



**Campbelltown  
Performing Arts  
High School**  
PATHWAYS TO SHINE

# YEAR 12 HSC ASSESSMENT BOOKLET

2024 – 2025



*2025 Leadership Team with Mrs McKeown, Principal*

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## MESSAGE FROM THE PRINCIPAL

On behalf of the entire team at Campbelltown Performing Arts High School, I am delighted to present to you the Year 12 Assessment Booklet, a comprehensive guide designed to support your academic journey in this pivotal year of your education. I extend my warmest congratulations to each one of you for successfully completing your Year 11 studies. This accomplishment marks the beginning of an exciting new chapter, as we draw closer to the 2025 NSW Higher School Certificate.

Year 12 is a significant year, a culmination of your years of hard work and dedication. It is a year that will shape your future, opening doors to tertiary education, vocational training, or the workforce. This booklet is designed to provide you with a clear understanding of the assessment tasks you will undertake, the skills you will need to develop, and the standards you will be expected to meet.

As you embark on this pivotal year, I am confident that the rich learning experiences you have engaged with in your Year 11 courses have equipped you well for the rigorous academic demands of Year 12. The high workload of senior school study is indeed challenging, but many of you are already reaping the rewards of the hard work and commitment you have applied to your studies thus far.

I urge each one of you to engage in critical reflection on your learning, to identify specific areas for improvement. Embrace the advice your teachers have given in your report comments and initiate further conversations with them on the precise areas of development you should focus on in your next steps in this HSC learning journey. Remember, the HSC examinations are the end point in that journey, but it is the daily work you engage in over the next 12 months that is most critical to that final HSC destination. Your preparation for the HSC has already commenced, and every minute you spend engaged in learning from here onwards matters.

Inside this booklet, you will find a detailed breakdown of each subject's assessment criteria, key dates for your diary, and tips on how to prepare effectively for each task. The year ahead will include opportunities for you to strengthen your study techniques, time management, and stress management, all of which are crucial for your success not only in Year 12 but also in your future endeavours. Take every opportunity that avails itself and seek assistance when you require advice.

I strongly encourage all students and parents to familiarise themselves with the contents of this booklet. A working knowledge of the HSC rules and expectations will undoubtedly support your success in the HSC. Like all aspects in life, the better you understand how things function, the better equipped you will be to thrive in that environment. Should you require any clarification on the contents of this handbook, please do not hesitate to contact me, Mr Bellavia as the Year 12 Deputy Principal, or Ms Vujcic as the Head Teacher Pathways.

In conclusion, I encourage all students to strive for excellence, to take care in all aspects of their course work, and to seize every opportunity that Campbelltown Performing Arts High School offers. Let personal success be your reward at the culmination of 13 years of schooling in 2025.



**Mrs Leah McKeown**  
Principal

# Assessment Policy

## Rationale

Campbelltown Performing Arts High School will ensure that curriculum and assessment requirements meet those set by the NSW Education Standards Authority (NESA) and the Department of Education.

Assessment that enhances learning recognises that learners use their current ability to discover, develop and incorporate new knowledge, understanding and skills. Assessment for learning helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment is an integral part of the teaching and learning cycle, and provides useful information to students, parents and teachers on the breadth and depth of the students' understanding.

The assessment schedules provided in this assessment booklet have been prepared from NESA's course guidelines. It is provided to give students an indication of the number and timing of assessment tasks in each subject. Students will receive more specific information from their class teachers concerning what will be assessed, how it will be assessed and when it will be assessed.

Campbelltown Performing Arts High School reserves the right to make any changes considered necessary after this assessment booklet has been issued. Students will be advised of any relevant changes.

## Aims

NESA requires that Campbelltown Performing Arts High School develops an assessment program for each course. Schools are required to:

- set tasks which will be used to measure student performance in each component of a course;
- specify the mark value for each task;
- inform students of the assessment requirements for each course;
- keep records of each student's performance in each task; and
- provide students with information on their progress.

Every student will be made fully aware of the NESA, school and key learning area (KLA) requirements for Year 11 and 12 assessment and will complete all the scheduled tasks to the best of their ability. Processes are in place to deal with special considerations in case of misadventure, and for appeals against assessment results.

Assessment tasks will be well planned and will assess the stated outcomes, providing opportunities for each student to demonstrate their knowledge and understanding of the content and their development of skills. Formal feedback will be provided when the assessment task is returned to the student, however, other methods of feedback may be implemented by the classroom teacher dependent upon the nature of the task.

Processes for students undertaking a Life Skills pattern of study will also be outlined. For information about how Life Skills are identified, see the [diversity in learning options for students with disability](#).

## Reporting of Student Work

Students and parents/carers will receive a report for each course via formal reports twice a year. This will report on the student's progress measured against each of the stated syllabus outcomes and provide an overall course grade. The report will clearly convey what the student knows and can do, and how that compares with the standard expected as stated in the syllabus. It will also suggest areas for development and how these can be improved.

Students will be graded against course performance descriptors. Students who do not complete assessment tasks or who do not engage in the learning process will be graded as an unsatisfactory student.

In the case of vocational education and training (VET) courses, the assessment of competencies is based on performance against the performance criteria set out under each element of competency. A student is assessed as either competent, or not yet competent, against a prescribed standard.

## Common Principles

Assessment tasks may be formative or summative.

There will be 3-4 significant (summative) tasks per course assessing the stated syllabus outcomes of the course.

Students can demonstrate their learning and achievement of syllabus outcomes in a variety of ways. Summative assessment tasks may take several different forms, for example: exams, assignments, projects, performances, portfolios, presentations to the class, making an item, practical activity, and so on.

## Life Skills

Students who are engaged in a life skills pattern of study will have their achievement measured against the Life Skills outcomes for the specific course through class and assessment work. All tasks will be planned and implemented such that students are able to demonstrate their development against these outcomes.

Assessment and reporting practices such as notification, feedback and reporting to parents will remain the same, however, outcomes will be measured in accordance with NESAs guidelines, that is, outcome/s achieved independently, achieved with support or not yet achieved.

While formal assessment tasks are not a requirement for life skills students, they may be implemented as an additional measure of achievement.

## Disability Provisions

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected.

It is not embarrassing to apply for provisions, and more than 10,000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

Schools are responsible for determining and approving adjustments for all school-based assessment tasks. NESAs determine disability provisions for the Higher School Certificate examinations.

To apply for provisions, schools must submit an online application to NESAs. This application tells NESAs which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

Campbelltown Performing Arts High School makes every attempt to meet the needs of every student in a similar way to NESAs in examination conditions. This might include a writer, reader, additional time or separate supervision.

If you wish to discuss whether disability provisions apply to you, contact Ms Loader, Head Teacher Learning and Support.

## Course Completion Requirements specific to Years 10 to 12

To be determined to have met the requirements for the completion of a course, students must be able to provide evidence to the Principal that they have:

<b>NESA Terminology from the Assessment, Certification and Examination (ACE) Manual:</b>	<b>For CPAHS students this means:</b>
"Followed the course developed or endorsed by the NSW Education Standards Authority (NESA)"	<ul style="list-style-type: none"><li>• Follow NESA syllabus</li><li>• Participate in all learning activities set by the teacher and faculty</li></ul>
"Applied him or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school"	<ul style="list-style-type: none"><li>• Attend all timetabled classes</li><li>• Make a genuine attempt to complete the tasks set in class to the best of your ability</li><li>• Actively participate in the learning experiences provided</li><li>• Complete all mandatory practical activities.</li></ul>
"Achieved some or all of the course outcomes"	<ul style="list-style-type: none"><li>• Demonstrate in class that you have learnt concepts (as determined by your teacher in assessment tasks and other activities in the course)</li></ul>

# Activating your Students Online account

Students Online is your source of information about your senior study, including your HSC. It is full of useful advice, resources and links. The website is <https://studentsonline.nesa.nsw.edu.au>

## Why Should I Check Out the Website?

You can access information such as:

- personal details
- grades and assessment ranks
- personal HSC exam timetable
- HSC results
- VET credentials

## How Do I Activate My Account?

Go to <https://studentsonline.nesa.nsw.edu.au/activate>

NESA provides two services to help you gain access to your Students Online account:

1. If your email address is registered with us, they can email you a verification code you can use on the next screen to validate your account and allow you to create a new PIN.
2. If your mobile phone number is registered with us, we can SMS you a verification code you can use on the next screen to validate your account and allow you to create a new PIN.

Enter your student number to view available options. If you do not know your student number you can use the forgotten student number option or speak to Ms Schroder, Senior Study Coordinator.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

## Key points:

- You should have provided a **PRIVATE email address** on your Confirmation of Entry as well as a **MOBILE PHONE NUMBER**.
- Keep your passwords in a safe place at home and refer to it as needed.
- The school will not have your Schools Online password. If you have trouble retrieving your passwords, speak to Ms Vujcic, Head Teacher Pathways, who can help you get in contact with NESA Schools Online.
- Alert Ms Vujcic immediately if anything is incorrect.



# Assessment

## 1. Assessment notification

- 1.1 All students will be provided with the assessment booklet containing each course's assessment schedule.
- 1.2 The class teachers under supervision of the KLA head teacher will be responsible for allocating specific due dates.
- 1.3 Any changes made to the assessment schedule within a KLA will be issued by the class teacher, with approval of the head teacher, through a *Change of Assessment Task Notification* which outlines the new task due date. This is to be recorded on Sentral by the head teacher.
- 1.4 All students will be given at least two (2) weeks written notification of an assessment task and will be required to sign an *Assessment Task Notification Register*. This register is kept by the class teacher as a record of notification.
- 1.5 Upon issue of the assessment notification, the teacher will explain:
  - (a) the requirement of the task
  - (b) the learning outcomes being measured
  - (c) the marking criteria and weighting of the task
- 1.6 Students are expected to ask questions, seek clarification about the task as required and obtain feedback on any drafts submitted.
- 1.7 Any changes to assessment grids given at the beginning of the school year are to be forwarded by the KLA head teacher to the deputy principal for uploading to School Bytes and the school website.
- 1.8 It is a student's responsibility to find out what work has been missed whilst they were absent and to catch up on that work. The same condition applies if a student is absent when an assessment task is issued. You are not entitled to any automatic extension of time for the task, if you were absent on the day a task was issued.

