

Year 12 (HSC) Assessment Guide 2025

Year 12 (HSC) course assessment guide 2025

Information for students and parents/carers.

Students undertaking study for the Higher School Certificate must complete two components for each course studied – a Year 11 (Preliminary) course and a Year 12 (HSC) course. Satisfactory completion of the Preliminary course is a prerequisite for entry into a HSC course.

This booklet concerns the Year 12 (HSC) course. It provides you with the requirements, rules and assessment information for each course.

The Year 11 (Preliminary) courses concluded in Week 11, Term 1, 2025. All Year 11 (Preliminary) coursework in each subject had to be completed satisfactorily to gain a Record of Achievement.

The NSW Education Standards Authority (NESA) requires the Principal to certify satisfactory completion.

Year 12 (HSC) courses will begin by Week 1, Term 2, 2025 for students who have satisfactorily completed their Year 11 (Preliminary) courses.

Requirements for the award of the HSC

To be eligible for the award of the HSC, students must have satisfactorily completed courses that meet the pattern of study required by NESA. To qualify, students must satisfactorily complete the Year 11 (Preliminary) pattern of study comprising at least 12 units and a Year 12 (HSC) pattern of study comprising at least 10 units. Further information about this can be found in the Course Selection Handbook.

Students must also:

- complete the practical, oral or project works required for specific courses
- satisfactorily complete the internal assessment requirements for each course
- sit for and make a serious attempt at the Higher School Certificate examinations.

The requirements of Board developed courses can be found in the Course Selection Booklet. They require the completion of assessment tasks and the HSC external examination.

NESA has developed Life Skills courses for Stage 6 in each broad area of learning. These courses have Board Developed status and can be used along with other Board Developed courses to meet the requirements for the HSC. Each Life Skills course has a 2 unit value. There are no external HSC examinations for Life Skills.

Vocational courses have continuous assessment of competencies. The teacher at school, TAFE or the workplace may assess these formally or informally. Students may have formal examinations in these courses. Students may elect to do the optional external HSC examination.

Board Endorsed Courses have no external HSC examination. Only the school unmoderated assessment marks are recorded on the HSC Record of Achievement.

Satisfactory completion of a course

Principals are required to certify that students have satisfactorily completed Year 11 (Preliminary) and Year 12 (HSC) courses. The course completion criteria are listed below.

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 Board; and
- b. **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c. **achieved** some or all of the course outcomes.

It is a matter for your teacher's professional judgement as to whether a student has made a genuine attempt to:

- complete course requirements
- complete competency based modules
- complete examinations as required.

Principals may determine that, as a result of absence, the course completion criteria have not been met. Students will receive early warning in writing if they are in danger of receiving an 'N' (non-completion of course requirements) determination for any course.

Students over the age of 17 can be expelled from a government school for Unsatisfactory Participation in Learning based on a documented pattern of unsatisfactory completion and/or non-serious attempts to achieve course outcomes as specified by NESA.

Internal assessments

The Higher School Certificate contains two marks for each HSC Board Developed Course presented:

- a. an internal assessment mark provided by the school;
- b. an examination mark earned at the HSC examination.

The school is required to provide NESA with an internal assessment mark and an order of merit ranking in all subjects (Board Developed and Endorsed). This assessment mark or grade indicates a student's level of achievement based on:

- a. a wider range of syllabus objectives than is measured by the external examination;
- b. multiple measures and observations obtained throughout the course rather than at a single final examination.

Assessment marks and grades submitted by a school for each course are intended to measure students' achievements relative to each other at the end of the HSC course. Assessment marks and grades will be based on achievements measured at points throughout the course. Measuring achievement at points during the course provides a better indication of student achievement than a single examination.

The school can only assess actual student performance, not potential performance. This means that the final overall assessment mark or grade cannot be modified to take into account possible effects of illness or domestic situations. In every case, the assessment mark or grade will be a measure of what the students have actually achieved, not what they may have achieved in more fortunate circumstances.

The school maintains records of the marks and grades awarded for the components of each task. Students must make themselves familiar with the assessment requirements of each course studied.

Year 12 (HSC) course assessment program

Students will complete an internal assessment program for each Year 12 (HSC) course. All assessment tasks and requirements must be satisfactorily completed to be deemed eligible for achievement of the HSC.

An assessment task is work given to you to enable your teacher to assess your achievement of syllabus outcomes. A variety of assessment tasks may be issued to students, including essays, assignments, tests, seminars, oral presentations, experiments, laboratory reports, performances and practical work. The choice of task type depends on the components and outcomes to be assessed.

Assessment tasks may be completed in class time or issued to students to complete outside class times at home.

Whilst every piece of work given is important and needs to be completed, not every piece of set work is included in the assessment program. Other set work is designed to:

- prepare students for an assessment task
- develop skills and knowledge
- provide feedback, and
- develop examination techniques.

The assessment mark for each course is intended to reflect each individual student's achievement throughout the course. It is essential that all assessment tasks submitted are the sole work of each student.

Notification of assessment tasks

Teachers will give two weeks' notice in writing of the date, type and relative importance of each assessment task.

No assessment tasks will be due nor excursions held in the week prior to examinations.

If the due date for a particular task needs to be changed, two calendar weeks' notice will still be given.

Students who are absent on the day a task is issued are responsible for finding out at the earliest opportunity what work was completed or set during their absence. Your teacher will also endeavour to notify you of any task set in your absence. An extension of time should not be expected. If you feel you need an extension you may submit an 'Application for Extension' form to the Head Teacher for consideration.

Notification of assessment tasks may include the following, where appropriate:

- outcomes – a statement of the outcomes which relate directly to the syllabus
- the task – a clear and unambiguous description of the task
- materials and resources – you may be made aware of where and how you can obtain resources to help you
- presentation – guidelines may indicate what is expected and acceptable
- marking matrix – breakdown of how marks will be awarded.

The time given to complete the task will vary depending on the task. When a task is completed in class time, examination conditions apply.

The Assessment Task cover sheet and the Student Reflection sheet must be attached to the task when it is submitted.

If, when an assessment task is issued, it clashes with a number of other tasks from other courses, talk to the teacher. The teacher, in consultation with the Head Teacher, may alter the due date.

Difficulties with assessment tasks

Students must make a genuine attempt at assessment tasks. If students are having problems with an assessment task or with work in general, they should discuss the matter with their teacher at the first opportunity. Parents with concerns regarding these matters are encouraged to contact the Faculty Head Teacher to discuss their concerns.

Submission of assessment tasks

Students have the responsibility to submit each assessment task to their teacher by the due date. If the task is submitted in person, ensure the teacher signs the receipt section of the Assessment Task cover sheet and returns the tear-off section to the student. This provides evidence that the assessment task was submitted should the task be misplaced.

Students may submit the task at the beginning of the lesson on the due date or at any time up until the end of the school day (2:57 pm) without penalty.

If the class teacher is absent on the due date of an assessment task, the task should be submitted to one of the people on the list:

- the Head Teacher of that course
- the other teacher of that course
- a teacher in the same faculty
- The Deputy Principal.

The receipt section of the Assessment Task cover sheet must be completed and signed as normal and the student must retain the tear-off section. Under no circumstances should any assessment task be left in a classroom or staffroom under the assumption that the teacher will find it later.

The same rules apply to electronic submissions. Submissions must be delivered to the teacher by 2:57pm on the due date. Students should collect a receipt for the task once its integrity is confirmed by the teacher. Any issues with incorrect email addresses fall on the student submitting the task. Teachers will check that files are accessible and complete before issuing receipts to students.

If students are on an excursion or on Work Placement, students must make arrangements with their teacher for submission prior to the due date.

Late submission and non-completion of assessment tasks

Students must attempt all the assessment tasks set out in the assessment programs of each course studied. It is the student's responsibility to negotiate to undertake a similar test or task on the first day a student returns to school or returns from sick leave.

If non-submission was because of illness or approved leave, on the student's return to school, the assessment task (complete or incomplete) should be presented to the teacher, or if an in-class task was missed, this must be completed as soon as practicable. In either case a mark of zero will be recorded. If an illness/misadventure form is submitted and approved, the marks for these tasks will replace the zero.

In the case of a non-attempt by a student:

- it will be recorded in the assessment records of the course as a non-attempt
- the student must complete the task on the next day of attendance
- a mark of zero (0) will be awarded for the completed assessment task
- an 'N' award warning letter will be sent home.

