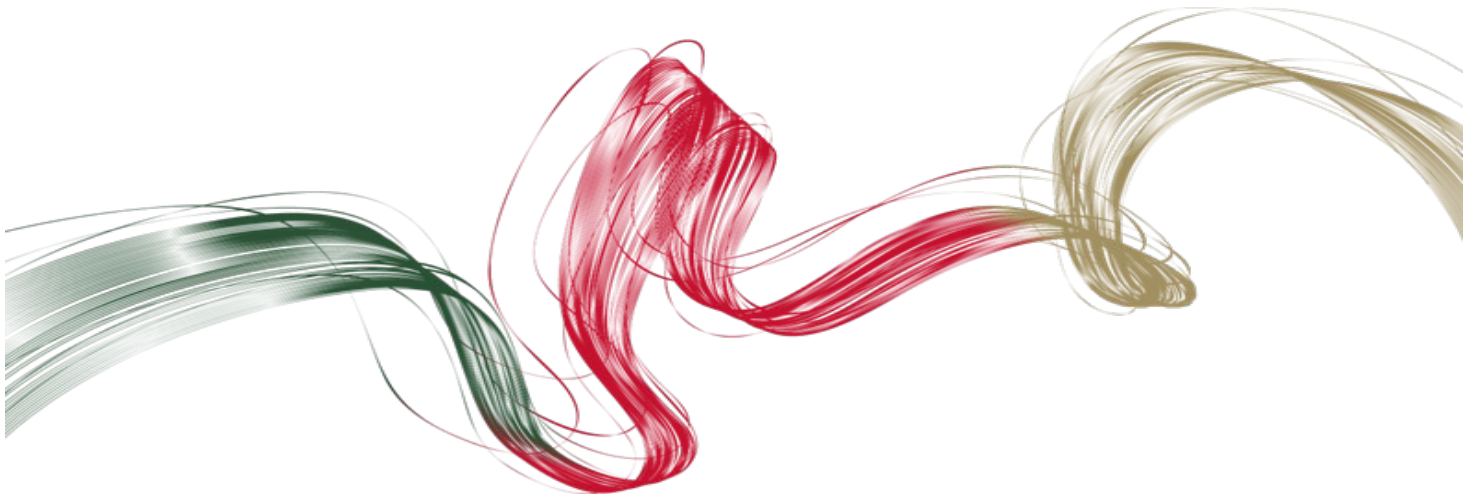




**THE RIVERS**  
SECONDARY COLLEGE

*The heart of secondary education for Lismore*

**RICHMOND RIVER HIGH CAMPUS**



**HSC 2025**

**STUDENT ASSESSMENT PROCEDURES  
AND SCHEDULES**

## GLOSSARY OF TERMS

<b>AMOW</b>	<b>HSC: All My Own Work</b> <i>HSC: All My Own Work</i> is a program designed to help students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.
<b>ATAR</b>	<b>Australian Tertiary Admission Rank</b> A rank calculated by UAC as a way of determining entry to university courses
<b>ACE</b>	<b>Assessment Certification Examination</b> Assessment Certification Examination (ACE) website provides current information for principals, teachers, parents and students about the rules set by the NSW Education and Standards Authority.
<b>NESA</b>	<b>NSW Education and Standards Authority</b> NESA organizes and conducts the Higher School Certificate Examinations in all NSW schools and are responsible for the awarding of the Higher School Certificate credential. NESA are responsible for providing examiners and presiding officers for written exams, practical submissions and performance exams. * NESA are a different government body to The NSW Department of Education.
<b>RoSA</b>	<b>Record of School Achievement</b> The certification that students receive from NESA if they leave school before successful completion of the HSC.
<b>HSC</b>	<b>Higher School Certificate</b> Highest level of certification in NSW high schools; usually completed in Year 12 of high school
<b>Preliminary HSC Stage</b>	First stage of the HSC; usually completed in Year 11 of high school A period of learning, typically of two years duration. Stage 5 refers to Years 9 & 10 and Stage 6 refers to Years 11 & 12
<b>BDC</b>	<b>Board Developed Course</b> Courses developed by NESA that can be used in the calculation of an ATAR
<b>BEC</b>	<b>Board Endorsed Course</b> Courses endorsed by NESA that count towards the HSC but cannot be used in the calculation of an ATAR
<b>ATAR/ Optional ATAR/ Non ATAR</b>	Classification of Board Developed and Endorsed Courses. <ul style="list-style-type: none"> <li>• ATAR Courses - HSC Exam mandatory.</li> <li>• Optional ATAR Courses - HSC Exam is OPTIONAL. Students must sit these Exams if wanting an ATAR.</li> <li>• Non-ATAR Courses - Content Endorsed Course - no external HSC Exam</li> </ul>
<b>TAFE</b>	<b>Technical and Further Education</b>
<b>VET</b>	<b>Vocational Education and Training</b>
<b>TVET</b>	<b>TAFE delivered Vocational Education and Training</b>
<b>UAC</b>	<b>Universities Admission Centre</b>
<b>RTO</b>	<b>Registered Training Authority</b>
<p>Useful websites:  New NESA website- <a href="https://www.nsw.gov.au/education-and-training/nesa">https://www.nsw.gov.au/education-and-training/nesa</a>  Universities Admission Centre- <a href="http://www.uac.edu.au">www.uac.edu.au</a></p>	

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## Section 1- Understanding the HSC

### 1.1 Purpose and audience

*The Rivers Secondary College HSC 2025 Assessment Procedures and Schedules*, outlines for students and their families the procedures followed by the three campuses of The Rivers Secondary College related to assessment for the Higher School Certificate in 2025. The procedures in this document are informed by the *Assessment Certification Examination (ACE) Website* which provides current, easily accessible information to principals, teachers, parents and students about the rules and procedures set by the NSW Education Standards Authority (NESA) for secondary education in NSW.

ACE provides enhanced support to schools in their implementation of requirements under the *Education Standards Authority Act 2013*, and the *Education Act 1990 (NSW)* and NESA policies in relation to Years 7–12 assessment, certification and examination programs.

### 1.2 HSC Assessment Overview

School-based assessment tasks contribute 50% of the marks for the Higher School Certificate. The school assessment mark will be based on student performance in assessment tasks undertaken during each course. The other 50% of the marks will be based on student performance in the HSC examination for each subject.

The purpose of school-based assessment is to:

- Assist student learning
- Evaluate and improve teaching and learning programs
- Assess student achievement in a course
- Provide evidence of satisfactory completion of a course.

School-based assessment plays an important role in assessing overall student achievement in a HSC course by:

- Assessing student achievement of a wider range of syllabus outcomes than may be measured by the external examination
- Assessing outcomes that are more easily assessed in settings other than the HSC examination e.g. fieldwork
- Providing multiple opportunities for students to demonstrate their achievements
- Providing different ways, other than approaches used in the HSC examination for students to demonstrate their achievements.

Assessment tasks may take the form of tests, written or oral assignments, practical activities, fieldwork and projects. Assessment requirements are determined by NESA and are set out in the syllabus for each HSC course. Students are required to undertake a number of assessment tasks for most courses. Schools submit a school-based mark and rank to NESA and ensure students are informed of their rank within their course cohort.

NESA undertakes a process of moderation to allow a fair comparison of marks in each course across different schools.

VET courses are competency based and standards referenced, where performance is judged against a pre-described standard contained in each unit of competency. Students must meet all performance criteria to demonstrate achievement of an element of competency and achieve all elements of competency to demonstrate achievement of a unit of competency.

### 1.3 HSC and ATAR Eligibility

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

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

To be eligible for the award of the [HSC credential](#), students must satisfactorily complete:

- a Preliminary pattern of study comprising at least 12 units, and
- a HSC pattern of study comprising at least 10 units

To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:

- At least 6 units from Board Developed Courses
- Including 2 units of a Board Developed course in [English](#)
- at least 4 more units of Board Developed courses
- at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- at least 4 subjects.

Students may study a maximum of 6 units of Preliminary [Science](#) courses, and 7 units of HSC Science courses.

For students entered in Mathematics Extension 2, both Mathematics Extension 1 and Mathematics Extension 2 are counted as 2 Unit courses. Mathematics Extension 1 is a one unit course when studied with Mathematics Advanced.

Students must meet all other [course eligibility](#) requirements and HSC eligibility requirements to be granted the [HSC credential](#).

Students may [accumulate HSC courses](#) towards the award of the HSC credential within a consecutive five-year period.

### **Eligibility Exemptions**

Students undertaking a pattern of study that comprises [Stage 6 Life Skills](#) courses only, are not required to complete [AMOW](#) and may be eligible for exemption from completing HSC minimum standards under the conditions that:

- students studying Year 12 English Life Skills are exempt from demonstrating the literacy standard, and
- students studying Year 12 Mathematics Life Skills are exempt from demonstrating the numeracy standard, and
- students studying 4 or more Life Skills courses and not a Stage 6 Mathematics course are exempt from demonstrating the numeracy standard.
- To be exempt, students must undertake Life Skills courses to the completion of Year 12.
- Students who are eligible for an exemption may choose to attempt the minimum standard tests.

