CUAIND314	Plan a career in the creative arts industry	Post WPL						
	SPECIALISATION (60HRS)							
CUAPPR314	Participate in collaborative creative projects					X		
BSBPEF301	Organise personal work priorities					X		
CUALGT314	Install and operate follow spots					X		

* Task 2 - Plan a career is not to be assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement. The qualification outcome at the completion of Year 12 is a Statement of Attainment or full qualification towards CUA30420 Certificate III in Live Production and Technical Services depending if student completes specialization or not.

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

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

Geography

HSC Course Assessment

Outcomes	
GE-12-01	Analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time
GE-12-02	Analyses geographical processes and influences, at a range of scales, that form and transform places and environments
GE-12-03	Assess geographical opportunities and challenges, and the role of varying perspectives and responses in their management
GE-12-04	Evaluates responses and management strategies, at a range of scales for sustainability
GE-12-05	Synthesises and evaluates relevant geographical information from a variety of sources
GE-12-06	Justifies geographical methods used in geographical inquiry from a variety of sources
GE-12-07	Selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
GE-12-08	Applies mathematical ideas and techniques to analyse complex geographical data
GE-12-09	Communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Assessment					
Outcome	Timing	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 10	Term 2 Week 7	Term 3 Week 3/4
	Component	Research and Extended Response	Fieldwork based skills test	In class task written response	Trial HSC
GE-12-01 GE-12-02 GE-12-03 GE-12-04	Knowledge & Understanding 40%	15	-	10	15
GE-12-08	Geographical Tools & Skills 20%	-	10	-	10
GE-12-06 GE-12-07	Inquiry, Research & Fieldwork 20%	5	10	5	-
GE-12-05 GE-12-09	Communication of ideas and issues 20%	5	5	5	5
Total %	100	25	25	20	30

History Extension

HSC Course Assessment

Outcomes	
E1.1	Analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches
E2.1	Plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of different perspectives and historical approaches
E2.2	Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
E2.3	Constructs an historical position about an area of historical inquiry and discusses and challenges other positions

Assessment				
Timing	Task 1	Task 2	Task 3	Task 4
	Term 4 Week 10	Term 1 Week 10	Term 3 Week 1	Term 3 Weeks 3/4
Component	The Project: Proposal and Process Log (due in sections)	In class task	The Project: Written extended response	Trial HSC
Outcomes	E2.2, E2.3	E1.1, E2.2, E2.3	E1.1	E1.1, E2.2, E2.3
Knowledge and understanding of course content 20%		10		10
Source-based skills 35%			30	5
Historical Inquiry and research 20%	10	10		
Communication of historical understanding in appropriate forms 25%	5		10	10
Total %	10	30	30	30

School: NBSC Cromer Campus		Assessment Schedule Year 12 - 2025				
Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 3 The hospitality industry	Task 4 Working in the hospitality industry		Half Yearly Exam	HSC TRIAL EXAM
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week 5&6 Term 4	Week 5&6 Term 1	Week 9 Term 1	Week 3&4	Term 3
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	X				
SITHFAB024	Prepare and serve non-alcoholic beverages		X			
SITHFAB025	Prepare and serve espresso coffee		X			
SITHFAB027	Serve food and beverages		X			
BSBTWK201	Work effectively with others		X			
SITHIND007	Use hospitality skills effectively		X			

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

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

*** Examinable units to be confirmed by teacher.**

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

Industrial Technology – Timber

HSC Course Assessment

Outcomes	
H1.1	Investigates industry through the study of businesses in one focus area.
H1.2	Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry.
H2.1	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques.
H3.1	Is skilled in sketching, producing and interpreting drawings.
H3.2	Selects and applies appropriate research and problem-solving skills.
H3.3	Applies design principles effectively through the production of projects.
H4.1	Demonstrates competence in practical skills appropriate to the major project.
H4.2	Explores the need to outsource appropriate expertise where necessary to complement personal practical skills.
H4.3	Critically applies knowledge and skills related to properties and characteristics of materials / components.
H5.1	Selects and uses communication and information processing skills.
H5.2	Selects and applies appropriate documentation techniques to projects management.
H6.1	Evaluates the characteristics of quality manufactured products.
H6.2	Applies the principles of quality and quality control.
H7.1	Evaluates the impact of the focus area industry on the social and physical environment.