Students may submit an Illness/Misadventure form for this to be reviewed.

Task missed due to absence appeal

If a task is missed due to absence, it is the student's responsibility to provide the Head Teacher with a 'Task missed due to absence form' on the first day of return from absence. Forms are available from the class teacher, Head Teacher and this booklet. Any absence due to illness will require a doctor's certificate. If the reason for absence is accepted, task results will be awarded to the student. No valid reason will result in the task being recorded as a non-attempt.

Application for Misadventure (Examination)

Students may apply for misadventure if circumstances during or immediately before a task clearly impact performance in the task. This could include the onset of illness within a task or interruption to the task by external circumstances such as an emergency evacuation. Students cannot appeal for misadventure with the same reasons they receive Special Provisions for when sitting an assessment task. The 'Application for Misadventure (Examination)' form must be completed by the student on the day of the task. The form must include a statement from the teacher supervising the task at the time. This form is submitted to the Head Teacher for the particular course.

If the reason for misadventure is accepted, task results will be reviewed and an estimate or alternative task organised at the Head Teacher's discretion. A rejected appeal will result in the unadjusted task results being recorded.

Substituting Assessment Tasks:

Students are expected to attempt all assessment tasks. If a student has an upheld illness /misadventure application, the student will either receive an extension of time to complete the assessment task or a substitute assessment task. In exceptional circumstances, where a student cannot complete the assessment task, the principal may approve an estimate based on completed comparable assessment tasks which contain comparable outcomes. If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, the student will receive a zero mark for the assessment task.

Non-genuine attempt of assessment tasks

A non-genuine attempt is a piece of work produced with little or no thought or effort, which is generally incomplete or which has been answered frivolously. A genuine attempt is a piece of work which meets the requirements of the task set and which has been done to the best of the student's ability.

If a non-genuine attempt is submitted:

- it will be marked and recorded in the assessment records of the course as a non-genuine attempt
- an 'N' award warning letter will be sent home
- parents/carers will be notified of the non-genuine attempt and sent a copy of the submitted assessment task by the Head Teacher. The task will need to be resubmitted or completed. The original mark will still be recorded.

Extensions

Students may apply for an extension of time in which to complete a task. The 'Application for Extension' form must be completed by the student at least two days prior to the due date. This form is submitted to the Head Teacher for the particular course. Should an extension not be granted, the incomplete task must be submitted on the due date.

If the extension has been declined, and the task is submitted late, zero marks will be recorded for the task.

Vocational Courses

Vocational courses have continuous assessment of course competencies. The teacher at school or in the workplace may assess these formally or informally. Students may choose to complete the optional external HSC examination. Competencies will be assessed in a practical manner with students demonstrating that they have a particular skill or knowledge.

A compulsory element of assessment is the satisfactory completion of a work placement in a relevant industry.

All requirements as outlined in the front of this booklet apply for all courses, including the Vocational Courses. All students successfully completing a VET Course will be eligible for one or both of the following credentials:

1. A HSC
 2. Australian Qualification Framework (AQF). Certificate I or II or Statement of Attainment
- Students wanting to use their VET course for the Australian Tertiary Admissions Rank (ATAR) must nominate for and sit the external examination.

Assessment for AQF Certification is competency based. Competence incorporates all aspects of work performance including communication, problem solving, and the capacity to apply skills and knowledge in both familiar and new situations, as well as industry specific skills. Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence.

The HSC exam is independent of competency based assessment requirements for AQF Certification. If students wish to have the course included in an ATAR, they must sit for the external HSC exam. The completion of internal examinations will be used to determine an assessment mark should one be required in cases of illness and misadventure during the HSC exam. These exams can also be used as sources of evidence of competence in some units, and therefore will contribute to the competency based assessment program.

Work placement is a mandatory requirement for every VET course. Failure to complete work placement in either the Year 11 (Preliminary) or Year 12 (HSC) section of the course will render the student ineligible for the award of a Year 11 (Preliminary) and HSC Credential.

If a student exits the course at the end of the Preliminary year they **must** have completed a minimum of 35 hours work placement to satisfy NESA requirements.

Special Provisions

Special provisions are organised through the school Learning Support Team. As outlined in the Preliminary Assessment Schedule, the Learning Support Team reviews previously provided medical information, teacher support comments and student declarations before submitting disability provision applications **at the end of Term 1**. NESA has the final decision in determining disability provisions e.g. additional time, use of a scribe etc. Students wishing to apply for emergency Special Provisions should speak to Learning Support or their DP as early as possible.

Failure to complete an assessment task

If a student fails to meet the assessment requirements of the course, warning letters will be issued. The Principal, through the Head Teacher and class teacher will:

- advise the student of the concern and alert the student to the possible consequences of receiving an 'N' determination
- advise the parent/carer in writing
- issue at least one follow up letter.

If the student fails to complete assessment tasks with mark values totalling more than 50% of the final assessment mark in a course, then the school must certify that the student has not met course requirements. This will result in the course not appearing on the HSC Record of

Achievement, either as an examination mark or a moderated mark. This may mean that the student will not be eligible for the award of the HSC.

Non completion of course process ('N' determination)

Students who do not **apply** themselves with diligence and sustained effort to the set tasks and experiences provided in the course may receive an 'N' determination. Students will be provided with written warning if their progress in a particular course is unsatisfactory. Parents/guardians will be informed of what is required for the student to satisfactorily complete the course. Students who have not completed course requirements by the end of Term 3 despite advice from teachers, Head Teachers and the senior executive, will be registered with the NSW Education Standards Authority as having not completed HSC course requirements. The process is determined by the NSW Education Standards Authority and includes an appeals process to both the school and the NSW Education Standards Authority.

If a student is deemed to have not satisfactorily completed a HSC course, the course will not appear on the Record of Achievement. In some cases, the student may not then meet the necessary pattern of study requirements to be eligible for the award of the HSC that year. Students over the age of 17 can be expelled for unsatisfactory participation in learning based on a pattern of 'N' award letters being issued.

Students in this position can consider their options in consultation with the Careers Adviser. These options may extend students' time at school by at least a year. Students need to make the commitment to complete all HSC course requirements to avoid being in this position.

Malpractice, copying and plagiarism

Zero marks will generally be awarded to any student who, in completing an assessment task:

- cheats
- attempts to cheat
- assists others to cheat
- submits work that is not their own
- distracts other students from their work during an assessment task
- disrupts the assessment task in any way

Under no circumstances may a student take into an in-class task or examination, any notes, papers, documents, devices which could reasonably be considered as material or a tool that could be used to help complete the task. Malpractice is deemed to have occurred whether or not the student actually used the material/device when completing the task.

The decision regarding malpractice will be made by the class teacher, in consultation with the Head Teacher. The Head Teacher will immediately notify the Deputy Principal. Consideration of circumstances may result in some marks being awarded.

Any appeal against such a decision must be made by the student, in writing, to the Deputy Principal, within 24 hours of the decision being taken.

Students are not to plagiarise, copy or cheat in any way. Plagiarism involves copying sections from a book, internet or other resources, without acknowledging the author. If in any doubt about how to acknowledge information, ideas or the actual words taken from a book, internet or other sources, see your class teacher. In cases where a submitted task is not all the students own work, the Head Teacher may decide to deduct marks or give a 'non attempt'.

'All My Own Work' seminars have been provided to all students.

Review of assessment marks

Once a marked assessment task has been returned to students, a student may request an explanation from the class teacher of how the mark was allocated. If the student is dissatisfied with the response given, the Head Teacher of the course will be consulted. Students wishing to take

this step need to complete the 'Application for review of marks/ranking' form and provide this to the Head Teacher within 24 hours of the task being returned. The Head Teacher's review and decision is final.

Reporting of assessment progress

The school awards marks for each assessment task completed. These marks may be statistically adjusted. Class teachers will also provide oral and written feedback to the student on their performance.

Assessment progress is reported to parents on the school report, as is an examination rank within the group of students studying a particular course for all courses with the exception of VET courses. This rank indicates how the student performed compared to other students taking the same course and is based on the student's mid-course examination mark.

Assessment marks are not included on the school report, nor are students informed of their final assessment marks at the end of the HSC year.

After the last HSC examination has been held, students are given their final assessment ranking for each course studied on request. This remains the same regardless of examination of performance.

