

Sarah Redfern High School

Year 12 – 2025

HSC Course



Assessment Booklet

October 2024



Acronyms and Abbreviations

DoE	Department of Education
NESA	New South Wales Education Standards Authority
SRHS	Sarah Redfern High School
HSC	Higher School Certificate
VET	Vocational Education and Training
TAFE	Technical and Further Education

HSC Assessment Information

What is assessment?

Assessment is the process of identifying, gathering and interpreting information about a student's learning in a particular course. The purpose of assessment in the HSC is to provide information about a student's progress and achievement in relation to syllabus outcomes. The feedback provided to students and their families through the assessment process is a valuable source of information and provides a framework for improvement in student learning.

Types of Assessment

Assessment opportunities in the HSC include examinations, in-class tests, fieldwork, groupwork, performances, experiments, research tasks and other tasks. Teachers will provide notice (typically 14 calendar days) of the nature of the task as well as other information required to complete the task.

Eligibility for HSC Course Completion

NESA will grant the award of the HSC credential to students who meet the eligibility requirements for the award of the HSC.

To be eligible for the award of the HSC, students must:

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

Support in Assessment during the HSC Course

We recognise the challenges and opportunities that the HSC course offers students. Throughout the HSC course, students have access to their classroom teachers, Head Teachers of Faculty, Year Advisers, Deputy Principals, Learning and Engagement Teams, Careers Advisers and School Counsellors to support them and provide information that enables students to be successful.

Students are encouraged to maintain open communication with their classroom teachers and seek clarification on all aspects of the HSC course from their classroom teacher, as the first point of contact.

Notification and scheduling of tasks

At the commencement of the HSC course, each student will receive a copy of the HSC Assessment Program and Procedures Booklet and are required to sign for their copy. Students who enroll at the school after this time will receive a copy of the booklet upon enrolment.

All students are expected to use the written notification of assessment tasks in the HSC course as a guideline to success in each task, considering the task description, resources to support completion of the task, feedback opportunities and the marking criteria.

The assessment schedules contained at the back of this booklet provide information to students and families around the scheduling of HSC tasks in each course. Students will be provided with sufficient written notice (typically 14 calendar days). This will also contain information relating to:

- components and weightings, as per the assessment schedule, and
- syllabus outcomes assessed, and
- type of the assessment task, and
- scheduled date and time for attempting or submitting the task, and
- marking criteria (where appropriate).

No assessment tasks will be scheduled for completion in the two weeks before the Trial HSC Examination period (unless stipulated by NESAs e.g. major works). This is an assessment free period.

Students will sign the distribution register when they receive an assessment task in each HSC course. Students will also sign when they submit the assessment task.

Any changes to the assessment schedules and notification of assessment tasks will be made in writing to students with reasonable notice of the changes.

Submission of tasks

Students are expected to pay close attention to the due date, time, and method of submission for all HSC assessment tasks. This includes noting that some assessment tasks are due at the start of the school day, during specific timetabled periods or via Google Classroom/Microsoft Teams.

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that **contribute in excess of 50 percent** of available marks in courses where school-based assessment marks are submitted.

Return of tasks and feedback

Tasks will be returned to students with marks and feedback appropriate to the marking criteria.

Appealing marks

Students can appeal a mark awarded for an assessment task. This must be done within 2 days of an assessment task being returned. Students are advised to discuss this with their classroom teacher first. If the matter cannot be successfully resolved, it will be forwarded to the Head Teacher who will seek advice from the Assessment and Reporting Committee before providing information to the classroom teacher and student.

If the matter remains unresolved, it will be referred to the Principal, whose decision will be final.

Students with additional needs and disability

Students with additional learning needs and disabilities will have arrangements made to compensate for that condition in assessment tasks. The Learning and Engagement team will discuss this with students whose additional needs are known but students must also advise the Learning and Support Team where they believe they may be eligible for support or where their needs have changed. Each case will be discussed with the Learning and Support Team, Head Teachers and other appropriate individuals such as classroom teachers and support teachers. Such arrangements may include – a student scribe for a student with a broken arm or separate supervision. Students and parents/carers must inform their classroom teacher as soon as they know that they may need such assistance.

