



No Reward Without Effort



HSC ASSESSMENT SCHEDULES

2024/2025

Be Respectful Be Responsible Be Cooperative

Effective: Term 4, 2024

Review Date: Term 3, 2025

Welcome to Stage 6 from NSW Education Standards Authority (NESA) and Broken Hill High School

Recent stronger HSC Standards reforms provided an opportunity to review school-based assessment practices, and this booklet provides you with the resulting policy to be followed with all Stage 6 students at Broken Hill High School (BHHS). This booklet provides details of your assessment tasks, including weightings and due dates. You are responsible for discussing any problems with your class teacher and deputy principal if required well ahead of any due dates.

Assessment is a measure of your performance in the course based on the marks awarded for achievement of course outcomes over a set of assessment tasks specific to each course. These tasks measure achievement in wider range of syllabus objectives than examinations are able to do. School-based assessment tasks are not intended to mimic the structure and style of Higher School Certificate (HSC) examinations, though such tasks are included in many assessment schedules to help you better prepare for the HSC examination.

BHHS prepares and runs an assessment program for each course, in line with The New South Wales Education Standards Authority (NESA) requirements. NESA set which course components will be assessed, and how they are weighed, in the assessment and reporting documents for each syllabus, which are on their website for public viewing at <http://educationstandards.nsw.edu.au/wps/portal/nesa/home> (Year 11 - Year 12 tab). We are happy to copy these and other resources on assessment or syllabus requirements you require on presentation of a written request to your class teacher/s.

BHHS teachers set individual assessment tasks and decide due dates and weightings for each. These tasks measure knowledge, skills and understanding for a wide range of outcomes, and may include (but not limited to) tests, written assignments, practical activities, fieldwork and projects. You must complete assessment tasks in order to satisfy NESA that you have satisfactorily studied each course to qualify to proceed with HSC study in each course. More about that later.

BHHS teachers use your performance in assessment tasks to arrive at a final grade for each course, which is supplied to NESA in Semester 2 each year. If you study a course at another institution, they provide your grade. BHHS will retain samples of student work at a range of grade levels in a range of tasks for each class in case any external checking is required.

Class teachers will maintain accurate records of marks awarded to each student for each assessment task as well as a range of other matters mentioned later in this booklet.

Some things seem to have changed...

If you have parents/carers or older siblings who studied at BHHS you may notice a few differences in the assessment rules and procedures. Here are some of the main ones.

Why is there now a cap on the number of formal tasks?

It rebalances the emphasis on assessment to allow more time for teaching and learning. Most Preliminary courses will require 3 tasks and HSC courses will require 4 tasks, and the purpose of school-based assessment is to provide feedback to students to improve their learning.

How can every content area/topic/module in a course be formally assessed in 3 or 4 tasks?

They would not. *Teachers will continue to assess a wide range of syllabus outcomes as evidence to determine how well students are achieving outcomes through both formal and informal means.* While informal assessments do not contribute to grades or marks, it is a valid tool to assist teacher judgement about student achievement and to improve student learning.

Do assessment tasks need to increase in weight towards the end of a course?

There is no requirement for assessment schedules to include tasks with a greater weighting towards the end of the course.

Will a formal assessment program include more than one written examination?

No, BHHS will continue to schedule formal written examinations to provide opportunities for students to prepare for and experience examination conditions, but only one can “count”. The assessment schedules later in this booklet will clearly state if any examination is included in your formal assessment schedule in each course. Tests of limited scope (for example those with a small number of content areas, topics or modules such as class or topic tests) are not considered formal written examinations.

Can a formal task have parts and more than one due date?

A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together with a *single due date*. However, a task that has parts, with multiple due dates spanning weeks/months, is not a single formal assessment task. Such tasks are separate individual formal assessment tasks, each with their own weighting, each task is to be represented separately in an assessment schedule.

Can teachers provide feedback during the development of an assessment task?

While it is not a requirement for teachers to provide informal feedback during the development of student work for a formal task, it may be a valuable way for teachers to monitor student progress and authorship. Schools will make decisions regarding the provision of informal feedback ensuring equal opportunity for all students to receive feedback from teachers. Marks or grades are not to be attributed to informal feedback. This includes indicative marks.

General procedures on formal assessment...

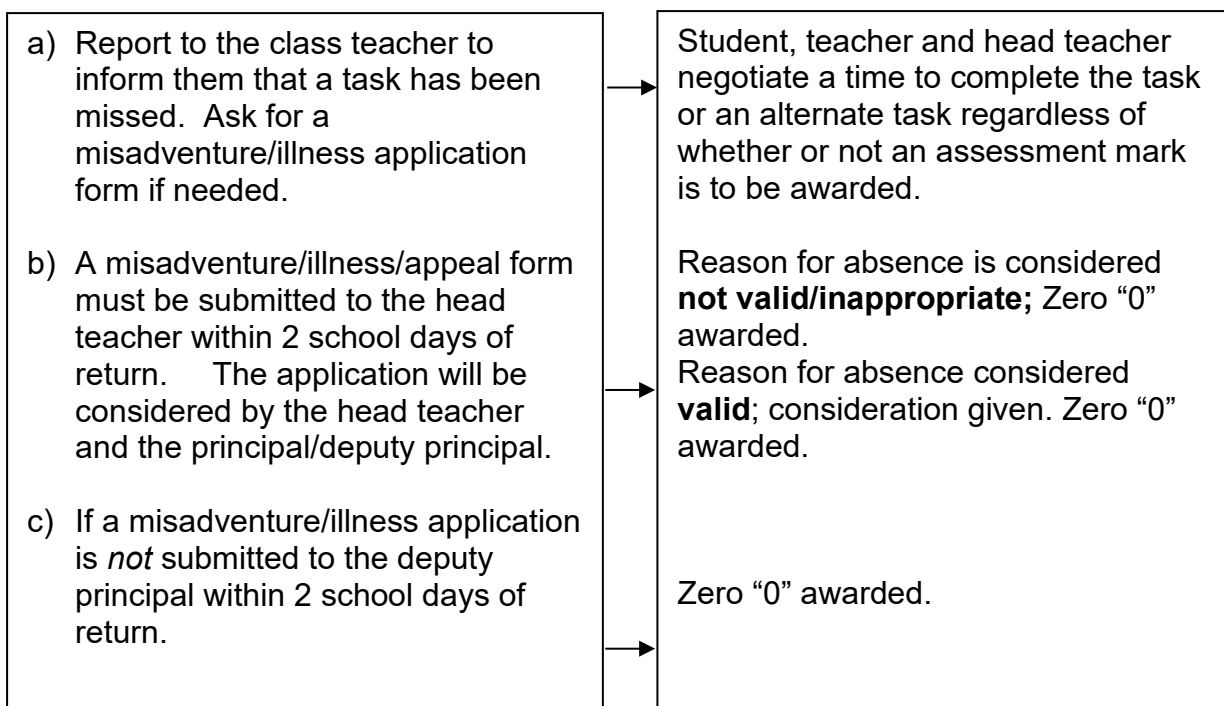
Students are expected to make a **genuine attempt at assessment tasks** which total up to more than 50% of available marks. Completion of tasks adding up to a total of exactly 50% is not sufficient. In the case of competency based courses. It is a matter for the principal to determine whether the attempts made by the student are genuine.