## 2. Assessment tasks

- 2.1 Students are expected to complete and make a genuine attempt at all assessment tasks.
- 2.2 **Submission of tasks:** Assessment tasks must be handed in personally to the class teacher or KLA head teacher in their staffroom. Unless otherwise specified, all assessment tasks must be submitted as hard (paper) copies. Teachers may request students to submit electronically via Microsoft Teams or Google Classroom.  
Upon submission of an assessment task, students are expected to sign the *Assessment Task Submission Register* provided by the teacher. This register is kept by the teacher as a record of submission.  
Hand-in tasks are due before school by 8:50 am on the due date listed on the assessment notification.
- 2.3 **Feedback on tasks:** Teachers will provide students with timely, substantial and meaningful feedback on all assessment. This feedback should be completed within two weeks of the task being submitted and enable students to reflect on the quality of their work and may include future directions regarding:
  - (a) the knowledge and skills the student has demonstrated
  - (b) the knowledge and skills which were not demonstrated but were required

- (c) advice on how to develop the required knowledge and skills
- (d) an opportunity for the student to reflect on their own learning and share this with their parents/carers

Feedback can be oral and/or written, formal and/or informal, and can be generalised for the cohort but must include individualised comments for each student. Feedback is an ongoing process provided by the teacher/peers throughout the course of teaching and learning. During assessment tasks students are encouraged to submit draft sections of tasks to the teacher prior to the due date to further their achievement and understanding in these tasks.

- 2.4 **Invalidating assessment tasks:** An assessment task may need to be declared invalid if it can be clearly demonstrated that: either one or more students were given an unfair advantage; the task was interrupted due to disruptions like an emergency evacuation; or the task produced results that are significantly different to those expected to be produced by the cohort. Students or their parents/carers who feel that an assessment task meets the criteria to be considered an invalid assessment need to raise the issue with the KLA head teacher within five (5) school days of the initial result being returned to the student and submit the *Assessment Task Appeal* Form to the HT pathways. A panel will make a final determination on the validity of the claim. In the event an assessment task is deemed invalid, all students affected will be issued a suitable replacement assessment task with a minimum of two weeks' notice for the new due date. The decision of the principal is final.
- 2.5 **Misplaced tasks or corruption of files:** Sometimes, but very rarely, issues arise where a student's assessment task or digital copy of the task is lost or corrupted. Students will be asked to submit another copy of their task in the appropriate format. On the rare occasion that a teacher loses an assessment if another copy cannot be provided by the student and there is a clear record demonstrating the task was submitted by due date, the student will receive an estimate for the task based on their performance in other assessment tasks. Students are reminded to keep back-up copies of their assessments until after the results for the task have been returned.

### 3. Completion of assessment tasks

- 3.1 **Absence from an in-class assessment task:** If a student is absent from an in-class assessment task, the student must complete a *Request for Consideration* form obtained from the HT pathways, and a doctor's certificate, as proof of illness must be submitted upon their first day of their return to school. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the relevant KLA head teacher on their arrival at school on the day they return, in order to arrange the task's completion. Incidents of misadventure leading to absence from an assessment task will be considered by the HT pathways (Years 10-12).
- 3.2 **Prior knowledge of absence for an assessment task:** If a student knows he or she will be absent on the day that an assessment task is due, the student must submit the assessment task before the due date unless an extension has been granted by the HT pathways via a

*Request for Consideration* form (Years 10-12). This includes students who are involved in sporting events, excursions, work placement, and elite representation. The students must advise the teacher concerned in advance and negotiate an alternate arrangement. A guiding principle would be that it must be submitted before the previously stated due date rather than afterwards. For tasks such as performances or presentations in which students are scheduled on different days/times, the class teacher will include a schedule with the assessment task notification. Students are required to complete their task within the scheduled dates, otherwise the task will be considered late or as a non-submission.

- 3.3 **Assistance with assessment tasks:** If you need assistance completing your assessment tasks, do not hesitate to ask for help. Start by talking to your class teacher and faculty head teacher. You can also seek support from the learning and support teachers, or the HT teaching and learning. If a student has a learning difficulty or additional/special needs that we need to be aware of, the student must talk to the learning and support teachers or the HT pathways. We may be able to offer extra assistance in other ways through disability or special provisions.
- 3.4 **Illness during an assessment task or examination:** If a student is ill during an assessment task, they must inform the supervising teacher immediately. The time of the student illness will be recorded, and the student may be offered a period equal to the time missed due to the illness. If a student becomes ill during an assessment task the head teacher pathways will decide whether an estimate or a substitute task will be given. The student must provide a doctor's certificate for illness immediately upon their return to school and complete the *Request for Consideration* form.
- In the event of illness for an examination, students are expected to see the teacher or KLA head teacher of the subject to arrange an alternative time to sit the examination. A doctor's certificate must be submitted with a *Request for Consideration* form. Students absent for part of the day an assessment task is due must submit an *Illness/Misadventure Application* form justifying their partial absence with a doctor's certificate in the event of an illness, or suitable evidence in the event of a misadventure.
- 3.5 **Suspended students:** Students suspended at the time an assessment task is due must submit their assessment to the front office on the day the task is due and immediately leave the premises.
- 3.6 **Attendance on the day of assessment tasks:** Students must attend all classes on the day an assessment task is due. Students are not permitted to miss classes on the day an assessment task is due. Penalties will apply if students are deemed to have an unfair advantage. Students found truanting classes to work on an assessment task will receive an automatic zero for the task.
- 3.7 **Genuine attempt of an assessment task:** Students are expected to attempt all tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contributes in excess of 50% of available marks in the course.

## 4. Late or non-submission of an assessment task due to unacceptable reasons

- 4.1 **Tasks submitted late:** Work submitted late will receive a zero mark unless accompanied by a doctor's certificate and a *Request for Consideration* application. Students submitting late work without an acceptable reason will receive an N-Warning Letter (Years 10-12).
- 4.2 **Non-satisfactory completion of work:** Students awarded zero marks for assessment tasks totalling 50% or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that course.
- 4.3 **Zero marks:** Students and parents/carers will be notified if a student receives a zero mark and alternative opportunities may need to be considered for the student to be able to demonstrate and therefore, meet course outcomes. Parents/carers and students should also be aware of the potential consequences of non-completion of course outcomes.
- 4.4 **Non-serious attempts:** Students who do not make a serious attempt may receive a zero mark for the task concerned. This may render a student ineligible for an award for the subject in the *Record of School Achievement (RoSA)*. Non-serious attempts include frivolous or objectionable material. Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. Non-attempts include those where only multiple-choice questions are attempted. Any student identified as making a non-serious attempt or a non-attempt will need to justify to the teacher as to why they should receive a result for the task concerned.
- 4.5 **Technological failure:** Technological failure is not considered an acceptable reason for the late or non-submission of a task. Back-up copies of the assessment task should be kept (for example, on a USB) as well as a hard copy (on paper). Students are advised to keep any draft printouts as proof that the task had been substantially attempted prior to the technology failure. It is also suggested that students use cloud-based systems such as Microsoft Office365 or Google Drive to complete their work to avoid this issue.

## 5. Malpractice

### Honesty in HSC Assessment – the Standard

This standard sets out NESA's requirements for students submitting their own work in HSC assessments.

Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with this standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject-specific documentation. Use or inclusion of material from other sources such as books, journals and

electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- Rules and Procedures Guide
- HSC: All My Own Work Program

These documents are publicly available on the NSW Education Standards Authority (NESA) website at <https://ace.nesa.nsw.edu.au/ace-9022>

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

This information is publicly available here <https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice>

Malpractice is any attempt to gain an unfair advantage over other students. Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

### *Misrepresentation*

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. Misrepresentation can include but is not limited to:

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

### *Plagiarism*

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

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

### *Collusion*

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

Collusion includes but is not limited to:

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

### *Breach of assessment conditions*

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

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

A breach of assessment conditions includes any breach of:

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

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

## **Register of Malpractice in HSC Assessment Tasks**

For many years, NESAs has collected and published information on malpractice in HSC examinations. NESAs instituted a Register of Malpractice in HSC Assessment Tasks that will build on that body of knowledge.

All instances of proven malpractice in HSC assessment tasks must be entered in the Register. All schools are required to participate by entering information on proven cases of malpractice in HSC assessment tasks.

At the end of the year, NESA will aggregate the data provided by schools without identifying either the school or the students involved. The key data included in the Register is:

- the course involved
- the type of offence
- the nature of the assessment task
- the penalty applied.

Malpractice is any attempt to gain an unfair advantage over other students. Types of malpractice in HSC assessment tasks may include, but are not limited to:

- being in possession of unauthorised notes or electronic devices during a test or examination
- using the words, ideas, designs or workmanship of others without acknowledgement
- copying from another student
- paying someone to write or prepare an assessment task
- late submission of an assessment task where it is proven to be a deliberate mechanism to gain advantage over other students
- a non-serious attempt that is deemed to be frivolous or offensive.

The implementation of this Register is supported by the Independent Commission Against Corruption.

## Malpractice Policy at Campbelltown Performing Arts High School

- 5.1 Students are responsible for knowing and complying with the school's malpractice policy for all school-based assessment as outlined in the Assessment Booklet.
- 5.2 You have a responsibility to make sure that you understand the difference between what is honest and what is dishonest, in relation to all your work.
- 5.3 **Plagiarism:** As a student, you are responsible for ensuring that all work submitted to your teachers is your own original work. It is important to understand that plagiarism is a severe academic offence and is not acceptable under any circumstances. Plagiarism occurs when a person uses someone else's work or ideas without giving proper credit. This violates the principles of academic integrity. With the rise of technology, it is now easier than ever to plagiarise using AI tools such as text generators, online summarisation tools, and translation software.

**To avoid plagiarism,** students should:

- Take careful notes when researching and reading and use their own words when summarising and paraphrasing information.
- Use proper citation styles, as guided by their teachers, to give credit to the original author of the work. If a student is unsure about how to cite something, they should ask their teacher for help.
- Avoid using AI (artificial intelligence) tools to generate or summarise content, as these tools often produce content that is not original and can lead to plagiarism.

