

# WOOLGOOLGA HIGH SCHOOL



## HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY & SCHEDULES 2023-2024



# Booklet Sections

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# REQUIREMENTS FOR THE HIGHER SCHOOL CERTIFICATE AND RECORD OF ACHIEVEMENT

## Credentials

- (a) **The Higher School Certificate** testamur is awarded to students who have fulfilled all eligibility requirements.
- (b) The **Higher School Certificate Record of Achievement** is awarded, upon leaving school, to students who have satisfactorily completed any Preliminary or HSC courses. The Record of Achievement will also record courses for which students have been granted advanced standing through credit transfer and/or recognition of prior learning. In addition to the course name and unit value, the Record of Achievement will also show an examination mark and/or assessment mark and/or percentile band (as appropriate) for each HSC course.
- (c) The **Higher School Certificate Result Notices** are issued annually and are a cumulative record of Preliminary and HSC courses satisfactorily completed, and as such, will show the resultant grades for Preliminary courses and the assessment marks etc. for HSC courses along with VET competencies for any VET course studied.

## Eligibility

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

- Have satisfactorily completed courses, which comprise the pattern of study required by the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate;
- Sit for and make a serious attempt at the requisite Higher School Certificate examinations.

## Satisfactory Completion of a Course

The following course completion criteria refer to both Preliminary and HSC courses.

### Course Completion Criteria

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

- (a) **Followed** the course developed or endorsed by the NSW Education Standards Authority (NESA); and
- (b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- (c) **Achieved** some or all of the course outcomes.

Whilst the NSW Education Standards Authority (NESA) does not mandate attendance requirements, the Principal may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal who will give students early warning of the consequences of such absences.

If at any time it appears that a student is at risk of being given a "N" (Unsatisfactory) determination in any course the Principal will warn the student as soon as possible and advise the parent or caregiver in writing (if the student is under 18 years of age). This warning should be given in time for the problem to be corrected.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the "N" determination.

## HSC Courses

Students studying a HSC course must make a genuine attempt at assessment tasks, which contribute in excess of 50 per cent of the available marks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. **It is emphasised that completion of tasks worth exactly 50 per cent is not sufficient; tasks worth in excess of 50 per cent must be attempted.** If this is not the case, the Principal must indicate that the course has not been satisfactorily completed. In addition, students studying the HSC course must sit for and make a genuine attempt at the requisite examination(s).

Until a student presenting for the Higher School Certificate has satisfactorily completed courses, which satisfy the NSW Education Standards Authority's (NESA) pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

Students who have received an "N" determination have a right of appeal.

### **Expulsion: As a Result of Unsatisfactory Application**

It is the school's right to expel students over the age of 17 years when attendance or application to course work is unsatisfactory. Such students would not be meeting the NSW Education Standards Authority (NESA) course outcomes and would not be eligible for the award of Preliminary or Higher School Certificate. The Department of Education and Communities requires schools to give **at least one formal written warning** that such action is being contemplated. This is to enable the student to remedy the situation.

### **Important**

The satisfactory completion of a course is largely determined by the student's application towards the total range of set tasks and experiences in that course.

The formal assessment tasks are only some of the assigned tasks.

# HSC ASSESSMENT POLICY

## 1. INTRODUCTION

When students receive their Higher School Certificate it will have on it two separate marks for each course studied. There will be a Scaled Examination Mark and a School Assessment Mark moderated against the examination performance. A ranking called the Australian Tertiary Assessment Rank (ATAR) is separately provided to eligible students.

This document outlines the general principles, purposes and rules of the Assessment Scheme and specific course requirements. It is important that it be read and understood.

Parents/Caregivers are welcome to contact the school to discuss any part of this document or their son/daughter's progress.

## 2. WHAT IS ASSESSMENT?

Assessment is the means by which a school determines the overall performance and rank order of students in each course studied for the HSC. Towards the end of the HSC year, around September, this school will provide the NSW Education Standards Authority (NESA) with an assessment mark, which is a measure of each student's performance related to all other students in each course. This mark is based on set assessment tasks.

These assessment tasks are part of the total range of set tasks and experiences provided in each course.

## 3. WHAT WILL BE ASSESSED?

The Assessment will cover all syllabus objectives other than those relating to the development of subjective values, attitudes and interests. It will include the content and objectives currently measured by the external examination as well as others, which are inappropriate for testing in such an examination.

Assessment tasks can consist of essays, tests, practical work, fieldwork, oral presentations and similar appropriate items designed to improve the overall measurement of student performance in each course.

Schools are required to provide student samples of assessments for both Board Developed Courses and Board Endorsed Courses.

## 4. INFORMATION TO STUDENTS

The school will provide assessment information to each student informing them of:

- What is to be assessed
- How it will be assessed
- When it will be assessed
- The relative value of each task

Detailed information relating to assessment tasks in each course will be given to students by the subject faculty concerned at least two weeks in advance of the set date of the task. Assessment Schedules for all Board Courses for HSC are set out at the end of this Policy Statement. The Schedule indicates the number and broad nature of tasks set, the methods of assessment and the relative value of each task. Assessment Schedules for Board Endorsed Courses are included.

Raw scores for each assessment task will be moderated to the same mean and standard deviation before addition to obtain progressive or final totals. It should be noted that the method ensures each task is given its correct weighting; however, it may differ from an arithmetic addition.

### Changes to Assessment

In circumstances where it is deemed necessary to alter the assessment task date, weight, or task components, teachers will provide two weeks written notice of a change in the schedule outlining the task, and the changes.

## 5. ASSESSMENT AT WOOLGOOLGA HIGH

Woolgoolga High has developed an assessment program for all the courses offered other than TAFE and Distance Education delivered courses. Because subjects are different there is a significant variation in the type and number and technique of assessment exercises in each. Faculties in the school have developed assessment policies incorporating all courses within their responsibility and which have been based upon:

- (a) The General Guidelines, Support Document and the HSC Manual issued by the NSW Education Standards Authority (NESA)
- (b) Relevant Syllabus and subject guides

## 6. ASSESSMENT GUIDELINES

The Assessment Program will commence after the HSC Course commences and will finish at the Trial HSC.

As a number of subject areas will commence the HSC course in Term 4 of Year 11, this will be the earliest time that a formal assessment task can be given.

A 2 Unit HSC course will have a maximum of six assessment tasks (including the Trial HSC). An extension course in the same subject will have, in addition a maximum of four tasks (including the Trial HSC).

A Senior Assessment Calendar will be collated and available for viewing online. **Any major examination period will normally be preceded by a non-assessment period of two weeks.** The Principal reserves the right to vary this arrangement if teaching programs have been disrupted. This does not include submission of major projects or Final HSC examinations in Practical subjects.

The NSW Education Standards Authority (NESA) expects students to undertake all assessment tasks.

**Tasks not submitted on the due date will result in a zero mark. In the case of significant illness or misadventure a SUBSTITUTE TASK or an ESTIMATE may be authorised by the Principal.**

Students **are not permitted** to miss lessons from other subjects in order to study for, or complete assessment tasks, which are set in class time.

### Oral Tasks

Where a student has an oral presentation within their assessment schedule, the following rules will apply:

- A student **MUST** be present at the **FIRST** lesson that the task is scheduled for. The normal rules of absence will apply. Names will be drawn at random for completion of the task. If the task continues for more than one lesson, names will be drawn at random. If a student is absent **AND** their name is drawn then he/she will receive a **ZERO** mark, unless normal absentee rules are applied.

### Assessment Tasks and Computers

If you intend to present your work using a computer you must be aware that:

- You are required to present a printed copy of your work at the time requested.
- The school is not responsible for the printing of your work.
- If you choose to submit your work by email, you will be required to make sure that the work has been sent **BEFORE** the due date in case of technical malfunction.

If your work is not submitted on time then you will be given a zero mark.

## Disruption to Tasks

**NOTE: Any general problems with HSC assessments should be directed to the Head Teacher HSIE**

In the event of industrial stoppages, evacuations or any other occurrence that prevents an assessable task being completed on any particular day, the TASK will be scheduled for the NEXT available timetabled lesson in that subject.