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected. It is not embarrassing to apply for provisions, and more than 7000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

Schools are responsible for determining and approving adjustments for all school-based assessment tasks. NESAs determine disability provisions for the Higher School Certificate examinations. To apply for provisions, schools must submit an online application to NESAs. The application informs NESAs which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

Malpractice in tasks

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

Students are responsible for knowing and complying with NESAs ACE Rules and policies regarding malpractice, including:

- All My Own Work (or its equivalent), and
- HSC Rules and Procedures Guide, and
- HSC minimum standard: Malpractice and breaches of test rules, and
- HSC practical exams.
- NESAs rules regarding malpractice must be read in conjunction with any course specific requirements outlined in NESAs syllabus packages including Assessment and Reporting information.

Types of malpractice in HSC submitted works and practical components, HSC exams, and HSC minimum standard tests:

- Malpractice is any attempt to gain an unfair advantage over other students.
- Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will jeopardise a students award and achievement of the RoSA or the HSC.
- Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
- Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.
- Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption.

Misrepresentation

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

Misrepresentation can include but is not limited to:

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

Plagiarism

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

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

Plagiarism includes but is not limited to:

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

performance tasks without appropriate acknowledgement.

Collusion

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

Collusion includes but is not limited to:

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

Breach of assessment conditions

All students undertaking an exam or HSC minimum standard test must comply with the assessment conditions set by Sarah Redfern High School and NESAs.

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

A breach of assessment conditions includes any breach of:

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

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

Non-attempt and non-serious attempts

Students must treat all school-based assessment tasks with due diligence.

For a school based assessment attempt to be considered a serious attempt, students must:

- respond to and demonstrate academic engagement, and
- answer in English, unless specifically instructed otherwise.

Non-serious attempts include but are not limited to:

- answering only multiple-choice questions, and/or
- responses containing objectionable material:
- abuse directed at a member of school staff, and/or
- obscene symbols, drawings, or comments.

Warning of Non-Completion of an HSC Course (N-Warning)

Students who fail to apply themselves diligently to their class work may receive an N-warning. This includes regularly not completing class work or homework and not engaging in learning in an appropriate manner. Students who fail to complete an assessment task on the due date may receive an N-warning and a mark of zero. In this instance, students/parents will receive written notification of an N-warning.

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, including VET courses, the principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing.

This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences on Higher School Certificate eligibility of an 'N' determination in a course.

The school must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent or guardian in writing (if the student is under 18 years of age);
- request from the student or parent/guardian a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the issue has not been corrected.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The principal will then issue a non-completion determination.

Illness and Misadventure process

The illness/misadventure process is designed to support students whose ability to complete tasks in the HSC course has been impacted by events or circumstances out of their control. In specific circumstances, students may be granted approval for illness/misadventure.

Students must complete an illness/misadventure application **as soon as reasonably practicable**. Illness/misadventure applications will not be accepted 14 days after the due date as notified on the assessment notification.

Illness misadventure applications can be completed by scanning the following QR code:



The Illness/Misadventure program does not cover:

- attendance at a sporting or cultural event, or family holiday, or
- alleged inadequacies of teaching, or
- long-term matters relating to loss of preparation time, or loss of study time or facilities, or
- disabilities for which NESAs has already granted disability provisions, unless:
 - an unforeseen episode occurs during an exam; or
 - long-term illness, unless the student has a 'flare-up' of the condition immediately before or during the exam, or
 - matters avoidable by the student.

If a student has an upheld illness/misadventure application, schools must provide the student with an opportunity to attempt the assessment task by either:

- providing an extension of time to complete the original assessment task, or
- providing the student with a substitute assessment task.
- Schools must ensure the substitute assessment task is in accordance with the illness/misadventure provisions in the school's policies and procedures for school-based assessment.
- In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment.
- If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, the school must record a zero mark for the assessment task.

Assessment Schedules

The assessment schedules outlined on the following pages are in alphabetical order and include Board Developed and Content Endorsed Courses.

Each assessment schedule for the Preliminary course lists the syllabus outcomes, course components and weightings, the task type, the due date (week/term). Often, several outcomes can be addressed through a single task.

For further information about assessment tasks and assessment schedules, please contact your classroom teacher or the Head Teacher of the Faculty.