Review of student report ranking and final assessment ranking

After receipt of the school report, a student may ask the class teacher why a particular ranking was given if it is believed to be inconsistent with the marks awarded for assessment tasks. If the student is dissatisfied with the response given, the Head Teacher of the course will be consulted. Students wishing to take this step need to complete 'Application for review of marks/ranking' form and provide this to the Head Teacher within 24 hours of the report being issued. The Head Teacher's review and decision is final.

Following the final paper of the HSC examination, each student may be given a statement of his/her assessment ranking in each course studied on request. Should any ranking differ from that expected, a review of the ranking may be requested by the student.

The way that the marks were awarded for the assessment task by the class teacher is not part of the review.

The review is carried out by the school, which must establish whether:

- the weightings specified by the school in its assessment programs conform with NESA requirements as detailed in syllabus documents.
- the procedures used by the school for determining the final assessment mark/rank conform with its stated assessment program
- there are no computational or other clerical errors in the determination of the assessment mark/rank.

The Review Panel in the school comprises the Principal, the Deputy Principal, a Senior School Coordinator, and the Head Teacher of the course.

Provided that the school is satisfied that these conditions have been met, no change to the assessment mark/rank will be made. Any student who is dissatisfied with the school's decision may appeal directly to NESA.

Students who change schools or repeat

Students who transfer to this school before the final date of HSC entry in Year 12 will be assessed by the school based on the tasks completed at this school. Information from the student's previous school may also be taken into account.

In the case of students who transfer to this school between the final date for HSC entry and the date for submission of HSC assessments, their previous school will provide their assessment.

Students who transfer from interstate or overseas will be assessed on the tasks completed at this school, following a four-week settling in period.

Students repeating a HSC Course will be given an assessment based on their repeat HSC Course only.

Other circumstances

Where circumstances arise in the administration of the Year 12 (HSC) assessment program that are not covered by the procedures described in this document, they should be referred to, and discussed with, the Deputy Principal for resolution.

Communication of this document

This document will be:

- emailed to students and workshopped
- emailed to parents
- referred to by class teachers and posted on Stage 6 Google Classrooms
- placed on the website and referred to in the school newsletter










Student responsibilities

Students are responsible for:

- attending school regularly;
- showing that through genuine effort and achievement they have met all the requirements of the courses they are studying;
- participating actively and cooperatively in all lessons;
- completing all homework satisfactorily;
- checking with their teachers as soon as possible after an absence to find out what work needs to be completed;
- completing each assessment task to the best of their ability;
- handing in all assessment tasks for marking by the due date;
- making sure that any questions they have about the marks and grades awarded for an individual piece of work are discussed with their teacher at the time the work is handed back;
- reading the Year 12 (HSC) Assessment Guide carefully and keeping the outlines for each subject studied;
- being prepared with the required equipment, including laptop, to all classes.

The NSW Education Standards Authority website provides access to all syllabus documents. The website address is: **educationstandards.nsw.edu.au/wps/portal/nesa/home**

ASSESSMENT ISSUES FLOWCHART

Before the Task	More than two days before the due date  Submit an Application for Extension form to the Head Teacher	Within two days of the due date (emergencies)  Speak directly with the Head Teacher
	Appeal Considered	
	Appeal Upheld  Complete task by new due date	Appeal Rejected  Complete task by original due date
During the Task	Present during the task  Report issue to supervising teacher and complete an Application for Misadventure (Examination) form. Hand this form to the Task Supervisor .	Absent during the task  Complete/submit task on FIRST day of return to school  Submit a Task Missed Due to Absence form with supporting documentation to classroom teacher on FIRST day of return to school
	Appeal Considered	
	Appeal Upheld  Estimate awarded / Alternative task provided	Appeal Rejected  Zero / original marks for task awarded
After the Task	<p>Appeal of Assessment marks / grades</p> <p>Speak to class teacher immediately on return of task</p> <p>Submit Application of Review for Marks / Ranking form WITHIN 24 HOURS to the Head Teacher</p>	

A glossary of key words for Higher School Certificate Internal Assessment & Examinations

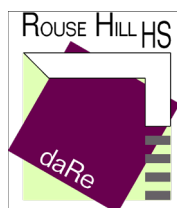
- HSC subject syllabuses, school internal assessment tasks and examination questions have **key words** that state what students are expected to be able to do.
- This glossary of key words has been developed to help provide a common language and consistent meaning in Higher School Certificate tasks and examinations. Using the glossary will help you understand what is expected in answers to questions in examinations and assessment tasks.

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

Other useful terms used in setting tasks - essays and short answers

● Cite	To quote as an authority, to mention in support of an argument, refer to as an example
● Cohesive	Connected, consistent argument with parts flowing smoothly
● Concept	A thought, idea or notion that may develop from a generalisation
● Details	Individual parts of a whole; details add substance to a response
● Evidence	Information and details presented in a given passage
● Example	Instance that serves to illustrate; part of something used to show the characteristics of the whole
● Fact	That which can be observed or verified; objective
● Factors	Influences or facts that cause some effect or result
● Feature	A characteristic of a passage
● Illustrate	To explain and make clear with examples
● Implications	Possible or suggested outcomes/results of decisions or actions
● Integrate	Bring together (parts) into a whole
● Issues	Ideas or situations about which there is some discussion and/or disagreement
● Logical	Reasonable, convincing, of sound sense
● Opinion	A belief or idea held with confidence but not substantiated with direct proof or knowledge
● Options	Things that are or may be chosen as possible alternatives
● Passage	A piece of text, such as a story, poem, recipe, graph, cartoon, blurb, excerpt
● Relationship	Links or connections between two or more things/ideas/people
● Strategy/ies	Action/s consciously chosen as part of a plan
● Sustain/ed	Keep up or keep going, for example an argument or position in an essay

ASSESSMENT TASK COVER SHEET



STAGE 6**STUDENT NAME:**

COURSE		KLA	
Task number		Task title	
Date issued		Due date	
Outcomes being assessed		Task weightings %	
Outline / description of task			

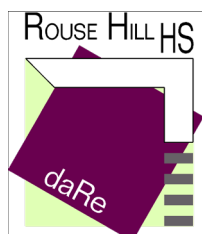
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Complete and detach this section when you submit your assessment.

ASSESSMENT COVER SHEET RECEIPT

COURSE NAME					
STUDENT NAME					
ASSESSMENT NUMBER		TITLE			
DUE DATE		SUBMITTED DATE			
RECEIVED BY		SIGNATURE			

ASSESSMENT TASK MARKING RUBRIC

Marking criteria	Marks

Teacher feedback

Teacher: _____

Strengths	
Actions to improve	

STUDENT ASSESSMENT TASK REFLECTION

Student name: _____

Part 1 –to be completed by student before submission

Student reflection		Circle a number: 1 = strongly agree to 5 = strongly disagree				
This is my best work	1	2	3	4	5	
I was organised	1	2	3	4	5	
I understood the task	1	2	3	4	5	
I reviewed the marking guidelines	1	2	3	4	5	
I checked the meaning of the key words	1	2	3	4	5	
What I have learnt most about the assessment task:						
What I found most challenging about the task:						
This task took me 0 – 1 2 – 3 4 – 5 6 – 7 8+ hours to prepare (circle one)						
Next time I will:						
My strengths in this task were:						

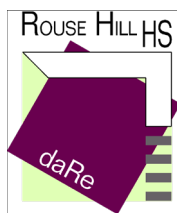
Part 2 – to be completed by student following return of the task

My areas for improvement	Method of improvement
I would like to seek further clarification or assistance with:	

Part 3 – Follow-up by student

Teacher comments	
Date	

APPLICATION FOR EXTENSION



STAGE 6

This form must be given to the Head Teacher of the course at least two days before the due date.

STUDENT NAME: _____ **DATE:** _____

COURSE		KLA	
Task number		Task title	
Date issued		Due date	
Outcomes being assessed		Task weightings %	
Due date requested			
Reason for extension			
Student signature		Parent/carers signature	

Note: Please attach any appropriate evidence

GRANTED	YES	NO	DATE:
REASON FOR REFUSAL			

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This section to be returned to student when decision has been made.

APPLICATION FOR EXTENSION NOTIFICATION RECEIPT

COURSE NAME			
STUDENT NAME			
ASSESSMENT NUMBER		TITLE	
GRANTED	YES	NEW DATE TASK DUE	
	NO		
REASON FOR REFUSAL			
HEAD TEACHER SIGNATURE		DEPUTY PRINCIPAL	



TASK MISSED DUE TO ABSENCE STAGE 6

This form must be given to your classroom teacher the day you return to school.