### **Specific Rules**

There are also specific eligibility rules for some Languages courses, such as Beginners and Continuers. The campus Principal or delegate must ensure that the course is at the appropriate level for the student's experience. Enrolling in a course that a student is not eligible for could put their HSC at risk, students are responsible for carefully checking their eligibility for all courses they are entered for.

Students may study a maximum of 6 units of Preliminary [Science](#) courses, and 7 units of HSC Science courses. Students may study one of, or any combination of, the following Stage 6 Science courses:

- Biology
- Chemistry
- Earth and Environmental Science
- Investigating Science
- Physics
- Science Extension (Year 12 only)

The above Stage 6 Science courses including the Investigating Science course may provide entry into the Science Extension (Year 12) course, which has been developed to engage high-achieving students and better prepare them for university and careers in STEM. Students must study at least one of [Biology](#), [Chemistry](#), [Earth and Environmental Science](#), [Investigating Science](#) or [Physics](#) in Year 11 and continue the study of at least one of these science courses throughout Year 12.

Students who take English Studies in the HSC and want to receive an Australian Tertiary Admission Rank (ATAR) will need to remember that at least two units of English must be included in the ATAR calculation. Therefore, English Studies students who want an ATAR will need to sit the optional HSC examination.

## 1.4 Types of HSC Courses

**Board Developed Courses** Board Developed Courses are the large number of courses set and examined by NESA that can contribute to the calculation of the ATAR.

These include:

- general education courses
- [VET Industry Curriculum Framework courses](#)
- [Life Skills courses](#) (not examined)

View a list of all [Board Developed Courses](#)

**Board Endorsed Courses** Board Endorsed Courses count towards the HSC but do not have a HSC exam and do not contribute towards the calculation of the ATAR.

These include:

- [Content Endorsed Courses](#)
- [VET Board Endorsed Courses](#)
- [School developed Board Endorsed Courses](#)
- [University developed Board Endorsed Courses](#)

**Stage 6 Life Skills** Life Skills courses provide course options for students with intellectual disability or imputed intellectual disability in Years 11–12 who cannot access related general education courses. A student studying a Stage 6 Life Skills course cannot return to studying general education courses once a decision to access Life Skills courses has been made. Students accessing Stage 6 Life Skills courses must continue studying Stage 6 Life Skills courses in the current stage of schooling. A student studying any Stage 6 Life Skills course(s) will usually have completed one or more [courses based on Life Skills outcomes and content in Years 7–10](#). Life Skills courses do not count towards the ATAR.

**Vocational education and training (VET)** VET courses contribute towards the HSC credential and Australian Qualifications Framework (AQF) VET qualification. They are recognised by industry and employers throughout Australia. Board Developed VET courses have an optional HSC exam, that means that should students choose to sit the exam, the results may also contribute to the calculation of their ATAR. VET courses can be studied either at school or through TAFE NSW and other training providers. Students will need to check with the school about which courses are available and the requirements of the different courses. For example, most VET courses require a minimum number of hours in the workplace.

## 1.5 Understanding HSC Pathways

Pathway	Description
<b>Accumulating</b>	Students can take up to five consecutive years to finish their studies, starting from the first year they complete a HSC course. After five years, they must have met all HSC requirements.
<b>Repeating</b>	Students can repeat one or more courses within the five years without penalty. The Record of School Achievement (RoSA) will report the results of all attempts. If eligible, the Universities Admissions Centre (UAC) will calculate the student's Australian Tertiary Admission Rank (ATAR) from their most recent HSC results.
<b>Transferring credit and recognition of prior learning (RPL)</b>	<p>Students may be able to count courses studied at TAFE, or other non-school educational institutions, towards the HSC as Credit Transfer.</p> <p>Or they may not need to complete some course components, if they can show that they have met the necessary outcomes in another way via RPL, such as through interstate study.</p> <p>For general education this may apply to a Preliminary course, part of a Preliminary course or part of a HSC course. For more information, see <a href="#">Credit transfer and recognition of prior learning</a> on the NESAAACE website.</p> <p>For VET this may apply to part of a course or the entire course. For more information, see <a href="#">Recognition of prior learning (RPL) and credit transfer within VET courses</a> on the NESA website.</p>
<b>Acceleration</b>	Students may be able to complete some HSC courses, sit for the HSC exam in that course and accumulate these results before they are in Year 12. This acceleration would form part of an Individual Education Plan and be consulted between the school, student and family.
<b>Undertaking a school-based apprenticeship or traineeship</b>	Students can start an apprenticeship or complete a traineeship while they study at school. A school-based apprenticeship or traineeship combines paid work, training and school studies. Students will gain an industry recognised national VET qualification and credit towards their HSC.



## 1.6 HSC Minimum Standard

Students must meet the HSC minimum standard prior to completing Year 12, to be eligible for the award of the [HSC](#).

- To meet the HSC minimum standard, students must demonstrate Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.
- Students may demonstrate the HSC minimum standard at any time while they are enrolled in a school in Years 10 to 12, but before their enrolment ceases.
- Students planning to leave school in Years 10 to 12 may choose to attempt the NESA minimum standard tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers. Students must attempt the tests whilst they are enrolled in a school.

Students undertaking Stage 6 Life Skills courses are eligible for an exemption from the HSC minimum standard under the following conditions:

- students studying Year 12 English Life Skills are exempt from demonstrating the literacy standard, and
- students studying Year 12 Mathematics Life Skills are exempt from demonstrating the numeracy standard, and
- students studying 4 or more Life Skills courses and not a Stage 6 Mathematics course are exempt from demonstrating the numeracy standard.

To be exempt, students need to undertake Life Skills courses to the completion of Year 12.

Students who are eligible for an exemption may choose to attempt the minimum standards test.

## 1.7 Determining HSC Results

A student's HSC results will generally show 3 marks for each course:

- an assessment mark
- an exam mark
- an HSC mark which is the average of the assessment and exam marks.

Students will also be assigned a performance band, which shows how well they have performed compared to the standard in the course.

All exam marks are aligned to NESA's standards-based reporting scale. When the cut-off marks have been decided, NESA use a mathematical technique to align raw exam marks to our reporting scale.

For a comprehensive description of how marks are awarded for the HSC, students should consult the [NESA website](#).

## **Aligning marks to performance bands**

The cut-off mark for band:

- 6 is adjusted to 90
- 5 is adjusted to 80
- 4 is adjusted to 70
- 3 is adjusted to 60
- 2 is adjusted to 50.

A mark of 100 stays at 100 and a mark of 0 stays at 0.

For Extension courses, the cut-off mark for band:

- E4 is adjusted to 45
- E3 is adjusted to 35
- E2 is adjusted to 25.

## **1.8 Satisfactory HSC Course Completion**

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

- a. followed the course developed or endorsed by NESAs; and
  - b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  - c. achieved some or all of the course outcomes.
- Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.
  - For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the course criteria completion listed above.
  - A course will not be listed on the ROSA unless both of these conditions are met.
  - In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

- Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at the examination.
- If it is determined that a student has not made a genuine attempt to complete the course requirements, the principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.
- Students studying VET industry Curriculum Framework Courses must complete the mandatory work placement hours in order to be deemed satisfactory.
- Until a student presenting for a Higher School Certificate has satisfactorily completed courses totaling at least 12 units of Preliminary courses and 10 units of HSC courses that satisfy NESA's pattern of study requirements the student will not be eligible to receive the award of a HSC.
- In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks in courses where school-based assessment marks are submitted.

## Section 2

### 2.1 The Australian Tertiary Entrance Rank (ATAR)<sup>1</sup>

“The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student’s position relative to all the students in their age group (ie all 16 to 20 year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group).

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank (your ATAR + any applicable adjustments). Most universities also use other criteria when selecting students (eg a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).

ATARs are calculated in each state to reflect a student’s rank against other students in their state. In NSW, the ATAR is calculated and released by UAC.” (What is the ATAR, 2024)

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<sup>1</sup> [Universities Admissions Centre](#)

## 2.2 ATAR eligibility

To be eligible for an ATAR in NSW, students must satisfactorily complete at least 10 units of HSC courses. These courses must include at least:

- 10 units of HSC Board Developed courses
- 2 units of English
- three HSC Board Developed courses of 2 units or greater
- four subject areas

Your ATAR is then calculated from your:

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

## 2.3 The difference between HSC Marks and ATAR

“The most important thing to know is that HSC marks and the ATAR have different purposes:

- A student’s HSC mark for **each course** tells you about their **performance** in their exam and assessments. There's no quota as to the number of students who can achieve top marks.
- A student’s ATAR tells you about their **position**, or ranking, compared to other students in NSW and takes into account their achievement in **all their HSC courses**. Its only purpose is to help universities select applicants for their courses.

Think of it like a running race: the HSC is the student’s time (and is not compared to anyone else’s time), and the ATAR is their place (first, second, third, and so on).

HSC marks:

- are presented as marks out of 100
- tell a student how well they have performed in each of your courses, according to standards set by NESA
- can only be compared to the marks of students who completed the same HSC courses
- are provided by NESA.