**Assessment Tasks** are an integral part of the HSC course and the following procedure is to be followed in order to minimise the possibility of a student being awarded a zero mark for non-submission of a task by the due date:

- Students who know in advance that they will be absent on the day of submission of, or attempt at an Assessment Task, must approach the **Head Teacher HSIE** before the scheduled date for the task and provide relevant documentation.
- Students who know that they will be absent from school because they will be attending the following activities must see the relevant class teacher and Head Teacher to negotiate when **the task(s) can be submitted BEFORE the absence date:**
  - Mandatory Work Placement
  - School Musicals and Rock Eisteddfods
  - School Sporting Competitions or Events
  - Other related school activities such as Debating or Drama performances, etc.
- If the reasons are acceptable then the task must be completed prior to the scheduled date for the assessment task or, if approved by the Principal, within two school days of the student's return.
- When a student is absent with no prior knowledge on the day that an assessment task is to be performed (eg. Class test, oral presentation etc.), a phone call to the school notifying of the student's absence would be appreciated and a medical certificate or other documentation must be provided to **Head Teacher HSIE** immediately upon the student's return to school. A substitute task may be authorised by the Principal if the documentation is accepted. The task must be completed within two school days of the student's return, unless varied by the Principal.
- When a student is absent from an examination a medical certificate or other documentation must be provided to **Head Teacher HSIE** upon the student's return to school. The examination will be re-scheduled within two days of the student's return or under exceptional circumstances at the discretion of the Principal.
- When a student is absent on the day that an assessment task is to be submitted (e.g. research essay, field work report, particular task etc.) and the work cannot be brought to school by another person, the student immediately upon return to school must submit:
  - A medical certificate or other documentation to **Head Teacher HSIE**
  - The assigned work personally to the class teacher,
- If appropriate, parents may be notified of missed assessment task(s).
- When a student is late for an assessment they will be allowed to enter the room and attempt the task.
  - No extension of time will be allowed
  - The student can complete a misadventure form and then consideration may be given by the Principal to authorising a substitute task or an estimate.
  -

**NB:** Extended leave, medical appointments, family events and other similar reasons will not generally be accepted as a valid reason for failing to submit or complete assessment tasks.

When zero marks (non-attempts) are obtained for the equivalent of more than 50% of the total assessment marks in a course the Principal will certify that the course has not been satisfactorily studied. In this case the course will not be included on the Result Notice and it may mean that the student will not be eligible for the award of a Higher School Certificate, as 10 units must be presented satisfactorily.

In the event of a prolonged absence, consultation shall take place between the student, teacher, Head Teacher and Principal to determine an acceptable assessment strategy.

Parallel classes are to have parallel tasks and parallel marking.

## **7. ASSESSMENT OF VOCATIONAL EDUCATION (VET) COURSES**

Vocational Education courses are Board Developed courses based on National Curriculum and are designed to meet industry needs. They are written and assessed using competency based terms.

A competency is a specific knowledge or skill and the application of that knowledge or skill within an occupation or industry level, to the standard of performance required in employment.

To determine whether a student is competent, he/she must be assessed against a set of criteria. Students are not assessed in competition with each other but against standard criteria or bench marks. Assessment therefore focuses on ensuring that students can apply their learning to real work situations. It involves assessing the way students manage and solve problems as well as actually performing set tasks.

Whenever competencies are formally assessed a record is made in the Competency Record. As well as being assessed on the competencies in each module students must complete a 35-hour work placement. Students not completing a work placement will not have completed their HSC requirements.

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be eligible for an "N" determination.

## **8. REPORTING ASSESSMENTS**

After each task, students will be advised of the mark and rank for that task.

At designated periods, reports sent to parents/caregivers will indicate for each course the performance of the student in the class or group and a cumulative rank for assessment.

The Half Yearly Report will include a Half Yearly HSC examination mark and a Half Yearly HSC examination ranking. The Semester 2 Report will include a Trial HSC examination mark, a Trial HSC examination ranking and the cumulative assessment rank.

Students upon request will be informed of their final rank order in each course after the last HSC examination paper is completed. An individual card is issued by the NSW Education Standards Authority (NESA) showing the relevant information.

Final assessment marks as determined by the school and forwarded to the NSW Education Standards Authority (NESA) will not be available to students at any stage as these are moderated following the HSC examination.

## **9. REPEATING A COURSE**

A candidate may repeat one or more HSC course/s but must do so within the five-year accumulation period.

Repeating students will be ranked, relative to the whole group of students, on common assessment tasks.

Similarly, returning students (e.g. Exchange students) and transferring students are ranked within the HSC group by 'meshing' student assessment marks on common tasks.

**NB** As student work efforts vary considerably throughout the HSC course, the final assessment rank may differ significantly from the ranking reported mid-course.



## 10. MALPRACTICE BY STUDENTS

If any student is detected committing an illegality in the preparation and submission of an assessment task, a Review Committee will investigate all circumstances.

Examples of illegalities are: cheating during a test; copying another student's work and claiming it as their own; falsifying an explanation when a task has been submitted late and disrupting a classroom in which an assessment task is being undertaken. Misconduct during a formal examination or in-class task may result in a zero mark being awarded.

Please be aware that if a student submits work generated by artificial Intelligence (Chat GPT and similar) as their own work, this is considered malpractice and may result in a mark or zero being awarded for the task in question. To appeal this decision, the onus is on the student to prove that they have composed/created the assessment task. The student will be required to present this evidence to a panel of staff consisting of the Classroom Teacher and the faculty Head Teacher.

### UNFAIR ADVANTAGE

This is when a student takes time to complete or work on an assessment task when they are **scheduled** to be in another timetabled lesson or school event. Other students attending their **scheduled** lesson or school event do not have this extra time, therefore, this is unfair. Likewise, students **staying away** from school the day before a task is due, without a doctor's certificate or justified illness/ misadventure form, is also unfair. Students who are deemed to have an unfair advantage can receive a zero mark for their task.

The Review Committee will decide what mark, if any, will be awarded for that task.

If it can be seen that collaboration has taken place then all students involved will be regarded as having committed an illegality.

## 11. REVIEW: RIGHT OF APPEAL

Students may request a review of their course ranking if they consider that their position in the school's order of merit is inconsistent with their expectations on the basis of performance in assessment tasks.

Reasonable grounds for appeal would include:

- Failure of the school's policy to conform to the NSW Education Standards Authority (NESA) component weightings.
- Inclusion or exclusion of tasks causing a result incompatible with the schools stated assessment policy as given to students.
- Computation or clerical errors. Appeals must be supported by information which would lead the student to have an expectation of ranking significantly different from that awarded.

Requests for a review of marks gained for individual assessment tasks must be made to the class teacher at the time that task is completed and marked. Review committees do not have the power to order re-marking of any work nor is it their function to review results in individual tasks.

A student may subsequently appeal to the NSW Education Standards Authority (NESA) for a further review but only on the grounds that the School Review Committee did not comply with the NSW Education Standards Authority (NESA) requirements.

School Reviews will be conducted immediately after the last examination paper and must be concluded before the end of November.

## 12. THE REVIEW COMMITTEE

The Review Committee shall consist of:

- The Principal or Deputy Principal

- One teacher, nominated by the relevant Head Teacher, who has been directly involved with the course, including the preparation of the assessment.
- One teacher from another subject department, nominated by the Principal.

Detailed reasons to support the Review Committee's decision shall be given to all students seeking an assessment review.

### **13. INFORMATION ON THE HSC RESULT NOTICE**

The following explanations should clarify for all students and parents the information which is printed on the Result Notice received by all students. The NSW Education Standards Authority (NESA) will notify schools of the actual dates of result notification and the school will inform the students.

#### **(a) Examination Mark**

This is the scaled examination mark. It only applies to Board Developed Courses. It does **NOT** incorporate the school assessment mark.

#### **(b) Assessment Mark**

This is the moderated assessment mark. The assessment marks submitted by schools are moderated to enable different schools' assessments to be compared directly. This involves an adjustment of the assessment marks for each school group in a course on the basis of the group's performance on the external examination. In the process of moderating a school's assessment marks, the order of merit of the students and the relative differences between them are NOT changed.

#### **(c) Board Endorsed Courses**

School designed Board Endorsed courses and non-vocational Content Endorsed Courses (CEC) are not examined by the NSW Education Standards Authority (NESA), and the results reported are the assessment marks submitted by schools and colleges. These marks are not moderated and cannot be compared with marks awarded in similar courses at other schools, or for Board Developed Courses. These courses have the symbol (N/A) in the space designated for the examination mark.

In the case of vocational Content Endorsed Courses developed by the Board, the statement *Refer to Vocational Transcript* will be printed. This document lists all the modules satisfactorily completed.