Aboriginal Studies

Year 12 Aboriginal Studies				
	Task 1	Task 2	Task 3	Task 4
Task name	Presentation	Major Project	Study Booklet	Trial HSC Examination
Module:	Social Justice and Human Rights	Research and Inquiry Methods	Aboriginality and the Land	Social Justice and Human Rights Issues; Research and Inquiry Methods; Aboriginality and the Land
Due date:	Term 4 Week 6	Term 1 Week 10	Term 3 Week 2	Term 3 Week 4
Weighting:	15%	40%	20%	25%
Type of task:	Hand-in	Hand-in	Hand-in	Examination
Outcomes:	H1.1, H1.3, H4.1, H4.3	H3.3, H4.1, H4.2, H4.3	H1.2, H2.1, H2.2, H3.2	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3

Ancient History

Year 12 Ancient History

	Task 1	Task 2	Task 3	Task 4
Task name	Historical Analysis	Source Analysis	Extended Response	HSC Trial Examination
Module:	Personalities in their Times: Agrippina the Younger	Core: Cities of Vesuvius - Pompeii and Herculaneum	The Greek World 500-440BC	Rome: Agrippina the Younger; Core: Cities of Vesuvius - Pompeii and Herculaneum; The Greek World 500-440BC; Greece: Spartan Society to the Battle of Leuctra 371 BC
Due date:	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 3
Weighting:	25%	30%	25%	20%
Type of task:	In-class	In-class	In-class	Examination
Outcomes:	AH12-3, AH12-6, AH12-9	AH12-4, AH12-8, AH12-10	AH12-1, AH12-5, AH12-7	AH12-1, AH12-3, AH12-4, AH12-6, AH12-7

Biology

Year 12 Biology				
	Task 1	Task 2	Task 3	Task 4
Task name	Depth Study	Source Analysis	Practical Examination	Examination
Module:	Heredity	Genetic Change	Infectious Disease	Trial Examination
Due date:	Term 1 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4
Weighting:	25%	20%	25%	Examination
Type of task:	Hand-in +in-class	Hand-in +in-class	In-class	Examination
Outcomes:	BIO11/12-1; BIO11/12-5; BIO11/12-6; BIO11-12	BIO11/12-3; BIO11/12-4; BIO11/12-6; BIO11/12-7, BIO12-13	BIO11/12-2; BIO11/12-6; BIO12-14	BIO11/12-4; BIO11/12-6; BIO12-12. BIO12-13, BIO12-14; BIO12-15

Business Studies

Year 12 Business Studies				
	Task 1	Task 2	Task 3	Task 4
Task name	Operations Investigation	Marketing Portfolio	Financial Case Study	HSC Trial Examination
Module:	Operations	Marketing	Finance	All Modules: Operations, Marketing, Finance and Human Resources
Due date:	Term 4 Week 8	Term 1 Week 10	Term 2 Week 10	Term 3 Week 4
Weighting:	25%	25%	25%	25%
Type of task:	Hand-in +in-class	Hand-in +in-class	Hand-in +in-class	Examination
Outcomes:	H2 , H4 , H5 , H8	H2 , H5 , H8 , H9	H8 , H9 , H10	H1 , H2 , H3 , H4 , H5 , H6 , H7 , H8 , H9 , H10

Chemistry

Year 12 Chemistry				
	Task 1	Task 2	Task 3	Task 4
Task name	Data Analysis	Equilibrium and Acid reactions	Acid/Base Reactions	Examination
Module:	Organic Chemistry & Applying Chemical Ideas	Depth Study	CH11/12-2, CH11/12-5, CH11/12-6, CH11/12-7, CH12-13	Organic Chemistry, Equilibrium and Acid Reactions, Acid/Base Reactions, Chemical Monitoring of the Environment
Due date:	Term 1 Week 4	Term 2 Week 2	Term 2 Week 10	Term 3 Week 5
Weighting:	20%	30%	20%	30%
Type of task:	Hand-in +in-class	Hand-in +in-class	In-class	Examination
Outcomes:	CH11/12-1; CH11/12-4; CH11/12-5; CH11/12-6; CH11/12-15; CH11/12-15	CH12-1; CH12-3; CH12-4; CH12-6; CH-7; CH11/12-12	Practical	CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15