Start your assessment journey by carefully checking the formal assessment schedules for each of your subjects, adding dates to your diary and checking other major commitments for the year against the assessment schedule to solve any problems as early as possible.

In most courses, the minimum weighting for any assessment task will be 20%. The maximum weighting for any assessment task will be 40%. Students will be given a *minimum of two weeks written notice*, by the class teacher, of the nature, date and timing of each assessment task. From time to time plans made at the beginning of the year and published in this booklet can be interrupted by unforeseen events and opportunities which may necessitate negotiated alterations of a minor nature to task dates or content.

Class teachers will liaise with all students before finalising the date of any assessment task which will then be notified by e-mail to the head teacher responsible for adding tasks to the main Sentral calendar. Assessment tasks are deemed to have been notified to other staff and to students when they are recorded on the Sentral calendar. You will sign to indicate you have received notification of assessment and the date received.

What happens if I fail to complete, submit or be present for an assessment task?



Other points:

- In the case of illness, an application form must be accompanied by a medical certificate or other appropriate supporting documentation.
- Work submitted late will receive a **zero “0”**. **No percentage reductions are permitted at all.**
- No consideration can be given when students **choose not** to complete, submit or be present for an assessment task/s by the due date/time.
- No consideration can be given when students fail to submit a misadventure/illness application within 2 days of return.
- Students who fail to complete 50% of the final assessment marks for the course will be considered for an ‘N’ Determination.

What does misadventure mean?

Misadventure refers to any **valid** reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the **documentary evidence** that is handed in to support the misadventure claim.

No compensation will be made for factors such as misadventure or domestic problems affecting the preparation or performance of a student throughout the course. However, where the result of an assessment task was affected for a valid reason by absence or other misadventure preventing presentation of part of all of the task for assessment, the school may use a mark based on a substitute task or, in exceptional circumstances, an estimate based on other evidence. Invalid reasons for absence will result in a mark of zero for that task.

But I have a legitimate excuse...

In the case of documented and proven illness or misadventure on the day a task is due or the previous day, the school should be notified by you or your parent/carer by 9.00am on the day of the assessment task (or earlier if known). When you return to school, an appropriate note is to be provided to the deputy principal.

For illness, a doctor’s certificate is required, while for misadventure, an explanation from your parent/carer is required. If the absence is deemed acceptable, the task or substitute task will be authorised by the deputy principal who will inform your class teacher.

In the absence of an appropriate note or doctor’s certificate the penalties for lateness will apply. In the event of a prolonged and justified absence, consolation will take place between you and your head teacher to determine an acceptable assessment strategy.

In some circumstances teachers, after consulting with the deputy principal, may consider granting an extension for other reasons. If applying for an extension, please see your teacher at least **one week** before the due date with a written explanation approved by your parent/carer outlining the extreme and special circumstances that necessitate consideration of an extension. The decision of the teacher and deputy principal in these circumstances shall be final, and that decision will be communicated in writing to students and parent/carer at least 4 days before the due date by the teacher.

Honesty is the key for all students and staff...

You should read your course syllabus and related NESAs policies, such as those on malpractice and completion of a course, on the NESAs website, but below we include some of the key points to note. You must acknowledge any part of your work that was written, created or developed by someone else, in line with the NESAs documents for each course. This includes any material, from other sources like books, journals, electronic resources and the internet. You do not need to formally acknowledge material that you learned from your teacher in class.

Malpractice (including cheating) of any kind is unacceptable...

Behaving dishonestly to gain unfair advantage in assessments is malpractice, or cheating. Any form of malpractice, including plagiarism, is unacceptable, and NESAs treats these allegations very seriously.

At **BHHS proven plagiarised work will receive zero (0) marks**. This includes work directly downloaded from internet sources. The task will be deemed not submitted. Serious and deliberate malpractice is corrupt conduct, and NESAs could in extreme cases report it to the *Independent Commission against Corruption*. To avoid doubt, malpractice includes (but is not limited to):

- copying part or all of someone else's work and presenting it as your own;
- using material directly from books, journals, CD's or the internet without giving its source;
- building on someone else's ideas without giving the source and/or buying, stealing or borrowing someone else's work and presenting it as your own;
- submitting work that someone else, like a parent/carer, coach or subject expert, substantially contributed to;
- using someone else's words, ideas, designs or work in projects and performance tasks without giving the source;
- paying someone else to write or prepare material;
- breaching school examination rules or even cheating in an examination;
- using non-approved aids in an assessment task;
- giving false reasons for not handing in work by the due date;
- helping another student to engage in malpractice;
- including frivolous or objectionable material in your work; and
- disruption of another students engaged in assessment task.

If you are suspected of malpractice potentially involving plagiarism, you will need to show that all unacknowledged work is entirely your own. You might need to:

- Prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed.
- Answer questions about the assessment task, examination or submitted work being investigated to show your knowledge, understanding and skill.