In the case of Content Endorsed Courses designed and delivered by TAFE, the statement *Refer to TAFE Transcript of Academic Records* will be printed. This document lists all subjects successfully undertaken at TAFE.

In the case of competency-based courses, reference will be made to a competency statement listing the modules satisfactorily completed by the student.

### **14. AUSTRALIAN TERTIARY ASSESSMENT RANK (ATAR)**

For those students eligible to receive an ATAR it is separately reported.

This ranking is a number from 0 to 99.95 with intervals of 0.05 and represents a percentile placement of students on the basis of a complex weighted statistical procedure designed for university use, e.g. A student with an ATAR of 73.0 has 27.0% of eligible students ranked higher on this system.

# HSC ASSESSMENT SCHEDULES

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**AGRICULTURE**

**2 UNIT COURSE**

	Task 1	Task 2	Task 3	Task 4	
<b>Task Name</b>	<b>Scientific Investigation</b>	<b>Case Study</b>	<b>Elective Research Task</b>	<b>Yearly Exam (Trial HSC)</b>	
<b>Task Due Date</b>	Term 4, Week 9 2023	Term 2, Week 6 2024	Term 3, Week 1 2024	Term 3, Week 4/5 2024	
<b>Task Outcomes Assessed</b>	H1.1, H2.1, H2.2, H4.1	H3.1, H3.2, H3.3 H3.4	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3 H3.4, H4.1, H5.1	
<b>Component</b>					<b>Component Weighting %</b>
Knowledge and understanding of course content				30	<b>30</b>
Knowledge and understanding of the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems.	10	10			<b>20</b>
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner.		10	10		<b>20</b>
Skills in effective research, experimentation and communication.	20		10		<b>30</b>
<b>Task Weighting %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

**HSC Outcomes - A student:**

- H1.1 explains the influence of the physical, biological, social, historical and economic factors on sustainable agricultural production
- H2.1 describes the inputs, processes and interactions of plant production systems
- H2.2 describes the inputs, processes and interactions of animal production systems
- H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
- H3.2 critically assesses the marketing of a plant OR animal product
- H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
- H3.4 evaluates the management of the processes in agricultural systems.
- H4.1 justifies and applies appropriate experimental techniques, technologies, research by methods and data presentation and analysis in relation to agricultural problems and situations.
- H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems.

## HSC ASSESSMENT SCHEDULE 2023-2024

### ANCIENT HISTORY

### 2 UNIT COURSE

Task Name	Task 1	Task 2	Task 3	Task 4	
	Source Analysis	Extended Response	Historical Inquiry	Trial HSC Examination	
Task Due Date	Term 4, Week 9 2023	Term 1, Week 8, 2024	Term 2, Week 7, 2024	Term 3, Week 5/6, 2024	
Task Outcomes Assessed	AH12-5, AH12-6, AH12-9	AH 12-1, AH12-6, AH12-8, AH12-9, AH12-10	AH12-1 AH12-3 AH12-4 AH12-7	AH12-2, AH12-3, AH12-4, AH12-6, AH12-7	
Component					Component Weighting %
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	<b>20</b>
Historical inquiry and research	5	5	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	10	5		<b>20</b>
Task Weighting %	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

#### HSC Outcomes – A student

<b>AH12-1</b>	Accounts for the nature of continuity and change in the ancient world.
<b>AH12-2</b>	Proposes arguments about the varying causes and effects of events and developments.
<b>AH12-3</b>	Evaluates the role of historical features, individuals and groups in shaping the past.
<b>AH12-4</b>	Analyses the different perspectives of individuals and groups in their historical context.
<b>AH12-5</b>	Assesses the significance of historical features, people, places, events and developments of the ancient world.
<b>AH12-6</b>	Analyses and interprets different types of sources for evidence to support an historical account or argument.
<b>AH12-7</b>	Discusses and evaluates differing interpretations and representations of the past.
<b>AH12-8</b>	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
<b>AH12-9</b>	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.
<b>AH12-10</b>	Analyses issues relating to the ownership, custodianship and conservation of the ancient past.

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**BIOLOGY**

**2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	
	First Hand Investigation	Depth Study Report	Research Assignment	Trial HSC Examination	
Task Due Date	Term 4, 2023	Term 1, 2024	Term 2, 2024	Term 3, 2024	
Task Outcomes Assessed	BIO11/12-3, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12.	BIO11/12-1, BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO12-13.	BIO11/12-5, BIO11/12-7, BIO12-14	BIO11/12-1 to BIO12-15.	
Component					Component Weighting %
Knowledge and understanding	5	5	10	20	<b>40</b>
Planning and Conducting Investigations	10	5			<b>15</b>
Communicating Information and Understanding	5	5	10	5	<b>25</b>
Problem Solving and Scientific Thinking	5	5	5	5	<b>20</b>
Task Weighting %	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**HSC Outcomes – A student**

<b>BIO11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation.
<b>BIO11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information.
<b>BIO11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information.
<b>BIO11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
<b>BIO11/12-5</b>	Analyses and evaluates primary and secondary data and information.
<b>BIO11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
<b>BIO11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
<b>BIO12-12</b>	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species.
<b>BIO12-13</b>	Explains natural genetic change and the use of genetic technologies to induce genetic change
<b>BIO12-14</b>	Analyses infectious disease in terms of disruption to homeostatic mechanisms and the organism's response, including the human immune system.
<b>BIO12-15</b>	Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease.

**Syllabus link - Biology**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017>

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**BUSINESS STUDIES**

**2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	Component Weighting %
	Research Case Study and Report - Human Resources	Half Yearly Class Test	Research Case Study and Extended Response - Operations	Trial HSC Examination	
	Term 4, 2023	Term 1, 2024	Term 2, 2024	Term 3, 2024	
Task Due Date					
Task Outcomes Assessed	H3, H5, H6, H7.	H1 to H10.	H1, H4, H5, H9.	H1 to H10.	
Component					
Knowledge and content	5	10	10	15	40
Stimulus Skills		5		5	10
Research Skills	10		10		20
Communication	5	10	5	10	30
Task Weighting %	20	25	25	30	100

**HSC Outcomes – A student**

<b>H1</b>	Critically analyses the role of business in Australia and globally.
<b>H2</b>	Evaluates management strategies in response to changes in internal and external influences.
<b>H3</b>	Discusses the social and ethical responsibilities of management.
<b>H4</b>	Analyses business functions and processes in large and global businesses.
<b>H5</b>	Explains management strategies and their impact on businesses.
<b>H6</b>	Evaluates the effectiveness of management in the performance of businesses.
<b>H7</b>	Plans and conducts investigations into contemporary business issues.
<b>H8</b>	Organises and evaluates information for actual and hypothetical business situations.
<b>H9</b>	Communicates business information, issues and concepts in appropriate formats.
<b>H10</b>	Applies mathematical concepts appropriately in business situations.

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**CHEMISTRY**

**2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	
	Research Task	Depth Study	Practical	Trial HSC Examination	
Task Due Date	Term 4, Week 6 2023	Term 1, Week 5 2024	Term 2, Week 4 2024	Term 3, 2024	
Task Outcomes Assessed	CH11/12-1, CH11/12-5, CH11/12-12, CH11/12-13, CH11/12-14.	CH11/12-2, CH11/12-9, CH11/12-11, CH11/12-12, CH11/12-13, CH11/12-14.	CH11/12-11, CH11/12-12, CH11/12-13, CH11/12-14, CH11/12-15.	CH11/12-3, CH11/12-4, CH11/12-6, CH11/12-7, CH11/12-8, CH11/12-9, CH11/12-10, CH11/12-13, CH11/12-14.	
Component					Component Weighting %
Knowledge and understanding of course content	5	10	5	15	35
Skills in planning and conducting first-hand investigations, data processing and analysis of information from secondary sources	5	10	15	5	35
Skills in communication information and understanding, developing scientific thinking and problem solving techniques, working individually and in teams	10	5	5	10	30
<b>Task Weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**HSC Outcomes – A student**