Community and Family Studies

Year 12 Community and Family Studies				
	Task 1	Task 2	Task 3	Task 4
Task name	Independent Research Project	Report	Presentation	Trial Examination
Module:	Research Methodology	Parenting and Caring	Groups in Context	All modules covered in class
Due date:	Term 4 Week 10	Term 1 Week 8	Term 2 Week 7	Term 3 Week 5
Weighting:	30%	15%	20%	35%
Type of task:	Hand-in	Hand-in	Hand-in	Examination
Outcomes:	H4.1, H4.2, H6.1	H4.1, H4.2, H6.2	H2.2, H3.2, H3.4, H5.2	All outcomes

Design and Technology

Year 12 Design and Technology				
	Task 1	Task 2	Task 3	Task 4
Task name	1	2	3	Trial HSC
Module:	Major Project Proposal	Industry Study- Innovation	Presentation	All Modules
Due date:	Term 1 Week 7	Term 2 Week 5	Term 3 Week 5	Term 4 Week 3
Weighting:	30%	20%	25%	25%
Type of task:	Hand-in	In-class	Hand-in +in-class	Examination
Outcomes:	H1.1; H.3.2; H4.1; H5.2	H2.2; H3.1; H6.1	H1.2; H4.2; H4.3; H5.1	H2.1; H3.1; H5.2; H6.1; H6.2

Earth and Environmental Science

Year 12 Earth and Environmental Science				
	Task 1	Task 2	Task 3	Task 4
Task name	Research Task and Poster	Depth Study	Research Presentation	Examination
Module:	Earth's Processes	Hazards	Climate Science	Earth's Processes; Hazards; Climate Science; Resource Management
Due date:	Term 4 Week 7	Term 1 Week 9	Term 2 Week 8	Term 3 Week 3
Weighting:	25%	25%	25%	25%
Type of task:	Hand-in +in-class	Hand-in +in-class	Hand-in +in-class	Examination
Outcomes:	EES11/12-1; EES11/12-3; EES11/12-5; EES11/12-7; EES12-12	EES11/12-1; EES11/12-2; EES11/12-3; EES11/12-4; EES11/12-5; EES11/12-7; EES12-13	EES11/12-1; EES11/12-3; EES11/12-4; EES11/12-6; EES11/12-7; EES12-14	EES11/12-1-7, EES12-12, EES12-13, EES12-14, EES12-15

English Advanced

Year 12 English Advanced				
	Task 1	Task 2	Task 3	Task 4
Task name	Multimodal	Extended Response	Portfolio of Work	Trial Examination
Module:	Common Module - Text and Human Experiences	Module A - Textual Conversations	Module C - The Craft of Writing	Common Module, Module A, Module B and Module C
Due date:	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4
Weighting:	30%	30%	20%	20%
Type of task:	Hand-in	In-class	Hand-in +in-class	Examination
Outcomes:	EA12-2, EA12-5, EA12-6	EA12-1, EA12-3, EA12-5	EA12-4, EA12-7, EA12-9	EA12-1, EA12-3, EA12-5. EA12-8

English Standard

Year 12 English Standard				
	Task 1	Task 2	Task 3	Task 4
Task name	Multimodal Presentation	Creative and Reflective Response	Analytical Response	Trial Examination
Module:	Common Module: Texts and Human Experiences	Module C: The Craft of Writing	Module A: Language, Identity and Culture	Common Module: Texts and Human Experiences, Module A: Language, Identity and Culture, Module B: Close Study of Literature, Module C: The Craft of Writing
Due date:	Term 4 Week 10	Term 1 Week 7	Term 2 Week 10	Term 3 Week 3
Weighting:	25%	25%	20%	30%
Type of task:	Hand-in	Hand-in +in-class	In-class	Examination
Outcomes:	EN12-2, EN12-3, EN12-4, EN12-5, EN12-6	EN12-1, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8