STUDENT NAME: _____ **DATE:** _____

COURSE		KLA	
Task number		Task title	
Date issued		Due date	
Outcomes being assessed		Task weightings %	
Today's date		Date/s of absence	
Reason for absence			
Student signature		Parent/carers signature	

Note: appropriate evidence must accompany this application e.g. doctor's certificate

GRANTED	YES	NO	DATE
REASON FOR REFUSAL			

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This section to be returned to student when decision has been made.

ASSESSMENT TASK MISSED DUE TO ABSENCE NOTIFICATION RECEIPT

COURSE NAME			
STUDENT NAME			
ASSESSMENT NUMBER		TITLE	
DUE DATE		SUBMITTED DATE	
GRANTED	YES	NO	
REASON FOR REFUSAL			
HEAD TEACHER SIGNATURE		DEPUTY PRINCIPAL SIG	

APPLICATION FOR MISADVENTURE (EXAMINATION)

STAGE 6

Please notify the task supervisor that you will be applying for misadventure at the start of the examination. Please complete and return this form within two school days of your examination.

STUDENT NAME: _____ **DATE:** _____

COURSE		KLA	
Examination Date			
Explain how you were affected in the examination			
Supporting Evidence (Task Supervisor)			
Student signature		Parent/carer signature	

Note: Please attach any appropriate evidence

GRANTED	YES	NO	DATE:
REASON FOR REFUSAL			

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This section to be returned to student and Head Teacher when decision has been made.

APPLICATION FOR MISADVENTURE (EXAMINATION)

COURSE NAME		Application Date:
STUDENT NAME		Examination Date:
GRANTED	YES	NO
OUTCOME:		
HEAD TEACHER SIGNATURE		DEPUTY PRINCIPAL

APPLICATION FOR REVIEW OF MARKS/RANKING

This form must be given to the Head Teacher of the course within 24 hours of receipt of the assessment task results or report.

STUDENT NAME: _____

DATE: _____

COURSE		KLA	
Task number / Report		Task title / Report	
Date issued		Due date	
What would you like reviewed?			
Student signature		Parent/carer signature	

REVIEWED – CHANGE REQUIRED	YES	NO	DATE
REASON FOR CHANGE			

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This section to be returned to student when a decision has been made.

REQUEST FOR REVIEW OF MARKS/RANKING NOTIFICATION RECEIPT

COURSE NAME			
STUDENT NAME			
ASSESSMENT NUMBER		TITLE/REPORT	
CHANGE REQUIRED	YES	NO	
REASON			
HEAD TEACHER		DEPUTY PRINCIPAL	

ASSESSMENT TASK PLANNER

WEEK	TERM 2 2025	TERM 3 2025
1		
2		
3		Mid-Course Examinations
4		Mid-Course Examinations
5		
6		
7		
8		
9		
10		

2025 HSC ASSESSMENT SCHEDULES

- 2 UNIT ANCIENT HISTORY
- 2 UNIT BIOLOGY
- 2 UNIT BUSINESS STUDIES
- 2 UNIT CHEMISTRY
- 2 UNIT COMMUNITY AND FAMILY STUDIES (CAFS)
- 2 UNIT DESIGN AND TECHNOLOGY
- 2 UNIT DRAMA
- 2 UNIT ECONOMICS
- 2 UNIT ENGLISH ADVANCED
- 1 UNIT ENGLISH EXTENSION 1
- 2 UNIT ENGLISH STANDARD
- 2 UNIT ENGLISH STUDIES
- 2 UNIT FOOD TECHNOLOGY
- 2 UNIT GEOGRAPHY
- 2 UNIT INDUSTRIAL TECHNOLOGY TIMBER
- 2 UNIT INVESTIGATING SCIENCE
- 2 UNIT LEGAL STUDIES
- 2 UNIT MATHEMATICS ADVANCED
- 1 UNIT MATHEMATICS EXTENSION 1
- 1 UNIT MATHEMATICS EXTENSION 2
- 2 UNIT MATHEMATICS STANDARD 2
- 2 UNIT MATHEMATICS STANDARD 1
- 2 UNIT MODERN HISTORY
- 2 UNIT MUSIC 1
- 2 UNIT PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)
- 2 UNIT PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING
- 2 UNIT PHYSICS
- 2 UNIT SOCIETY AND CULTURE
- 1 UNIT STUDIES OF RELIGION
- 2 UNIT VISUAL ARTS
- 2 UNIT HOSPITALITY (VET)
- 2 UNIT SPORTS COACHING (VET)

HSC ANCIENT HISTORY

A student:

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, ideas, movements, 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

Year 12 ANCIENT HISTORY 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 5	Term 2 Week 10	Term 3 Week 3/4	Term 3 Week 7
	Task name	Source Based Analysis Task	Historical Analysis Essay	Mid-Course Examination	Topic Test
	Outcomes	AH12-4, AH12-6, AH12-9, AH12-10	AH12-2, AH12-5, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	AH12-3, AH12-6, AH12-7, AH12-9
Components (Syllabus)	Weighting				
Knowledge and understanding of course content	40	5	5	20	10
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	5	5
Historical inquiry and research	20	5	10		5
Communication of historical understanding in appropriate forms	20	5	5	5	5
	100	20	25	30	25

YEAR 12 BIOLOGY OUTCOMES

A student:

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

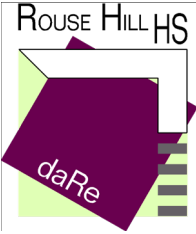
BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

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

Year 12 BIOLOGY 2025 Internal Assessment Program

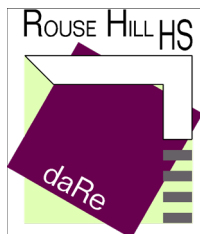
	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 6	Term 2 Week 8	Term 3 Week 3/4	Term 3 Week 7
	Task name	Polypeptide Synthesis Model & Presentation Task	Genetic Engineering Depth Study	Mid-Course Examination	Skill Assessment
	Outcomes	BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-12	BIO12-1 BIO12-3 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-13	BIO12-1 BIO12-2 BIO12-3 BIO12-4 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 BIO12-14 BIO12-15
Components (Syllabus)	Weighting	5	10	20	5
Knowledge and understanding of course content	40				
Skills in working scientifically	60	15	20	10	15
	100	20	30	30	20

HSC BUSINESS STUDIES OUTCOMES

A student:

- 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 plans and conducts investigations into contemporary business organisations and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations

Year 12 BUSINESS STUDIES 2025 Internal Assessment Program



	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 5	Term 2 Week 10	Term 3 Week 3/4	Term 3 Week 7
	Task name	Research Task/ In Class Extended Response	Finance Test	Mid-Course Examination	In Class Extended Response
	Outcomes	H5, H7, H8, H9	H6, H8, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H5, H8, H9
Components (Syllabus)	Weighting	5	10	15	10
Knowledge and understanding of the course content	40				
Stimulus-based skills	20	0	10	5	5
Inquiry and research	20	10	0	5	5
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
	100	20	25	30	25

YEAR 12 CHEMISTRY

A student:

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 analyses and evaluates primary and secondary data and information

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

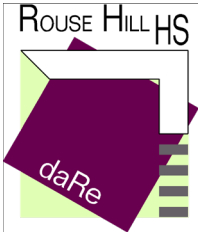
CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems

CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models

CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds

CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

Year 12 CHEMISTRY 2025 Internal Assessment Program

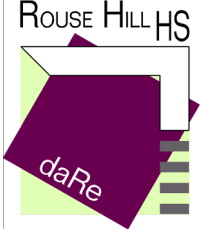
	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 4	Term2 Week 8	Term 3 Week 3/4	Term 3 Week 7
	Task name	Analytical Technique Research Task	Depth study	Mid-Course Examination	Problem Solving Task
	Outcomes	CH11/12-1, CH11/12-2 CH11/12-3, CH11/12-4 CH11/12-5 CH12-15	CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-7 CH12-13	CH11/12-3 CH11/12-6 CH12-12 CH12-13 CH12-14 CH12-15	CH11/12-6 CH11/12-7 CH12-14 CH12-15
Components (Syllabus)	Weighting				
Knowledge and understanding of course content	40	5	10	20	5
Skills in working scientifically	60	15	20	10	15
	100	20	30	30	20