If you cheat in any way when completing any assessment task, fail to make a genuine attempt in the task, cannot provide a valid reason for the non-completion of a task and/or are involved in any other form proven malpractice **you will have a mark of zero recorded for that task.**

You have the right of appeal to the review panel (see details later). The panel will make a final decision after considering all the factors involved. The panel will have the power to;

- decide that no action should be taken;
- impose a penalty from the deduction of a number of marks from the total given for the assessment (and any other assessments involved) to the award of a NIL mark for the assessment(s);
- report the malpractice to NESAs, with or without the imposition of a penalty.

What if I qualify for special provisions?

If you are recognised as having special needs for your HSC examinations you should have similar provisions available to you for in class assessment tasks and for school examinations.

Common tasks...

Courses that include more than one class will be overseen by the subject specialist head teacher to ensure that common tasks are used to moderate student performance, common marking of the same tasks takes place and alternate marking of common tasks or some other equitable practice occurs.

In addition to completing the formal assessment program, all students must meet the NESAs course completion requirements ...

Section 8.4 of the NESAs *Assessment Certification and Examination (ACE) Manual (2005)* states that to meet the course completion requirements, principals must have sufficient evidence that a student has:

- ✓ followed the course developed or endorsed by NESAs; and
- ✓ applied themselves with diligence and sustained effort to the set tasks and experiences provide in the course by the school; and
- ✓ Achieved some or all of the course outcomes.

N Determinations are made by the principal at the end of the academic year. Students failing to meet the standards set by NESAs need to be documented throughout the course. Letters are numbered for the course, not the task.

While NESAs do not determine minimum attendance requirements, principals may determine that, as a result of frequent or prolonged absence, the above detailed course completion criteria have not been met. The warnings issued to the student must relate the absences to specific non-completion of course requirements.

A student on an attendance exemption is not exempt from the requirements of NESAs.

Diligence and Sustained effort is demonstrated by the following:

- **Diligence** – refers to the **effort** expended by the students to achieve.
- **Sustained effort** – effort that **continues** over a period of time – maybe throughout the course.

To meet these requirements, you **must**

1. Attend class regularly. Students are expected to have greater than 85% attendance.
2. Complete and submit all or most of the set tasks on time.

Ideally you will also:

1. Be prepared and equipped for class.
2. Demonstrate appropriate levels of application, concentration and willingness to complete set tasks through making a genuine attempt.
3. Have active, positive, participation in learning activities.
4. Make appropriate use of technology, resources and equipment and or support personnel.
5. Prepare for tests and examinations through a revision program.
6. Have a level of attendance at school that ensures that all or most course requirements are met.
7. Submit all tasks on time.

What if I am not meeting the NESAs course completion requirements?

If you are making unsatisfactory progress in any aspect of the course, and especially where any formal assessment task is missed, an official notification to your parent/carer will occur in writing. Where you are not working to an expected standard, teachers may send a *Letter of Concern*. This could be regarded as an early intervention to prevent the next stage, though it is not a formal requirement.

All students not meeting course requirements will receive N Determination warning letters. Failure to address the matters in these N Determination letters could result in you being issued an N Determination in a Preliminary Course. If you are N Determined in a Preliminary course, you cannot proceed to the HSC course in the subject.

This may mean you need to select another Preliminary course to study in your HSC year to meet the requirements for 12 units of Preliminary courses to be completed. You may also have to “drop” that subject and continue with just 10 units in your HSC year. N Determinations in more than one Preliminary course may effectively mean you need to complete your Preliminary year again.

Principals always retain discretion to determine if a student who is N Determined in any course should be permitted to re-enrol in that course.

Please note if you are N Determined in one or more courses, you should still sit the Preliminary yearly examination(s) in the event your appeal, if submitted, is upheld.

In any formal examination, students who do not make a serious attempt may not receive an award in the course concerned. Non-serious attempts include responses that contain frivolous or objectionable material, and may lead to you being deemed unsatisfactory in any Preliminary course.

The N Determination process is detailed in graphic on the next page.

Reviews and appeals...

You may request a review of **your course ranking** if you consider that your position in the school's order of merit is inconsistent with your expectations formed on the basis of your performance in assessment tasks. **You may also request a review of an N Determination.**

Appeals must be in writing to the Principal and must contain information which supports your ranking expectation, which is significantly different from the one awarded **or** reasons why you are contesting an N Determination as detailed on a *Student Appeal Form*.

The review committee does not have the power to order remarking of any piece of work, to review the results in individual tasks or to review reasons why any request for extensions or other special considerations have been refused. The only factors which will be taken into account for any appeal are that:

- The weightings specified by the school in its assessment program conform to NESAs requirements.
- The procedures used by the school for determining the final assessment mark conform to its stated assessment program.
- The assessment mark contains no computational or clerical errors.

Should the review committee find an N Determination to be upheld, you may appeal to NESAs. You will need to collect, complete and submit a *School Review – Principals Report Form* and also supply copies of the *Principals Report Form*, *Student Appeal Form*, copies of all warning letters issued and any other relevant evidence that may be requested such as teacher reports, records of interview etc.

The Review panel...

The review panel will consist of the principal or delegate, a supervising head teacher and one teacher from another subject department.

Detailed feedback on the decision of the panel will be given to all students seeking an assessment review. You may appeal against the decision of the review panel only where you feel that the **conduct** of the school's panel did not comply with the requirements of NESAs.

Security and accuracy of assessment marks...

At the time of writing, all assessment marks will be recorded and archived in the markbook module of Sentral. Class teachers will advise the head teacher each year in March of the tasks they will collect, timing and weighting and that the head teacher will establish markbooks for every class reflecting that assessment schedule.

As soon as it is practical after each assessment task, the class teacher will record the assessment marks. The head teacher will then cross check that copies of the Preliminary assessment marks are correctly recorded, and at the end of each year that they are correctly archived. Assessment marks recorded by the class teacher should be checked with you for accuracy against the original task before your final assessment grade is awarded.

After the completion of each assessment task, you must be told your mark in the assessment task and your position in the course for that assessment task. At the completion of each reporting period, you will be given your examination mark and your cumulative rank in the course at that stage. This will be written on your school reports.