The ATAR:

- is a rank, not a mark or a percentage that tells students where they are positioned overall in relation to other students
- tells students how they compare with other students who have completed different combinations of HSC courses and is provided by UAC.”<sup>2</sup>

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<sup>2</sup> [Universities Admission Centre Website](#). HSC marks and the ATAR: what’s the difference?27/09/2024

## **Section 3: School Based Assessment**

### **3.1 School Based Assessment**

School-based assessment tasks contribute 50% of the marks for the Higher School Certificate. The school assessment mark will be based on student performance in assessment tasks undertaken during each course.

### **3.2 School and Student Responsibilities in School-Based Assessment**

Schools must follow all NESA course-specific requirements when developing an HSC school-based assessment program for a course, and have appropriate and valid procedures in place for marking, recording and reporting students' performance on all assessment tasks.

Students must follow the course developed or endorsed by NESA, apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and achieve some or all of the course outcomes.

<b>School Responsibilities</b>	<b>Student Responsibilities</b>
Schools must, at the commencement of the HSC course, provide students with written advice about the school's policies and procedures for school-based assessment in TRSC HSC Assessment Procedures Document.	Students are required to sign a register to indicate receipt of these documents. They are familiar with syllabus requirements, course scope and sequence, TRSC HSC Assessment policies, procedures and assessment schedules and to retain these documents for the duration of the course.
Students will be provided with a scope and sequence for each course.	
The assessment schedules for each course will include the syllabus weighting, mark value of each task, scheduled week, and outcomes assessed.	
A meeting will be held for students to explain school policies and procedures, NESA requirements and assessment schedules.	Students are required to attend the meeting and sign a register to indicate that they have received copies of the school's HSC Assessment Procedures (or shown site location) and have listened to an explanation of school policies and procedures, assessment schedules and NESA requirements.
Schools must provide students with adequate written notice of the nature and timing of assessment tasks. Generally, at least 14 calendar days of notice will be given. The task notification must include the components and weightings as per the assessment schedule, the syllabus outcomes assessed, type of assessment task, scheduled times and date for submission of the task and marking criteria (where appropriate)	Students will sign a dated register to indicate that they have received written notification of each assessment task.
Teachers must assess student's actual performance, not potential performance and provide students with feedback on their performance in each assessment task and indicate the student's mark in the task relative to outcomes.	Students are to use feedback from assessment tasks to guide further improvement.
The school will be bound by our stated policies and procedures in regard to illness, misadventures, malpractice, late submission and non-completion of and in assessment tasks.	Students will be bound by our stated policies and procedures in regard to illness, misadventures, malpractice, late submission and non-completion of and in assessment tasks
Schools must advise students in writing when they are not meeting NESA requirements for each course. The notification will include what is necessary to enable the students to meet the requirements satisfactorily.	In order to avoid an "N" Determination in an HSC course, students will address concerns in relation to meeting NESA requirements within the specified time frame.
School must inform students of their entitlements to school reviews and appeals to NESA.	Students will utilise the appropriate appeal process when necessary.

### **3.3 Disability Provisions Adjustments**

It is a requirement, under the Disability Standards for Education 2005, for schools to ensure that students with disability can access and participate in education on the same basis as other students. Some students with additional learning needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. Teachers must make reasonable adjustments to assessment activities if required, to enable access and equitable opportunity for students with disability to demonstrate what they know and can do in relation to syllabus outcomes and content. Schools are responsible for any decision at the school level to provide adjustments to coursework, assessment activities and tasks, including in-school tests. Providing an adjustment does not restrict a student's access to the full range of grades or marks.

These may include, but is not limited to:

- Adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or scribe or specific technology.
- Adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions.
- Alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.
- A substitute task assessing the same outcomes may be set if adjustments are not possible due to the student learning from home.

To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NESAs.

### **3.4 School-based assessment and students undertaking Life Skills Courses**

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student. Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Teachers must:

- assess students accessing Life Skills courses on their achievement of the outcomes selected through collaborative curriculum planning, and
- provide learning opportunities for students to demonstrate achievement in relation to the selected outcomes.

Students accessing Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome, either:

- without adjustments, or
- with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities.

Stage 6 Life Skills courses have no HSC exams and results cannot be used in the calculation of a student's ATAR. Students with disability may access VET courses by:

- undertaking the course under regular course arrangements, or
- selected units of competency within the course, identified through collaborative curriculum planning.

### **3.5 Assessment Notification, Submission and Feedback**

Students and staff will acknowledge by signature the receipt of a notification, a submission of an assessment task and received feedback, on the class teacher's record sheet. In instances where an assessment task is communicated through a digital medium, students will need to confirm their receipt digitally, as requested by the teacher. When assessment tasks have had to be posted to a student, confirmation of receipt will be sought and recorded by the teacher.

- Students must hand in their assessment tasks to the class teacher on the due date and by the prescribed time. Assessment tasks that are in a digital medium and submitted online must follow the Information Communication Technology Guidelines in this document (3.6).
- Students must have at least 14 calendar days notice of changes to assessment schedules.
- Any changes to the assessment schedules must be notified in writing to students.
- Students must keep a current timetable of assessment tasks.
- Parents/caregivers must be notified by letter when an assessment task is missed or zero score is awarded.
- Marked assessment tasks will be returned to each student personally; where this is not possible, feedback may be communicated digitally.
- If a student has concerns about the timing of assessment tasks or the task itself, this must be discussed with the teacher well in advance of the due date for the task.
- There is a two week moratorium on all assessment tasks prior to any examination period observed across the college.



## **Feedback**

The feedback to the student for each assessment task should include the mark achieved for that task relative to the outcomes assessed, specific feedback that the student can act on for improvement (where appropriate), the level of achievement of outcomes assessed. Feedback on tasks may be written or oral. Schools must retain records of marks awarded for each assessment task as part of the assessment program of an HSC course for 24 months.

The achievement of syllabus outcomes together with information on assessment and exams will be reported on twice a year. Students will be provided with a graduating report that indicates a final course rank. Students will not receive notification of their final mark submitted to NESA but will receive their rank order placement.

## **Absences related to submission date**

### *Absences before an Assessment Task*

Students who take a day or timetabled periods off to prepare for assessment tasks are gaining an unfair advantage over other students, the college considers this malpractice. This will result in a zero mark unless an illness/misadventure claim is accepted.

### *Known Absences*

If a student knows that they will be absent for a reason deemed acceptable by the campus on the day the assessment task is to be due, the student must negotiate, prior to the due date, an alternative time with the head teacher to complete or submit the task.

### *Unexpected Absences*

The student should contact the campus on the day of the task, to explain the absence. Upon the student's return they must complete an Illness/Misadventure Appeal application form.

For any absence, it is the student's responsibility to contact the teacher responsible for administering the task, before or during the next lesson in the subject, where a task has not been completed.

## **3.6 Information Communication Technology**

Assessment tasks may only be submitted on a digital medium (ie: USB, email etc.), in the following cases:

- The teacher of the course has given permission to the class in writing to submit in digital form, having negotiated an appropriate file format.
- The student negotiates and receives in writing, permission to submit in digital form in an agreed file format at least two weeks prior to the due date.

A student may only submit in digital form if all the following are satisfied:

- The teacher believes it to be an appropriate form of submission.
- The student takes responsibility for the file being in the agreed file format and medium.
- The student takes responsibility for replacing digital copies for any lost/crashed data within 24 hours of a written request from the teacher.

If a student submits a file that is not in the agreed file format and medium, the assignment will be deemed not to have been submitted. It is the student's responsibility to ensure this condition is satisfied. Breakdown of a student's computer hardware will only be accepted as a reason for extension if the student submits draft notes on the due date.

### **3.7 HSC Examinations-Accommodation**

Campuses must provide suitable accommodation for the HSC examinations. Accommodation must be adequately lit and ventilated and as free as possible from external noise. Accommodation for students requiring disability provisions needs particular attention.

A student's home school provides the exam centre for all of their exams, including when the course is studied through an [external provider](#). Students may need to attend an exam centre in another school. The Rivers Secondary College is the examination centre for students from all three campuses.

### **3.8 Examination Procedures**

Examinations are conducted under conditions that are fair and equal for all students. They are used so that students can demonstrate their knowledge and understanding in a subject. The following instructions are to be followed so that all students have the best chance to show the outcomes they have achieved.

Instructions to Students

- Only clear containers holding equipment are to be taken into the exam room.
- All students are to remain in the exam room for the entire length of the exam.
- If a student is absent from an exam they must follow the procedures for 'Illness and Misadventure'.

It is expected that you come prepared to the exam room with the required approved equipment in working order:

- black pens to write with (recommended) – make sure you bring spare pens to each exam
- ruler
- highlighters
- pencils (at least 2B)

- sharpener
- water in a clear, unlabelled bottle.
- You can wear a watch, but it should be taken off and placed in clear view on your desk once you sit down for your exam. Programmable watches (for example smart watches) are **not permitted** in the exam room.

All equipment you bring to your exam may be inspected. Make sure any equipment you are allowed to bring, such as a [calculator](#), is in good working order. Appeals under misadventure for equipment failure will not be upheld.

All equipment you bring is subject to inspection on entry. Make sure any equipment you are allowed to bring, such as a calculator, is in good working order because an appeal under misadventure provisions for equipment failure will not be upheld.