HSC COMMUNITY AND FAMILY STUDIES OUTCOMES

The 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 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
- 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

HSC COMMUNITY AND FAMILY STUDIES 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 6	Term 2 Week 9	Term 3 Week 3/4	Term 3 Week 7
	Task name	Independent Research	Groups in context	Mid-Course Examination	Parenting and Caring
	Outcomes	H4.1, H4.2	H3.1, H3.2, H3.3	H1.1, H2.2, H2.3, H3.1, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	H2.1, H3.2, H3.4
Components (Syllabus)	Weighting	10	10	10	10
Knowledge and understanding of course content	40				
Skills in critical thinking, research methodology, analysing and communicating	60	10	15	20	15
	100	20	25	30	25

HSC DESIGN AND TECHNOLOGY OUTCOMES

H1.1 critically analyses the factors affecting design and the development and success of design projects

H1.2 relates the practices and processes of designers and producers to the major design project

H2.1 explains the influence of trends in society on design and production

H2.2 evaluates the impact of design and innovation on society and the environment

H3.1 analyses the factors that influence innovation and the success of innovation

H3.2 uses creative and innovative approaches in designing and producing

H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major

design project H4.2 selects and uses resources responsibly and safely to realise a quality major design project

H4.3 evaluates the processes undertaken and the impacts of the major design project


H5.1 manages the development of a quality major design project

H5.2 selects and uses appropriate research methods and communication techniques

H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial

practices H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development

HSC DESIGN AND TECHNOLOGY 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 4	Term 2 Week 8	Term 3 Week 3/4	Term 3 Week 2
	Task name	Project Proposal Presentation	Innovation and Emerging Technology Written Task	Mid-course Examination	Project Development and Management Report
	Outcomes	H2.1, H4.1, H4.2	H2.2, H3.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1
Components (Syllabus)	Weighting	0	20	20	0
Knowledge and understanding of course content	40				
Knowledge and skills in designing, managing, producing and evaluating a major design project	60	20	0	10	30
	100	20	20	30	30

HSC Drama Outcomes

H1.1 uses acting skills to adopt and sustain a variety of characters and roles

H1.2 uses performance skills to interpret and perform scripted and other material

H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works

H1.4 collaborates effectively to produce a group-devised performance

H1.5 demonstrates directorial skills

H1.6 records refined group performance work in appropriate form

H1.7 demonstrates skills in using the elements of production

H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions

H1.9 values innovation and originality in group and individual work

H2.1 demonstrates effective performance skills

H2.2 uses dramatic and theatrical elements effectively to engage an audience

H2.3 demonstrates directorial skills for theatre and other media

H2.4 appreciates the dynamics of drama as a performing art

H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance

H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements

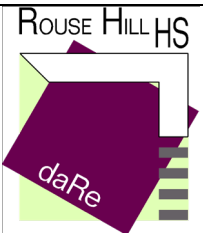
H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses

H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies

H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

YEAR 12 Drama 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 5	Term 2 Week 10	Term 3 Week 1	Term 3 Week 3/4
	Task name	Individual Project OR Presentation of Individual Project	Contemporary Australian Theatre Essay Task	Presentation of Group Performance	Mid-Course Examination
	Outcomes	H1.1, H1.3, H1.5, H1.7, H2.4, H2.5, H3.3, H3.4	H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H1.6, H1.8, H1.9, H2.1, H2.2, H2.3	H1.5, H1.6, H2.3, H3.1, H3.2, H3.3, H3.5
Components (Syllabus)	Weighting				
Making	30	10		10	10
Performing	40	10		20	10
Critically studying	30		20		10
	100	20	20	30	30

HSC ECONOMICS OUTCOMES

H1 demonstrates understanding of economic terms, concepts and relationships

H2 analyses the economic role of individuals, firms, institutions and governments

H3 explains the role of markets within the global economy

H4 analyses the impact of global markets on the Australian and global economies

H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts

H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts

H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments

H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts

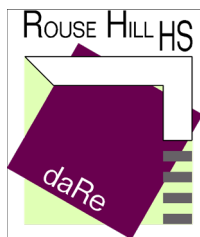
H9 selects and organises information from a variety of sources for relevance and reliability

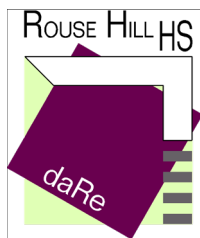
H10 communicates economic information, ideas and issues in appropriate forms

H11 applies mathematical concepts in economic contexts

H12 works independently and in groups to achieve appropriate goals in set timelines.

Year 12 ECONOMICS 2025 Internal Assessment Program



	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 5	Term 2 Week 10	Term 3 Week 3/4	Term 3 Week 7
	Task name	Research Task/ In Class Response	Stimulus Based Response	Mid-Course Examination	Research/In class Response
	Outcomes	H4, H8, H9, H10	H1, H4, H5, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H5, H6, H7, H9
Components (Syllabus)	Weighting	5	5	20	10
Knowledge and understanding of the course content	40				
Stimulus-based skills	20	0	10	5	5
Inquiry and research	20	10	5	0	5
Communication of economic information, ideas and issues in appropriate forms	20	5	5	5	5
	100	20	25	30	25

HSC Earth and Environmental Sciences Outcomes

EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation

EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES11/12-5 analyses and evaluates primary and secondary data and information

EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

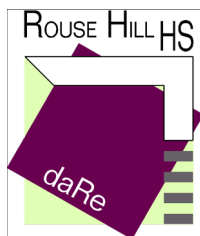
EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history

EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems

EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate

EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

HSC EARTH AND ENVIRONMENTAL SCIENCE 2025 Internal Assessment Program



	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Week 5 Term 2	Week 10 Term 2	Week 4 Term 3	Week 7 Term 3
	Task name	Concept Model and Infographic	Depth Study	Mid-course examination	Data Analysis and Justification
	Outcomes	EES 12-12 EES 11/12-4 EES 11/12-7	EES 12-13 EES 11/12-1 EES 11/12-2 EES 11/12-3 EES 11/12-4	EES 12-12 EES 12-13 EES 12-14 EES 11/12-2 EES 11/12-5 EES 11/12-6 EES 11/12-7	EES 12-15 EES 12-14 EES 11/12-5 EES 11/12-6
Components (Syllabus)	Weighting	5	15	10	10
Knowledge and understanding of: <ul style="list-style-type: none"> fundamental mechanics energy 	40				
Skills in: <ul style="list-style-type: none"> questioning and predicting planning and conducting first-hand investigations gathering and processing first-hand data gathering and processing relevant information from secondary sources communicating information and understanding developing problem-solving techniques analysing data and information 	60	15	15	20	10
	100	20	30	30	20

HSC ENGLISH ADVANCED OUTCOMES

A student:

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

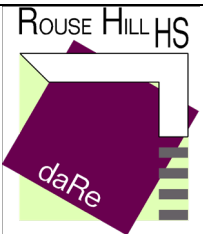
EA12-6 investigates and evaluates the relationships between texts

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

YEAR 12 ENGLISH ADVANCED 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 7	Term 2 Week 10	Term 3 Week 3/4	Term 3 Week 6
	Task name	Multimodal Task (Common Module)	Analytical Response (Module A)	Mid-Course Examination (Common = 10 Mod A = 5 Mod B = 10 Mod C = 5)	Composition and Reflection (Module C)
	Outcomes	EA12-2, EA12-4, EA12-5, EA12-6, EA12-9	EA12-1, EA12-3, EA12-6, EA12-7, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	EA12-1, EA12-4, EA12-5, EA12-9
Components (Syllabus)	Weighting				
Knowledge and understanding of course content	50	10	15	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	15	10
	100	25	25	30	20

HSC ENGLISH STANDARD OUTCOMES

A student:

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

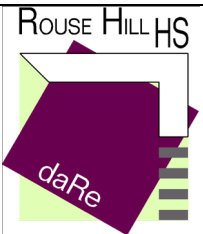
EN12-6 investigates and explains the relationships between texts