You may approach the class teacher immediately upon the return of a task to discuss the mark which has been awarded. The mark will not be reviewed at a later date. A subsequent request for a review may be made in writing to the deputy principal (within five school days) if you are not satisfied with the outcome of the discussion with the class teacher.

If you have recently transferred into this school, only the tasks available for completion after the transfer will be considered for assessment ranking. These procedures do not apply to VET courses.

About formal examinations...

Most subjects include formal examinations as part of their formal assessment program. Please check your timetables carefully to ensure that there are no clashes with your subject examinations. Make sure you know exactly when your examinations are on. No special provisions will be made if you are late or have misread your timetable. You must be at the examination room 10 minutes before the indicated start time.

When you are in any room where an examination is taking place, there are some important requirements you must comply with:

- Under no circumstances is talking or interaction between students allowed. Follow all directions of the supervising staff.
- Mobile phones, smartwatches and electronic communication or storage devices (for example media players) are not permitted under any circumstances. When in the examination room you must also place any ordinary watch in clear view on your table.
- Only authorised equipment can be taken into any examination room. Any equipment will be subject to inspection and it is your responsibility to ensure it (for example calculator) is in good working order. Equipment failure is not grounds for an appeal. No borrowing is allowed between candidates in the examination room(s).

- This suggested list includes equipment required for particular subjects:
 - 2 black pens
 - protractor
 - 2 pencils
 - pencil sharpener
 - highlighter pen
 - NESA-approved calculator (not permitted in some subjects)
 - a pair of compass
 - set squares
 - a curve-drawing template
 - eraser
 - blank paper
 - language dictionaries (not English)
 - ruler, marked in millimetres and centimetres
 - stapler and staples
- You may take water in a clear container and some lollies into the examination room to help maintain your concentration and energy levels.
- Leave papers face down until instructed to begin. You will have 5 minutes reading time for every paper except the English papers which allow 10 minutes reading time. **No** writing or highlighting may be done during reading time. The supervisor will advise you when you may start writing.
- Read all instructions on each examination paper very carefully, and pace yourself so that every question can be attempted. Clearly label all sheets of paper which must be marked with your student number.
- Do not take any written material or books into the examination room(s)

Useful websites for more details...

- All my own work - <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>
- Assessment Certification Examination (ACE) website -<http://ace.nesa.nsw.edu.au/>
- Broken Hill High School – <https://brokenhill-h.schools.nsw.gov.au/>

HSC Assessment Schedule 2024/2025

Subject: English Advanced

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Common Module – Texts and Human Experiences In-class essay	Module A – Textual Conversations Multimodal Presentation	Module C Craft of Writing Portfolio	Trial HSC Examination Common Module (10%) Module A (5%) Module B (5%) Module C (5%)
Due Date		Term 4, Weeks 9/10	Term 1, Weeks 9/10	Term 3, Weeks 2/3	Term 3, Weeks 5/6
Outcomes Assessed		EA12-1 EA12-3 EA12-5	EA12-2 EA12-4 EA12-8	EA12-6 EA12-7 EA12-9	EA12-1 EA12-2 EA12-6
Assessment Component	Weighting				
Knowledge and understanding of course content.	50%	15%	10%	15%	10%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50%	10%	15%	10%	15%
Weighting %	100%	25%	25%	25%	25%

English Advanced Outcomes

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

HSC Assessment Schedule 2024/2025

Subject: English Standard

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Common Module – Texts and Human Experiences In-class essay	Module B – Close Study of Literature Multimodal Presentation	Module C Portfolio	Trial HSC Examination Common Module (10%) Module A (5%) Module B (5%) Module C (5%)
Due Date		Term 4, Weeks 9/10	Term 1, Weeks 9/10	Term 3, Weeks 2/3	Term 3, Weeks 5/6
Outcomes Assessed		EN12-1 EN12-3 EN12-5	EN12-2 EN12-4 EN12-8	EN12-6 EN12-7 EN12-9	EN12-1 EN12-2 EN12-6
Assessment Component	Weighting				
Knowledge and understanding of course content.	50%	15%	10%	15%	10%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50%	10%	15%	10%	15%
Weighting %	100%	25%	25%	25%	25%

English Standard Outcomes

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

HSC Assessment Schedule 2024/2025

Subject: English Studies

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Common Module – Texts and Human Experiences Essay	Module – We are Australian Multimodal Presentation	Collection of Classwork – All modules Human Experiences We Are Australian On the Road The Big Screen	Trial HSC Examination
Due Date		Term 4, Weeks 8/9	Term 1, Weeks 9/10	Term 3, Weeks 2/3	Term 3, Weeks 5/6
Outcomes Assessed		ES12-1 ES12-3 ES12-5 ES12-7	ES12-2 ES12-8 ES12-9	ES12-1 ES12-3 ES12-4 ES12-10	ES12-1 ES12-6
Assessment Component	Weighting				
Knowledge and understanding of course content.	50%	15%	10%	15%	10%
Skills in: <ul style="list-style-type: none"> • Comprehending texts. • Communicating ideas. • Using language accurately, appropriately and effectively. 	50%	10%	15%	15%	10%
Weighting %	100%	25%	25%	30%	20%

English Studies Outcomes

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

HSC Assessment Schedule 2024/2025

Subject: Mathematics Advanced

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Open book quiz	In-class test	Portfolio and Verification Quiz	Trial HSC Examination
Due Date		Term 4, Week 10	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 5/6
Outcomes Assessed		MA12-1 MA12-5	MA12-3 MA12-6 MA12-7	MA12-2 MA12-4 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10
Assessment Component	Weighting				
Understanding, Fluency and Communicating.	50%	10%	12.5%	12.5%	15%
Problem Solving, Reasoning and Justification.	50%	10%	12.5%	12.5%	15%
Weighting %	100%	20%	25%	25%	30%

Mathematics Advanced Outcomes

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

HSC Assessment Schedule 2024/2025

Subject: Mathematics Standard 1

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Investigation and quiz – Networks	In-class topic test	Portfolio and Verification Quiz	Trial HSC Examination
Due Date		Term 4, Week 10	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 5/6
Outcomes Assessed		MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 to MS1-12-10
Assessment Component	Weighting				
Understanding, Fluency and Communicating.	50%	7.5%	12.5%	15%	15%
Problem Solving, Reasoning and Justification.	50%	7.5%	12.5%	15%	15%
Weighting %	100%	15%	25%	30%	30%