What you cannot bring into your exam room:

- A mobile phone - mobile phones are not permitted in an exam room under any circumstances.
- A programmable watch, eg a smart watch.
- Other electronic devices (except a calculator or wired headphones where permitted). This includes any other communication devices, organisers, tablets (eg iPads), wireless earphones/headphones (eg AirPods), electronic dictionaries, and music players.
- Paper or any printed or written material. You can ask your presiding officer for working paper.
- Print dictionaries, except where permitted in language exams.
- Correction fluid.

You are not allowed to borrow equipment during exams.

### 3.9 Disability Provisions

If a student has a disability that may disadvantage them in an exam situation they should contact the school counsellor, learning support teacher, deputy principal or the year adviser to seek disability provisions. Disability provisions:

- address students' exam needs impacted by one or more of the following categories of disability:
- learning, and/or
- medical, and/or
- vision, and/or
- hearing.

- are determined on the basis of functional evidence of impact, and
- provide practical support for students with disability to access [HSC exams](#), not to achieve potential. The practical support does not include any adjustments to marks in an exam.

Disability provisions may take the form of:

- Separate supervision
- Reader and/or writer
- Additional time and/or rest breaks
- Access to computers
- Access to necessary medical equipment, e.g. blood glucose testing equipment, food, and drink for students with diabetes

These apply only where the disability needs a practical arrangement to reduce the student's disadvantage in an exam situation.

For further clarification on Disability Provisions for the HSC visit [The Disability Provisions Guide](#) on the NESAs website.

### **3.10 Atypical Circumstances**

The following will occur when there has been:

#### **Students who change courses**

Students, who have commenced a course after the assessment period has begun, will be credited with an estimate for the missed tasks. The estimate will be based on the student's achievement in completed tasks i.e. the student will receive a mark in the missed task equivalent to that of the rank they achieve in completed tasks.

#### **Invalid, unreliable results**

If the results of an assessment task are deemed to be invalid or unreliable by the teacher/head teacher, an alternative task may be set. This would only be done in extreme circumstances. Results of assessment tasks that have been completed by students will not be discarded and will be held in faculty assessment files. The task will be returned to the student.

## **Section 4: Administrative Requirements for Absence, Illness or Misadventure**

Students may apply for late submission, extension of an assessment task date or special consideration in the following circumstances:

### **4.1 Illness**

If a student is applying for an extension to an assessment task due to illness, and the teacher considers the student to have a valid reason, the Principal may decide that an extension of time may be granted or a mark may be awarded based on a substitute task. Students must apply for an extension on the day of their return after an illness.

If students are applying for an extension due to illness the following process must be followed:

- The teacher/head teacher is to be kept informed as soon as students are aware of events/illness that may affect their performance/completion of the task.
- Complete the Illness/Misadventure Appeal Application form and attach any independent supporting documentation (eg. Doctors certificate) (Forms are available from the subject head teacher).
- The head teacher must sight all work completed to that date, demonstrating the progress the student has made.
- Submit the form to the head teacher of the subject to complete. The head teacher will make a decision in consultation with the Principal if appropriate. If the application is approved the head teacher will either:
  - provide an extension of time to complete the original assessment task, or
  - provide the student with a substitute assessment task

In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes approved by the Principal and in line with the school's policies and procedures for school-based assessment.

Failure to apply for an extension on the day of return from an illness will lead to a zero mark for that task. If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

### **4.2 Misadventure or Unforeseen Circumstance**

There must be a valid reason in order to apply for an extension to an assessment task. In such cases the following process must be followed:

- The teacher/head teacher is to be kept informed as soon as students are aware of events or circumstances that may affect their performance/completion of the task.
- The head teacher must sight all work completed to that date, demonstrating the progress the student has made.

- Student to discuss the reason with the head teacher of the subject and complete the Illness/Misadventure Appeal Application stating the reason why an extension or alternative date is sought and attach any supporting documentation. Forms are available from the subject head teacher.
- Submit the form to the head teacher of the subject to complete. The head teacher will make a decision in consultation with the principal if appropriate.
- If approved, the Principal will notify the head teacher of the subject who will either:
  - a. provide an extension of time to complete the original assessment task, or
  - b. provide the student with a substitute assessment task

In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes approved by the Principal and in line with the school's policies and procedures for school-based assessment.

Submitting an application for a late assessment does not necessarily mean that an extension will be granted. The student will be informed of the outcomes of the illness/misadventure appeal within two weeks of it being submitted. If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

### **4.3 Managing the Impact of School Endorsed Activities**

This section pertains to work placement, TAFE mandatory tasks, sporting representation, debating, public speaking and other school endorsed activities.

If a student is involved in a school endorsed activity, it is their responsibility to complete, by the set date, any assessment tasks that may be due in their absence. They must see the teacher/s involved as soon as they are aware of these commitments and negotiate a solution if the task is an in-class activity or exam. Any hand-in assessment task will be due on the due date or before.

For work placement, the course teacher will supply a document that must be signed by all class teachers acknowledging the absence. This will give the student an opportunity to speak to all class teachers about work that may be missed and assessment task issues. It is the student's responsibility to catch up on any work missed.

Being involved in a school endorsed activity is not a reason for late assessment. Being able to manage these commitments successfully requires careful forward planning by the student and communication with the teachers involved. It is essential that teachers are aware of students' progress and work efforts and they must be informed of impending absence prior to any school endorsed activity.

In the case of a suspension the student must indicate to the Principal, upon being suspended, if they will miss any assessment tasks during the suspension period. If a student is on suspension at the time when an assessment item is due, it remains the student's responsibility to ensure that this task is submitted on the due date. On all such occasions, submission of the task is to be organised through the front office – the student is not to go directly to the course teacher as

students are excluded from the school grounds when on suspension. If, however, the nature of the assessment item requires the student's attendance on the grounds for a set period of time (e.g. listening exercise, class test, presentation or speech), then the completion of this assessment item on the due date is at the discretion of the Principal, and in negotiation with the relevant head teacher. Where appropriate, a student may be asked to complete the task upon return from suspension. Under no circumstances does suspension from school entitle a student to submit an assessment item after the due date, nor entitle a student to additional time in which to complete an item.

#### **4.4 Other Circumstances**

##### **Absences from school with no acceptable explanation**

This will result in a zero mark being recorded. The assessment task, however, must still be attempted in order for course outcomes assessment to be completed.

##### **An absence from school when task/calendar is handed out**

All students are provided with access to an assessment schedule and these are posted on school websites and digital classrooms. Students are expected to consult the schedule of tasks regularly and to keep a current timetable of assessment tasks. Following an absence, a student must consult the subject teacher and the posted schedule of tasks to ensure the student's calendar remains accurate.

##### **Non-completed tasks**

If the progress of a task is interrupted (e.g. by a fire), then this task is to be abandoned and an alternative task may be scheduled.

##### **Disputes/problems**

Any dispute/problem arising out of late submission of any task or absence from a task, will be resolved by a committee consisting of the Principal (or nominee), Deputy Principal and a Head Teacher from outside the Key Learning Area concerned.

## **Section 5: Assessment Appeals**

### **5.1 School-based assessment appeals**

Students who wish to challenge aspects of their assessment for a course (including their final rank order in a course or their final grade for English Studies, Mathematics Standard 1 or Numeracy, should immediately lodge their grievance with the appropriate subject head teacher, who will notify the School Assessment Appeals Panel.

For the purpose of reviewing assessment marking/ranking, a School Assessment Appeals Panel will be established, comprising:

- the Principal or nominee
- the Deputy Principal

- an independent Head Teacher

The School Review must ensure that

- assessment was in accordance with TRSC and NESA policies/procedures
- there are no computational or clerical errors

Where a student appeals against their final rank order in a course, the school review panel will ensure that procedure for the determination of final rank order is based on the students rank order placement during the course and are focused on the procedures for determining the final school-based assessment mark for the course.

Where a student appeals against their final grade for English Studies, Mathematics Standard 1 or Numeracy, the school review panel will ensure that procedures for establishing the final grade are based on the students final grade at the end of the course, are focused on the procedures used by the school for determining the grade(s) and whether they align with NESA's advice and the school's procedures regarding the grading of student achievement and are resolved within the school where possible

A student seeking a review must make the request within two days of the task being returned. A student has five school days to lodge an appeal in relation to an assessment task review. The appeal will be conducted by the School Assessment Appeals Panel. Students may appeal to NESA for further review of school assessment procedures for HSC assessments.

Schools must resolve individual student appeals over marks allocated for individual assessment tasks within two weeks.

## **5.2 VET Frameworks and TAFE Courses Appeals**

Students have access to an appeal process if they are dissatisfied with the assessment process. Dissatisfaction over assessment process should be approached informally at first with a view to resolution through discussion between student and assessor(s). Both sides of the story can be shared and any misunderstandings clarified. If not resolved by discussion, between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the Principal clearly stating the grounds for the appeal. Appeals must be lodged within five days from the date of the assessment.

Appeal submissions are recorded by the school which then asks an appeals panel to review the assessment process to confirm whether or not there are justifiable grounds for appeal. The panel may call for the student and the assessor to present their views before reaching a decision.

If the student appeal is upheld, the Registered Training Organisation (RTO) arranges a re-assessment process with the student. The student should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.



### **5.3 NESAs Illness and Misadventure Process**

For external examinations (HSC written, performance or oral examinations) and HSC practical submissions, there are specific rules which differ from those established for school-based assessment.