**Regarding AI and assessment tasks:**

- The use of AI tools to generate content is strictly prohibited.
- If a student is found to have used AI tools and presented this as their own work, the student will receive a zero for the task and may face additional consequences. In the case of HSC students, all schools are required to keep a register of malpractice. Malpractice is any attempt to gain an unfair advantage over other students.

- The use of AI tools for citation and grammar checking is permitted but students should not rely solely on these tools to check their work.

By following these guidelines and understanding the school's response to the use of AI, students can ensure that their work is their own, and they are producing quality, original work. It is crucial to take academic integrity seriously and avoid the temptation to use AI tools to cheat. Remember that academic success comes from hard work, dedication, and original thinking.

Work submitted in an assessment task must be the student's own work. If a student uses the work of another person or directly copies from published texts or from an internet site to complete a task, they will receive a zero (0) mark and an N-Warning Letter will be sent home. If the work used was that of another student from this school who knowingly supplied the information, then that student may also receive a zero (0) mark.

All sources used in the completion of the assessment task must be appropriately acknowledged and referenced in the task. Students are required to include a bibliography as a part of their submission for tasks which indicate this. Students must show ethical scholarship by learning how to summarise and write in their own words.

- 5.4 **Misbehaviour:** Student malpractice includes misbehaviour during the conducting of assessment tasks and breaching school examination rules. Students who misbehave during assessment tasks, including exams, will be given an appropriate consequence for their actions. Depending on the severity of the disruption, students may receive a zero for the task. Students who are ejected from an assessment task will have their paper removed and the time they left the assessment recorded on the top of their paper, including details of the disruption.
- 5.5 **Procedures for investigating suspected malpractice:** In a case of suspected malpractice, the teacher and head teacher will speak to the student and will advise them that the matter will be referred to the HT pathways for investigation. The faculty will contact the parent to inform them of the matter and the referral. The HT pathways will convene a panel which may include the head teacher, and the deputy principal. The panel may request the attendance of the student and teacher(s) to assist in its deliberations.
- 5.6 **Range of possible penalties for malpractice:** Students may receive zero marks, reduced marks, or a warning. All instances of malpractice and academic misconduct will be reported to NESAs in accordance with the Malpractice Register guidelines.
- 5.7 **Student appeal process:** Students may appeal the malpractice decision. Student appeals concerning malpractice in school-based assessment tasks must be resolved at the school level. The student must lodge a formal appeal in writing within five days from the date of the decision. The appeal must be submitted to the head teacher pathways who will meet with the principal. The student's parent/carer will be informed of the assessment review panel's decision. The principal's decision is final. Refer to Appendix C: Assessment Task Appeal Form.



## 6. N-Warning Letters

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, including VET courses, the principal must warn the student as soon as possible and advise the parent/carer in writing. This warning is given in time for the problem to be corrected and provides advice about the possible consequences on eligibility of an 'N' determination in a course.

Students can receive an N-Warning Letter for one of three reasons:

- **Lack of diligence and sustained effort:** examples include extensive unexplained absences below 85% therefore extensive non-completion of class work, practicals and homework;
- **Unsatisfactory completion of assessment tasks:** examples include non-completion of an assessment task, plagiarism, non-serious attempts at tasks, continued/deliberate avoidance of examinations and tasks; and
- **Non-completion of Work Placement (for VET courses):** examples: non-attendance or poor performance, or non-serious attempt at mandatory 35 hours of work placement in either the Preliminary or HSC courses.

Each time a student receives an N-Warning Letter, the student's parents/carers will also be contacted by the class teacher.

Once a student has failed to complete more than 50% of assessment, missed their work placement or have completed less than 85% of course work, they may be required to meet with the deputy principal and head teacher pathways to commence 'N' Determination processes.

## 7. N-Determinations

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

Students studying an HSC course must complete and make a genuine attempt at assessment tasks (including examinations) which contribute in excess of 50% of the total marks for the course and satisfactorily complete in excess of 85% of the course work for each subject.

**Year 11 students** need to successfully satisfy all the assessment requirements for all of their courses (a total of 12 units of study) to be eligible to proceed to HSC coursework. A student who receives two or more official warning letters in any one course will be deemed as causing concern in that subject, and appropriate intervention will be applied. If there is no subsequent improvement, then the student will be issued with an 'N'-determination in that course. This puts a student at risk of no longer being eligible for the HSC.

**Year 12 students** need to successfully satisfy all of the assessment requirements for all of their HSC courses (a minimum of 10 units of study) to be eligible to receive a Higher School Certificate. A student who receives two or more official warning letters in any one subject will be deemed as causing concern in that subject and appropriate interventions will be applied. If there is no subsequent improvement, then the student may be issued with an 'N'-determination in that subject and will have to complete an alternative pattern of study. The student may no longer be eligible to receive a Higher School Certificate depending on their pattern of study.

Students who do not meet the minimum assessment and course work requirements of a course will then proceed to the 'N'-Determination meeting with the principal, which is their last chance to meet course requirements. The *Principal's Determination Form* will be issued to the student and their parent/carer at a formal meeting, advising the consequences of this process and the student's right to a school-based appeal and the appeal process with NESAs.

An 'N'-Determination in any subject may make a student ineligible to graduate or receive their RoSA or HSC depending on their chosen pattern of study.

## 8. Senior Reviews

Students are supported to stay on track with their learning with senior review meetings organised by the head teacher pathways in conjunction with the deputy principal. Expectations are explained to students, including the risk of not meeting requirements, and the possible consequences including but not limited to N-Warning Letters, N-Determinations, and Unsatisfactory Participation in Learning (for post-compulsory students).

Students are responsible for maintaining their record of work. This includes managing their work across platforms including exercise books, online platforms, and booklets. It is not the responsibility of teachers to store material for students. Students are expected to present their record of work as requested and are required to keep their work for the duration of the year.

## 9. Unsatisfactory Participation in Learning

In accordance with the NSW Department of Education Student Behaviour Policy and the Suspension and Expulsion procedures, principals can consider expelling a student on the grounds of unsatisfactory participation in learning for students aged 17 years and over, where a student is at risk of receiving an 'N' determination (non-completion of course requirements for a course) in a minimum of 2 courses, and has received a minimum of 2 written 'N' warnings in each course.

In these circumstances, a Notice for Potential Expulsion will be sent to parents. Following the written 'N' warning letters and Notice of Potential Expulsion, students are provided with the opportunity, time and appropriate support to complete the course requirements.

Once a decision has been made to proceed with the expulsion, if the student is not already on suspension, the principal will place the student on a suspension of appropriate length pending the outcome of the decision-making process.

After the written notice of potential expulsion is issued to the student and their parent/carer and they are given 7 school days to consider and respond to the information. The principal and director educational leadership will then have up to 15 school days to make a final decision to proceed.

It is the student's and parent/carer's responsibility to find a suitable alternative placement. While the principal has no further obligation to arrange an alternative educational placement, they can advise on possible options.

## 10. VET Work Placement

### Rationale

Work placement is a compulsory component of every vocational education and training (VET) course undertaken at school or at an external Registered Training Organisation.

### Aims

It provides opportunities for students to experience 'real life' work situations in an area that they have studied in class. It also contributes to the Higher School Certificate and a nationally accredited qualification recognised by industry groups across the country.

### Implementation

- All students must complete a minimum of 35 hours of work placement in Year 11 and another 35 hours in the Higher School Certificate course.
- The work placement is arranged in consultation with the student, the VET teacher, the VET coordinator and MWLP, the workplace learning provider. Once the work placement has been arranged it cannot be changed.
- MWLP is only funded to organise one work placement per student per year.
- Any in class assessments that occur when work placement is on must be rearranged if possible and negotiated with the KLA head teacher prior to the commencement of work placement. If it is a take home assessment, then it must be submitted by the due date.
- The student will be given the relevant work placement forms two weeks before the commencement of work placement.
- The student must contact the workplace by phone one week prior to the commencement of work placement to get their Student Placement Record (SPR) forms signed.
- The SPR forms must be returned to Ms Penny Haskew (print room) once it has been signed by the student and the student's parents or legal guardians. This must be returned prior to the commencement of work placement.
- The forms will then be photocopied, and the student will be given three copies (one for the student, one for the workplace and one for the student's parents or legal guardians).
- The student must attend work placement every day for the length of time as noted on the Student Placement Record.
- If the student is unable to attend work placement due to illness, then they must contact the workplace, contact the VET co-ordinator at school and get a doctor's certificate.
- Work placement hours may vary to school hours and it is expected that all students who undertake a VET course make themselves available for those variables when attending work placement.
- If the student fails to complete their work placement, they will receive an 'N' determination for that course and will be expected to organise another work placement themselves.

## 11. Major Works

### Rationale

Many HSC courses have a practical or creative component that involves a student working alone, or with others, to create a major project or body of work. The NSW Education Standards Authority (NESA) and the school set stringent guidelines regarding the conceptualisation, development and completion of these major projects.

### Aims

To ensure that all students undertaking HSC Courses that have an independent or group work project component fulfil NESA requirements in the completion of this major project.

### Implementation

- Students must ensure that their major project directly relates to the requirements set out for the subject in the relevant syllabus document. If a student is unsure, they are required to access support from the classroom teacher in the planning stages of this to ensure that they are meeting these requirements.
- Students should work consistently and continuously in the development and creation of their major project.
- Students must be actively engaged in the conceptualisation and/or creation of their major project by Week 6 of their first HSC term of study. Materials required for the production of the project must be purchased by this time also.
- If a student fails to begin work on their major project by the end of their first term of HSC study, an official N-Warning letter may be sent home to notify the student's parents/carers that they are in danger of not satisfying HSC course requirements for that subject.
- If a student's progress in creating their major project is not consistent throughout the HSC year, an official N-Warning Letter may be sent home according to the school's assessment policy.

## 12. Examinations

### Rationale

Examinations are an important part of the teaching and learning process and as such, it is appropriate that standards are set to establish acceptable codes of conduct for these examinations.

### Aims

To ensure that all examinations meet the requirements set by the NSW Education Standards Authority (NESA).

To provide examinations that are fair and meaningful for all students.

To ensure the examination environment is conducive to high student achievement.