Mathematics Standard 1 Outcomes

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

HSC Assessment Schedule 2024/2025

Subject: Mathematics Standard 2

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Investigation and quiz – Networks	In-class test	Portfolio and Verification Quiz	Trial HSC Examination
Due Date		Term 4, Week 10	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 5/6
Outcomes Assessed		MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-2 MS2-12-4 MS2-12-7 MS2-12-10	MS2-12-1 to MS2-12-10
Assessment Component	Weighting				
Understanding, Fluency and Communicating.	50%	10%	10%	15%	15%
Problem Solving, Reasoning and Justification.	50%	10%	10%	15%	15%
Weighting %	100%	20%	20%	30%	30%

Mathematics Standard 2 Outcomes

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

HSC Assessment Schedule 2024/2025

Subject: Numeracy

Task		Task 1	Task 2	Task 3
Course Component		In-class test	Investigation task	Trial HSC Examination
Due Date		Term 4, Week 8	Term 2, Week 6	Term 3, Weeks 5/6
Outcomes Assessed		N6-1.1 N6-2.1 N6-2.5 N6-3.1	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 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
Assessment Component	Weighting			
Knowledge and understanding.	50%	15%	20%	15%
Skills.	50%	15%	20%	15%
Weighting %	100%	30%	40%	30%

Numeracy Outcomes

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

HSC Assessment Schedule 2024/2025

Subject: Biology

Task		Task 1	Task 2	Task 3
Course Component		Applications of Biology: Depth Study	Practical Portfolio	Trial HSC Examination
Due Date		Term 1, Week 4	Term 3, Week 2	Term 3, Weeks 5/6
Outcomes Assessed		BIO12-1 BIO12-2 BIO12-3 BIO12-5 BIO12-6 BIO12-7 BIO12-12 BIO12-13 BIO12-14	BIO12-1 BIO12-2 BIO12-3 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-12	BIO12-1 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15
Assessment Component	Weighting			
Knowledge and understanding of course content.	40%	15%	5%	20%
Skills in working scientifically.	60%	20%	30%	10%
Weighting %	100%	35%	35%	30%

Biology Outcomes

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

HSC Assessment Schedule 2024/2025

Subject: Ancient History

Task		Task 1 Source Analysis	Task 2 Essay	Task 3 Historical Analysis	Task 4 Trial HSC Examination
Course Component		Core Topic- Cities of Vesuvius	Ancient Societies: Spartan society to the Battle of Leuctra 371 BC	Personalities in their times – Agrippina the Younger	All topics: Cities of Vesuvius Agrippina Spartan Society The Greek World
Due Date		Term 4, Week 9	Term 1, Week 6	Term 2, Week 6	Term 3, Weeks 5/6
Outcomes Assessed		AH12-1, AH 12-6, AH12-9	AH12-3, AH12-8	AH12-4, AH12-6, AH12-7	AH12-2, AH12-5, AH12-9, AH12-10
Assessment component	Weighting				
Knowledge and understanding.	40%	15%	5%	5%	15%
Source skills.	20%	5%		5%	10%
Historical and research skills.	20%		10%	10%	
Communication of understanding.	20%	5%	10%		5%
Weighting %	100%	25%	25%	20%	30%

Ancient History Outcomes

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

HSC Assessment Schedule 2024/2025

Subject: Business Studies

Task		Task 1 Topic Test	Task 2 Extended Response	Task 3 Case Study	Task 4 Trial HSC Examination
Course Component		Operations	Marketing	Finance	
Due Date		Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 5/6
Outcomes Assessed		H1 H2 H5 H7	H3 H5 H6 H7 H8 H9	H4 H6 H7 H8 H9 H10	H2 H3 H4 H5 H6 H9 H10
Assessment Component	Weighting				
Knowledge and understanding of course content.	40%	5%	10%	10%	15%
Stimulus-based skills.	20%		5%	10%	5%
Inquiry and research.	20%	10%	10%		
Communication of business information, ideas and issues in appropriate forms.	20%		5%	5%	10%
Weighting %	100%	15%	30%	25%	30%

Business Studies Outcomes

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

HSC Assessment Schedule 2024/2025

Subject: Society and Culture

Task		Task 1	Task 2	Task 3
Course Component		Research Task Social and cultural continuity and change	In-class extended response Belief systems and Ideologies	Trial HSC Examination Written paper
Due Date		Term 4, Week 9	Term 1, Week 9	Term 3, Weeks 5/6
Outcomes assessed		H3 H5 H6 H7 H8 H9	H1 H5 H7 H9 H10	H1 H2 H3 H4 H6 H10
Assessment Component	Weighting			
Knowledge and understanding of course content.	50%	15%	25%	10%
Application and evaluation of social and cultural research methods.	30%	10%		20%
Communication of information, ideas and issues in appropriate forms.	20%	10%	10%	
Weighting %	100%	35%	35%	30%

Society and Culture Outcomes

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

HSC Assessment Schedule 2024/2025

Subject: Work Studies

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Case study - Employment	Media File	Independent Research	Trial HSC Examination
Due Date		Term 4, Week 6	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 5/6
Outcomes Assessed		H1 H2 H3 H4 H5 H6 H7 H8 H9	H1 H2 H3 H4 H5 H6 H7 H8 H9	H1 H2 H3 H4 H5 H6 H7 H8 H9	H1 H2 H3 H4 H5 H6 H7 H8 H9
Assessment Component	Weighting				
Knowledge and understanding of course content.	30%	5%	5%		20%
Skills.	70%	15%	20%	25%	10%
Weighting %	100%	20%	25%	25%	30%

Work Studies Outcomes

- H1** Describes the nature and pattern of work and its impact on people.
- H2** Identifies change in the workplace and the role of education.
- H3** Knows how to get and keep a job.
- H4** Describes the social and ethical issues involved in the workplace.
- H5** Develops communication and interpersonal skills necessary in the workplace.
- H6** Recognises and performs safe work practices.
- H7** Follows workplace instructions and develops decision making skills.
- H8** Understands the workplace practices and conventions that allows a business to function.
- H9** Demonstrates a willingness to participate in the workplace.