#### **About NESAs Illness/Misadventure program**

NESA administers the Illness/Misadventure program to support students who:

- a. experience illness or misadventure immediately before or during an HSC exam; and
- b. are prevented from attending or impacted during an HSC exam.

The Illness/Misadventure program is only open to those HSC students who have either an assessment mark or estimated assessment mark submitted for the course in question.

There are two types of illness/misadventure applications, individual and group.

NESA will award students with upheld illness/misadventure applications with the higher of:

- their earned HSC exam mark; or
- an exam mark calculated for them.

#### **Illness/Misadventure program exclusions**

The Illness/Misadventure program does not cover:

- a. attendance at a sporting or cultural event, or family holiday, or
- b. alleged inadequacies of teaching, or
- c. long-term matters relating to loss of preparation time, or loss of study time or facilities, or
- d. disabilities for which NESA has already granted disability provisions, unless:
  - i. an unforeseen episode occurs during the exam; or
  - ii. further difficulties with the approved provision(s) occur during the exam; or
- e. long-term illness, unless the student has a 'flare-up' of the condition immediately before or during the HSC exam, or
- f. matters avoidable by the student.

NESA may consider some cases involving interruption to the completion of an HSC submitted work or loss of materials prepared by the student, such as the theft, vandalism or destruction of major works. Schools must raise any incidents with NESA at the time of the incident.

### **Expectation to attend scheduled exams**

NESA expects that students will attend their scheduled HSC examinations except when unsafe to do so, or against specific documented medical advice.

Students:

- a. must notify their principal immediately if unable to attend an HSC exam
- b. who are in doubt about their illness or injury may seek advice from their principal, and
- c. who do not attend all their HSC exams in a course and have their illness/misadventure application declined will not receive results for the affected course.

### **Accessing illness/misadventure applications**

NESA provides principals with access to illness/misadventure applications in Schools Online  
Principals must:

- a. provide illness/misadventure forms to students on request
- b. explain the illness/misadventure application procedures to students, and
- c. not dissuade students from lodging illness/misadventure applications.

## **Section 6: Malpractice, Cheating and Plagiarism**

All NSW schools are required to manage malpractice to maintain the integrity of the Higher School Certificate Credential. The honesty of students in completing assessment tasks, exams and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purposes of gaining an unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice. At The Rivers Secondary College we endeavor to ensure that students maintain academic integrity by the early development of skills related to acknowledging work appropriately and by making students aware of the need to comply with [NESA's ACE rules](#)

The Rivers Secondary College Academic Malpractice Policy and Procedures Document (Appendix 1) outlines for students the definitions of Academic Malpractice, types of malpractice (including appropriate use of Artificial Intelligence) the responsibilities of the school and students in being proactive in the management of instances of malpractice and how to appropriately acknowledge sources. The policy also outlines the consequences of academic malpractice and how students can appeal against a determination of academic malpractice.

## 6.1 How schools support students to avoid Academic malpractice

The Rivers Secondary College provides students with access to and opportunities to learn about appropriate and ethical behaviour in assessments and exams through complying with NESA's ACE Rules and policies regarding malpractice, including:

- a. [All My Own Work \(or its equivalent\)](#), and
- b. [HSC Rules and Procedures Guide](#), and
- c. [HSC minimum standard: Malpractice and breaches of test rules](#), and
- d. [HSC practical exams](#).

## 6.2 Definition of malpractice

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including plagiarism, collusion, misrepresentation, unapproved or unacknowledged use of Artificial Intelligence (AI) and breach of assessment conditions is unacceptable. TRSC treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the Record of School Achievement or the HSC.

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

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

## 6.3 Types of malpractice

All work presented in school-based assessment tasks must be the students own work or be acknowledged appropriately, with reference to source or author. Malpractice is taken very seriously as it enables students to gain an advantage over other students, creating inequity.

Malpractice can include but is not limited to:

### **Misrepresentation**

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

Misrepresentation can include but is not limited to:

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

## **Plagiarism**

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

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

Plagiarism includes but is not limited to:

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

## **Collusion**

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

Collusion includes but is not limited to:

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

## **Breach of assessment conditions**

All students undertaking an [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 campus 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.

## 6.4 General Principles for acknowledgement<sup>3</sup>

In all written work submitted for assessment students must show the sources of their material. The principle is that whenever submitted material is not the student's own original work, must be acknowledged. To present material without acknowledgement is in effect to claim that it represents the student's own work and ideas.

### Common Knowledge

Students sometimes have difficulty knowing where the need for acknowledgement of works starts and finishes. The principle of common knowledge is worth understanding.

Common Knowledge includes:

- Facts that are commonly accepted (for example, there are 12 months in a year)
- Facts that are so well known that they can be found in lots of different sources (for example, World War 2 began in 1939)
- Common sense observations (for example, getting a good night's sleep before a test helps you focus better)

### What to acknowledge

Students may use information from a variety of sources:

- Their independent thoughts and experiences
- Common knowledge, the basic information people share
- Other people's independent thoughts and experiences.

Of the three, only other people's independent thoughts and experiences need to be acknowledged. Teachers will explicitly instruct students about how they want the works of others acknowledged.

## 6.5 College Processes for addressing malpractice

If malpractice is suspected, the Course Teacher must inform the Head Teacher of the course. The Course Teacher, will provide to the Head Teacher evidence<sup>4</sup> to support the malpractice (eg, the Internet page copied, other student work that is the same, etc). The Head Teacher with the Course Teacher will determine the extent of the malpractice.

In cases where malpractice is suspected or has been proven the following procedures will be applied:

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<sup>3</sup> [All my Own Work](#) Topic : How do I acknowledge other people's work

<sup>4</sup> As at 22/10/2024, advice from the NSW Department of Education is that "There are currently no tools that can reliably detect AI generated content and their output should not be used as evidence of student use of generative AI."

1. The student, parent/caregiver will be informed (verbally or in writing) by the Course Teacher or Head Teacher, of the suspected or proven malpractice and be presented with the evidence, in a timely manner.
2. An N Warning letter will be generated by the Course Teacher or Head Teacher to officially inform the student/supervisor of the malpractice and what the student needs to do to redeem the N Warning letter.
3. The student will be given the opportunity to present any evidence or information to support their position (drafts of work, witness statements, etc) to the Course Teacher, Head Teacher and campus Deputy Principal
4. Notes/records of any discussions/interviews will be taken during meetings and maintained by the Deputy Principal.
5. Confidentiality will be maintained at all times by all parties.
6. Deputy Principal to inform Principal of malpractice for updating of NESAs Malpractice Register
7. The student will be informed of their right of appeal and the appeal process. Appeals must be lodged to the Principal within 3 school days of verbal/written notification of an incidence of malpractice.

## **6.6 Consequences of malpractice**

Proven malpractice will limit a student's marks, or result in a zero mark being given. It will impact their overall final assessment mark and rank. Proven malpractice must be registered with NESAs in the Malpractice Register in Schools Online. This will be done by the campus Principal with information supplied by the Head Teacher and in consultation with the campus Deputy Principal.

One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task
- zero marks for part or all of the assessment task
- an N Warning letter sent to the student/supervisor

## **Section 7: N Determinations**

### **7.1 N Determination Warnings**

The host campus will issue warning letters to students who are at risk of not meeting course completion requirements in any course, including VET courses, giving the student time for the problem to be corrected, and providing advice about possible consequences on Higher School Certificate eligibility of an 'N' determination in a course. It is the student's responsibility to ensure that the course outcomes are met. Students will be advised as to what is necessary to enable them to meet the requirements satisfactorily.

If a student is to be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course, the home campus Principal may apply for an 'N' determination for that course. The student will be notified and informed of the appeal process.

Where a student receives an 'N' determination in a course, that course will not appear on the student's RoSA. The student may not then have the pattern of study necessary to complete the HSC.

In a course in which a student is also studying a related Extension course, neither that course nor the related Extension course will contribute to the required pattern of study. However, an 'N' determination in an Extension course has no effect on the related two-unit course.

'N' warning letters may be issued by a teacher if they have concerns about a student applying themselves with diligence and sustained effort to the set tasks and experiences provided in a course. This could include but is not limited to:

- failure to complete an assessment task, and/or
- non-serious attempts in tasks
- poor performances in class, and/or
- lack of effort and/or interest, and/or
- incomplete or missed work due to frequent absence
- VET or Board Endorsed Course (BEC) studied either at school or TAFE

As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the [course completion criteria](#).

The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- mandatory work placement requirements (if applicable)
- the HSC content (focus areas) and associated mandatory and stream (if applicable) units of competency in [Industry Curriculum Frameworks](#)
- competency-based assessment requirements.

Courses studied at TAFE are either Board Developed or Board Endorsed Courses. Therefore, all courses fall under these same rules for 'N' determinations.

If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case, the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with a non-completion ('N') determination.

## **7.2 The N Determination Process-Principal's Determination of Non-completion of course requirements**

This determination process will begin in Term 4 of Year 12. It will normally finish at the end of Term 3 Year 12.