English Studies

Year 12 English Studies				
	Task 1	Task 2	Task 3	Task 4
Task name	Presentation	Report	Portfolio	Trial HSC
Module:	Texts and Human Experiences	On the Road	Playing The Game/ The Big Screen	All Modules - Texts and Human Experiences, On The Road, Playing The Game, The Big Screen
Due date:	Term 4 Week 9	Term 1 Week 7	Term 2 Week 10	Term 3 Week 4
Weighting:	25%	25%	30%	20%
Type of task:	Hand-in +in-class	Hand-in	Hand-in	Examination
Outcomes:	ES12-1, ES12-4 , ES12-6 , ES12-8 Relevant Life Skills outcomes: ENLS6-2, ENLS6-4	ES12-3, ES12-5, ES12-7 Relevant Life Skills outcomes: ENLS6-8	ES12-4 ,ES12-5 ,ES12-9 , ES12-10 Relevant Life Skills outcomes: ENLS 6-1, ENLS 6-6	ES12-1, ES12-5, ES12-6 (Trial Exam) Relevant Life Skills outcomes: ENLS 6-1, ENLS 6-6

English Extension

Year 12 English Extension 1			
	Task 1	Task 2	Task 3
Task name	Imaginative Response and Reflection	Critical Response	Trial Examination
Module:	Common Module: Literary Worlds	Elective: Worlds of Upheaval	Common Module: Literary Worlds and Elective: Worlds of Upheaval
Due date:	Term 1 Week 3	Term 3 Week 3	Term 3 Week 5
Weighting:	35%	35%	30%
Type of task:	Hand-in +in-class	Hand-in	Examination
Outcomes:	EE12-2, EE12-4, EE12-5	EE12-1, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5

Industrial Technology Multimedia

Year 12 IT: Multimedia				
	Task 1	Task 2	Task 3	Task 4
Task name	Task 1	Task 2	Task 3	Trial Examination
Module:	Prototyping	Industry Study	Knowledge and Cooperation	All Modules
Due date:	Term 4 Week 7	Term 1 Week 8	Term 2 Week 7	Term 3 Week 5
Weighting:	30%	25%	25%	20%
Type of task:	Hand-in +in-class	Hand-in	Hand-in +in-class	Examination
Outcomes:	H3.1, H3.2, H4.2, H5.2	H1.1, H1.2, H1.3, H7.1, H7.2	H4.1, H4.3, H5.1, H6.2	H1.2, H2.1, H3.1, H3.3, H4.3, H6.1, H7.1, H7.2

Legal Studies

Year 12 Legal Studies				
	Task 1	Task 2	Task 3	Task 4
Task name	Crime essay and ALARM tables	Presentation and Short Answer Questions	Essay and essay plans	Trial HSC
Module:	Crime	Human Rights	World Order	All Modules
Due date:	Term 1 Week 4	Term 1 Week 10	Term 2 Week 6	Term 3 Week 4
Weighting:	25%	20%	25%	30%
Type of task:	Hand-in +in-class	Hand-in +in-class	Hand-in +in-class	In-class
Outcomes:	H1, H4, H6, H9, H10	H2, H5, H6, H7, H8	H3, H4, H5, H7, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

Mathematics Advanced

Year 12 Mathematics Advanced				
	Task 1	Task 2	Task 3	Task 4
Task name	Statistical Analysis Investigation	Functions, Trigonometric Functions, Calculus: Differential Calculus Test	Calculus: Applications of Differentiation and Integral Calculus Test	Trial HSC Examination
Module:	Statistical Analysis: Descriptive Statistics and Bivariate Data Analysis	Functions; Trigonometric Functions, Calculus: Differential Calculus	Calculus: Applications of Differentiation and Integral Calculus	Functions; Trigonometric Functions; Calculus; Statistical Analysis
Due date:	Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Week 4
Weighting:	20%	25%	25%	30%
Type of task:	Hand-in	In-class	In-class	Examination
Outcomes:	MA12-8, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-10	MA12-3, MA12-6, MA12-7, MA12-10	MA12-1, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10

Mathematics Extension 1

Year 12 Mathematics Extension 1				
	Task 1	Task 2	Task 3	Task 4
Task name	Proof by Mathematical Induction	Vectors Test	Calculus Test	Trial HSC Examination
Module:	Proof by Mathematical Induction	Vectors: Introduction to Vectors	Calculus	Vectors; Proof; Statistical Analysis; Calculus
Due date:	Term 3 Week 6	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4
Weighting:	25%	20%	25%	30%
Type of task:	Hand-in +in-class	In-class	In-class	Examination
Outcomes:	ME12-1, ME12-6, ME12-7	ME12-2, ME12-6, ME12-7	ME12-1, ME12-4, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-7