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

YEAR 12 ENGLISH STANDARD 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 7	Term 2 Week 9	Term 3 Week 3/4	Term 3 Week 6
	Task name	Multimodal Task (Common Module)	Analytical Response (Module B)	Mid-Course Examination (Common = 10 Mod A = 10 Mod B = 5 Mod C = 5)	Written Piece and Reflection (Module C)
	Outcomes	EN12-2, EN12-3, EN12-5, EN12-6, EN12-8	EN12-1, EN12-3, EN12-4, EN12-5, EN12-7	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5 EN12-6, EN12-7, EN12-8, EN12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-9
Components (Syllabus)	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	15	10
	100	25	25	30	20

HSC 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

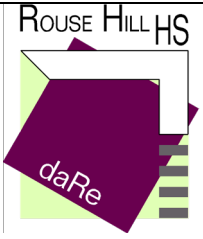
ES12-7 represents own ideas in critical, interpretive and imaginative texts

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

Year 12 ENGLISH STUDIES 2025 Internal Assessment Program

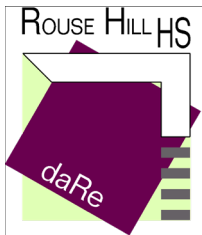
	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 5	Term 3 Week 3/4	Term 3 Week 5	Term 3 Week 7
	Task name	Essay Response with Related Material Mandatory Module: Texts & Human Experiences	Mid-Course Examination Mandatory Module and Elective module: We are Australians – English Citizenship, Community and Cultural Identity	Viva Voce Elective module: On the Road – English and the Experience of Travel	Portfolio All modules (Including multimodal components)
	Outcomes	ES12-1, ES12-4, ES12-7, ES12-9	ES12-1, ES12-2, ES12-3, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9	ES12-3, ES12-6, ES12-7, ES12-9	ES12-4, ES12-7, ES12-8, ES12-9, ES12-10
Components (Syllabus)	Weighting				
Knowledge and understanding of course content	50	10	10	15	15
Skills in: <ul style="list-style-type: none"> comprehending texts, communicating ideas, using language accurately, appropriately and effectively 	50	10	10	15	15
	100	20	20	30	30

HSC FOOD TECHNOLOGY OUTCOMES

A student :

- H1.1 explains manufacturing processes and technologies used in the production of food products
- H1.2 examines the nature and extent of the Australian food industry
- H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
- H2.1 evaluates the relationship between food, its production, consumption, promotion and health
- H3.1 investigates operations of one organisation within the Australian Food Industry
- H3.2 independently investigates contemporary nutrition issues
- H4.1 develops, prepares and presents food using product development processes
- H4.2 applies principles of food preservation to extend the life of food and maintain safety
- H5.1 develops, realises and evaluates solutions to a range of food situations

Year 12 FOOD TECHNOLOGY 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 5	Term 3 Week 1	Term 3 Week 3/4	Term 3 Week 7
	Task name	Australian Food Industry Case Study	Food Product Development Task	Mid-course Examination	Contemporary Nutrition Issues Task
	Outcomes	H1.2, H1.4, H3.1, H5.1	H1.3, H4.1, H4.2	H1.1, H1.2, H1.3, H1.4	H2.1, H3.2, H5.1
Components (Syllabus)	Weighting				
Knowledge and understanding of course content	40	10	10	20	0
Knowledge and skills in the design, management, communication and production of a major project	30	0	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	10	10	0	10
	100	20	30	30	20

YEAR 12 GEOGRAPHY OUTCOMES

A student:

GE-12-01 analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time

GE-12-02 analyses geographical processes and influences, at a range of scales, that form and transform places and environments

GE-12-03 assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management

GE-12-04 evaluates responses and management strategies, at a range of scales, for sustainability

GE-12-05 synthesises and evaluates relevant geographical information from a variety of sources

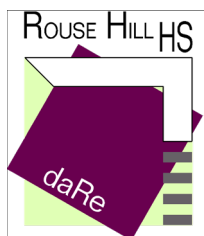
GE-12-06 justifies geographical methods used in geographical inquiry and their relevance in the contemporary world

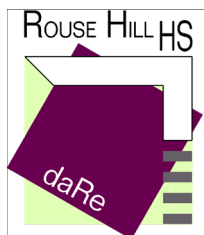
GE-12-07 selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments

GE-12-08 applies mathematical ideas and techniques to analyse complex geographical data

GE-12-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

YEAR 12 Geography 2025 Internal Assessment Program



YEAR 12 Geography 2025 Internal Assessment Program					
	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 6	Term 3 Week 1	Term 3 Week 3	Term 3 Week 7
	Task name	Stimulus-based task Rural and Urban Places	Extended Response with ALARM Ecosystems And Global Biodiversity	Mid-Course Examination	In-Class Short Answer Responses Global Sustainability
	Outcomes	GE12-02, GE12-04, GE12-07, GE12-09	GE12-01, GE12-02 GE12-05, GE12-09	GE12-01, GE12-02, GE12-03, GE12-04, GE12-07, GE12-08, GE12-09	GE12-01, GE12-04, GE12-05, GE12-08,
Components (Syllabus)	Weighting	10	10	15	5
Knowledge and understanding of course content	40				
Geographical tools and skills	20	5	0	10	5
Geographical inquiry and research, including fieldwork	20	5	10	0	5
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	10	0
	100	25	25	35	15

HSC INDUSTRIAL TECHNOLOGY TIMBER OUTCOMES

H1.1 investigates industry through the study of businesses in one focus area

H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry

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 through the production of a Major Project

H4.1 demonstrates competency in a range of practical skills appropriate to the Major

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

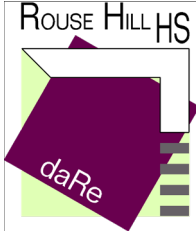
H6.1 evaluates the characteristics of quality manufactured products

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

Year 12 INDUSTRIAL TECHNOLOGY TIMBER 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 3	Term 3 Week 2	Term 3 Week 3/4	Term 3 Week 7
	Task name	Presentation of Major Project Ideas and Development	Major Project and Portfolio	Mid-course Examination	Industry Study/report
	Outcomes	H3.1, H3.2, H4.2, H4.3, H5.1 H5.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.1, H6.2	H1.2, H2.1, H3.1, H4.3, H7.2	H1.1, H1.2, H1.3, H7.1, H7.2
Components (Syllabus)	Weighting				
Knowledge and understanding of course content	40	0	0	30	10
Knowledge and skills in the design, management, communication and production of a major project	60	25	35	0	0
	100	25	35	30	10

HSC INVESTIGATING SCIENCE

A student:

INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation

INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11/12-5 analyses and evaluates primary and secondary data and information

INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

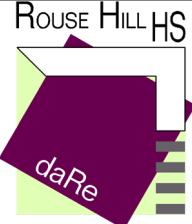
INS12-12 develops and evaluates the process of undertaking scientific investigations

INS12-13 describes and explains how science drives the development of technologies

INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis

INS12-15 evaluates the implications of ethical, social, economic and political influences on science

Year 12 INVESTIGATING SCIENCE 2025 Internal Assessment Program

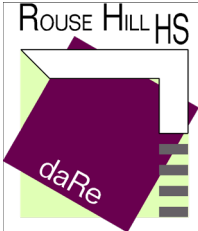
	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 4	Term 2 Week 10	Term 3 Week 3/4	Term 3 Week 6
	Task name	Practical Task and Report	Depth Study	Mid-Course Examination	Research Task
	Outcomes	INS11/12-1 INS11/12-2 INS11/12-3 INS12-12	INS11/12-1 INS11/12-2 INS11/12-4 INS11/12-5 INS11/12-7 INS12-13	INS11/12-2 INS11/12-5 INS11/12-6 INS12-12 INS12-13 INS12-14 INS12-15	INS11/12-5 INS11/12-7 INS12-15
Components (Syllabus)	Weighting	5	10	20	5
Knowledge and understanding of course content	40				
Skills in working scientifically	60	15	20	10	15
	100	20	30	30	20

HSC LEGAL STUDIES OUTCOMES

The student:

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

Year 12 LEGAL STUDIES INTERNAL ASSESSMENT PROGRAM

	Task Number	Task 1	Task 2	Task 3	Task 4
	Due Date	Term 2 Week 7	Term 3 Week 1	Term 3 Week 3/4	Term 3 Week 8
	Task Name	Media File/Topic Test	Family In-Class Written Task	Mid-Course Examination	In-class Extended Response Task
	Outcomes	H1, H4, H7, H8, H9, H10	H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9	H6 H7, H8, H9
Components (Syllabus)	Weighting	10	5	20	5
Knowledge and understanding of course content	40				
Analysis and evaluation	20	5	5	5	5
Inquiry and research	20	5	10	0	5
Communication of Legal Studies information, issues and ideas in appropriate forms	20	5	5	5	5
	100	25	25	30	20