### Implementation

In addition to the information in the assessment policy, the following applies to senior students for examinations:

- All students must wear full school uniform when sitting for an examination.
- Students should not talk once they enter the examination room.

- All mobile phones, devices and programmable watches must be switched off and left in bags in the designated area.
- According to NESA guidelines, students may have a non-programmable watch, which must be taken off and placed on the desk in clear view of examination supervisors and not touched during the exam.
- Upon entering the examination room, all equipment required for that examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them during an exam.
- No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor.
- Students who talk or disrupt others during an exam will have their names and the nature of the incident recorded by the exam supervisor and may potentially receive a mark of zero for the exam. In this instance, the N-warning process will be followed for this task.
- Any student who creates a disturbance during an exam will be removed from the examination room and sent to a deputy principal for disciplinary action. They will receive a mark of zero for that examination. In this instance, the N-warning process will be followed for this task.
- All students must remain in the examination room for the full period of the exam.
- If a student cannot attend an examination due to unforeseen circumstances, that student needs to obtain appropriate documentation, such as a medical certificate, and complete the *Request for Consideration* form, which is to be submitted to the head teacher pathways.

## Dropping or Changing a Course

Decisions regarding changes will be left to the discretion of the principal, within the guidelines provided. Students studying an HSC course may not change courses unless the principal is satisfied that they will be able to complete all HSC course requirements including assessment requirements. No change in HSC entries may occur after the 30<sup>th</sup> of June in the Higher School Certificate examination year, except that the principal may approve withdrawal from a course.

Students wishing to drop or change subjects must complete the *Subject Variation Form*. This form must be signed by the student and their parent/carer, the relevant teacher and head teacher, and submitted to Ms Vujcic, HT Pathways.

In some cases, dropping or changing a course will affect the ATAR status or HSC eligibility of a student. Students will be required to sign a new *Confirmation of Entry* and their parent/carer will be contacted to discuss status or eligibility concerns.

## Optional HSC Examinations

Optional HSC examinations exist for: Vocational Education and Training (VET) courses, external VET courses delivered at TAFE or via another provider, English Studies, and Mathematics Standard 1. Students who do these courses are expected to do the Trial HSC Examination. Students may then opt out of the corresponding optional HSC Examination.

If you have any questions about your ATAR or HSC status, and how this will be affected by a decision to opt out of an optional HSC examination, refer questions to Ms Vujcic, HT Pathways.

## Request for Consideration Process

In cases of severe illness or other exceptional circumstances, an extension to the due date of an assessment task may be possible by completing a *Request for Consideration* one week before the due date of an assessment task.

Students cannot assume their request will be granted, so they are encouraged to commence work on their assessment tasks upon receipt of them. If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved, the late submission of a task will result in zero marks being awarded for the task.

The application must be signed by your class teacher and given to the head teacher pathways for approval. A medical certificate will be required in the case of illness.

*See Appendix B: Request for Consideration form*

# Assessment Task Appeal Process

Students have the right to appeal a decision made regarding an application for illness/misadventure, malpractice, or an assessment task result. A student must submit an assessment appeal as outlined below. In reviewing the determination of a student's appeal, the following will be considered:

- the student's original *Request for Consideration* application
- documentation submitted with the original application
- any additional statement and/or documentation submitted with the student's appeal form
- all evidence presented which relates to the appeal.

## TO APPEAL AN:

- **ILLNESS/MISADVENTURE OR**
- **MALPRACTICE DECISION OR**
- **ASSESSMENT TASK**

Step 1: Obtain an **Assessment Task Appeal** form

Step 2: **Submit the request**

- Submit the appeal to the Head Teacher Pathways within five (5) school days of the initial decision or result being returned to the student.
- Additional supporting document, if applicable, should be submitted at this time.

Step 3: **Resolution and feedback**

- The appeal will be considered by the Principal.
- The Principal's decision is final.
- All parties will be notified of the decision.

*Go to Appendix C: Assessment Task Appeal form*

# Course Assessment Schedules

## Patterns of Study

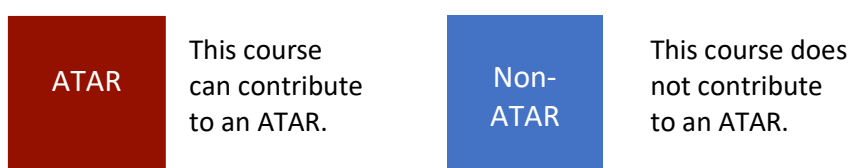
To qualify for the Higher School Certificate, students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

To satisfy pattern of study requirements for the HSC, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

ATAR courses are those developed by NESA for which there are formal examinations that yield graded assessments. These are the only courses that can be used to calculate your ATAR. Note that from 2025 there will no longer be a distinction between Category A and Category B courses. Your ATAR is then calculated from your:

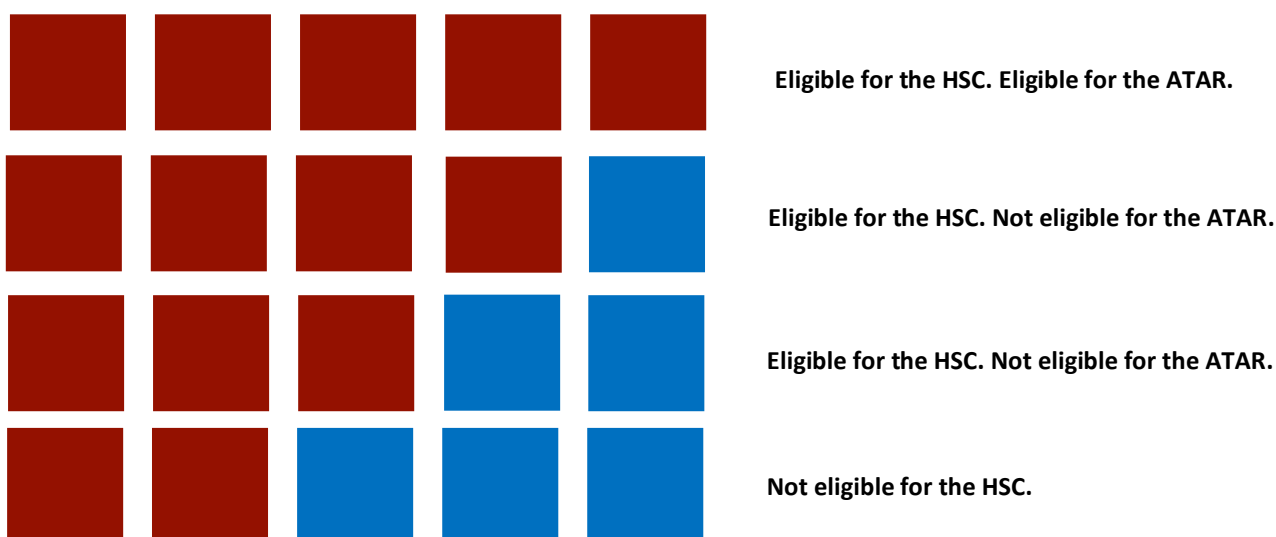
- best 2 units of English
- best 8 units from your remaining units.



Content Endorsed Courses (CEC) and Board Endorsed Courses (BEC) do not count towards an ATAR.

## Sample Patterns of Study

Based on a minimum of 5 courses:





## 2025 HSC COURSE LIST

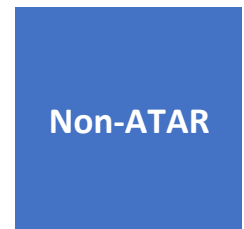
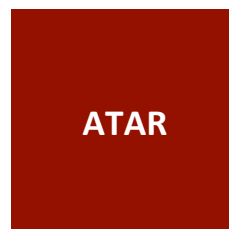
Your *Confirmation of Entry* will indicate whether you are eligible for the ATAR and/or the HSC. Remember, it is the **combination of courses** that determines your eligibility. If you have any questions, speak to Ms Vujcic, Head Teacher Pathways.

**Remember:** Any course with an HSC examination can count towards the ATAR.

Courses that contribute to the ATAR: Mandatory HSC Examination
Ancient History
Biology
Business Studies
Community & Family Studies
Dance
Design & Technology
Drama
English Advanced
English Standard
English Extension 1
Legal Studies
Mathematics Advanced
Mathematics Extension 1
Mathematics Standard 2
Modern History
Music 1
Music 2
Personal Development, Health & Physical Education
Physics
Society & Culture
Software Engineering
Visual Arts

Courses that contribute to the ATAR only with the HSC Examination <i>formerly known as Category B Courses</i>
Construction
English Studies
Entertainment Industry
Hospitality: Food & Beverage
Hospitality: Kitchen Operations
Information & Digital Technology
Mathematics Standard 1
Retail Services

CEC Courses <i>Content Endorses Courses</i>
Ceramics
Exploring Early Childhood
Photography, Video & Digital Imaging
Sport, Lifestyle & Recreation
Visual Design



### Course 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

### Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
		<b>100</b>

Task	Outcomes	Task	Due Date	Weighting %		
				A	B	Total
1	EA12-1, EA12-3 EA12-5, EA12-7	Critical Essay Common Module: Texts and the Human Experience	Term 4 Week 8 2024	10	10	<b>20</b>
2	EA12-1, EA12-3 EA12-5, EA12-6, EA12-8	Extended Response Module A: Textual Conversations	Term 1 Week 8 2025	15	10	<b>25</b>
3	EA12-3, EA12-4 EA12-5, EA12-6 EA12-8, EA12-9	Portfolio Module C: The Craft of Writing	Term 2 Week 5 2025	10	15	<b>25</b>
4	EA12-2, EA12-4 EA12-7, EA12-9	Trial HSC Examination Common Module; Modules A, B and C	Term 3 Weeks 3-4 2025	15	15	<b>30</b>
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

### Course Outcomes

A student:

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

### Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
		<b>100</b>

Task	Outcomes	Task	Due Date	Weighting %		
				A	B	Total
1	EE12-2, EE12-4, EE12-5	Imaginative Response and Reflection	Term 4 Week 10 2024	15	15	<b>30</b>
2	EE12-1, EE12-2 EE12-3, EE12-4	Critical Response with Related Text	Term 1 Week 9 2025	20	20	<b>40</b>
3	EE12-2, EE12-3 EE12-4, EE12-5	Trial HSC Examination	Term 3 Weeks 3-4 2025	15	15	<b>30</b>
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