<b>CH11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>CH11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>CH11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>CH11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>CH11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>CH11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>CH11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>CH11/12-8</b>	Explores the properties and trends in the physical, structural and chemical aspects of matter
<b>CH11/12-9</b>	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
<b>CH11/12-10</b>	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions.
<b>CH11/12-11</b>	Analyses the energy considerations in the driving force for chemical reactions
<b>CH11/12-12</b>	Explains the characteristics of equilibrium systems, and the factors that affect these systems
<b>CH11/12-13</b>	Describes, explains and quantitatively analyses acids and bases using contemporary models
<b>CH11/12-14</b>	Analyses the structure of, and predicts reactions involving, carbon compounds
<b>CH11/12-15</b>	Describes and evaluates chemical systems used to design and analyse chemical processes

**Syllabus link - Chemistry**

**HSC ASSESSMENT SCHEDULE 2023-2024**

**COMMUNITY AND FAMILY STUDIES**

**2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	
	Independent Research Project	Groups in Context	Social Impact of Technology	Trial HSC Examination	
Task Due Date	Term 4, Week 10, 2023	Term 1, Week 10, 2024	Term 2, Week 8, 2024	Term 3, 2024	
Task Outcomes Assessed	H1.1, H3.4, H4.1, H4.2, H5.1, H7.2, H7.3, H7.4.	H1.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2, H7.3, H7.4.	H2.3, H3.4, H4.1, H4.2, H6.1	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, H7.1, H7.2, H7.3, H7.4.	
Component					Component Weighting %
Knowledge and understanding of course content		10	10	30	<b>50</b>
Skills in critical thinking, research methodology, analysing and communicating	20	20	10		<b>50</b>
Task Weighting %	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

**HSC Outcomes**

A student:

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

**Syllabus link – Community and Family Studies**

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

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## CONSTRUCTION PATHWAYS VET – CERT II

## 2 UNIT COURSE

Course drawn from	<b>Construction Curriculum Framework Training Package CPC08 (Release 9.6)</b>
Target qualification outcome from this course of training:	<b>CPC26211 Certificate II in Construction Pathways</b>

The clients for this course are senior secondary students who are undertaking the course as one of their Higher School Certificate electives. The students will gain experiences in related industry work placement. They may choose this course. -

- to gain certificate qualifications leading to further study or employment in this industry
- to gain skills to support their learning across other learning areas
- compulsory 70 hours' work placement during the course

Those students unsuccessful in completing all units will achieve a statement of attainment, listing completed units.

Qualification Status	Code – Unite of Competency	Title of the unit of Competency	Pre-Co Requisite	Qualification Group	NESA Indicative Hours
CORE	CPCWHS2001	Apply WHS Requirements, Policies and Procedures in the Construction industry.		CP Core	20
	CPCCOM1012	Work Effectively and sustainability in the construction Industry		CP Core	30
	CPCCOM1013	Plan and Organise work		CP Core	15
	CPCCVE1011	Undertake a basic construction project	CPCWHS2001	CP Core	25
	CPCCOM1015	Carry out measurement and calculations		CP Core	20
ELECTIVE	CPCCM1011	Undertake basic estimation and costing		CP Elective	25
	CPCCOM2001	Read and Interpret Plans and Specifications	CPCWHS2001	C Core	20
	CPCCCA2002	Use Carpentry Tools and equipment	CPCWHS2001	CP Elective B	10
	CPCCCA2011	Handle Carpentry Materials	CPCWHS2001	CP Elective B	20
	CPCCCM2005	Use construction tools and equipment	CPCWHS2001	C Core	20
	CPCWHS1001	Prepare to work safely in the construction industry		CP Imported Elective	0
Option 1	CPCCB2001	Handle and prepare bricklaying and blocklaying materials	CPCWHS2001	CP Elective A	20
	CPCCB2002	Use Bricklaying and blocklaying tools and equipment	CPCWHS2001	C Imported Elective	10
Option 2	CPCWF2002	Use wall and floor tiling tools and equipment	CPCWHS2001	CP Elective D	10
	CPCCCM2013	Undertake installation of wall tiles	CPCWHS2001	C Imported Elective	25
Option 3	CPCJN2001	Assemble components	CPCWHS2001	C Elective F	15
	CPCJN3004	Maunufacture and assemble joinery components	CPCWHS2001	C imported Elective	25
				<b>Total</b>	<b>235/240/245</b>

**HSC ASSESSMENT SCHEDULE 2023-2024**

**ENGINEERING STUDIES**

**2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	Component Weighting %
	Civil Engineering – Pasta Bridge Model and Report	Aeronautical Engineering – Model and Report	Engineering Folio	Trial HSC Exam	
	Term 4 Week 8 2023	Term 2, Week 8, 2024	Term 3 2024	Term 3 Week 5, 2024	
Task Due Date					
Task Outcomes Assessed	H1.2, H2.1, H3.2, H4.1, H4.2, H5.1, H6.2	H1.1, H3.2, H4.3, H5.1, H5.2, H6.1	H1.2, H2.1, H3.1, H4.3, H5.1	H3.1, H3.3, H4.3, H5.1, H5.2, H6.1	
Component					
Knowledge and understanding of course content	15	15	5	25	60
Knowledge and skills in research, problem solving and communication related to engineering practice	15	15	5	5	40
Task Weighting %	30	30	10	30	100

**HSC Outcomes – A student**

<b>H1.1</b>	Describes the scope of engineering and critically analyses current innovations.
<b>H1.2</b>	Differentiates between properties of materials and justifies the selection of materials, components, and processes in engineering.
<b>H2.1</b>	Determines suitable properties, uses and applications of materials in engineering.
<b>H2.2</b>	Analyses and synthesises engineering applications in specific fields and reports on the importance of these to society.
<b>H3.1</b>	Demonstrates proficiency in the use of mathematical, scientific, and graphical methods to analyse and solve problems of engineering practice.
<b>H3.2</b>	Uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports.
<b>H3.3</b>	Develops and uses specialised techniques in the application of graphics as a communication tool.
<b>H4.1</b>	Investigates the extent of technological change in engineering.
<b>H4.2</b>	Applies knowledge of history and technological change to engineering- based problems.
<b>H4.3</b>	Appreciates social, environmental, and cultural implications of technological change in engineering and applies them to the analysis of specific problems.
<b>H5.1</b>	Works individually and in teams to solve specific engineering problems and in the preparation of engineering reports.
<b>H5.2</b>	Selects and uses appropriate management and planning skills related to engineering.
<b>H6.1</b>	Demonstrates skills in research and problem-solving related to engineering.
<b>H6.2</b>	Demonstrates skills in analysis, synthesis and experimentation related to engineering.

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**ENGLISH STUDIES**

**2 UNIT COURSE**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Name</b>	<b>Common Module</b> Opinion piece of writing and short responses to selected material	<b>Modern Family</b> Film Review	<b>Auteur Study</b> Portfolio	<b>Trial HSC Examination</b>	
<b>Task Due Date</b>	Term 4, Week 8, 2023	Term 1, Week 9, 2024	Term 2, Week 6, 2024	Term 3, Week 4, 2024	
<b>Task Outcomes Assessed</b>	ES12-1, ES12-2, ES12-5, ES12-10.	ES12-3, ES12-4.	ES12-2, ES12-4, ES12-6, ES12-7, ES12-8.	ES12-1, ES12-2, ES12-9.	
<b>Component</b>					<b>Component Weighting %</b>
Knowledge and understanding of course content	10	10	20	10	<b>50</b>
Skills in: comprehending texts, communicating ideas, and using language accurately, appropriately and effectively.	20	10	10	10	<b>50</b>
<b>Task Weighting %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

**HSC Outcomes – A student**

<b>ES12-1</b>	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.
<b>ES12-2</b>	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
<b>ES12-3</b>	Accesses, comprehends and uses information to communicate in a variety of ways.
<b>ES12-4</b>	Composes proficient texts in different forms.
<b>ES12-5</b>	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.
<b>ES12-6</b>	Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes.
<b>ES12-7</b>	Represents own ideas in critical, interpretive and imaginative texts.
<b>ES12-8</b>	Understands and explains the relationships between texts.
<b>ES12-9</b>	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.
<b>ES12-10</b>	Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner.