HSC Assessment Schedule 2024/2025

Subject: Music 1

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Presentation of Performance Presentation of solo or ensemble performance.	Composition Portfolio Composition portfolio work in progress with analysis of 2 selected works to demonstrate stylistic features and compositional techniques and written reflection and appraisal of Topic 1 elective performance or composition or musicology.	Presentation and Submission: Elective Option for Topics 2 and 3 Presentation of performance and discussion on interpretation of performance and/or composition portfolio and discussion on compositional process and/or musicology outline and viva voce.	Trial HSC Examination Aural Skills Examination. Responses to aural excerpts.
Due Date		Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 5/6
Outcomes Assessed		H1 H2	H2, H3 H4, H5 H6, H7	H1 – H8	H4 H6 H8
Assessment Component	Weighting				
Performance.	10%	10%			
Composition.	10%		10%		
Musicology.	10%		10%		
Aural.	25%				25%
Electives.	45%		15%	30%	
Weighting %	100%	10%	35%	30%	25%

Music 1 Outcomes

Performing

- H1** Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble.
- H7** Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
- H9** Performs as a means of self-expression and communication.
- H10** Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
- H11** Demonstrates a willingness to accept and use constructive criticism.

Composing

- H3** Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.
- H5** Critically evaluates and discusses performances and compositions.
- H7** Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
- H8** Identifies, recognises, experiments with, and discusses the use and effects of technology in music.
- H10** Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
- H11** Demonstrates a willingness to accept and use constructive criticism.

Listening

- H2** Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied.
- H4** Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.
- H6** Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.
- H8** Identifies, recognises, experiments with, and discusses the use and effects of technology in music.
- H10** Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
- H11** Demonstrates a willingness to accept and use constructive criticism.

HSC Assessment Schedule 2024/2025

Subject: Visual Arts

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Visual diary and body of work development Written task	In-class Assessment Essay format	Body of work group marking	Trial HSC Examination
Due Date		Term 1, Week 4	Term 2, Week 4	Term 3, Week 4	Term 3, Weeks 5/6
Outcomes Assessed		H1 H3 H4 H5 H7 H9	H8 H10	H1 H2 H3 H4 H5 H6	H7 H8 H9 H10
Assessment Component	Weighting				
Artmaking.	50%	10%		40%	
Critical and Historical Study.	50%	10%	15%		25%
Weighting %	100%	20%	15%	40%	25%

Visual Arts Outcomes

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

HSC Assessment Schedule 2024/2025

Subject: Community and Family Studies

Task		Task 1 Research and analysis task	Task 2 Independent research project – analysis task	Task 3 Scenario and research task	Task 4 Trial HSC Examination
Course Component		Groups in Context	Research Methodologies	Parenting and Caring	Parenting and Caring Groups in Context Research Methodologies Individuals and Work
Due Date		Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 5/6
Outcomes Assessed		H2.2 H2.3 H3.1 H3.3 H5.1 H6.2	H4.1 H4.2	H2.1 H2.2 H3.2 H5.1 H5.2	All Outcomes
Assessment Component	Weighting				
Knowledge and understanding of course content.	40%	10%	10%	10%	10%
Skills in critical thinking, research methodology, analysing and communicating.	60%	15%	10%	15%	20%
Weighting %	100%	25%	20%	25%	30%

Community and Family Studies Outcomes

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

HSC Assessment Schedule 2024/2025

Subject: Exploring Early Childhood

Task		Task 1 Starting school information pamphlet and observation report	Task 2 Book creation and evaluation	Task 3 Children's TV analysis	Task 4 Trial HSC Examination
Course Component		Module 3 – Starting School	Module 11 – Children's Literature	Module 9 – Young Children and Media	Module 3 – Starting School Parenting and Caring Module 11 – Children's Literature Module 9 – Young Children and Media Module 12 – Food and Nutrition
Due Date		Term 4, Week 9	Term 1, Week 11	Term 2, Week 10	Term 3, Weeks 5/6
Outcomes Assessed		1.3 2.1 2.2 2.4 6.1 6.2	1.2 1.3 1.4 4.1	1.4 2.1 2.2 2.4 6.1	All Outcomes
Assessment Component	Weighting				
Knowledge and understanding of course content.	70%	15%	20%	15%	20%
Skills in critical thinking, research, analysis and communicating.	30%	5%	10%	5%	10%
Weighting %	100%	20%	30%	20%	30%

Exploring Early Childhood Outcomes

- 1.3** Examines the nature of different periods in childhood — infant, toddler, preschool and the early school years.
- 1.4** Analyses the ways in which family, community and culture influence the growth and development of young children.
- 1.5** Examines the implications for growth and development when a child has special needs.
- 2.1** Analyses issues relating to the appropriateness of a range of services for different families.
- 2.2** Critically examines factors that influence the social world of young children.
- 2.4** Analyses the role of a range of environmental factors that have an impact on the lives of young children.
- 4.1** Demonstrates appropriate communication skills with children and/or adults.
- 6.1** Demonstrates an understanding of decision-making processes.
- 6.2** Critically examines all issues including beliefs and values that may influence interactions with others.

HSC Assessment Schedule 2024/2025

Subject: Personal Development, Health and Physical Education (PD/H/PE)

Task		Task 1 Research task	Task 2 Project Portfolio	Task 3 Training Program and Skill Assessment	Task 4 Trial HSC Examination
Course Component		Option 3 – Sports Medicine	Option 2 – Improving Performance	Core 2 – Factors affecting performance	Core 1, Core 2 and options
Due Date		Term 4, Week 9	Term 1, Week 7	Term 2, Week 4	Term 3, Weeks 5/6
Outcomes Assessed		H8 H13 H16 H17	H7 H8 H9 H10 H16 H17	H7 H8 H9 H10 H11 H16 H17	All outcomes
Assessment Component	Weighting				
Knowledge and understanding of course content.	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysis and communicating.	60%	10%	10%	20%	20%
Weighting %	100%	20%	20%	30%	30%

(PD/H/PE) Outcomes

- H1** Describes the nature and justifies the choice of Australia's health priorities.
- H2** Analyses and explains the health status of Australians in terms of current trends and groups most at risk.
- H3** Analyses the determinants of health and health inequities.
- H4** Argues the case for the new public health approach to health promotions.
- 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 (option 1).
- 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 skills 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.
- H12** Analyses the influence of socio-cultural factors on the way people participate in and value physical activity and sport (option 2).
- H13** Selects and applies strategies for the management of injures 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.