### Course 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

### Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	EN12-1, EN12-2 EN12-5, EN12-6, EN12-7	Critical Essay Common Module: Texts and the Human Experience	Term 4 Week 8 2024	10	10	<b>20</b>
2	EN12-2, EN12-4 EN12-5, EN12-8	Extended Response Module A: Language, Identity and Culture	Term 1 Week 8 2025	15	10	<b>25</b>
3	EN12-1, EN12-3 EN12-4, EN12-5, EN12-9	Portfolio Module C: The Craft of Writing	Term 2 Week 6 2025	10	15	<b>25</b>
4	EN12-3, EN12-6, EN12-8	Trial HSC Examination Common Module; Modules A, B and C	Term 3 Weeks 3-4 2025	15	15	<b>30</b>
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

### Course Outcomes

A student:

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

### Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	ES12-1 ES12-2, ES12-5 ES12-8, ES12-9	Critical Essay Common Module: Texts and the Human Experiences	Term 4 Week 8 2024	10	10	<b>20</b>
2	ES12-2, ES12-5, ES12-6, ES12-9, ES12-10	Advertising Pitch (Multimodal Presentation) Elective Module B: Telling Us All About It	Term 1 Week 7 2025	15	15	<b>30</b>
3	ES12-1, ES12-2 ES12-4, ES12-6, ES12-7	Student Portfolio Elective Module C: We Are Australian	Term 2 Week 6 2025	15	15	<b>30</b>
4	ES12-1, ES12-3 ES12-7, ES12-8 ES12-9, ES12-10	Trial HSC Examination	Term 3 Weeks 3-4 2025	10	10	<b>20</b>
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

### Course Outcomes

A student:

#### KNOWLEDGE AND UNDERSTANDING:

- AH12-1 accounts for the nature of continuity and change in the ancient world
- AH12-2 proposes arguments about the varying causes and effects of events and developments
- AH12-3 evaluates the role of historical features, individuals and groups in shaping the past
- AH12-4 analyses the different perspectives of individuals and groups in their historical context
- AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world

#### SKILLS:

- AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH12-7 discusses and evaluates differing interpretations and representations of the past
- AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

### Assessment Schedule

Component		Weighting %
A	Communication of historical understanding in appropriate forms	20
B	Historical inquiry and research	20
C	Historical skills in analysis and evaluation of sources and interpretations	20
D	Knowledge and understanding of course content	40
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	AH12-2, AH12-5, AH12-6 AH12-7, AH12-9	Ancient Society: Stimulus and in-class responses	Term 4 Week 8 2024	5	5		10	<b>20</b>
2	AH12-5, AH12-6 AH12-7, AH12-10	Core Study: Source-Based Task and In-Class Response	Term 1 Week 7 2025	5	5	10	5	<b>25</b>
3	AH12-1, AH12-3, AH12-5 AH12-6, AH12-8, AH12-9	Historical Period: Historical Analysis	Term 2 Week 6 2025	5	10	5	5	<b>25</b>
4	AH12-1, AH12-2, AH12-3 AH12-4, AH12-5, AH12-6 AH12-7, AH12-10	Trial HSC Examination	Term 3 Weeks 3-4 2025	5		5	20	<b>30</b>
<b>Total:</b>				<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

### Course Outcomes

A student:

#### SKILLS:

- BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation  
 BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information  
 BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information  
 BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media  
 BIO11/12-5 analyses and evaluates primary and secondary data and information  
 BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes  
 BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

#### KNOWLEDGE AND UNDERSTANDING:

- BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species  
 BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change  
 BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system  
 BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

### Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Skills in working scientifically	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	BIO12-2, BIO12-3, BIO12-6 BIO12-7, BIO12-12	Modelling Task	Term 4 Week 7 2024	5	10	15
2	BIO12-1, BIO12-2, BIO12-3 BIO12-4, BIO12-5, BIO12-6 BIO12-7, BIO12-13	Depth Study	Term 1 Week 10 2025	10	30	40
3	BIO12-4, BIO12-5, BIO12-6 BIO12-7, BIO12-14	Data Analysis Task	Term 2 Week 9 2025	5	10	15
4	All outcomes	Trial HSC Examination	Term 3 Weeks 3-4 2025	20	10	30
<b>Total</b>				<b>40</b>	<b>60</b>	<b>100</b>

### Course 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 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations

### Assessment Schedule

Component		Weighting %
A	Stimulus based skills	20
B	Inquiry and research	20
C	Communication of business information, ideas and issues in appropriate forms	20
D	Knowledge and understanding of course content	40
		100

Task	Outcomes	Task Name	Task	Weighting %				
				A	B	C	D	Total
1	H1, H2, H5, H9	Business Essay: Operations	Term 4 Week 9 2024		10	5	5	20
2	H6, H7, H8, H9	Business Report: Marketing	Term 1 Week 8 2025	5	10	5	5	25
3	H6, H7, H9, 10	Topic Test: Finance	Term 2 Week 8 2025	5		5	15	25
4	H3, H4, H5, H8	Trial HSC Examination	Term 3 Weeks 3-4 2025	10		5	15	30
<b>Total</b>				<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>



# CERAMICS

Non-  
ATAR

## Course Outcomes

A student:

- M1: generates a characteristic style that is increasingly self-reflective in their ceramic practice
- M2: explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works
- M3: investigates different points of view in the making of ceramic works
- M4: explores ways of generating ideas as representations in the making of ceramic works
- M5: engages in the development of different techniques suited to artistic intentions in the making of ceramic works
- M6: takes into account issues of Work Health and Safety in their practice
- CH1: generates in their critical and historical investigations ways to interpret and explain ceramic works and practices
- CH2: investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker, and audience in critical and historical investigations
- CH3: distinguishes between different points of view in their critical and historical studies
- CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics
- CH5: recognises how ceramic works are used in various fields of cultural production

## Assessment Schedule

Component		Weighting %
A	Art making	70
B	Art criticism and history	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	M1, M5, M6	Wheel Throwing and Functional Objects	Term 1 Week 2 2025	35		35
2	CH2, CH5	Research Assignment: Investigating Contemporary Ceramic Practices	Term 2 Week 2 2025		10	10
3	M2, M3, M4	Sculptural Forms: Contemporary Approaches in Ceramic Art	Term 3 Week 5 2025	35		35
4	CH1, CH3, CH4	Trial HSC Examination	Term 3 Weeks 3-4 2025		20	20
<b>Total</b>				<b>70</b>	<b>30</b>	<b>100</b>

## Course Outcomes

A student:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 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

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Skills in critical thinking, research methodology, analysing and communicating	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	H3.4, H5.2	Research task and in-class response	Term 4 Week 8 2024	10	10	20
2	H4.1, H4.2	Independent Research Project	Term 1 Week 10 2025	5	15	20
3	H1.1, H2.2, H2.3 H3.1, H3.3, H6.2	Research task and in-class response	Term 2 Week 9 2025	10	20	30
4	H1.1 – H6.2	Trial HSC Examination	Term 3 Weeks 3-4 2025	15	15	30
<b>Total</b>				<b>40</b>	<b>60</b>	<b>100</b>

# DANCE

ATAR

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Performance	20
B	Composition	20
C	Appreciation	20
D	Major Study	40
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	H1.1, H1.2, H3.1, H3.2 H4.2, H4.3, H4.4	Composition & Appreciation Task	Term 4 Week 9 2024		10	10		<b>20</b>
2	H1.1, H1.2, H1.3, H2.1 H4.1, H4.2, H4.4	Performance & Appreciation Task	Term 1 Weeks 8- 9 2025	10		10		<b>20</b>
3	H1.1, H2.1, H2.2 H3.1, H3.2 H3.4, H4.4	Trial Practical	Term 2 Week 10 2025	10	10		10	<b>30</b>
4	H1.4, H2.2 H3.2, H3.3, H4.5	Major Study	Term 3 Week 3 2025				30	<b>30</b>
<b>Total:</b>				<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

# DESIGN AND TECHNOLOGY

ATAR

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Knowledge and skills in designing, managing, producing and evaluating a major design project	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	H2.2, H3.1, H6.2	Innovation Case Study	Term 4 Week 5 2024	20		20
2	H1.2, H4.1, H5.1, H5.2	Project Proposal	Term 1 Week 5 2025		30	30
3	H3.2, H4.2, H4.3, H6.1	Major Design Project Presentation	Term 2 Week 7 2025		30	30
4	H1.1, H2.1	Trial HSC Examination	Term 3 Weeks 3-4 2025	20		20
<b>Total</b>				<b>40</b>	<b>60</b>	<b>100</b>

# DRAMA

ATAR

## Course Outcomes

A student:

- 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 recognizes 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

## Assessment Schedule

Component		Weighting %
A	Making	40
B	Performing	30
C	Critically studying	30
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	H1.1, H1.2, H1.7, H3.1, H3.2, H3.3	Dramatic Traditions in Australia	Term 4 Week 10 2024	10		10	<b>20</b>
2	H1.1, H1.2, H1.7, H3.1, H3.2, H3.3	Studies in Drama and Theatre	Term 1 Week 10 2025	10		10	<b>20</b>
3	H1.1, H1.2, H1.3, H1.5, H1.4, H1.6, H1.7, H1.8 H2.1 H2.2, H2.3, H2.5	Group Devised/Individual Performance	Term 2 Week 10 2025	10	20		<b>30</b>
4	H1.1, H1.2, H1.3, H1.4, H1.5 H1.6, H1.7, H2.1, H2.2, H2.3 H3.1, H3.2, H3.3	Trial HSC Examination	Term 3 Weeks 3-4 2025	10	10	10	<b>30</b>
<b>Total</b>				<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

# EXPLORING EARLY CHILDHOOD

Non-  
ATAR

## Course Outcomes

A student:

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Skills	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	1.5, 4.2, 6.2	Young Children with Special Needs	Term 4 Week 9 2024	15	20	35
2	1.2, 1.3, 3.1, 6.2	Promoting Positive Behaviours	Term 1 Week 9 2025	10	10	20
3	1.3, 1.4, 2.3, 6.2	Play and the Developing Child: In-class Written Response	Term 2 Week 8 2025	15	10	25
4	1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 3.1 4.1, 4.2, 4.3, 6.2	Trial HSC Examination	Term 3 Weeks 3-4 2025	10	10	20
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

### Course Outcomes

A 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.

### Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Analysis and evaluation	20
C	Inquiry and research	20
D	Communication of legal information, issues in appropriate forms	20
		100

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	H1, H4 H6, H8, H10	Crime Case Study Analysis	Term 4 Week 7 2024	5	5	5	5	20
2	H2, H3 H6, H7, H8	Human Rights Investigation	Term 1 Week 9 2025	10	5	5	5	25
3	H4, H5, H8, H9	Extended Response: World Order	Term 2 Week 7 2025	10		10	5	25
4	H1, H2, H3, H4 H5, H6, H7 H8, H9, H10	Trial HSC Examination	Term 3 Weeks 3-4 2025	15	10		5	30
<b>Total</b>				<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

### Course 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

### Assessment Schedule

Component		Weighting %
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	MA12-1, MA12-6, MA12-10	Class Task: Open Book Logs, Exponents, Graphing	Term 4 Week 7 2024	10	10	20
2	MA12-1, MA12-3 MA12-5, MA12-6, MA12-7	Task: Calculus	Term 1 Week 6 2025	15	10	25
3	MA12-2, MA12-4 MA12-9, MA12-10	In class task: Financial Maths	Term 2 Week 8 2025	10	15	25
4	MA12-2, MA12-3, MA12-4 MA12-5, MA12-6, MA12-7 MA12-8, MA12-10	Trial HSC Examination	Term 3 Weeks 3-4 2025	15	15	30
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>



# MATHEMATICS EXTENSION 1

ATAR

## Course 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

## Assessment Schedule

Component		Weighting %
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	ME12-1, ME12-3, ME12-7	Task: Induction Trig Equations	Term 4 Week 9 2024	12.5	12.5	25
2	ME12-1, ME12-2 ME12-6, ME12-7	Task: Vectors	Term 1 Week 8 2025	12.5	12.5	25
3	ME12-1, ME12-2, ME12-7	Investigative in class task: Differential Equations	Term 2 Week 5 2025	10	10	20
4	All outcomes	Trial HSC Examination	Term 3 Weeks 3-4 2025	15	15	30
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

# MATHEMATICS STANDARD 1

ATAR

## Course 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

## Assessment Schedule

Component		Weighting %
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	MS1-12-4 MS1-12-5, MS1-12-9 MS1-12-10	In class task: Planning Bali Trip	Term 4 Week 9 2024	10	10	20
2	MS1-12-2, MS1-12-8 MS1-12-9, MS1-12-10	In class task: Networks	Term 1 Week 6 2025	10	15	25
3	MS1-12-3, MS1-12-4, MS1-12-10	Open book task in class: Trigonometry	Term 2 Week 4 2025	15	10	25
4	MS1-12-1, MS1-12-2, MS1-12-3 MS1-12-4, MS1-12-5, MS1-12-6 MS1-12-7, MS1-12-8 MS1-12-10	Trial HSC Examination	Term 3 Weeks 3-4 2025	15	15	30
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

# MATHEMATICS STANDARD 2

ATAR

## Course 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 position clearly to others and justifying a response

## Assessment Schedule

Component		Weighting %
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	MS2-12-2, MS2-12-3 MS2-12-5, MS2-12-10	In class task with Student Prepared Resource	Term 4 Week 7 2024	10	10	20
2	MS2-12-3, MS2-12-8, MS2-12-9 MS2-12-10	In class task: Networks and Ratio	Term 1 Week 6 2025	10	15	25
3	MS2-12-4, MS2-12-5 MS2-12-6, MS2-12-10	In class task with Student Prepared Resource	Term 2 Week 8 2025	15	10	25
4	MS2-12-1, MS2-12-2, MS2-12-3 MS2-12-4, MS2-12-5, MS2-12-6 MS2-12-7, MS2-12-8, MS2-12-10	Trial HSC Examination	Term 3 Weeks 3-4 2025	15	15	30
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

### Course Outcomes

A student:

#### KNOWLEDGE AND UNDERSTANDING

- 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

#### SKILLS

- MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7 discusses and evaluates differing interpretations and representations of the past
- MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

### Assessment Schedule

Component		Weighting %
A	Communication of historical understanding in appropriate forms	20
B	Historical inquiry and research	20
C	Historical skills in the analysis of sources and interpretations	20
D	Knowledge and understanding of course content	40
		100

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	MH12-1, MH12-3 MH12-8, MH12-9	National Studies: Research Task	Term 4 Week 7 2024	5	10	5	5	25
2	MH12-2, MH12-5 MH12-6, MH12-7	Power and Authority: Source Analysis	Term 1 Week 6 2025	5		10	10	25
3	MH12-2, MH12-4 MH12-7, MH12-9	Peace and Conflict: Historical Analysis	Term 2 Week 6 2025	5	10		5	20
4	MH12-3, MH12-5, MH12-6 MH12-7, MH12-9	Trial HSC Examination	Term 3 Weeks 3-4 2025	5		5	20	30
<b>Total</b>				<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

# MUSIC 1

ATAR

## Course Outcomes

Through activities in performance, composition, musicology and aural, 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

\*Students must complete an Aural Exam, their Core Performance and 3 Electives. Electives may be all performance, musicology or composition, or any combination of all three.

## Assessment Schedule

Component		Weighting %
A	Core musicology	10
B	Core composition	10
C	Core performance	10
D	Aural	25
E	Electives	45
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %					
				A	B	C	D	E	Total
1	H3, H4, H5, H7 H8, H10, H11	Composition & Viva Voce	Term 4 Week 9 2024	10	10				<b>20</b>
2	H1, H5, H6, H9, H10, H11	Practical Presentation	Term 1 Week 7 2025			10	10		<b>20</b>
3	H1, H2, H7 H10, H11	Elective Presentation	Term 2 Week 10 2025					30	<b>30</b>
4	H1, H4, H5, H6 H7, H9, H10, H11	Trial Aural Examination & Practical Presentation	Term 3 Weeks 3-4 2025				15	15	<b>30</b>
<b>Total:</b>				<b>10</b>	<b>10</b>	<b>10</b>	<b>25</b>	<b>45</b>	<b>100</b>

### Course Outcomes

Through activities in performance, composition, musicology and aural, a student:

- H1 performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
- H2 demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
- H3 composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
- H4 stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- H5 analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
- H6 discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
- H7 critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- H8 understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
- H9 identifies, recognises, experiments with, and discusses the uses and effects of technology in music
- H10 performs as a means of self expression and communication
- H11 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H12 demonstrates a willingness to accept and use constructive criticism

Students must complete an Aural Exam, their Core Performance, Core Musicology and Core Composition. Students will then choose 1 Elective which must be either Performance, Musicology or Composition.

### Assessment Schedule

Component		Weighting %
A	Core performance	20
B	Core musicology	20
C	Core aural	20
D	Core composition	20
E	Electives	20
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %						
				A	B	C	D	E	Total	
1	H1, H6	Core Performance: Composition & Viva Voce	Term 4 Week 9 2024	20	10					<b>30</b>
2	H3, H4	Core Composition & Portfolio	Term 1 Week 8 2025				20			<b>20</b>
3	H2, H7	Musicology / Aural Examination	Term 2 Week 9 2025		10	20				<b>30</b>
4	H1 – H9 (Elective dependent)	Trial Aural Examination	Term 3 Weeks 3-4 2025					20		<b>20</b>
<b>Total:</b>				<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>		<b>100</b>

## Course Outcomes

A student:

- H1 describes the nature and justifies the choice of Australia’s health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health 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 health skills that enables them to promote and maintain health (Option 1)
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement 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
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity & sport (Option 2)
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Skills in critical thinking, research, analysis and communicating	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	H13, H16, H17	Sports Medicine: Injury Video Analysis	Term 4 Week 8 2024	5	10	15
2	H1, H2, H3, H15, H16	Core 1: Research and in-class Written Response	Term 1 Week 8 2025	10	15	25
3	H7, H8, H16, H17	Core 2: In-class Topic Test	Term 2 Week 9 2025	15	15	30
4	H1-H5, H7-H11, H13-H17	Trial HSC Examination	Term 3 Weeks 3 - 4 2025	10	20	30
<b>Total</b>				<b>40</b>	<b>60</b>	<b>100</b>

# PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

Non-  
ATAR

A student:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic 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 Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- 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

## Assessment Schedule

Component		Weighting %
A	Art making	70
B	Art criticism and history	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	M3, M4, M5	Low Light Practical Task and Photographic Diary	Term 4 Week 10 2024	35		35
2	M2, CH2, CH4, CH5	Photographic Essay Response	Term 1 Week 6 2025		15	15
3	CH1, CH3, CH4	Trial HSC Examination	Term 3 Weeks 3-4 2025		15	15
4	M1, M4, M5, M6	Photographic Portfolio	Term 3 Week 5 2025	35		35
<b>Total</b>				<b>70</b>	<b>30</b>	<b>100</b>



## Course Outcomes

A student:

- PH12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH12-5 analyses and evaluates primary and secondary data and information
- PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH12-7 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

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding	40
B	Skills in working scientifically	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	PH12-1, PH12-2, PH12-4 PH12-7, PH12-12	Depth Study	Term 1 Week 3 2025	10	25	35
2	PH12-3, PH12-5 PH12-6, PH12-13	Practical Task	Term 2 Week 2 2025	5	10	15
3	PH12-5, PH12-6 PH12-7, PH12-14	Skills Test	Term 2 Week 10 2025	5	10	15
4	All outcomes	Trial HSC Examination	Term 3 Weeks 3-4 2025	20	15	35
<b>Total</b>				<b>40</b>	<b>60</b>	<b>100</b>

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Application and evaluation of social and cultural research methods	30
C	Communication of information, ideas and issues in appropriate forms	20
		100

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	H2, H6, H8, H10	In-class Evaluation and PIP Proposal	Term 4 Week 7 2024	20	15	5	40
2	H1, H2, H3, H5, H9	Extended Response: Belief Systems	Term 1 Week 10 2025	15	10	5	30
3	H3, H4, H5, H7, H10	Oral Presentation: Popular Culture	Term 2 Week 8 2025	15	5	10	30
<b>Total</b>				<b>50</b>	<b>30</b>	<b>20</b>	<b>100</b>