**Syllabus link – English Studies**

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

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**ENGLISH STANDARD**

**2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	
	Multimodal	Persuasive Essay	Portfolio Task	Trial Examination	
Task Due Date	Term 4, Week 8, 2023	Term 1, Week 8, 2024	Term 3, Week 1, 2024	Term 3, Week 5/6, 2024	
Task Outcomes Assessed	EN12-1, EN12-3, EN12-5, EN12-6.	EN12-1, EN12-3, EN12-5.	EN12-1, EN12-2, EN12-9.	EN12-1, EN12-3, EN12-4, EN12-8.	
Component					Component Weighting %
Knowledge and understanding of course content	10	10	10	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15	10	15	10	<b>50</b>
Task Weighting %	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**HSC Outcomes – A student**

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

**Syllabus link – English Standard**

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

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**ENGLISH ADVANCED**

**2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	
	Texts and Human Experience  Multimodal Presentation	Textual Conversations  Essay	Craft of Writing  Portfolio Task	Critical Study of Literature  Trial Exam	
Task Due Date	Term 4, Week 8, 2023	Term 1, Week 9, 2024	Term 2, Week 2, 2024	Term 3, Week 5, 2024	
Task Outcomes Assessed	EA12-1, EA12-3.	EA12-6, EA12-7.	EA12-2, EA12-4, EA12-5, EA12-9.	EA12-3, EA12-4, EA12-5.	
Component					Component Weighting %
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
Task Weighting %	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**HSC Outcomes – A student**

<b>EA12-1</b>	Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
<b>EA12-2</b>	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
<b>EA12-3</b>	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.
<b>EA12-4</b>	Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts.
<b>EA12-5</b>	Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.
<b>EA12-6</b>	Investigates and evaluates the relationships between texts.
<b>EA12-7</b>	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.
<b>EA12-8</b>	Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning.
<b>EA12-9</b>	Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner.

**Syllabus link – English Advanced**

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

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**ENGLISH EXTENSION 1**

**2 UNIT COURSE**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Name</b>	<b>Reimagined Worlds</b> Style: Critical Response (incl. student selected related material)	<b>Literary worlds</b> Style: Writing Portfolio	<b>Literary Worlds &amp; Reimagined Worlds</b> Style: Trial Exam	
<b>Task Due Date</b>	Term 1, Week 10, 2024	Term 2, Week 4, 2024	Term 3, Week 5, 2024	
<b>Task Outcomes Assessed</b>	EE12-3, EE12-4.	EE12-1, EE12-2, EE12-4, EE12-5.	EE12-1, EE12-2, EE12-4.	
<b>Component</b>				<b>Component Weighting %</b>
Knowledge and understanding of complex texts and of how and why they are valued	15	15	20	<b>50</b>
Skills in complex analysis, sustained composition and independent investigation	15	25	10	<b>50</b>
<b>Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**HSC Outcomes – A student**

<b>EE12-1</b>	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.
<b>EE12-2</b>	Analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts.
<b>EE12-3</b>	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.
<b>EE12-4</b>	Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts.
<b>EE12-5</b>	Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes.

**Syllabus link – English Extension 1**

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

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## FOOD TECHNOLOGY

2

## UNIT COURSE

Task Name	Task 1	Task 2	Task 3	Task 4	Component Weighting %
	Australian Food Industry	Food Manufacturing	Food Product Development	HSC Trial Exam	
	Term 1 Week 8 2024	Term 2, Week 8 2024	Term 3, Week 7 2024	Term 3, 2024	
Task Due Date	H1.1, H1.4, H3.1	H1.1, H4.2	H1.3, H4.1	H1.1, H1.3, H1.4, H5.1	
Task Outcomes Assessed					
Component					
Knowledge and understanding of course content	10	10	5	25	50
Knowledge and skills in designing, researching, analysing and evaluating	5	5	10		20
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10		30
Task Weighting %	25	25	25	25	100

## HSC Outcomes – A student

<b>H1.1</b>	Explains manufacturing processes and technologies used in the production of food procedures.
<b>H1.2</b>	Examines the nature and extent of the Australian food industry.
<b>H1.3</b>	Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations.
<b>H1.4</b>	Evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment.
<b>H2.1</b>	Evaluates the relationship between food, its production, consumption, promoting and health.
<b>H3.2</b>	Independently investigates contemporary nutrition issues.
<b>H4.1</b>	Develops, prepares and presents food using product development processes.
<b>H4.2</b>	Applies principles of food preservation to extend the life of food and maintain safety.
<b>H5.1</b>	Develops, realises and evaluates solutions to a range of food situations.

## Syllabus link – Food Technology

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/food-technology-syllabus>

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This is a dual accreditation course where students may receive a Higher School Certificate in Hospitality and an industry-recognised Certificate II in Hospitality or Statement of Attainment towards Certificate II in Hospitality.

- To obtain a Higher School Certificate, students must satisfactorily complete the competency units listed below, all school examinations, and 70 hours work placement. Participation in the HSC examination is optional depending on the student's enrolment.
- To obtain a Certificate II in Hospitality, students must achieve competency in all units listed below. If they do not, students are eligible for a Statement of Attainment for the units they have achieved.

TASK	ASSESSMENT ACTIVITY
1	Half Yearly Examination
2	Trial HSC Examination Week 4 & 5
3	70 hour Work placement – industry experience and logbook
4	Ongoing assessment of units of competency

### UNITS OF COMPETENCY

Students are required to demonstrate an industry-level of skill/knowledge. Competency evidence is gathered over a number of assessment activities as well as in-class competency assessment tasks. Students will be assessed as Achieved or Not Achieved for each unit below.

Code	Unit of Competency	HSC Hours
SITHFAB005	Prepare and serve espresso coffee	15 hrs
SITXCCS003	Interact with customers	15 hrs
SITXCOM001	Serve food and beverages	40 hrs
SITHIND002	Source and use information on the hospitality industry	20 hrs
BSBWOR203	Work Effectively with others	15 hrs
HLTAID003	Provide First Aid – delivered externally	20 hrs
SITHIND003	Use hospitality skills effectively	10 hrs
BSBSUS201	Participate in environmentally sustainable work practices	15 hrs
	Work Placement A and B assesses these 2 UOC (SITHIND003 & BSBSUS201) Please add these 2 weeks into your scope and sequence and adjust clusters accordingly.	
		<b>150 HRS</b>

- The following UOC are assessed over multiple events therefore related observational checks must be completed and submitted as evidence

**SITXCCS003** - Interact with customers – event 2 and 4

**BSBWOR203** - Work Effectively with others – Event 2 and 4

**SITHCCC001** - Use food preparation equipment – Event 1, 2 and 5

**SITXCOM002** - Show social and cultural understanding and SITHIND003 Use Hospitality skills effectively – Work Placement A and B

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**INDUSTRIAL TECHNOLOGY- MULTIMEDIA, FURNITURE & TIMBER PRODUCTS 2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	Component Weighting %
	Project Development	Research, Development, PMT	Major Project Progress	Trial HSC Examination	
Task Due Date	Statement of Intent, Research, Design Development, Finance Plan, Time Plan	Folio – Selection and Justification, Working Drawings, Time and Finance Plan. Practical - PMT	Folio - Project Production Practical - Quality of Project, Evidence of skills, Planning and Production links, Practical Problem Solving.		
Task Outcomes Assessed	Term 4, Week 8 2023	Term 1, Week 4, 2024	Term 3, Week 2, 2024	Term 3 2024	
Component	H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H4.2, H5.1, H5.2.	H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H4.2, H5.1, H5.2.	H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H4.2, H5.1, H5.2, H6.1, H6.2.	H1.1, H1.2, H1.3, H3.1, H6.1, H7.1, H7.2.	
Industry study				15	15
Design, Management and Communication	10	10	10		30
Production		10	10		20
Industry Related Manufacturing Technology	10	5	5	15	35
Task Weighting %	20	25	25	30	100

**HSC Outcomes – A student**

H1.1	Investigates industry through the study of businesses in one focus area.
H1.2	Identifies appropriate equipment, production & manufacturing techniques & describes the impact of new & developing technologies in industry.
H1.3	Identifies important historical developments in the focus area industry.
H2.1	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques.
H3.1	Demonstrates skills in sketching, producing and interpreting drawings.
H3.2	Selects and applies appropriate research and problem-solving skills.
H3.3	Applies and justifies design principles effectively through the production of a Major Project.
H4.1	Demonstrates competence in a range of 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	Examines and applies appropriate documentation techniques to project management.
H6.1	Evaluates the characteristics of quality manufactured products.
H6.2	Applies the principles of quality and quality control
H7.1	Explains the impact of the focus area industry on the social and physical environment.
H7.2	Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment.
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**HSC ASSESSMENT SCHEDULE 2023-2024**