HSC Assessment Schedule 2024/2025

Subject: Sport, Lifestyle and Recreation

Task		Task 1 Design a resistance training program	Task 2 First aid scenario and CPR	Task 3 Research task	Task 4 Trial HSC Examination
Course Component		Resistance Training	First aid and sports injuries	Fitness	Healthy lifestyle
Due Date		Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 5/6
Outcomes Assessed		1.2 1.3 2.1 2.2 2.3 2.5 3.2 3.3 4.4	1.3 2.5 3.6 4.2 4.4 4.5	1.2 1.3 2.2 3.2 3.3 4.1	All outcomes
Assessment Component	Weighting				
Knowledge and understanding of course content.	60%	20%	20%	10%	10%
Skills in critical thinking, research, analysis and communicating.	40%	10%	10%	10%	10%
Weighting %	100%	30%	30%	20%	20%

Sport, Lifestyle and Recreation Outcomes

- 1.1 Applies the rules and conventions that relate to participation in a range of physical activities.
- 1.2 Explains the relationship between physical activity, fitness and healthy lifestyle.
- 1.3 Demonstrates ways to enhance safety in physical activity.
- 1.6 Describes administrative procedures that support successful performance outcomes.
- 2.1 Explains the principles of skill development and training.
- 2.2 Analyses the fitness requirements of specific activities.
- 2.4 Describes how societal influences impact on the nature of sport in Australia.
- 2.5 Describes the relationship between anatomy, physiology and performance.
- 3.1 Selects appropriate strategies and tactics for success in a range of movement contexts.
- 3.2 Designs programs that respond to performance needs.
- 3.3 Measures and evaluates physical performance capacity.
- 3.4 Composes, performs and appraises movement.
- 3.6 Assesses and responds appropriately to emergency care situations.
- 4.1 Plans strategies to achieve performance goal.
- 4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context.
- 4.4 Demonstrates competence and confidence in movement contexts.
- 4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.
- 5.1 Accepts responsibility for personal and community health.
- 5.2 Willingly participates in regular physical activity.
- 5.3 Values the importance of an active lifestyle.
- 5.4 Values the features of a quality performance.
- 5.5 Strives to achieve quality in personal performance.

HSC Assessment Schedule 2024/2025

Subject: Construction

Approved by	VET CT	
Date of approval	05/10/2023	
Delivery site	Broken Hill High School	
Name/s of VET trainers	Jason Bradley	
Course duration	2 Years	
Date of course commencement	30/01/2024	
Date of course conclusion	26/09/2025	
NESA course name i.e. Industry Curriculum Framework	Construction	
NESA course number and delivery pattern	26211 2 Units x 2 Years NESA HSC Examination Code 26299	
Training product title and code	CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)	
Training package code and title (release)	CPC Construction, Plumbing and Services Training Package Release 8.0	
Training product release number and date	CPC20220 – Release 6, 22 June 2021	CPC20120 – Release 3, 9 March 2021
Qualification packaging rules	<p>The Certificate II in Construction Pathways CPC20220, requires the demonstration of competency in 10 units of competency:</p> <ul style="list-style-type: none"> • 5 core units • 5 elective units. 	<p>The Certificate II in Construction CPC20120 requires the demonstration of competency in 15 units of competency:</p> <ul style="list-style-type: none"> • 10 core units • 5 elective units <p>Students will only be completing a Statement of Attainment towards Certificate II in Construction.</p>
Students successfully completing this program will be eligible to receive a nationally recognised qualification CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).		
Mandatory work placement hours for NESA	Students must complete a minimum of 70 hours work placement over 2 years	

Construction Course Outline

Qualification status	Code of the unit of competency	Title of the unit of competency	Pre/Co requisite	NESA indicative hours	Qualification group	NESA (HSC) group
Core	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction Industry	Nil	20	CP Core	Mandatory
	CPCCOM1012	Work effectively and sustainably in the construction Industry	Nil	30	CP Core	Mandatory
	CPCCOM1013	Plan and organise work	Nil	15	CP Core	Mandatory
	CPCCVE1011	Undertake a basic construction project	CPCCWHS2001	25	CP Core	Elective
	CPCCOM1015	Carry out measurement and calculations	Nil	20	CP Core	Mandatory
Elective	CPCCCM1011	Undertake basic estimation and costing	Nil	25	CP Elective	Elective
	CPCCOM2001	Read and interpret plans and specifications	CPCCWHS2001	20	C Core	Mandatory
	CPCCCA2002	Use carpentry tools and equipment	CPCCWHS2001	10	CP Elective B	Elective
	CPCCCA2011	Handle carpentry materials	CPCCWHS2001	20	CP Elective B	Elective
	CPCCCM2005	Use construction tools and equipment	CPCCWHS2001	20	C Core	Mandatory
	CPCWHS1001	Prepare to work safely in the construction industry	Nil	0	CP Imported Elective	Elective
Choose one option from below (Trainers must hold the UoC to deliver the option chosen) Delete the options/units not being delivered.						
Option 1	CPCCBL2001	Handle and prepare bricklaying and blocklaying materials	CPCCWHS2001	20	CP Elective A	Elective
	CPCCBL2002	Use bricklaying and blocklaying tools and equipment	CPCCWHS2001	10	C Imported Elective	Elective
Option 2	CPCCWF2002	Use wall and floor tiling tools and equipment	CPCCWHS2001	10	CP Elective D	Elective
	CPCCCM2013	Undertake basic installation of wall tiles	CPCCWHS2001	25	C Imported Elective	Elective
Option 3	CPCCJN2001	Assemble components	CPCCWHS2001	15	CP Elective F	Elective
	CPCCJN3004	Manufacture and assemble joinery components	CPCCWHS2001	25	C Imported Elective	Elective
			Total:	235/240/245	Indicative Hours	