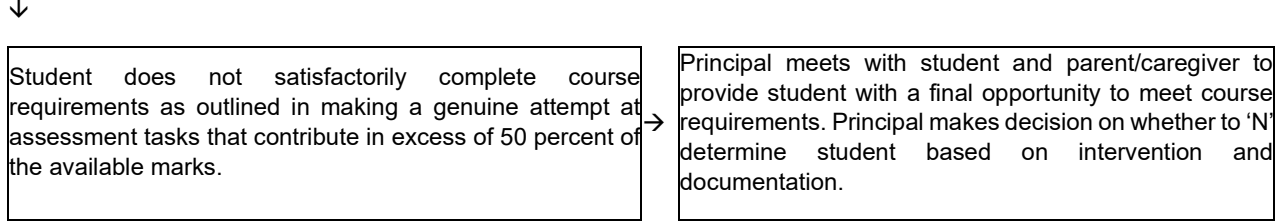
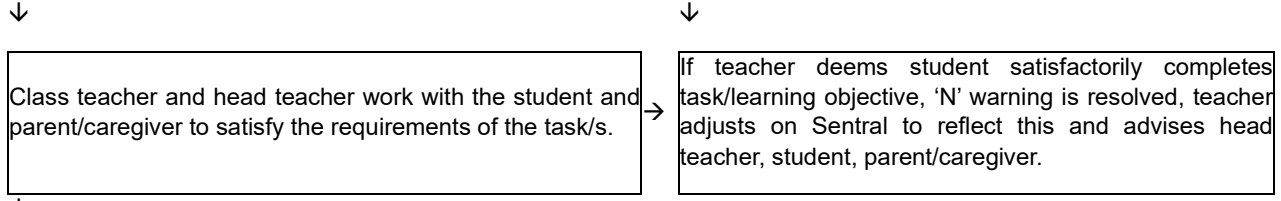
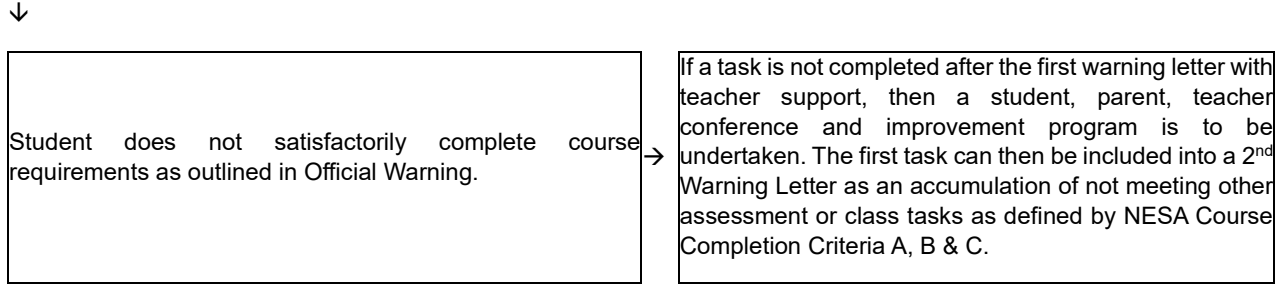
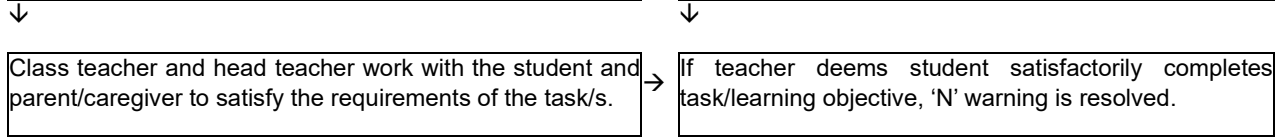
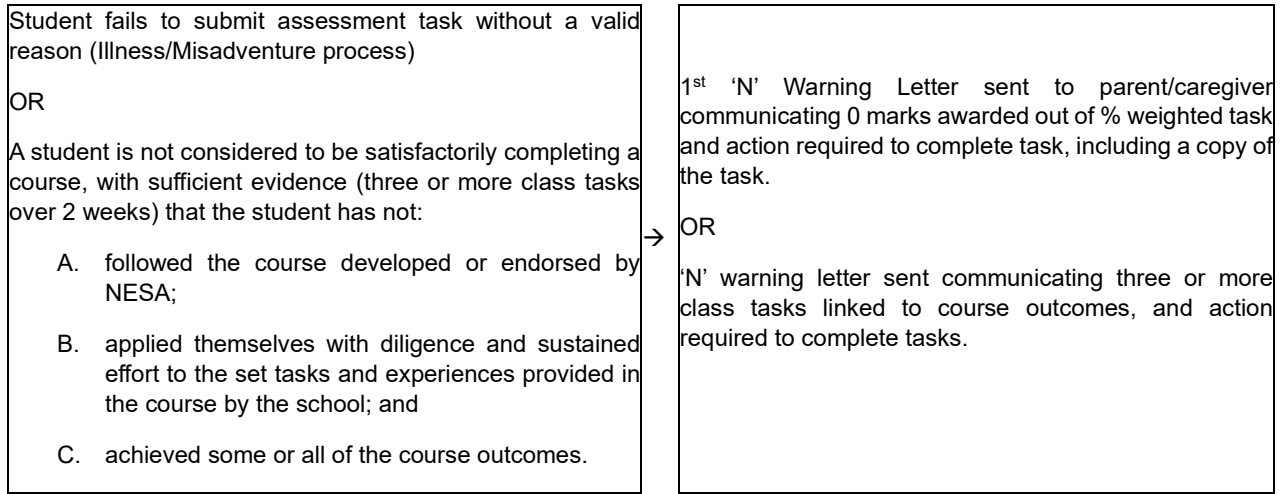
This process, outlined in the table below, is designed to provide a student with clear information about the steps taken towards an 'N' determination for a HSC course. Each subsequent action represents a student's failure to respond to the advice and concerns expressed by their teacher(s) in the previous letter and/or further concerns that the teacher(s) has. The purpose of this process is to give a student early warning, to provide them with the time and opportunity to take action to rectify the area(s) causing concern, and to provide the support that a student may need to successfully complete their HSC course.



### 7.3 TRSC N Warning Procedures

TRSC 'N' Warning Procedures

The 'N' warning procedures are designed to ensure all students are given every opportunity to meet course requirements in partnership with parents/caregivers. Our aim is to minimise final 'N' determinations at TRSC.



The Principal will explain the Review and Appeals process to the student, which may be used if the student believes that the 'N' determination is incorrect, or if believes that they have been treated unfairly.

## 7.4 Non-Completion of HSC School-based assessment: Review of non-completion determinations

The procedures for a school review of an 'N' determination will follow those laid down for other school reviews of assessments as follows:

- A student seeking a review of an 'N' determination must apply to the Principal by the date listed in the Higher School Certificate (HSC key dates and exam timetables).
- If the school upholds the appeal, the school advises the NSW Education Standards Authority (NESA) by the date stipulated in the Higher School Certificate Events Timetable.
- If the appeal is declined, the student may appeal to NESA. NESA's review will focus on whether the school review properly and correctly considered the matters before it.

Appeals must reach NESA by the date stipulated in the Higher School Certificate *HSC key dates and exam timetables*. NESA will advise students and Principals of the outcome of any appeal as soon as possible after the Higher School Certificate examinations.

## Section 8: Who to contact

Further advice or clarification can be obtained from:

- The Head Teacher of subjects
- Careers Advisor/NESA contact – Ms Justine Hinchey
- Rivers Campus Coordinators – Ms Paula Moverley
- Head Teacher College – Ms Elise Dessmann. The Rivers Desk situated at Kadina High Campus. Ph 66243133
- Deputy Principal – Ms Dimity Anderson
- NESA Liaison Officer (North Coast) – Heidi O'Brien. [heidi.obrien@nesa.nsw.edu.au](mailto:heidi.obrien@nesa.nsw.edu.au).

## Section 9: Appendices

- **Appendix 1-** The Rivers Secondary College Academic Malpractice Policy and Procedures
- **Appendix 2-** Assessment Task Notification example
- **Appendix 3-** Record of Assessment Task Notification, Submission and Feedback
- **Appendix 4-** Illness and Misadventure Appeal- Application Form
- **Appendix 6-** Assessment Task Cover Sheet



*The heart of secondary education for Lismore*

## THE RIVERS SECONDARY COLLEGE

### Academic Malpractice Policy and Procedures<sup>1</sup>

#### Vision

At The Rivers Secondary College (TRSC), we work together to ensure every student is safe, supported and successful with a bright future.

#### Context

The Rivers Secondary College is a collaboration of three unique secondary campuses, Kadina High Campus, Lismore High Campus and Richmond River High Campus. The College is the heart of secondary education in Lismore and within its comprehensive context provides opportunities for equity, excellence and engagement to our secondary students.

#### Rationale

All NSW schools are required to manage malpractice to maintain the integrity of the Higher School Certificate Credential. The honesty of students in completing assessment tasks, exams and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purposes of gaining an unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice. At The Rivers Secondary College we endeavor to ensure that students maintain academic integrity by the early development of skills related to acknowledging work appropriately and by making students aware of the need to comply with [NESA's ACE rules](#)

#### Policy Statement

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

- a. [All My Own Work](#) (or its equivalent), and
- b. [HSC Rules and Procedures Guide](#), and
- c. [HSC minimum standard: Malpractice and breaches of test rules](#), and
- d. [HSC practical exams](#).