Mathematics Standard 1

Year 12 Mathematics Standard 1				
	Task 1	Task 2	Task 3	Task 4
Task name	Right-angled Triangles Investigation	Statistical Analysis Investigation	Types of Relationships Test	Trial HSC Examination
Module:	Right-angled Triangles	Further Statistical Analysis	Types of Relationships	Algebra; Measurement; Financial Mathematics; Statistical Analysis; Networks
Due date:	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4
Weighting:	25%	20%	25%	30%
Type of task:	Hand-in	Hand-in	In-class	Examination
Outcomes:	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-6, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-10

Mathematics Standard 2

Year 12 Mathematics Standard 2				
	Task 1	Task 2	Task 3	Task 4
Task name	Non-right-angled Trigonometry Investigation	Bivariate Data Analysis Investigation	Types of Relationships Test	Trial HSC Examination
Module:	Non-right-angled Trigonometry	Bivariate Data Analysis	Types of Relationships	Algebra; Measurement; Financial Mathematics; Statistical Analysis; Networks
Due date:	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4
Weighting:	25%	20%	25%	30%
Type of task:	Hand-in	Hand-in	In-class	Examination
Outcomes:	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-6, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10

Modern History

Year 12 Modern History				
	Task 1	Task 2	Task 3	Task 4
Task name	Source Analysis	Essay	Historical Analysis	Trial HSC Examination
Module:	Power and Authority in the Modern World 1919 - 1946	National Study: USA 1919 - 1941	Change in the Modern World: The Civil Rights Movement in the USA 1945 - 1968	All HSC Topics
Due date:	Term 1 Week 3	Term 1 Week 11	Term 2 Week 10	Term 3 Week 4
Weighting:	20%	25%	25%	30%
Type of task:	In-class	Hand-in +in-class	Hand-in +in-class	Examination
Outcomes:	MH12-2, MH12-4, MH12-6, MH12-7	MH12-2, MH12-6, MH12-8, MH12-9	MH12-2, MH12-3, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9

Music

Year 12 Music				
	Task 1	Task 2	Task 3	Task 4
Task name	Performance Assessment Task	Musicology Viva Voce	Composition Assessment Task	Trial Examination - Aural Skills and Electives
Module:	Popular Music	Music of the 20th and 21st Century	An Instrument and Its Repertoire	ALL MODULES
Due date:	Term 4 Week 7	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4
Weighting:	20%	20%	20%	40%
Type of task:	Practical	Hand-in +in-class	Hand-in	Examination
Outcomes:	H1, H9, H10	H2, H4, H5, H6, H7, H11.	H3, H5, H7, H11	H1, H4, H5, H6, H7, H8, H9, H10

Numeracy

Year 12 Numeracy				
	Task 1	Task 2	Task 3	Task 4
Task name	Location, Time and Temperature Investigation	Finance Investigation	Rates and Ratios Test	Statistics and Probability Investigation
Module:	Location, Time and Temperature	Finance	Rates and Ratios	Statistics and Probability
Due date:	Term 4 Week 6	Term 1 Week 9	Term 2 Week 8	Term 3 Week 7
Weighting:	20%	30%	25%	25%
Type of task:	Hand-in	Hand-in	In-class	Hand-in
Outcomes:	N6-1.1, N6-2.2, N6-2.3, N6-2.5, N6-3.1	N6-1.3, N6-2.1, N6-2.4, N6-3.2	N6-1.2, N6-2.1, N6-2.2, N6-2.4, N6-2.6	N6-1.1, N6-1.3, N6-2.2, N6-3.1

Personal Development, Health and Physical Education

Year 12 PDHPE				
	Task 1	Task 2	Task 3	Task 4
Task name	Viva Voce	Depth Study	Critical Analysis	Trial Exam
Module:	Health Priorities in Australia	Factors Affecting Performance	Improving Performance	Health Priorities in Australia, Factors Affecting Performance & Improving Performance
Due date:	Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 Week 5
Weighting:	20%	30%	20%	30%
Type of task:	In-class	Hand-in	Hand-in	Examination
Outcomes:	H1, H2, H4, H5	Task2outcomes	H7, H8, H9	All Outcomes