**INFORMATION PROCESSES & TECHNOLOGY**

**2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	NESA Component Weighting %
	Information Systems and Databases Project	Communications Systems Project	Multimedia Practical Assignment and Project Work	Trial HSC Examination	
	Term 4 Week 9 2023	Term 1 Week 8 2024	Term 2 Week 9 2024	Term 3 Week 5 2024	
Task Due Date	H1.1-2, H2.1-2 H3.1-2, H5.1 H6.1-2, H7.1-2	H1.2, H2.1-2 H3.1-2, H4.1 H5.1-2, H6.1-2	H1.1, H2.1, H3.2 H5.1, H6.2, H7.1-2	H1.1-2, H2.1-2 H3.1-2, H4.1 H5.1-2 H6.1-2, H7.2	
Task Outcomes Assessed					
Component					
C1 Project Management	5	5	5	5	20
C2 Information Systems and Databases	15			5	20
C3 Communication Systems		15		5	20
C4 Options Strands OPT 1 Multimedia OPT 2 Automated Manufacturing Systems			25	15	40
<b>Task Weighting %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**HSC Outcomes – A student**

<b>H1.1</b>	Applies an understanding of the nature and function of information technologies to a specific practical situation
<b>H1.2</b>	Explains and justifies the way in which information systems relate to information processes in a specific context
<b>H2.1</b>	Analyses and describes a system in terms of the information processes involved
<b>H2.2</b>	Develops solutions for an identified need which address all of the information processes
<b>H3.1</b>	Evaluates the effect of information systems on the individual, society and the environment
<b>H3.2</b>	Demonstrates ethical practice in the use of information systems, technologies and processes
<b>H4.1</b>	Proposes ways in which information systems will meet emerging needs
<b>H5.1</b>	Justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
<b>H6.1</b>	Analyses situations, identifies a need and develops solutions
<b>H6.2</b>	Selects and applies a methodical approach to planning, designing or implementing a solution
<b>H7.1</b>	Implements effective management techniques
<b>H7.2</b>	Uses methods to thoroughly document the development of individual and/or group projects.

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**LEGAL STUDIES**

**2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	Component Weighting %
	Media File and Response - Crime	Research Task – Human Rights	Essay – Option Topic 1	Trial HSC Examination	
Task Due Date	Term 4, 2023	Term 1, 2024	Term 2, 2024	Term 3, 2024	
Task Outcomes Assessed	H1, H3, H4, H7, H8, H9	H1, H4, H6, H8, H9, H10	H1, H4, H6, H8, H9, H10	H1, H2, H4, H5, H6, H9, H10	
Component					
Knowledge and understanding of course content	5	10	10	15	40
Analysis and evaluation	5		10	5	20
Inquiry & Research	10	10			20
Communication of legal information, issues and ideas in appropriate forms		5	5	10	20
<b>Task Weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**HSC Outcomes – A student**

<b>H1</b>	Identifies and applies legal concepts and terminology
<b>H2</b>	Describes and explains key features of and the relationship between Australian and international law
<b>H3</b>	Analyses the operation of domestic and international legal systems
<b>H4</b>	Evaluates the effectiveness of the legal system in addressing issues initiating and responding to change
<b>H5</b>	Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
<b>H6</b>	Assesses the nature of the interrelationship between the legal system and society
<b>H7</b>	Evaluates the effectiveness of the law in achieving justice
<b>H8</b>	Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
<b>H9</b>	Communicates legal information using well-structured and logical arguments
<b>H10</b>	Analyses differing perspectives and interpretations of legal information and issues

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**MATHEMATICS NUMERACY**

**2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	Component Weighting %
	Investigation	Investigation	Portfolio	Investigation	
Task Due Date	Week 10, Term 4 2023	Week 9-10, Term 1 2024	Week 9, Term 2 2024	Term 3, 2024	
Task Outcomes Assessed	N6-1.1, N6-1.2, N6-2.1, N6-2.4, N6-3.1	N6-1.3, N6-2.1, N6-2.2, N6-2.4, N6-2.5, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-3.1, N6-3.2.	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2	
Component					
Knowledge and skills	15	10	10	15	<b>50</b>
Applications	15	10	10	15	<b>50</b>
Task Weighting %	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

**HSC Outcomes – A student**

<b>N6-1.1</b>	Recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
<b>N6-1.2</b>	Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
<b>N6-1.3</b>	Determines whether an estimate or an answer is reasonable in the context of a problem, evaluated results and communicates conclusions
<b>N6-2.1</b>	Chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
<b>N6-2.2</b>	Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
<b>N6-2.3</b>	Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
<b>N6-2.4</b>	Chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
<b>N6-2.5</b>	Chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
<b>N6-3.1</b>	Chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
<b>N6-3.2</b>	Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**MATHEMATICS STANDARD**

**2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	
	In-class Assessment	In-Class Examination	In-class Assessment	Trial HSC Examination (2.5 hours)	
Task Due Date	Term 4, 2023 Week 10	Term 1, 2024 Week 10	Term 2, 2024 Week 9	Term 3, 2024	
Task Outcomes Assessed	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-8	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-5, MS2-12-7, MS2-12-8, MS2-12-9,	MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-10	MS2-12-1 to MS2-12-10	
Component					Component Weighting %
Understanding, fluency and communication	15	10	10	15	<b>50</b>
Problem solving, reasoning and justification	15	10	10	15	<b>50</b>
Task Weighting %	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

**HSC Outcomes – A student**

<b>MS2-12-1</b>	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
<b>MS2-12-2</b>	Analyses representations of data in order to make inferences, predictions and draw conclusions
<b>MS2-12-3</b>	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
<b>MS2-12-4</b>	Analyses two-dimensional and three-dimensional models to solve practical problems
<b>MS2-12-5</b>	Makes informed decisions about financial situations, including annuities and loan repayments
<b>MS2-12-6</b>	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms
<b>MS2-12-7</b>	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
<b>MS2-12-8</b>	Solves problems using networks to model decision-making in practical problems
<b>MS2-12-9</b>	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
<b>MS2-12-10</b>	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

**Syllabus link – Mathematics Standard 2**

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

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**MATHEMATICS    ADVANCED**

**2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	
	Task (55 minutes)	In-Class Examination	Task (55 minutes)	Trial HSC Examination (3 hours)	
Task Due Date	Term 4, 2023 Week 9	Term 1, 2024 Week 10	Term 2, 2024 Week 9	Term 3, 2024	
Task Outcomes Assessed	MA12-4, MA 12-5	MA 12-1, MA 12-6	MA 12-2, MA12-8	MA12-1 to MA12-10	
Component					Component Weighting %
Understanding, fluency & communication	10	10	10	20	50
Problem solving, reasoning & justification	15	10	15	10	50
Task Weighting %	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**HSC Outcomes – A student**

<b>MA 12-1</b>	Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and un familiar contexts.
<b>MA 12-2</b>	Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
<b>MA 12-3</b>	Applies calculus techniques to model and solve problems
<b>MA 12-4</b>	Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
<b>MA 12-5</b>	Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
<b>MA 12-6</b>	Applies appropriate differentiation methods to solve problems
<b>MA 12-7</b>	Applies the concepts and techniques of indefinite and definite integrals in the solution of problems
<b>MA 12-8</b>	Solves problems using appropriate statistical processes
<b>MA 12-9</b>	Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
<b>MA 12-10</b>	Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

**Syllabus link – Mathematics Advanced**

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

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**MATHEMATICS EXTENSION 1**

**2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	
	Task (55 minutes)	In-Class Examination	Task (55 minutes)	Trial HSC Examination (2 hours)	
Task Due Date	Term 4, 2023 Week 8	Term 1, 2024 Week 10	Term 2, 2024 Week 10	Term 3, 2024	
Task Outcomes Assessed	ME 12-7, ME 12-2 ME 12-6	ME 12-1, ME 12-3	ME 12-4, ME 12-5	ME 12-1 To ME 12-7	
Component					Component Weighting %
Understanding, fluency & communication	10	10	10	20	<b>50</b>
Problem solving, reasoning & justification	15	10	15	10	<b>50</b>
Task Weighting %	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**HSC Outcomes – A student**

<b>ME 12-1</b>	Applies techniques involving proof or calculus to model and solve problems.
<b>ME 12-2</b>	Applies concepts and techniques involving vectors and projectiles to solve problems.
<b>ME12-3</b>	Applies advance concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations.
<b>ME12-4</b>	Uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution.
<b>ME12-5</b>	Applies appropriate statistical processes to present, analyse and interpret data.
<b>ME12-6</b>	Chooses and uses appropriate technology to solve problems in a range of contexts.
<b>ME12-7</b>	Evaluates and justifies conclusions communicating a position clearly in appropriate mathematical forms.