Assessment					
Timing	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Term 4 Week 7	Term 1 Week 8	Term 3 Week 1	Term 3 Weeks 3/4	
Component	Design & Planning	Industry Study	Major Project	Trial HSC Exam	
Outcomes Assessed	H3.1 H3.2 H4.2 H5.1 H5.2	H1.1 H1.2 H1.3 H5.1 H7.1 H7.2	H2.1 H3.2 H3.3 H4.1 H5.1 H5.2 H6.2	H1.1 H1.2 H1.3 H4.3 H6.1 H7.1 H7.2	
Knowledge and understanding of course content		10		30	40
Knowledge and skills in the design management, communication and production of a major project	20		40		60
Total %	20	10	40	30	100

Investigating Science

HSC Course Assessment

Outcomes	
Working Scientifically Skills	
INS11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	Analyses and evaluates primary and secondary data and information
INS11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Knowledge and Understanding	
INS12-12	Develops and evaluates the process of undertaking scientific investigations
INS12-13	Describes and explains how science drives the development of technologies
INS12-14	Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12-15	Evaluates the implications of ethical, social, economic, and political influences on science

Assessment					
Timing	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4, Week 7	Term 1, Week 6	Term 2, Week 5	Term 3, Week 3/4	
Component	Practical Investigation Module 5	Depth Study Module 6	Research Task Module 7	Trial Examination Modules 5-8	
Outcomes assessed	INS11/12-1 INS11/12-3 INS11/12-4 INS11/12-5	INS11/12-1 INS11/12-6 INS11/12-7 INS11-10	INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-14	INS12-12 INS12-13 INS12-14 INS12-15	
Skills in Working Scientifically	20	25	15	0	60
Knowledge and Understanding	0	5	5	30	40
Total %	20	30	20	30	100

Legal Studies

HSC Course Assessment

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

Assessment					
Outcome	Timing	Task 1	Task 2	Task 3	Task 4
	Component	Term 4 Week 6 In class research essay on Human Rights	Term 1 Week 10 In class topic test on Crime	Term 2 Week 6 In class topic test on Family Law	Term 3 Weeks 3/4 Trial HSC
H1- H7	Knowledge and Understanding 40%	5	5	5	25
H4, H6, H7	Analysis and Evaluation 20%	5	10	5	-
H8	Inquiry and Research 20%	5	5	10	-
H9-10	Communication of legal information, ideas and issues in appropriate forms 20%	5	5	5	5
Total %	100	20	25	25	30

Mathematics Advanced

HSC Course Assessment

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

Assessment					
Timing	Task 1	Task 2	Task 3	Task 4	Marks
	Term 4 2024 Weeks 8-9	Term 1 2025 Week 10	Term 2 2025 Weeks 7-8	Term 3 2025 Weeks 3/4	
Component	In-class Assessment	Half-Yearly Formative Task	In-class Assessment	Trial Examination	
Outcomes	1,4,5,7,9,10	3,7,9,10	1,2,3,5,6,7,8	1-10	
Understanding, fluency and communications	10	10	15	15	50
Problem solving, reasoning and justification	10	10	15	15	50
Weighting	20	20	30	30	100

Mathematics Extension 1

HSC Course Assessment

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

Assessment					
Timing	Task 1	Task 2	Task 3	Task 4	Marks
	Term 4 2024 Weeks 8-9	Term 1 2025 Week 10	Term 2 2025 Weeks 8-9	Term 3 2025 Weeks 3/4	
Component	In-class Assessment	Half-Yearly Formative Task	In-class Assessment	Trial Examination	
Outcomes	1,2,6,7	2,3,4,6,7	1-7	1-7	
Understanding, fluency and communications	10	10	15	15	50
Problem solving, reasoning and justification	10	10	15	15	50
Weighting	20	20	30	30	100

Note:

Students entered for a total of 3 units of Mathematics will get an Extension 1 mark out of 50.

Students entered for a total of 4 units of Mathematics will get an Extension 1 mark out of 100.