YEAR 12 MATHEMATICS ADVANCED OUTCOMES

A student:

MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

MA12-3 applies calculus techniques to model and solve problems

MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12-6 applies appropriate differentiation methods to solve problems

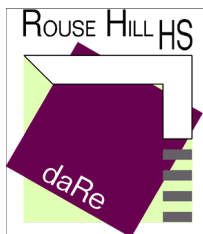
MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems

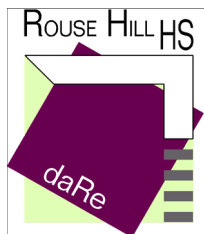
MA12-8 solves problems using appropriate statistical processes

MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Year 12 MATHEMATICS ADVANCED 2025 Internal Assessment Program



	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 5	Term 2 Week 9	Term 3 Week 3/4	Term 3 Week 7
	Task name	Assignment/ Investigation	Test	Mid-Course Examination	Test
	Outcomes	MA12-1,8,9,10	MA12-1,3,5,6,9,10	MA12- 1,3,5,6,7,8,9,10	MA12- 2,3,4,7,8,9,10
Components (Syllabus)	Weighting	10	15	15	10
Understanding, Fluency and Communication	50				
Problem Solving, Reasoning and Justification	50	15	10	15	10
	100	25	25	30	20

YEAR 12 MATHEMATICS EXTENSION 1 OUTCOMES

A student:

ME12-1 applies techniques involving proof or calculus to model and solve problems

ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems

ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

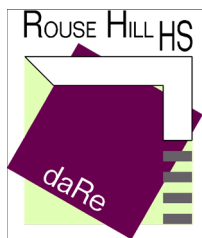
ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

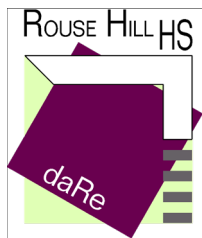
ME12-5 applies appropriate statistical processes to present, analyse and interpret data

ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts

ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Year 12 MATHEMATICS EXTENSION 1 2025 Internal Assessment Program



	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 5	Term 2 Week 9	Term 3 Week 3/4	Term 3 Week 7
	Task name	Assignment/ Investigation	Test	Mid-Course Examination	Test
	Outcomes	ME12-1,3,6,7	ME12-1,4,6,7	ME12-1,3,4,5,6,7	ME12-2,6,7
Components (Syllabus)	Weighting				
Understanding, Fluency and Communication	50	10	15	15	10
Problem Solving, Reasoning and Justification	50	15	10	15	10
	100	25	25	30	20

YEAR 12 MATHEMATICS EXTENSION 2 OUTCOMES

A student:

MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts

MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings

MEX12-3 uses vectors to model and solve problems in two and three dimensions

MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems

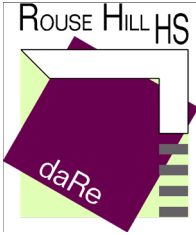
MEX12-5 applies techniques of integration to structured and unstructured problems

MEX12-6 uses mechanics to model and solve practical problems

MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems

MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

Year 12 MATHEMATICS EXTENSION 2 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 5	Term 2 Week 9	Term 3 Week 3/4	Term 3 Week 7
	Task name	Assignment/ Investigation	Test	Mid-Course Examination	Test
	Outcomes	MEX12-1,4,7,8	MEX12-1,2,4,7,8	MEX12-1,2,3,4,7,8	MEX12-5,6,7,8
Components (Syllabus)	Weighting				
Understanding, Fluency and Communication	50	10	15	15	10
Problem Solving, Reasoning and Justification	50	15	10	15	10
	100	25	25	30	20

YEAR 12 MATHEMATICS STANDARD 2 OUTCOMES

A student:

MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms

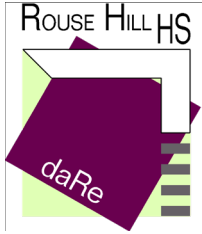
MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8 solves problems using networks to model decision-making in practical problems

MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Year 12 MATHEMATICS STANDARD 2 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 5	Term 2 Week 9	Term 3 Week 3/4	Term 3 Week 7
	Task name	Assignment/ Investigation	Test	Mid-Course Examination	Test
	Outcomes	MS2-12- 1,6,8,9,10	MS2-12- 3,4,8,9,10	MS2-12- 1,2,3,4,6,7,8,9,10	MS2-12- 2,5,7,9,10
Components (Syllabus)	Weighting	10	15	15	10
Understanding, fluency and communication	50				
Problem-solving, reasoning and justification	50	15	10	15	10
	100	25	25	30	20

YEAR 12 MATHEMATICS STANDARD 1 OUTCOMES

A student:

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

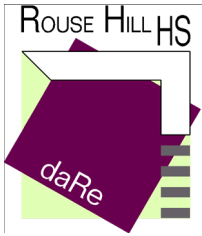
MS1-12-7 solves problems requiring statistical processes

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

Year 12 MATHEMATICS STANDARD 1 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 5	Term 2 Week 9	Term 3 Week 3/4	Term 3 Week 7
	Task name	Assignment/ Investigation	Test	Mid-Course Examination	Test
	Outcomes	MS1-12- 1,6,8,9,10	MS1-12- 3,4,8,9,10	MS1-12- 1,2,3,4,6,7,8,9,10	MS1-12- 2,5,7,9,10
Components (Syllabus)	Weighting				
Understanding, fluency and communication	50	10	15	15	10
Problem-solving, reasoning and justification	50	15	10	15	10
	100	25	25	30	20

HSC MODERN HISTORY OUTCOMES

A student:

MH12-1 accounts for the nature of continuity and change in the modern world

MH12-2 proposes arguments about the varying causes and effects of events and developments

MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4 analyses the different perspectives of individuals and groups in their historical context

MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

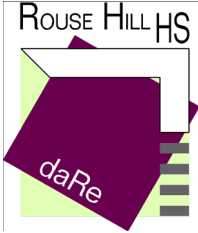
MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 discusses and evaluates differing interpretations and representations of the past

MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Year 12 MODERN HISTORY 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 5	Term 2 Week 10	Term 3 Week 3/4	Term 3 Week 7
	Task name	Source Based Task	Historical Analysis Historiography Task	Mid-Course Examination	In-Class Extended Response
	Outcomes	MH12-4, MH12-6, MH12-9	MH12-2, MH12-5, MH12-7, MH12-8	MH12-1, MH12-3, MH12-4, MH12-5, MH12-6, MH12-8, MH12-9	MH12-3, MH12-7, MH12-9
Components (Syllabus)	Weighting				
Knowledge and understanding of course content	40	5	5	15	15
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	5	0
Historical inquiry and research	20	5	10	0	5
Communication of historical understanding in appropriate forms	20	0	5	10	5
	100	20	25	30	25

HSC MUSIC 1 OUTCOMES

A student:

H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied

H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied

H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

H5 critically evaluates and discusses performances and compositions

H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied

H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music

H9 performs as a means of self-expression and communication

H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities

H11 demonstrates a willingness to accept and use constructive criticism

Year 12 MUSIC 1 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 4	Term 2 Week 10	Term 3 Week 3/4	Term 3 Week 3/4
	Task name	Composition Aural	Musicology Elective 1 Elective 2	Aural	Core Performance Elective 3
	Outcomes	H2, H3, H6, H7, H8	H4, H5, H6, H11 and H1-H8*	H2, H4 ,H8	H1, H9, H10 and H1- H8*
Components (Syllabus)	Weighting				10
Performance	10				
Composition	10	10			
Musicology	10		10		
Aural	25	10		15	
Electives	45		30		15
Total %	100	20	40	15	25

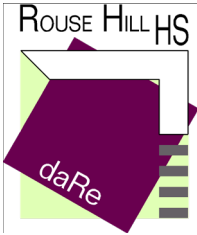
*Teachers will select appropriate outcomes based on elective options selected by each student

HSC PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION OUTCOMES

The 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 and 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 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 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
- 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