**Syllabus link – Mathematics Extension 1**

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

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**MATHEMATICS EXTENSION 2**

**2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	
	Investigation Task (55 minutes)	Investigation Task (55 minutes)	In-Class Examination	Trial HSC Examination (2 hours)	
Task Due Date	Term 1, 2024 Week 2	Term 1, 2024 Week 8	Term 2, 2024 Week 10	Term 3, 2024	
Task Outcomes Assessed	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1 to MEX12-3, MEX12-7, MEX12-8	MEX12-1, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	MEX12-1 to MEX12-8	
Component					Component Weighting %
Understanding, fluency & communication	10	10	10	20	50
Problem solving, reasoning & justification	15	10	15	10	50
Task Weighting %	25	20	25	30	100

**HSC Outcomes – A student**

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

**Syllabus link – Mathematics Extension 2**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-2-2017>

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**METAL & ENGINEERING VET**

**2 UNIT COURSE**

<b>METAL AND ENGINEERING VET</b>	<i>Board endorsed course</i>
Course draw from	<i>MEM05 Metal and Engineering</i>
Target qualification outcomes from this course of training	<i>MEM10119 Certificate I in Engineering &amp; Statement of attainment towards MEM20413 Certificate 11 in Engineering Pathways</i>

The clients for this course are senior secondary students who are undertaking the course as one of their Higher School Certificate electives. The students will gain experiences in related industry work placement. They may choose this course.

- to gain certificate qualifications leading to further study or employment in this industry
- to gain skills to support their learning across other learning areas
- to gain skills as part of a Life Skills program (for students with special learning needs)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognized vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Those students unsuccessful in completing all units will achieve a statement of attainment, listing completed units.

**Preliminary Metal & Engineering Frameworks Course Overview – Completion gives MEM10119 Certificate I in Engineering**

Code	Name	Points	Hours
MEM13015	Work Safely and effectively in manufacturing and engineering	2	40
MEM16006	Organise and communicate information	2	15
MEM11011	Undertake manual handling	2	5
MEM18001	Use hand tools	2	20
MEM18002	Use power tool/handheld operations	2	20
MEM16008	Perform computations	3	20
MEM07032	Interact with computer technology	2	10
MEM07032	Use workshop machines for basic operations	2	20

It is a mandatory requirement as per the NSW Board of Studies that a student complete **70 hours of work placement during the 240 hours course**. Work placement must be completed so that course is accredited towards the HSC.

**HSC Metal & Engineering Frameworks Course Overview – Elective Content**

Code	Name	Points	Hours
MEMPE006A	Undertake basic engineering project		30
MEMPE001A	Use engineering workshop machines		20
MEMPE005A	Develop a career plan for the engineering and manufacturing industry		5
MEMPE002A	Use electric welding machines		20
MEMPE004A	Use Fabrication equipment		20
	<b>Total</b>	<b>17</b>	<b>245</b>

**Mandatory Work Placement**

Mandatory course requirements to attain an HSC credential in this course

Students must complete a minimum of 35 hours work placement over two years to practise and extend their learning

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**MODERN HISTORY**

**2 UNIT COURSE**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Name</b>	<b>Source Analysis and Research</b>  Power and Authority in the Modern World 1919–1946	<b>National Studies</b>	<b>Historical Analysis</b>  Peace and Conflict	<b>Trial HSC Examination</b>	
<b>Task Due Date</b>	Term 4, 2023	Term 1, 2024	Term 2, 2024	Term 3, 2024	
<b>Task Outcomes Assessed</b>	MH12-3, MH12-4, MH12-6, MH12-7, MH12-9.	MH12-2, MH12-3, MH12-4, MH12-5, MH12-8, MH12-9.	MH12-2, MH12-5, MH12-7, MH12-8.	MH12-3, MH12-4, MH12-5, MH12-7, MH12-9.	
<b>Component</b>					<b>Component Weighting %</b>
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	10	<b>25</b>
Historical inquiry and research	5	5	5		<b>15</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Task Weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**HSC Outcomes – A student**

<b>MH12-1</b>	Accounts for the nature of continuity and change in the modern world.
<b>MH12-2</b>	Proposes arguments about the varying causes and effects of events and developments.
<b>MH12-3</b>	Evaluates the role of historical features, individuals, groups and ideas in shaping the past.
<b>MH12-4</b>	Analyses the different perspectives of individuals and groups in their historical context.
<b>MH12-5</b>	Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world.
<b>MH12-6</b>	Analyses and interprets different types of sources for evidence to support an historical account or argument.
<b>MH12-7</b>	Discusses and evaluates differing interpretations and representations of the past.
<b>MH12-8</b>	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
<b>MH12-9</b>	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**MUSIC 1**

**2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	Component Weighting %
	<b>Presentation of Performance</b>	<b>Presentation</b>	<b>Presentation and Submission:</b>	<b>Trial HSC Examination</b>	
	Presentation of solo or ensemble performance + In-class Aural exam	Presentation of Viva Voce + In-class Aural Exam + Elective 1 (Performance or Composition or Musicology)	Submission of Composition + In-class Aural Exam + Elective 2 (Performance or Composition or Musicology)	In-class Aural Exam + Elective Presentation	
Task Due Date	Term 4, Week 8, 2023	Term 1, Week 8, 2024	Term 2, Week 8, 2024	Term 3, Week 5, 2024	
Task Outcomes Assessed	H1, H2, H3, H9, H10, H11	H2, H4, H6, H8, H10, H11.	H2, H3, H4, H5, H7, H8, H10, H11	H2, H10, H11	
Component					
Performance	10				<b>10</b>
Composition			10		<b>10</b>
Musicology		10			<b>10</b>
Aural	5	5	5	10	<b>25</b>
Electives		15	15	15	<b>45</b>
Task Weighting %	<b>15</b>	<b>30</b>	<b>30</b>	<b>25</b>	<b>100</b>

**HSC Outcomes – Through activities in performance, composition, musicology and aural, a student:**

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

**Syllabus link – Music 1**

**HSC ASSESSMENT SCHEDULE 2023-2024**

**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION  
COURSE**

**2 UNIT**

Task Name	Task 1	Task 2	Task 3	Task 4	
	<b>Core 2 – Factors Affecting Performance</b>  Research/ Program Task Improving Performance	<b>Option 2 – Sports Medicine</b>  In class practical Assessment	<b>Core 1 – Health Priorities in Australia</b>  Research Task	<b>Trial HSC Examination</b>	
Task Due Date	Term 4, Week 9 2023	Term 1, Week 9/10, 2024	Term 2, Week 10, 2024	Term 3, Week 5/6, 2024	
Task Outcomes Assessed	H7, H8, H10, H11, H16, H17	H8, H13, H16, H17	H1, H2, H5, H15	H1 to H17	
Component					Component Weighting %
Knowledge and understanding of course content	10	5	10	15	<b>40</b>
Skills in critical thinking, research analysing and communicating	15	15	15	15	<b>60</b>
Task Weighting %	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**HSC Outcomes – A student**

- H1** Describes the nature, and justifies the choice, of Australia's health priorities.
- H2** Analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** Analyses the determinants of health inequities.
- H4** Argues the case for health promotion based on the Ottawa Charter.
- 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 is 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

**Syllabus link – Personal Development, Health & Physical Education**

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

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**PHYSICS**

**2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	Component Weighting %
	Practical Assessment Task	Module Quiz	Physics Depth Study	Trial HSC Examination	
Task Due Date	Term 4, Week 8 2023	Term 1, Week 4 2024	Term 2, Week 4 2024	Term 3, 2024	
Task Outcomes Assessed	PH12-1, PH12-2, PH12-3, PH12-6, PH12-7, PH12-12.	PH12-1 to PH12-7, PH12-13 PH12-14	PH12-4, PH12-5, PH12-6, PH12-7, PH12-13.	PH12-1 to PH12-7, PH12-12 to PH12-15.	
Component					
Knowledge and understanding	5	5	5	10	<b>25</b>
Planning and Conducting Investigations	10	5	5	5	<b>25</b>
Scientific Thinking	5	5	5	10	<b>25</b>
Communication	5	10	5	5	<b>25</b>
Task Weighting %	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

**HSC Outcomes – A student**

<b>PH12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation.
<b>PH12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information.
<b>PH12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>PH12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
<b>PH12-5</b>	Analyses and evaluates primary and secondary data and information.
<b>PH12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
<b>PH12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
<b>PH12-12</b>	Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles.
<b>PH12-13</b>	Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively.
<b>PH12-14</b>	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.
<b>PH12-15</b>	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.