Mathematics Extension 2

HSC Course Assessment

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

Assessment					
Timing	Task 1	Task 2	Task 3	Task 4	Marks
	Term 4 2024 Weeks 9-10	Term 1 2025 Week 10	Term 2 2025 Weeks 5-6	Term 3 2025 Weeks 3/4	
Component	In-class Assessment	In-class Assessment	Investigation Assignment	Trial Examination	
Outcomes	1,2,4,7,8	1,2,3,4,7,8	5,6,7,8	1-8	
Understanding, fluency and communications	10	15	10	15	50
Problem solving, reasoning and justification	10	15	10	15	50
Weighting	20	30	20	30	100

Mathematics Standard 1

HSC Course Assessment

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

Assessment					
Timing	Task 1	Task 2	Task 3	Task 4	Marks
	Term 4 2024 Week 8	Term 1 2025 Week 10	Term 2 2025 Week 3	Term 3 2025 Weeks 3/4	
Component	In-class Assessment	Half-Yearly Formative Task	In-class Assessment	Trial Examination	
Outcomes	1,2,5,6,9,10	1,2,3,4,6,8,9,10	1,2,3,6,7,8,9,10	1-10	
Understanding, fluency and communications	12.5	10	12.5	15	50
Problem solving, reasoning and justification	12.5	10	12.5	15	50
Weighting	25	20	25	30	100

Mathematics Standard 2

HSC Course Assessment

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

Assessment					
Timing	Task 1	Task 2	Task 3	Task 4	Marks
	Term 4 2024 Week 8	Term 1 2025 Week 10	Term 2 2025 Week 3	Term 3 2025 Weeks 3/4	
Component	In-class Assessment	Half-Yearly Formative Task	In-class Assessment	Trial Examination	
Outcomes	3,4,5,6,10	5,8,9,10	1,2,5,7,10	1-10	
Understanding, fluency and communications	15	7.5	12.5	15	50
Problem solving, reasoning and justification	15	7.5	12.5	15	50
Weighting	25	20	25	30	100

Modern History

HSC Course Assessment

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

Assessment					
Outcome	Timing	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 5	Term 3 Weeks 3/4
	Component	Historical Analysis	Extended Response	Extended Response	Trial HSC
MH12-1 to MH12-5	Knowledge & Understanding of course content 40%		10	5	25
MH12-6 to MH12-7	Source-based Skills 20%	15	5		
MH12-8	Historical Inquiry & Research 20%			10	10
MH12-9	Communication of historical understanding in appropriate forms 20%	10		10	
Marks	100	25	15	25	35

Music 1

HSC Course Assessment

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

Assessment					
Timing	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4 Week 8	Term 1 Week 7	Term 1 Week 9	Term 3 Week 4	
Components	Core Performance + Core Composition	Elective 2 + 3 + Aural Analysis	Elective 1 + Viva Voce	Trial HSC Aural skills exam + Presentation of Electives 1, 2, 3.	
Outcomes	H1 H3 H7	H1-8*	H1-8*	H1-8*	
Performance	10				10
Composition	10				10
Musicology		10			10
Aural			10	15	25
Electives		20	10	15	45
Total %	20	30	20	30	100

Personal Development, Health, Physical Education

HSC Course Assessment

Outcomes	
H1	Describes the nature, and justifies the choice of Australia's health priorities
H2	Analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	Analyses the determinants of health and health inequities
H4	Argues the case for the new public health approach to health promotion
H5	Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6	Demonstrates a range of personal health skills that enables them to promote and maintain health
H7	Explains the relationship between physiology and movement potential
H8	Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	Explains how movement skill acquired and appraised
H10	Designs and implements training plans to improve performance
H11	Designs psychological strategies and nutritional plans in response to individual performance needs
H13	Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H14	Argues the benefits of health-promoting actions and choices that promote social justice
H15	Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	Devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17	Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Assessment					
Timing		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 3/4
Course Component		Core 1 Sports Medicine Task	Half Yearly Task	Option Improving Performance	Trial Exam
Outcomes Assessed		H8, H13, H16, H17	H7, H8, H16, H17	H7, H8, H9, H10, H16, H17	H1 – H17
Assessment Component	Weighting	20%	30%	20%	30%
Knowledge and under-standing course content	40	5	15	5	15
Skills in critical thinking, research, analysis and communicating	60	15	15	15	15
Weighting	100	20	30	20	30