### Course Outcomes

A student:

- SE-12-01 justifies methods used to plan, develop and engineer software solutions
- SE-12-02 applies structural elements to develop programming code
- SE-12-03 analyses how current hardware, software and emerging technologies influence the development of software engineering solutions
- SE-12-04 evaluates practices to safely and securely collect, use and store data
- SE-12-05 explains the social, ethical and legal implications of software engineering on the individual, society and the environment
- SE-12-06 justifies the selection and use of tools and resources to design, develop, manage and evaluate software
- SE-12-07 designs, develops and implements safe and secure programming solutions
- SE-12-08 tests and evaluates language structures to refine code
- SE-12-09 applies methods to manage and document the development of a software project

### Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Knowledge and skills in the design and development of software solutions	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	SE-12-02, SE-12-03, SE-12-06, SE-12-07, SE-12-08	Programming for the Web	Term 4 Week 9 2024	10	10	20
2	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08, SE-12-09	Secure Software Architecture	Term 1 Week 8 2025	10	10	20
3	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08, SE-12-09	Software Engineering Project	Term 2 Week 10 2025	15	15	30
4	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08	Trial HSC Examination	Term 3 Weeks 3 - 4 2025	15	15	30
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

# SPORT, LIFESTYLE AND RECREATION

Non-  
ATAR

## Course Outcomes

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity.
- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding	50
B	Skills	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	1.3, 3.1, 3.6, 4.4, 4.5	Aquatics: Practical or Analysis	Term 4 Week 10 2024	10	15	25
2	1.2, 2.1, 2.5, 3.2, 3.3, 4.4	Resistance Training: Training Session Design/Practical	Term 1 Week 9 2025	10	15	25
3	1.1, 1.3, 3.1, 4.1	Games and Sports Application Presentation	Term 2 Week 8 2025	15	10	25
4	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.6, 4.1, 4.4, 4.6	Trial HSC Examination	Term 3 Weeks 3-4 2025	15	10	25
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

### Course Outcomes

A student:

- H1 initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions
- H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3 demonstrates an understanding of the frames when working independently in the making of art
- H4 selects and develops subject matter and forms in particular ways as representations in art making
- H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7 applies their understanding of practice in art criticism and 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

### Assessment Schedule

Component		Weighting %
A	Art making	50
B	Art criticism and art history	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	H1, H2, H3 H4, H5, H6	Ongoing Practical Task & Visual Arts Diary	Term 1 Week 3 2025	20		20
2	H7, H8, H9, H10	In-class Extended Response	Term 2 Week 4 2025		20	20
3	H7, H8, H9, H10	Trial HSC Examination	Term 3 Weeks 3-4 2025		30	30
4	H1, H2, H3 H4, H5, H6	Body of Work	Term 3 Week 5 2025	30		30
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

## Course Outcomes

A student:

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of Work Health and Safety in the making of a range of works
- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

### Note:

- DM Designing and Making
- CH Critical and Historical Studies

## Assessment Schedule

Component		Weighting %
A	Art making	70
B	Art criticism and art history	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	CH1, CH2, CH3	Product Design Article Review	Term 1 Week 2 2025		10	10
2	DM1 DM4, DM5	Wearable Mandalas	Term 2 Week 2 2025	35		35
3	CH2, CH3, CH4	Trial Examination	Term 3 Weeks 3-4		20	20
4	DM1, DM2, DM3, DM6	Individual Passion Project	Term 3 Week 5 2025	35		35
<b>Total</b>				<b>70</b>	<b>30</b>	<b>100</b>

# VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

All students successfully completing a VET Course will be eligible for one or all of the following credentials:

1. An HSC
2. Australian Qualifications Framework (AQF) Certificate I, II or III

Students wanting to use their VET course for the Australian Tertiary Admissions Rank (ATAR) need to sit the external examination. VET courses may be included in the calculation for the ATAR, excluding Sport Coaching, a Board Endorsed course which counts towards the HSC but does not contribute towards an ATAR.

Course	Category	ATAR eligibility
Construction	Board Developed Course	Yes
Entertainment Industry	Board Developed Course	Yes
Hospitality (Food & Beverage)	Board Developed Course	Yes
Hospitality (Kitchen Operations)	Board Developed Course	Yes
Information & Digital Technology	Board Developed Course	Yes
Retail Services	Board Developed Course	Yes

## Demonstration of Competency

The assessment components in VET courses are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence.

A record of the units and elements of competence achieved will be kept in a separate competency log for each student, as well as in a data base retained by the teacher.

Evidence of competence will be gathered on an ongoing basis through specific tasks and events, such as projects, assignments, written and practical tests. **There are no marks awarded in competency-based assessments.**

To be satisfactory in these courses students must:

- Show diligence and sustained effort in achieving competencies by attempting all competency-based assessment, participating actively in all class activities and attending on a regular basis.
- Attend mandatory work placement for assessment of work site competencies.

## Examinations

Trial HSC Examinations will occur in **Term 3, Weeks 3 and 4**. These do not form part of the RTO assessment requirements.

The HSC Examination is independent of competency-based assessment requirements for AQF Certification for the purpose of an Australian Tertiary Admissions Ranking (ATAR). The completion of internal examinations will be used to determine an exam estimate should one be required in cases of illness and misadventure during the HSC exam. These exams will also be used as sources of evidence of competence in some units, and therefore will contribute to the competency-based assessment program.

## Work Placement

Work Placement is a mandatory requirement for every VET course. Failure to complete Work Placement in either the Preliminary or HSC year will render the student ineligible for the award of a Year 11 and HSC credential. If a student exits the course at the end of the Year 11 year, they **MUST** have completed a minimum of 35 hours work placement to satisfy NESA requirements.

## ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES

Year 12 - HSC 2025

Construction

Entertainment Industry

Hospitality (Food & Beverage)

Hospitality (Kitchen Operations)

Information & Digital Technology

Retail Services





Education

Construction

# CONSTRUCTION

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

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package Release 8.0

School Name: Campbelltown Performing Arts High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Code	Unit of Competency	HSC Examinable Unit	Week 8 Term 4	Week 10 Term 2	Week 6 Term 3	Week 3 or 4 Term 3
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials		X			
CPCCBL2002	Use bricklaying and blocklaying tools and equipment		X			
CPCCWF2002	Use wall and floor tiling tools and equipment		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery components		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	√		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainability in the construction industry	√			X	

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

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

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

# ENTERTAINMENT INDUSTRY



Education

Entertainment Industry

Qualification: Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services

Cohort 2024 - 2025

Training Package CUA Creative Arts and Culture (Release 6.0)

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

School Name: Campbelltown Performing Arts High School.

Assessment Schedule Year 12 - 2025

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 2 Plan a career	Task 5 Work in the industry	Task 6 To project and serve	Task 7 Showtime	HSC Trial Exam
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 3	Week 10	Week 10	Week 3	Week 3-4
		Term 4	Term 4	Term 2	Term 3	Term 3
Code	Unit of Competency					HSC Examinable units of competency
CUAIND311	Work effectively in the creative arts industry		X			
SITXCCS006	Provide service to customers			X		
CUASOU306	Operate sound reinforcement systems			X		
CUAVSS312	Operate vision systems			X		
CUASTA311	Assist with production operations for live performances				X	
CUASMT311	Work effectively backstage during performances				X	
CUAIND314	Plan a career in the creative arts industry	Post WPL				

\* Task 2 - Plan a career is not to be assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

The qualification outcome at the completion of Year 12 is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

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

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

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

Cohort 2024 - 2025 Stage 6 Entertainment Industry Qualification CUA30420 Certificate III in Live Production and Technical Services Training Package CUA Creative Arts and Culture (Release 6.0) Version 0.23

# HOSPITALITY (FOOD & BEVERAGE)



Education

Hospitality  
 Qualification: SIT20322 Certificate II in Hospitality  
 Cohort 2024 - 2025  
 Training Package SIT Tourism, Travel and Hospitality

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

School Name: Campbelltown Performing Arts High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 3 The hospitality industry	Task 4 Working in the hospitality industry	HSC TRIAL EXAM
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week 10	Week 10	Week 3-4
		Term 1	Term 2	Term 3
Code	Unit of Competency			
SITHIND006	Source and use information on the hospitality industry	X		
SITHFAB024	Prepare and serve non-alcoholic beverages		X	
SITHFAB025	Prepare and serve espresso coffee		X	
SITHFAB027	Serve food and beverages		X	
BSBTWK201	Work effectively with others		X	
SITHIND007	Use hospitality skills effectively		X	

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

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

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

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

Cohort 2024 - 2025 Stage 6 Hospitality Qualification SIT20322 Certificate II in Hospitality Training Package SIT Tourism, Travel and Hospitality Version 0.33

## HOSPITALITY (KITCHEN OPERATIONS)



Education

Hospitality

Qualification: SIT20421 Certificate II in Cookery

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

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

**School Name:** Campbelltown Performing Arts High School

**Assessment Schedule Year 12 - 2025**

<b>Assessment Tasks for SIT20421 Certificate II in Cookery</b> <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 Let's get cooking and cleaning	Task 4 Pack it up	Task 5 There's no I in team	<b>HSC TRIAL EXAM</b> Week 3-4 Term 3
		Week 10 Term 1	Week 10 Term 1	Week 6 Term 3	
Code	Unit of Competency				
SITHKOP009	Clean kitchen premises and equipment	X			
SITXINV006	Receive, store and maintain stock	X			
SITCCC026	Package prepared foodstuffs		X		
SITHCCC023	Use food preparation equipment			X	
SITHCCC024	Prepare and present simple dishes			X	
SITHCCC027	Prepare dishes using basic method of cookery			X	
SITHCCC034	Work effectively in a commercial kitchen			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

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

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

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

# INFORMATION & DIGITAL TECHNOLOGY



Education

Information and Digital Technology

Qualification: ICT30120 Certificate III in Information Technology

Cohort 2024 - 2025

Training Package Information and Communications Technology

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

School Name: Campbelltown Performing Arts High School Assessment Schedule Year 12 - 2025

Assessment Tasks for ICT30120 Certificate III in Information Technology Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 3 Security	Task 4 ICT Advice	Task 5 Programming	Task 6 Social ##	TRIAL EXAM
Code	Unit of Competency	Week 9 Term 4 2024	Week 9 Term 1 2025	Week 9 Term 2 2025	Week 9 Term 3 2025	Week 3-4 Term 3 2025
BSBXCS303	Securely manage personally identifiable information and workplace information	X				
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	X				
ICTSAS305	Provide ICT advice to clients		X			
ICTSAS308	Run standard diagnostic tests		X			
ICTPRG302	Apply introductory programming techniques		X			
BSBCRT301	Develop and extend critical and creative thinking skills			X		
ICTICT214	Operate application software packages			X		
ICTWEB306	Develop web presence using social media				X	
	## This is an optional unit that MUST be undertaken to attain the full Certificate III qualification					

Depending on the achievement of units of competency, the possible qualification outcome is a ICT30120 Certificate III in Information Technology.