**Syllabus link - Physics**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics-2017>

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**SOCIETY AND CULTURE**

**2 UNIT COURSE**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Name</b>	<b>Report</b> Continuity & Change	<b>Task</b> Depth Study 1	<b>Trial HSC Examination</b> Written Paper	
<b>Task Due Date</b>	Term 4, 2023	Term 1, 2024	Term 3, 2024	
<b>Task Outcomes Assessed</b>	H1,H6,H7,H8,H9,H10	H2,H3,H5,H9	H1,H2,H3,H4,H6,H9	
<b>Component</b>				<b>Component Weighting %</b>
Knowledge and understanding of source content	10	20	20	<b>50</b>
Application and evaluation of social and cultural research methods	20	5	5	<b>30</b>
Communication of information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Task Weighting %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

**\* This course also has an externally assessed Personal Interest Project that is marked externally. There are additional due dates associated to this determined by NESA occurring early Term 3 \***

**HSC Outcomes - A student:**

- H1** Evaluates and effectively applies social and cultural concepts
- H2** Explains the development of personal, social and cultural identity
- H3** Analyses relationships and interactions within and between social and cultural groups
- H4** Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H5** Analyses continuity and change and their influence on personal and social futures
- H6** Evaluates social and cultural research methods for appropriateness to specific research tasks
- H7** Selects, organises, Synthesises and analyses information from a variety of sources for usefulness, Validity and bias
- H8** Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
- H9** Applies complete 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

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**SPORT, LIFESTYLES & RECREATION****2 UNIT COURSE**

Task Name	Task 1	Task 2	Task 3	Task 4	Component Weighting %
	Healthy Lifestyle Research Task	Sports Coaching Plan & coaching Session	Resistance Training Participation & Program	Games and Sports Application	
	Term 4, Week 7 2023	Term 1, Week 7 2023/4	Term 2, Week 10 2024	Ongoing	
Task Due Date					
Task Outcomes Assessed	H1.5, H2.3, H3.5, H4.3	H1.1, H1.3, H2.1, H2.2, H3.1, H3.2, H4.2, H4.5.	H1.1, H1.3, H1.4, H1.6, H2.3, H3.6, H4.1, H4.2, H4.4	H1.1, H1.3, H2.1, H2.3, H3.1, H3.2, H4.1, H4.4,	
Component					
Practical experience and applications	20	10	10	10	50
Theoretical understanding	10	10	10	20	50
Task Weighting %	30	20	20	30	100

**HSC Outcomes – A student**

<b>H1.1</b>	Applies the rules and conventions that relate to participation in a range of physical activities.
<b>H1.2</b>	Explains the relationship between physical activity, fitness and healthy lifestyle.
<b>H1.3</b>	Demonstrates ways to enhance safety in physical activity.
<b>H1.5</b>	Critically analyses the factors affecting lifestyle balance and their impact on health status.
<b>H1.6</b>	Describes administrative procedures that support successful performance outcomes.
<b>H2.1</b>	Explains the principles of skill development and training.
<b>H2.2</b>	Analyses the fitness requirements of specific activities.
<b>H2.3</b>	Selects and participates in physical activities that meet individual needs, interests and abilities.
<b>H2.5</b>	Describes the relationship between anatomy, physiology and performance.
<b>H3.1</b>	Selects appropriate strategies and tactics for success in a range of movement contexts.
<b>H3.2</b>	Designs programs that respond to performance needs.
<b>H3.3</b>	Measures and evaluates physical performance capacity.
<b>H3.4</b>	Composes, performs and appraises movement.
<b>H3.5</b>	Analyses personal health practices.
<b>H3.6</b>	Assesses and responds appropriately to emergency care situations.
<b>H4.1</b>	Plans strategies to achieve performance goal.
<b>H4.2</b>	Demonstrates leadership skills and a capacity to work cooperatively in movement context.
<b>H4.3</b>	Makes strategic plans to overcome the barriers to personal and community health.
<b>H4.4</b>	Demonstrates competence and confidence in movement contexts.
<b>H4.5</b>	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

**Syllabus link – Sport, Lifestyles & Recreation**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhppe/sport-lifestyle-recreation-studies>

## TEXTILES AND DESIGN

## 2 UNIT COURSE

	Task 1	Task 2	Task 3	Task 4	
<b>Task Name</b>	Research/ In class task	Oral Presentation	Experimentation and Evaluation	Trial HSC Examination	
	Contemporary Designer: Collette Dinnigan				
<b>Task Due Date</b>	Term 4, 2023 Week 5	Term 4, 2023 Week 9	Term 2, 2024 Week 8	Term 3, 2024	
<b>Task Outcomes Assessed</b>	H5.2, H6.1.	H1.2, H3.1, H3.2, H4.1, H6.1, H2.1, H2.2, H2.3.	H3.1, H3.2, H4.1, H4.2, H2.1, H2.2, H2.3.	H1.3, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1.	
<b>Component</b>					<b>Component Weighting %</b>
Knowledge and understanding of course content		20		30	<b>50</b>
Skills and knowledge in the design, manufacture and management of a major textiles project	25		25		<b>50</b>
<b>Task Weighting %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**HSC Outcomes**

A student:

- H1.1** Critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project.
- H1.2** Designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements.
- H1.3** Identifies the principles of colouration for specific end-uses.
- H2.1** Communicates design concepts and manufacturing specifications to both technical and non-technical audiences.
- H2.2** Demonstrates proficiency in the manufacture of a textile item/s.
- H2.3** Effectively manages the design and manufacture of a Major Textiles Project to completion.
- H3.1** Explains the interrelationship between fabric, yarn and fibre properties.
- H3.2** Develops knowledge and awareness of emerging textile technologies.
- H4.1** Justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses.
- H4.2** Selects and justifies manufacturing techniques, materials and equipment for a specific end-use.
- H5.1** Investigates and describes aspects of marketing in the textile industry.
- H5.2** Analyses and discusses the impact of current issues on the Australian textiles industry.
- H6.1** Analyses the influence of historical, cultural and contemporary developments of textiles.

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**HSC ASSESSMENT SCHEDULE 2023-2024**

**VISUAL ARTS**

**2 UNIT COURSE**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Name</b>	<b>Development of the Body of work</b>  Submission of artwork(s) in progress, VAPD with annotated evaluation of a sustained exploration of materials and ideas through the frames	<b>Extended Written Response</b>  Extended written research response.  Account for the critical and historical interpretation(s) of selected artist's practice at a certain time and over time.  Body of Work Progress	<b>HSC Body of Work</b>  Resolving the Body: Submission of artworks under development.  VAPD, Written analysis of intention and artmaking practice through the conceptual framework.	<b>Trial HSC Examination</b>  Art Criticism and Art History Written Examination	
<b>Task Due Date</b>	Term 1, Week 9, 2024	Term 2, Week 8, 2024	Term 3, Week 7, 2024	Term 3, 2024	
<b>Task Outcomes Assessed</b>	H1, H3, H4	H9, H10	H1, H2, H4, H5, H6	H7, H8, H9, H10, H1, H2, H4, H5, H6.	
<b>Component</b>					<b>Component Weighting %</b>
Artmaking	20		30		<b>50</b>
Art Criticism and Art History		25		25	<b>50</b>
<b>Task Weighting %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

**HSC Outcomes – A student**

<b>Artmaking Outcomes:</b>	
<b>H1</b>	Initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions.
<b>H2</b>	Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work.
<b>H3</b>	Demonstrates an understanding of the frames when working independently in the making of art.
<b>H4</b>	Selects and develops subject matter and forms in particular ways as representations in art making.
<b>H5</b>	Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways.
<b>H6</b>	Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work.
<b>Art Criticism and Art History Outcomes:</b>	
<b>H7</b>	Applies their understanding of practice in art criticism and art history.
<b>H8</b>	Applies their understanding of the relationships among the artist, artwork, world and audience.
<b>H9</b>	Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art.
<b>H10</b>	Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.

**Syllabus link – Visual Arts Life Skills**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-life-skills>