Physics

HSC Course Assessment

Outcomes	
Working Scientifically Skills	
PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Knowledge and Understanding	
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Assessment					
Timing	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Wks 3/4	
Component	Practical Investigation Advanced Mechanics	Research Task Electro-magnetism	Depth Study The Nature of Light	Trial Examination All modules included	
Outcomes Assessed	PH11/12-3 PH11/12-4 PH11/12-6 PH11/12-7	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-13	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	PH12-12 PH12-13 PH12-14 PH12-15	
Skills in Working Scientifically	20	15	25	0	60
Knowledge and Understanding	0	5	5	30	40
Total %	20	20	30	30	100

Society and Culture

HSC Course Assessment

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

Assessment						
Outcome	Timing	Task 1	Task 2		Task 3	Task 4
		Term 4 Week 5	Term 1 Week 10	Term 1 Week 9	Term 2 Week 4	Term 3 Weeks 3/4
	Component	In class topic test for Continuity and Change	In class task extended response on Afghanistan	Check in assessment in class	In class extended response on Belief Systems and Ideologies	Trial HSC
H1-5	Knowledge and Understanding 50%	5	15		15	15
H6-9	Application and Evaluation of social and cultural research 30%	10	5		5	10
H10	Communication 20%	5	5		5	5
Marks	100	20	25	Formative	25	30

Sport Coaching
Qualification: 1BSIS30521 Certificate III in Sport Coaching
Cohort 2024 - 2025
Training Package SIS Sport, Fitness and Recreation



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

School: NBSC Cromer
Assessment Schedule Year 12 - 2025

Assessment Tasks for SIS30521 Certificate III in Sport Coaching <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 Officiating Skills		Task 4 Coaching the Individual		Task 5 Next Level Coaching		Task 6 First Aid		HSC TRIAL EXAM
		Week 10	Term 4	Week 10	Term 1	Week 10	Term 2	Week 10	Term 3	
		Date	Date	Date	Date	Date	Date	Date	Date	Week Term Date
Code	Unit of Competency									
SIS30521	Continuously improve officiating skills and knowledge	X								
SIS30521	Meet participant coaching needs			X						
BSBOPS403	Apply business risk management processes			X						
SIS30521	Coach sport participants up to an intermediate level					X				
HLTAID011	Provide first aid							X		

Depending on the achievement of units of competency, the possible qualification outcome is a 1BSIS30521 Certificate III in Sport Coaching.

* This course is not HSC examinable

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

Sport Lifestyle & Recreation BEC

HSC Course Assessment

Outcomes	
1.1	Applies the rules and conventions that relate to participation in a range of physical activities
1.3	Demonstrates ways to enhance safety in physical activity
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia
2.1	Explains the principles of skill development and training
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities
2.5	Describes the relationship between anatomy, physiology and performance
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
3.2	Designs programs that respond to performance needs
3.6	Assesses and responds appropriately to emergency care situations
4.1	Plans strategies to achieve performance goal
4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context
4.4	Demonstrates competence and confidence in movement contexts
4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
5.1	Accepts responsibility for personal and community health
5.2	Willingly participates in regular physical activity

Assessment					
Timing		Task 1	Task 2	Task 3	Task 4
		Ongoing Practical Assessments	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 3/4
Course Component		Games and Sport Application II & Outdoor Recreation	Half Yearly Task	Research Project	Trial Examination
Outcomes Assessed		1.1,2.1,2.3, 3.1, 3.2,4.1,4.4,5.2	1.1,1.4, 2.1,3.2	1.3, 2.5, 3.6, 4.5	1.3, 1.4, 2.5, 3.6
Assessment Component	Weighting				
Knowledge and Understanding	50		10	10	30
Skills	50	30	10	5	5
Weighting	100	30	20	15	35

Studies of Religion II

HSC Course Assessment

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

Assessment					
Outcome	Timing	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 6	Term 1 Week 10	Term 2 Week 5	Term 3 Weeks 3/4
	Component	Topic test on Post 1945 and Religion and non -religion	In class topic test on Judaism and Islam	In class essay on Religion and Peace	Trial HSC
H1-5	Knowledge and Understanding of course content 40%	5	5	5	25
H6-9	Application and Evaluation of social and cultural research 20%	5	10	5	-
H7	Investigation and Research 20%	5	5	10	-
H10	Communication of information, ideas and issues in appropriate forms 20%	5	5	5	5
Marks	100	20	25	25	30

Visual Arts

HSC Course Assessment

Artmaking Objective: Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.