Year 12 PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 5	Term 3 Week 2	Term 3 Week 3/4	Term 3 Week 7
	Task name	Health Priorities in Australia	Health of Young People, Improving Performance	Mid-Course Examination	Factors Affecting Performance
	Outcomes	H1, H2, H3, H4 H5, H15	H6, H8, H16, H17	H1, H2, H3, H4, H5, H6, H7, H8, H9, H14, H15	H7, H8, H10, H11, H16, H17
Components (Syllabus)	Weighting	5	10	15	10
Knowledge and understanding of course content	40				
Skills in critical thinking, research, analysis and communicating	60	15	10	15	20
	100	20	20	30	30

HSC PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/ photographer, still and moving works, interpretations of the world and audience response in their making of still and or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/ or videos and/ or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and /or digital images
- M6 takes into account issues of occupational health and safety in the making of photographs and/or videos and /or digital images
- CH1 generates in their critical and historical practice ways to interpret and explain photography and /or video and/or digital images
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical studies
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories; narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and /or digital imaging are used in various fields of cultural production

HSC Photography, Video and Digital Imaging 2025 Internal Assessment Program


	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 5	Term 2 Week 10	Term 3 Week 3/4	Term 3 Week 6
	Task name	Body of Work and Portfolio	Body of Work and Portfolio	Mid-Course Examination	Body of Work and Portfolio
	Outcomes	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5
Component (Syllabus)	Weighting	20	20	0	30
Making	70				
Critical and Historical Studies	30	10	5	10	5
	100	30	25	10	35

HSC PHYSICS

A student:

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

YEAR 12 PHYSICS 2025 Internal Assessment Program

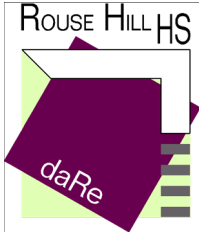
	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 6	Term 2 Week 10	Term 3 Week 3/4	Term 3 Week 6
	Task name	Practical Task	Depth Study	Mid-course examination	Skills Assessment
	Outcomes	PH11/12-4, PH11/12-5, PH11/12-6, PH12-12	PH11/12-1, PH11/12-5, PH11/12-6, PH11/12-7, PH12-13	PH11/12-1, PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-7, PH12-13, PH12-14, PH12-12	PH11/12-4, PH11/12-6, PH12-14, PH12-15
Components (Syllabus)	Weighting	10	10	10	10
Knowledge and understanding of: <ul style="list-style-type: none"> • fundamental mechanics • energy 	40				
Skills in: <ul style="list-style-type: none"> • questioning and predicting • planning and conducting first-hand investigations • gathering and processing first-hand data • gathering and processing relevant information from secondary sources • communicating information and understanding • developing problem-solving techniques • analysing data and information 	60	10	20	20	10
	100	25	25	30	20

HSC SOCIETY AND CULTURE

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 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

Year 12 Society and Culture 2025 Internal Assessment Program

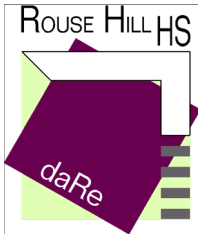
	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 6	Term 2 Week 10	Term 3 Week 3/4	Term 3 Week 7
	Task name	Literature Review and Short Responses	Reflection Task	Mid-course Examination	Infographic and Extended Response
	Outcomes	H4, H5, H6, H7, H8, H9, H10	H4, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H3, H7, H10
Components (Syllabus)	Weighting	15	5	20	10
Knowledge and understanding of course content	50				
Application and evaluation of social and cultural research methods	30	10	5	5	10
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5
	100	30	15	30	25

HSC STUDIES OF RELIGION I OUTCOMES

A student:

- H1 explains aspects of religion and belief systems
- H2 describes and analyses the influence of religion and belief systems on individuals and society
- H3 examines the influence and expression of religion and belief systems in Australia
- H4 describes and analyses how aspects of religious traditions are expressed by their adherents
- H5 evaluates the influence of religious traditions in the life of adherents
- H6 organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7 conducts effective research about religion and evaluates the findings from the research
- H8 applies appropriate terminology and concepts related to religion and belief systems
- H9 coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

Year 12 Studies of Religion 1 2025 Internal Assessment Program

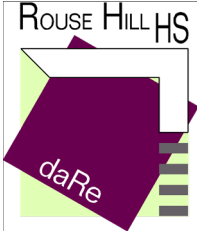
	Task number	Task 1	Task 2	Task 3
	Due date	Term 2 Week 5	Term 3 Week 3/4	Term 3 Week 7
	Task name	Media File and Written Report	Mid-Course Examination	Ethics Report
	Outcomes	H3, H6, H8, H9	H1, H2, H4, H5, H8, H9	H2, H5, H7
Components (Syllabus)	Weighting			
Knowledge and understanding of course content	40	10	15	15
Source-based Skills	20	10	5	5
Investigation and research	20	10		10
Communication of information, ideas and issues in appropriate forms	20	5	10	5
	100	35	30	35

HSC VISUAL ARTS OUTCOMES

A student:

- H1 initiates and organises artmaking 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 art 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

Year 12 Visual Arts 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3	Task 4
	Due date	Term 2 Week 4	Term 3 Week 1	Term 3 Week 3/4	Term 3 Week 6
	Task name	Body of Work Proposal Case Study	Development of the Body of Work Panel Review	Exam	Resolving the Body of Work
	Outcomes	H1, H2, H3, H7, H8, H9, H10	H4, H5, H6 H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6
Components (Syllabus)	Weighting	5	15	0	30
Artmaking	50				
Art Criticism and Art History	50	20		30	0
	100	25	15	30	30

Vocational Education and Training Courses - Assessment

VET courses are competency - based. Students will be assessed as "competent" or "not yet competent" at appropriate times during the course. A student who is judged to be not yet competent at a particular time may be re-assessed as competent at a later time. Not all students will necessarily achieve the same or all competencies. Work Placement is a mandatory requirement for the Hospitality VET course. Students are to complete a minimum mandatory 70 hours work placement over the course of the year. Failure to complete Work Placement will render the student ineligible for the award of a Preliminary or HSC credential.

All students are required to sit the school's Mid-Course HSC examination, as it is necessary for the school to submit these marks to the NSW Education Standards Authority. However, students may elect not to sit for the Higher School Certificate examination if they wish.

As many students access their courses in another location as part of the VET cluster agreement, they will be provided with the appropriate Assessment Task information by the teacher delivering the course at the commencement of the course.

Please see the following pages for a list of competencies to be assessed as part of VET courses being delivered at Rouse Hill High School.

Accreditation

By undertaking study in a VET course, students have the opportunity to receive dual accreditation.

Students are accredited for the course as part of their Higher School Certificate, and also receive industry-level accreditation under the Australian Qualifications Framework. Additionally, students who elect to sit for the Higher School Certificate Examination may have the marks awarded from their VET course contribute to their ATAR.

It is important to note that both the NSW Education Standards Authority and the Australian Qualifications Framework have different requirements for the achievement of their respective credentials. It is possible for students to be accredited with one, without the other.

School Name: Rouse Hill High School

Assessment Schedule Year 12 – 2025

Compressed Curriculum (240 Hours 4 Units x 1 Year)

Hospitality

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 4 Working in the hospitality industry	HSC Trial
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 7	Week 9/10
			Term 3	Term 1
Code	Unit of Competency	HSC Examinable Unit	Date	Date
SITHFAB024	Prepare and serve non-alcoholic beverages	✓		
SITHFAB025	Prepare and serve espresso coffee	✓		
SITHFAB027	Serve food and beverages	✓		
BSBTWK201	Work effectively with others			
SITHIND007	Use hospitality skills effectively			

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

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

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



Education

SIS Sport, Fitness and Recreation

90333

Sport Coaching

SIS30521 Certificate III in Sport Coaching

2025

RTO: NSW Department of Education

School Name:

Assessment Schedule Year 12 – 2025

Compressed Curriculum (240 Hours 4 Units x 1 Year)

Sports Coaching

Assessment Tasks for SIS30521 Certificate III in Sport Coaching		Task 3B Facilitating Inclusion	Task 5	Task 6
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 1 Term 3 Date	Week 5 Term 3 Date	Week 5 Term 1 Date
Code	Unit of Competency			
SISXDIS001	Facilitate inclusion for people with a disability	X		
SISSSCO012	Coach sports participants up to an intermediate level		X	
HLTAID011	Provide first aid			Credit Transfer

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching.

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