HSC Assessment Schedule 2024/2025

Subject: Hospitality

Approved by	VET CT
Date of approval	05/10/2023
Delivery site	Broken Hill High School
Name/s of VET trainers	
Course duration	2 Years
Date of course commencement	30/01/2024
Date of course conclusion	26/09/2025
NESA course name i.e. Industry Curriculum Framework	Hospitality
NESA course number and delivery pattern	26521 2 Units x 2 Years NESA HSC Examination Code 26589
Training product title and code	SIT20322 Certificate II in Hospitality
Training package code and title (release)	SIT Tourism, Travel and Hospitality Release 2.2
Training product release number and date	Release 1, 10 June 2022
Qualification packaging rules	<p>6 Core units and 6 Elective units consisting of:</p> <ul style="list-style-type: none"> • 1 unit from Group A • 3 units Group B • 2 units from Group B, elsewhere in the SIT Training Package, or any other current Training Package or accredited course. <p>All electives chosen must contribute to a valid, industry-supported vocational outcome.</p> <p>https://training.gov.au/Training/Details/SIT20322</p>
Students successfully completing this program will be eligible to receive the nationally recognised qualification SIT20322 Certificate II in Hospitality.	
Mandatory work placement hours for NESA	Students must complete a minimum of 70 hours work placement over 2 years

Hospitality Course Outline

Qualification status	Code of the unit of competency	Title of the unit of competency	Pre/Co requisite	NESA indicative hours	Qualification group	NESA (HSC) group
Core	BSBTWK201	Work effectively with others	Nil	15	Core	Elective
	SITHIND007	Use hospitality skills effectively	Nil	25	Core	Elective
	SITHIND006	Source and use information on the hospitality industry	Nil	20	Core	Elective
	SITXCOM007	Show social and cultural sensitivity	Nil	10	Core	Elective
	SITXWHS005	Participate in safe work practices	Nil	15	Core	Mandatory
	SITXCCS011	Interact with customers	Nil	20	Core	Mandatory
Elective	SITXFSA005	Use hygienic practices for food safety	Nil	15	Elective – Group A	Mandatory
	SITHCCC025	Prepare and present sandwiches	SITXFSA005	20	Elective- Group B	Elective
	SITXFSA006	Participate in safe food handling practices	Nil	20	Elective- Group C	Mandatory
	SITHFAB024	Prepare and serve non-alcoholic beverages	SITXFSA005	15	Elective- Group A	Stream
	SITHFAB025	Prepare and serve espresso coffee	SITXFSA005	25	Elective- Group B	Stream
	SITHFAB027	Serve food and beverages	SITXFSA005	40	Elective- Group	Stream
				Total:	240	Indicative Hours

HSC Assessment Schedule 2024/2025

Subject: Manufacturing and Engineering

Approved by	VET CT	
Date of approval	17/12/2023	
Delivery site	Broken Hill High School	
Name/s of VET trainers	Peter Davis	
Course duration	2 Years	
Date of course commencement	30/01/2024	
Date of course conclusion	26/09/2025	
NESA course name i.e. Industry Curriculum Framework	Manufacturing and Engineering Introduction	
NESA course number and delivery pattern	59732 2 Units x 2 Years	
Training product title and code	MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1)	
Training package code and title (release)	MEM - Manufacturing and Engineering Release 4.0	
Training product release number and date	MEM10119 Release 1, 26 June 2019	MEM20422 Release 1, 18 December 2022
Qualification packaging rules	<p>The MEM10119 Certificate I in Engineering, requires the candidate to complete units of competency to a value of 16 industry points, chosen as outlined below:</p> <ul style="list-style-type: none"> • core unit of competency listed below (totalling 2 points) and • elective units of competency to a value of 14 industry points from Group A. 	<p>The MEM20422 Certificate II in Engineering Pathways requires the demonstration of competency in 12 units of competency:</p> <ul style="list-style-type: none"> • 4 core units of competency • a minimum of seven (7) Group A electives • a maximum of one (1) Group B elective. <p>Students will be completing a Statement of Attainment towards Certificate II in Engineering Pathways.</p>
Students successfully completing this program will be eligible to receive a nationally recognised qualification MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1).		
Mandatory work placement hours for NESA	Students must complete a minimum of 35 hours work placement over 2 years	

Manufacturing and Engineering Course Outline

Qualification status	Code of the unit of competency	Title of the unit of competency	Pre/Co requisite	NESA indicative hours	Qualification group	Industry Points
Status for MEM10119 Certificate I in Engineering						
Core	<u>MEM13015</u>	Work safely and effectively in manufacturing and engineering	Nil	40	Core	2
Elective	<u>MEM16006</u>	Organise and communicate information	MEM13015	15	Elective A	2
	<u>MEM11011</u>	Undertake manual handling	MEM13015 MEM16006	5	Elective A	2
	<u>MEM18001</u>	Use hand tools	MEM11011 MEM13015 MEM16006	20	Elective A	2
	<u>MEM18002</u>	Use power tools/hand held operations	MEM11011 MEM13015 MEM16006	20	Elective A	2
	<u>MEM12024</u>	Perform computations	MEM13015 MEM16006	20	Elective A	3
	<u>MEM16008</u>	Interact with computer technology	MEM13015 MEM16006	10	Elective A	2
	<u>MEM07032</u>	Use workshop machines for basic operations	MEM11011 MEM13015 MEM16006 MEM18001	20	Elective A	2
Status for MEM20422 Certificate II in Engineering Pathways						
Core	<u>MEMPE006</u>	Undertake a basic engineering project	Nil	30	Core	
	<u>MEMPE005</u>	Develop a career plan for the engineering and manufacturing industry	Nil	10	Core	
Elective	<u>MEMPE001</u>	Use engineering workshop machines	Nil	20	Elective A	
	<u>MEMPE002</u>	Use electric welding machines	Nil	20	Elective A	
	<u>MEMPE004</u>	Use fabrication equipment	Nil	20	Elective A	
			Total Indicative Hours:	250	Total Industry Points	17