Schools must provide students with written advice about their school's policies and procedures for Stage 6 school-based assessment including the school's malpractice policy.

Schools must:

- ensure students have been provided with an explanation of malpractice in school-based assessment
- provide students with the school's malpractice policy at the commencement of their Preliminary HSC studies.

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<sup>1</sup> V22/10/2024

- comply with the school's malpractice policy for all Stage 6 school-based assessment.

### **Definition<sup>2</sup>**

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including plagiarism, collusion, misrepresentation, unapproved or unacknowledged use of Artificial Intelligence (AI) and breach of assessment conditions is unacceptable. TRSC treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the Record of School Achievement or the HSC.

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

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

### **General Principles**

The expectation of the staff of The Rivers Secondary College is that students engage with learning around the principles and practices of good scholarship and act with integrity to avoid instances of academic misconduct. It is the expectation that submitted assessment tasks will be the independent work of that student, and that they have written their response in their own words. Good scholarship-principles and practices form the basis of student acknowledgement of the work of others, including the use of Artificial Intelligence within their work.

Proficient teachers know their students and how they learn and know their content and how to teach it.<sup>3</sup> As a result, teachers are adept at identifying instances where they suspect that a student's work is not their own and will follow established guidelines to determine the validity of a student's work.

### **Responsibilities and Expectations**

#### **a. The role of the School**

- Provide students written advice about the policies and procedures of stage 6 school-based assessment including the college's academic malpractice policy.
- Ensure students are provided with an explanation of malpractice in school-based assessment
- Comply with the school's malpractice policy for all school-based assessment.
- Advise students of possible penalties for malpractice
- Advise students on appeal processes including the decision makers.
- Provide opportunities for students to complete education in the principles and practices of good scholarship through the completion of All My Own Work and ensure students are aware of, have access to and understand the NESAs HSC Rules and Procedures Guide, HSC minimum standard: Malpractice and breaches of test rules and HSC practical exams documents.
- Follow developing advice and policies around the use of Artificial Intelligence in schools.
- Resolving student appeals concerning malpractice in school-based assessment tasks at the school level.
- Recording malpractice offences in all HSC school-based assessment tasks in the Malpractice Register in Schools Online.
- Principals must approve and finalise their campus's Malpractice Register at the time of entering grades and/or marks by the due date outlined in the NESAs [Timetable of Actions for Secondary Schools](#).

<sup>2</sup><https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice>

<sup>3</sup> Australian Professional Standards for Teachers. <https://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/proficient-teacher/standard-descriptors>

**b. The role of teachers**

- Comply with the college's malpractice policy for all school based assessment
- Assist students to meet the principles and practices of good scholarship by including explicit instruction of this within assessment practices.
- Be aware of and comply with Department and NESAs policies and procedures around the use of Artificial Intelligence in schools
- Support students in the ethical use of Artificial Intelligence
- Assist the Head Teacher of the of the course in question to manage any instances of malpractice through the college processes.

**c. The role of Head Teachers**

- Comply with the college's malpractice policy for all school based assessment
- Assist teachers to promote the principles and practices of good scholarship to students by including explicit instruction of this within assessment practices.
- Support Teachers to be aware of and comply with Department and NESAs policies and procedures around the use of Artificial Intelligence in schools
- Assist the Principal/Deputy Principal of the of the campus to manage any instances of malpractice through the college processes.

**d. The role of Students**

- Know and comply with the college malpractice policy for all school-based assessment
- Complete the NESAs All My Own Work Modules at the start of their Preliminary HSC
- Act with integrity in all school-based assessment tasks.
- Use Artificial Intelligence ethically and only in situations as advised by the teacher.

**e. The role of Parent/Carers**

- Work with the campus to support student to know and comply with the college malpractice policy for all school-based assessment
- Monitor student school-based assessment requirements and encourage student to seek assistance when required

**Managing academic malpractice- Overview**

**Types of malpractice**

All work presented in school-based assessment tasks must be the students own work or be acknowledged appropriately, with reference to source or author. Malpractice is taken very seriously as it enables students to gain an advantage over other students, creating inequity.

Malpractice can include but is not limited to:

**Misrepresentation**

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

Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or

- contriving false explanations to explain work not handed in by the due date.

### **Plagiarism**

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

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

Plagiarism includes but is not limited to:

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

### **Collusion**

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

Collusion includes but is not limited to:

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

### **Breach of assessment conditions**

All students undertaking an [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 campus 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.

## **Artificial Intelligence, and digital sources**

New technologies and practices are a part of our everyday lives- including our education system.

Artificial Intelligence (AI) refers to computer systems that can simulate human intelligence to learn, reason and problem solve.

Generative AI is a category of artificial intelligence. Generative AI generates new content such as text, images, video that resembles content humans produce.

The field of AI is continuing to grow and develop and the NSW Department of Education supports the [mandatory ethical principles for the use of AI](#)

The use of AI by students in formal assessments must abide by existing NESA rules governing academic integrity.

The unapproved use of AI in the completion of assessment tasks is a breach of academic integrity. All work presented in assessment tasks and external examinations (including submitted works and practical examinations must be a student's own or must be acknowledged appropriately.

Information that students find online should be referenced like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way as others, print based information.

## **General Principles for Acknowledgement**

In all written work submitted for assessment students must show the sources of their material. The principle is that whenever submitted material is not the student's own original work, must be acknowledged. To present material without acknowledgement is in effect to claim that it represents the student's own work and ideas.

### **Common Knowledge**

Students sometimes have difficulty knowing where the need for acknowledgement of works starts and finishes. The principle of common knowledge is worth understanding.

Common Knowledge includes:

- Facts that are commonly accepted (for example, there are 12 months in a year)
- Facts that are so well known that they can be found in lots of different sources (for example, World War 2 began in 1939)
- Common sense observations (for example, getting a good nights sleep before a test helps you focus better)

### **What to acknowledge**

Students may use information from a variety of sources:

- Their independent thoughts and experiences
- Common knowledge, the basic information people share
- Other people's independent thoughts and experiences.

Of the three, only other people's independent thoughts and experiences need to be acknowledged. Teachers will explicitly instruct students about how they want the works of others acknowledged.

## **College Processes for addressing malpractice**

If malpractice is suspected, the Course Teacher must inform the Head Teacher of the course. The Course Teacher, will provide to the Head Teacher evidence to support the malpractice (eg, the Internet page copied, other student work that is the same, etc). The Head Teacher with the Course Teacher will determine the extent of the malpractice.

In cases where malpractice is suspected or has been proven the following procedures will be applied:

1. The student, parent/caregiver will be informed (verbally or in writing) by the Course Teacher or Head Teacher, of the suspected or proven malpractice and be presented with the evidence, in a timely manner.
2. An N Warning letter will be generated by the Course Teacher or Head Teacher to officially inform the student/supervisor of the malpractice and what the student needs to do to redeem the N Warning letter.
3. The student will be given the opportunity to present any evidence or information to support their position (drafts of work, witness statements, etc) to the Course Teacher, Head Teacher and campus Deputy Principal
4. Notes/records of any discussions/interviews will be taken during meetings and maintained by the Deputy Principal.
5. Confidentiality will be maintained at all times by all parties.
6. Deputy Principal to inform Principal of malpractice for updating of NESMA Malpractice register
7. The student will be informed of their right of appeal and the appeal process. Appeals must be lodged to the Principal within 3 school days of verbal/written notification of an incidence of malpractice.

## **Consequences of malpractice**

Proven malpractice will limit a student's marks, or result in a zero mark being given. It will impact their overall final assessment mark and rank. Proven malpractice must be registered with NESMA in the Malpractice Register in Schools Online. This will be done by the campus Principal with information supplied by the Head Teacher and in consultation with the campus Deputy Principal.