Outcomes		
H1	practice	initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
H2	conceptual framework	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
H3	frames	demonstrates an understanding of the frames when working independently in the making of art
H4	representation	selects and develops subject matter and forms in particular ways as representations in artmaking
H5	conceptual strength and meaning	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
H6	resolution	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

Art Criticism and Art History Objective: Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

H7	practice	applies their understanding of practice in art criticism and art history
H8	conceptual framework	applies their understanding of the relationships among the artist, artwork, world and audience
H9	frames	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
H10	representation	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

Assessment							
Timing	Task 1 Part 1	Task 1 Part 2	Half Yearly Task	Task 2	Task 3	Task 4 Part 1	Task 4 Part 2
	Term 4 Week 9	Term 1 Week 4	Term 1 Week 10	Term 2 Week 2	Term 2 Week 6	Term 3 Week 6 (TBC)	Term 3 Week 6
Component	BOW Development	Short Answer Responses	Formative Half Yearly Exam	Extended Response	BOW Evaluation	Trial Exam	Final BOW
Outcomes Assessed	H1 H2 H3 H4	H7 H8 H9	H7 H8 H9 H10	H10	H1 H3 H4 H5	H7 H8 H9 H10	H4 H5 H6
Art Making 50%	15				25		10
Art Historical Art Critical 50%		15		15		20	
100	15	15	Formative	15	25	20	10

NESA Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessments.

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

HSC Assessment Schedule 2024 - 2025

Northern Beaches Secondary College - Cromer Campus

Please note – this schedule is subject to change.

TERM 4 2024 WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
				Biology Hospitality Weeks 5 & 6 Society & Culture	Ancient History Entertainment Legal Studies	Industrial Tech – Timber Investigating Science PDHPE Physics	Design & Technology Economics Earth & Environmental English Advanced English EAL/D English Standard English Studies Geography Maths Adv Weeks 8-9 Maths Ext 1 Weeks 8-9 Maths Standard 1 Maths Standard 2 Music 1 Studies of Religion II	Chemistry Dance Drama English Ext 2 Maths Ext 2 Weeks 9-10 Modern History Visual Arts	Business Studies Community & Family History Ext Sport Coaching

HSC Assessment Schedule 2024 - 2025

Northern Beaches Secondary College - Cromer Campus

Please note – this schedule is subject to change.

TERM 1 2025 WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 10		WEEK 11
		English Ext 1	Visual Arts	English Studies Maths Advanced Weeks 5-7 Maths Standard 1 Weeks 5-7 Maths Standard 2 Weeks 5-7 Hospitality Weeks 5 & 6	Design & Tech Eng EAL/D Investigating Science Maths Ext 1 Weeks 6-8	Dance English Advanced English Ext 2 English Standard Music 1 Physics	Biology Drama Industrial Technology - Timber	Ancient History Biology Business Studies Chemistry Community & Family Earth & Environmental Economics Entertainment English Advanced English EAL/D English Ext 1 English Standard English Studies Geography History Ext	Hospitality Legal Studies Maths Advanced Maths Ext 1 Maths Ext 2 Maths Standard 1 Maths Standard 2 Modern History Music 1 PDHPE Society & Culture Sport Lifestyle & Recreation Studies of Religion II	

HSC Assessment Schedule 2024 - 2025

Northern Beaches Secondary College - Cromer Campus

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TERM 2 2025 WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
	English Studies Visual Arts	English Standard Maths Standard 1 Maths Standard 2	Design & Tech Economics Entertainment English Advanced Society & Culture	Biology History Ext Investigating Science Maths Ext 2 Weeks 5-6 Modern History Studies of Religion II	English Ext Community & Family Drama Legal Studies Visual Arts	Dance Geography Maths Adv Weeks 7-8 PDHPE Physics Sport Lifestyle & Recreation	Dance Maths Ext 1 Weeks 8-9 Music 1	Ancient History Chemistry English EAL/D	Business Studies Earth & Environmental Entertainment Sport Coaching
TERM 3 2024 WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
History Ext Ind Tech - Timber	Assessment Free Period	Trial HSC	Trial HSC	Assessment Free Period	English Ext 2 English Studies Visual Arts Trial (TBC) & Final BOW	Entertainment			