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

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

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

# RETAIL SERVICES

Course: Retail Services

RTO - Ultimo RTO 90072 Department of Education



Education

Qualification: SIR30216 Certificate III in Retail (Release 4)

Cohort: 2024 – 2025

Training Package: SIR Retail Services (Release 7.0)

School Name: Campbelltown Performing Arts High School

Assessment Schedule Year 12 2025

Assessment Tasks for SIR30216 Certificate III in Retail		Task 4 Sales and Security		Task 5 Retail General Selling		Task 6 Stock Control		EXAM	
		Week	10	Week	10	Week	7	Week	3-4
		Term	1	Term	2	Term	3	Term	3
Code	Unit of Competency	Year	2025	Year	2025	Year	2025	Year	2025
SIRXSL001	Sell to the retail customer		X						
SIRXSL002	Follow point of sale procedures		X						
SIRXRSK001	Identify and respond to security risks		X						
SIRRMER001	Produce visual merchandise displays				X				
SIRXPDK001	Advise on products and services				X				
SIRRVIN002	Control stock						X		
SIRRVIN001	Receive and handle retail stock						X		

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

**The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements.**

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

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

Cohort 2024 - 2025 Stage 6 Retail Services Qualification SIR30216 Certificate III in Retail – Release 4 Training Package SIR Retail Services (version 7.0)

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# Appendices

Appendix A: HSC Assessment Calendar 2024 – 2025

Appendix B: Request for Consideration

Appendix C: Assessment Task Appeal Form

Appendix D: Template for Completing Assessments

Appendix E: Glossary of Key Words

Appendix F: HSC Student Checklist



## APPENDIX A: HSC ASSESSMENT CALENDAR 2025 – 2025

	TERM 4 – 2024	TERM 1 – 2025	TERM 2 – 2025	TERM 3 – 2025
<b>1</b>	14/10-18/10	27/01 – 31/01	28/04 – 02/05	21/07 – 25/07
<b>2</b>	21/10- 25/10	03/02 – 07/02 CERAMICS, VDESIGN	05/05 – 09/05 CERAMICS, VDESIGN, PHYSICS	28/07 – 01/08
<b>3</b>	28/10-01/11 ENT	10/02 – 14/02 VARTS, PHYSICS	12/05 – 16/05	04/08 – 08/08 TRIAL EXAMS DANCE, MUSIC1, ENT
<b>4</b>	04/11 - 08/11	17/02 – 21/02	19/05 – 23/05 MATH1, VARTS	11/08 – 15/08 TRIAL EXAMS MUSIC1
<b>5</b>	11/11-15/11 D&T	24/02 – 28/02 D&T	26/05 – 30/05 MATHEXT	18/08 – 22/08 VARTS, CERAMICS, PHOTO, VDESIGN
<b>6</b>	18/11-22/11	03/03 – 07/03 MATHADV, MATH1, MATH2, MH, PHOTO	02/06 – 06/06 ENDADV, ENGST, ENGSTUDIES, MH, AH	25/08 – 29/08 CON, HOSPKO
<b>7</b>	25/11 – 29/11 BIOLOGY, S&C, MATHADV, MATH2, MH, LEGAL	10/03 – 14/03 ENGADV, ENGST, ENGSTUDIES, MUSIC1, AH	09/06 – 13/06 LEGAL, D&T	01/09 – 05/09 RETAIL
<b>8</b>	02/12 – 06/12 CAFS, PDHPE, AH, ENGADV, ENGST, ENGSTUDIES, CON	17/03 – 21/03 BUSSTUDIES, PDHPE, MATHEXT, DANCE, SENG, MUSIC2	16/06 – 20/06 S&C, SLR, MATHADV, MATH2, BUSSTUDIES, EEC	08/09 – 12/09
<b>9</b>	09/12 – 13/12 EEC, BUSSTUDIES, MUSIC1, MUSIC2, MATH1, MATHEXT, SENG, DANCE, IDT	24/03 – 28/03 EngExt , DANCE, EEC, , SLR, LEGAL, IDT	23/06 – 27/06 BIOLOGY, CAFS, PHOTO, PDHPE, IDT	15/09 – 19/09
<b>10</b>	16/12 – 18/12 DRAMA, SLR, EngExt, ENT, PHOTO Staff Development Days 19/12 and 20/12	31/03 – 04/04 CAFS, BIOLOGY, DRAMA, S&C, HOSPFB, HOSPKO, RETAIL, HOSPKO	30/06 – 04/07 DANCE, DRAMA, MUSIC1, SENG, MUSIC2, CON, ENT, RETAIL, HOSPFB, PHYSICS	22/09 – 26/09
<b>11</b>		07/04 – 11/04		

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# APPENDIX B: REQUEST FOR CONSIDERATION

This form is available from the Senior Study.



## Request for Consideration

This form is to be completed to request consideration for an extension or a missed or late assessment task due to illness or misadventure. If illness or misadventure prevents a student from completing an Assessment Task on or before the due date, the school must be advised immediately as the situation is known, and the *Request for Consideration* must be submitted to the Head Teacher Pathways on the day of returning to school.

### Section A (to be completed by the student)

Full Name: \_\_\_\_\_ Year: 10 11 12

Reason for absence/late submission/request for extension:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Medical certificate from (name of doctor): \_\_\_\_\_

OR nature of other independent evidence: \_\_\_\_\_

Student signature: \_\_\_\_\_ Parent/carer signature: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

*You must attach the Medical Certificate to this form.*

### Section B: See your Class Teacher or the Head Teacher

Course			
Teacher			
Nature of task			
Original due date			
Date the task will be/has been completed			
Teacher comment			
Teacher signature			
Date			

### Section C: Take this form to the Head Teacher Pathways.

Date school advised of misadventure: \_\_\_\_\_ Person advised: \_\_\_\_\_

Request for Consideration decision: Accepted / Rejected Extension of time granted until: \_\_\_\_\_

Student required to complete alternate task.  Yes  No

Zero mark to be awarded for late submission with task to be completed.  Yes  No

Task is a non-serious effort  Yes  No

Head Teacher Pathways signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Decision communicated to: Parent, Student, Class Teacher, Head Teacher, and Sentral*

# APPENDIX C: ASSESSMENT TASK APPEAL FORM

This form is available from the Senior Study.



## Assessment Task Appeal Form

Name: \_\_\_\_\_ Surname: \_\_\_\_\_ Year: \_\_\_\_

Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Assessment task: # \_\_\_\_ Task name: \_\_\_\_\_

Due date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Date of appeal: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

*Please submit this form and any supporting evidence to the Head Teacher Pathways within 5 working days of receiving the assessment result.*

### Nature of appeal: (tick one only)

- |   |   |
|---|---|
| <input type="checkbox"/> Conduct of assessment task | <input type="checkbox"/> Request for Consideration decision |
| <input type="checkbox"/> Invalid or unreliable task | <input type="checkbox"/> Malpractice decision               |

### Reasons for the appeal:

*Attach extended statement or documentation as necessary.*

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Student signature: \_\_\_\_\_ Parent/carer signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### TAKE THIS FORM TO THE HEAD TEACHER PATHWAYS (SENIOR STUDY).

Reviewer: L. McKeown (Principal)

Decision: Appeal Upheld    Original Decision Confirmed

### Comment:

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Principal signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## APPENDIX D: TEMPLATE FOR COMPLETING ASSESSMENTS

Things you need to **KNOW** to complete this task:

<b>Content</b>	
<b>Skills (verbs)</b>	

Things you need to **DO** to complete this task:

Step	Things I will do	What I will see as a result
1		
2		
3		
4		
5		

**My Assessment Task Planner:**

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14

## APPENDIX E: GLOSSARY OF KEY WORDS

HSC subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do in examinations and assessment tasks. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as ‘how’, or ‘why’ or ‘to what extent’. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Key Word	Definition
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 judgement 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 (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/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

## APPENDIX F: HSC STUDENT CHECKLIST

### Term 4, 2024 -Term 1, 2025

- Read my Assessment Handbook to become familiar with course and assessment requirements
- Check I am eligible for the HSC, ensure my personal details and courses are correct including any optional examinations in English Studies, Mathematics Standard and VET courses by reviewing and signing the Student Declaration on the NESA Confirmation of Entry
- Check I have received my syllabus outline including core and elective topics for all courses
- Check I have been provided with the scope and sequence for all courses
- Go to NESA Students Online to update my PIN and check my postal address, personal email address and mobile number

### Term 2, 2025

- Download my personal HSC examination timetable from NESA Students Online
- Check all my exams appear, including performance and optional examinations
- Check I have been shown where past HSC papers and marking criteria are on the NESA website

### Term 3, 2025

- Confirm dates for any project submissions, performance and oral examinations
- Submit all projects on due dates
- Attend any performance and oral examinations

### Term 4, 2025

- Check my exam timetable and the equipment I need
- Attend and make a serious attempt at every examination
- Check my assessment ranks in NESA Students Online after the last examination
- Check my NESA Students Online account uses my personal email address
- Note my NESA student number and PIN so I can get my results online



# Campbelltown Performing Arts High School

PATHWAYS TO SHINE

**90 Beverley Road CAMPBELLTOWN NSW 2560**

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