Physics

Year 12 Physics				
	Task 1	Task 2	Task 3	Task 4
Task name	Advanced Mechanics	Topic Test	Practical	Trial Examination
Module:	Depth Study	Electromagnetism	The Nature of Light	Advanced Mechanics, Electromagnetism, The Nature of Light, From the Universe to the Atom
Due date:	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 3 Week 4
Weighting:	25%	25%	25%	25%
Type of task:	Hand-in	In-class	Hand-in +in-class	Examination
Outcomes:	PH11/12-1; PH11/12-3; PH11/12-4; PH11/12-5; PH11/12-7; PH12-12	PH11/12-5; PH11/12-6; PH11/12-7; PH12-13	PH11/12-1; PH11/12-2; PH11/12-3; PH11/12-4; PH11/12-5; PH11/12-6; PH12-14	PH11/12-4; PH11/12-5; PH11/12-6; PH11/12-7; PH12-12; PH12-13; PH12-14; PH12-15

Sport, Lifestyle and Recreation

Year 12 Sport, Lifestyle and Recreation				
	Task 1	Task 2	Task 3	Task 4
Task name	Case Study	Portfolio	Multimodal Presentation	Trial Exam
Module:	First Aid and Sport Injuries	Outdoor Recreation	Sports Coaching and Training	All modules covered in class
Due date:	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 5
Weighting:	25%	25%	30%	20%
Type of task:	Hand-in	Hand-in	Hand-in +in-class	Examination
Outcomes:	1.3, 2.5, 3.6, 4.5	1.3, 2.3, 4.1, 4.2	1.1, 2.1, 3.1, 4.5	All outcomes

Society and Culture

Year 12 Society and Culture			
	Task 1	Task 2	Task 3
Task name	Viva Voce on PIP Process	Research Essay	Trial Examination
Module:	Personal Interest Project	Popular Culture	Change and Continuity, Popular Culture, Cross Cultural Study, Belief System
Due date:	Term 4 Week 8	Term 1 Week 8	Term 3 Week 5
Weighting:	30%	40%	30%
Type of task:	In-class	Hand-in	Examination
Outcomes:	H1,H3 ,H4 , H6 ,H7 , H8 , H10	H2 , H3 , H5 , H7 , H9 , H10	H1 , H3 , H5 , H9

Visual Arts 2024

Year 12 Visual Art				
	Task 1	Task 2	Task 3	Task 4
Task name	Artist Case Studies and Body of Work Development	Critical and Historical Studies and Body of Work Progress	Trial HSC Examination	Practical submission: Body of Work
Module:	Critical and Historical Studies	Body of Work Progress	Critical and Historical Studies: Section I and Section II HSC Format Paper	Artmaking
Due date:	Term 4 Week 9	Term 1 Week 9	Term 4 Week 6	Term 3 Week 4
Weighting:	20%	20%	30%	30%
Type of task:	Hand-in +in-class	Hand-in +in-class	Examination	Practical
Outcomes:	H1, H2, H7, H8	H1, H2, H3, H6-H10	H7, H8, H9, H10	H1-H6 Inclusive

Works Studies 2024

Year 12 Work Studies			
	Task 1	Task 2	Task 3
Task name	HSC Work Studies Employment Portfolio	HSC Work Studies - In class writing task	HSC Work Studies - Employment Research Task
Module:	Personal Finance	In the Workplace	Self Employment
Due date:	Term 1 Week 3	Term 2 Week 1	Term 3 Week 2
Weighting:	40%	30%	30%
Type of task:	Hand-in	In-class	Hand-in +in-class
Outcomes:	4,5,7	2,3,8	1,3,7

VET Courses (Certificate III)



ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES

Preliminary 2023 – HSC 2025

Vocational Education and Training (VET) Courses (to be included in assessment booklets with relevant assessment schedules)

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

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

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

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

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

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

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

assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

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

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

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

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

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

School Name: _____

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <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 The hospitality industry	Task 4 Working in the hospitality industry	HSC TRIAL EXAM
		Week Term Date	Week Term Date	Week Term Date
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".

School Name: _____

Assessment Schedule Year 12 - 2025

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

HSC TRIAL EXAM
Week
Term
Date

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

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

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