One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task
- zero marks for part or all of the assessment task
- an N Warning letter sent to the student/supervisor

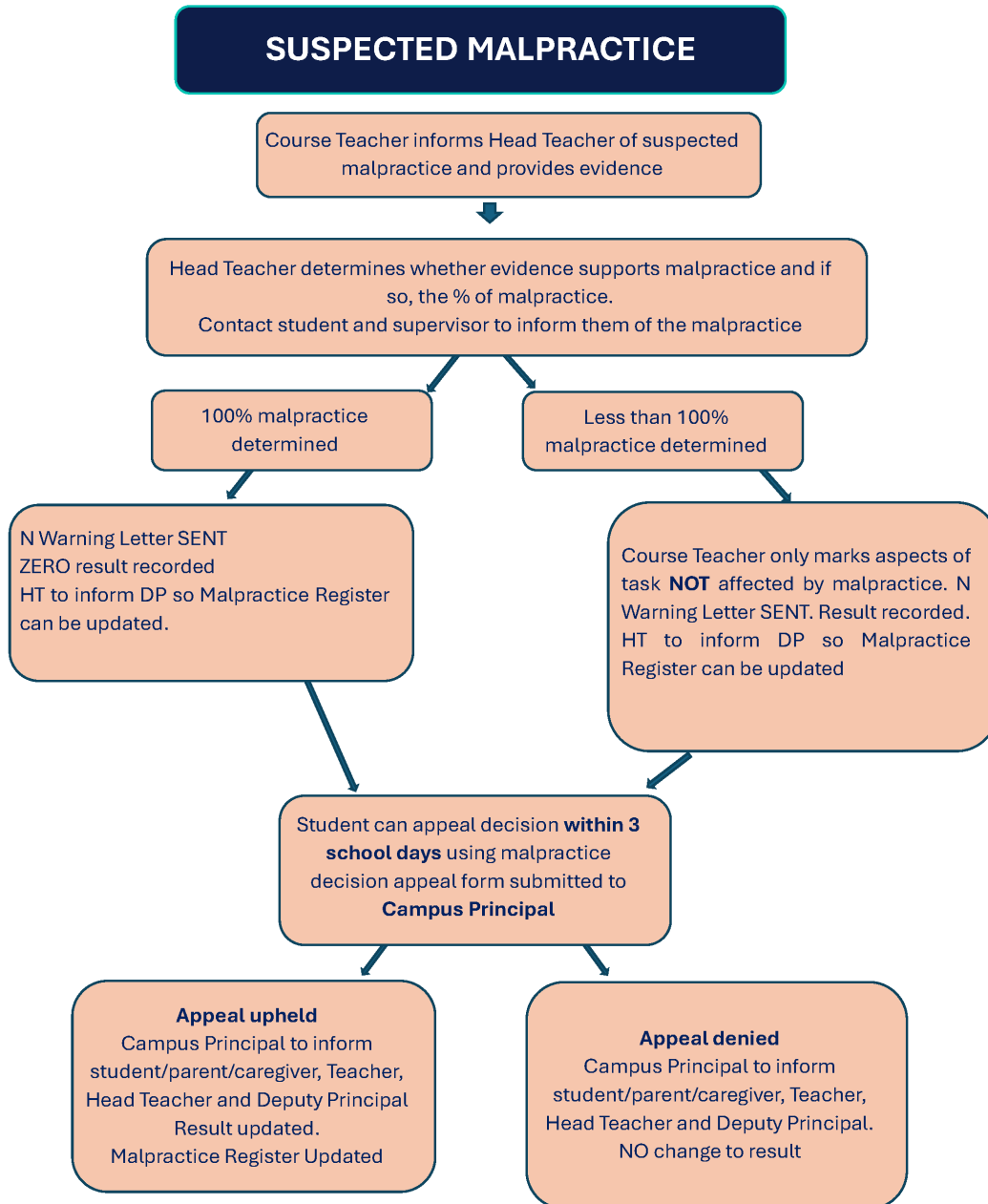
## **Student Appeals: malpractice**

After being informed of the consequence of proven Malpractice, students have **3 school days to appeal** a decision made by the course Teacher, Head Teacher of the course and the campus Deputy Principal to the campus Principal.

The Principal will review the evidence and inform the student and supervisor of their decision verbally or in writing. Notes of any discussion/interview will be made and retained.

The campus Principal may consult with the Executive Principal in making the appeal decision. The decision of the campus Principal is final.







**Assessment Task Notification**  
**Richmond River High Campus**

<b>Task Number</b>		<b>Task Name</b>	
<b>Course</b>		<b>Faculty</b>	
<b>Teacher</b>		<b>Head Teacher</b>	
<b>Issue date</b>		<b>Due date</b>	
<b>Focus (Topic)</b>		<b>Task Weighting</b>	

**Outcomes**

**Task description**

**Marking Guidelines**



**Course:** \_\_\_\_\_ **Task Number:** \_\_\_\_\_ **Task Name:** \_\_\_\_\_ **Due Date:** \_\_\_\_\_

Student Name	Notification/Task Received		Task Submitted		Feedback Received		Variation received
	<i>Student Signature</i>	Date	<i>Teacher Signature</i>	Date	<i>Student Signature</i>	Date	<i>Student Signature</i>



### Illness/Misadventure Appeal - Application Form

Students may lodge an illness/misadventure appeal application if they believe that circumstances occurring immediately before or during an assessment task and which were beyond their control, diminished their performance, lead to their non-attendance or a late submission of an assessment task. Applications may be in respect of:

- illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in an assessment task (e.g. influenza, an asthma attack, a cut hand)
- misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in an assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood). **NB: the NESA Illness/Misadventure process is to be used for HSC examinations**

**Please complete this form and return to the Head Teacher of the subject.**

Student name: _____	Year group: _____	
Subject: _____	Class teacher: _____	
Type of task: _____	Head teacher: _____	
Date of task: _____	Appeal applications for a Shared Curriculum subject must be returned to the Head teacher at the campus where the subject is delivered.	
Nature of application ( <i>please circle</i> ):		
<b>Extension-late assessment</b>	<b>Absence from assessment task</b>	<b>Special consideration</b>
Basis of appeal ( <i>please circle</i> ):	<b>Illness</b>	<b>Misadventure</b>
Reasons for this application including the date, time and duration of illness or misadventure. <i>(continue on separate sheet as required, including all supporting documentation)</i>		
_____		
In the event of making an appeal application for multiple assessment tasks, please include details of all tasks in the same <u>time period</u> . Return this form and all documentation and/or medical certificate to your home campus Deputy Principal who will liaise with any host campus where applicable		
_____ Date: _____	_____ Date: _____	
Student Signature	Parent Signature	

Head teacher comment and recommendation: _____		
_____	_____	_____
	Head teacher signature	Date:
Principal's determination: _____		
_____	_____	_____
	Principal signature	Date:
Appeal Upheld	Appeal Declined	
Outcome discussed with student	Signed: _____	Date: _____
Outcome recorded in Sentral	Signed: _____	Date: _____



# THE RIVERS

## SECONDARY COLLEGE

### Assessment Task Cover Sheet

This cover sheet is to be completed by the student and securely attached to the front of all submitted assessment tasks (or components of assessment tasks), completed outside class time. It is the student's responsibility to **complete the details; to sign the declaration; to ensure that a staff member signs the receipt on the bottom of this page, and to detach and retain the receipt** until completion of the marking process.

Student name: _____	Home campus: _____
Subject: _____	Teacher's name: _____
Task title: _____	
Number of pages: _____	Date submitted: _____

In signing this declaration you are acknowledging that this submitted work is your own, and that any contribution from other sources such as text books, other published works, literary articles, sources on the internet, past or fellow students' work etc, has been properly acknowledged. Students are referred to advice overleaf, and that contained in the Assessment Guidelines documentation distributed at the commencement of the course.

<b>Declaration</b>	
<i>Except where appropriately acknowledged, I verify that this assessment task is my own work, and that it has been written and/or expressed in my own words. I also verify that this work has not been previously submitted by me or any other student in this or any other subject, either this year, or in years past.</i>	
_____	_____
<b>Student's signature</b>	<b>Date</b>

✂ .....

**Assignment Receipt: Retain this receipt as proof of the submission of your task.**

Student name:	Subject:
Description of task:	
Accepting teacher signature:	Date:

**RRHC Assessment Schedules – HSC 2025**

## Year 12 – English Advanced

Outcomes, A student:

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

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Type of Task</b>	Multimodal presentation Texts and Human Experiences	Analytical response Textual Conversations	Imaginative text and reflection Craft of Writing	Trial HSC Examination Common Module 5% Module A 5% Module B 15% Module C 5%	<b>Weighting %</b>
<b>Timing of Task</b>	<b>Term 4, Week 9</b>	<b>Term 1, Week 9</b>	<b>Term 2, Week 9</b>	<b>Term 3, Week 4/5</b>	
<b>Outcomes assessed</b>	EA12-1, EA 12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-7, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-9	EA12-1, EA12-3, EA12-5, EA12-6, EA12-7	
<b>Component</b>					
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Year 12 – English Standard

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Multimodal presentation Texts and Human Experiences	Analytical response Language, Identity and Culture	Imaginative text and reflection Craft of Writing	Trial HSC Examination Common Module 5% Module A 5% Module B 15% Craft of Writing 5%	
Timing of Task	Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3, Week 4/5	
Outcomes assessed	EN12-1, EN 12-2, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	
Component					
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Total %	25	25	20	30	100



## Year 12 – English Studies

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Type of Task</b>	Extended Response (including related material) Common Module: Texts and Human Experiences	Visual Representation and Portfolio Module A: We Are Australian	Film Review Module K- The Big Screen	Collection of Classwork Module N – The Way We Were	
<b>Timing of Task</b>	<b>Term 4, Week 9</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 9</b>	<b>Term 3, Week 6</b>	
<b>Outcomes assessed</b>	ES12-1, ES12-2, ES12-3, ES12-4, ES12-7, ES12-8	ES12-3, ES12-5, ES12-6, ES12-7, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-6	
<b>Component</b>					
Knowledge and understanding of course content	10	10	10	20	50
Skills in:					
comprehending texts					
communicating ideas	10	10	10	20	50
using language accurately, appropriately and effectively					
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Year 12 – English Extension 1

### 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

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Imaginative Response and Reflection  Literary Worlds: Common Module	Critical Response with Related Text  Worlds of Upheaval	Trial HSC Examination	
Timing of Task	Term 1, Week 4	Term 2, Week 10	Term 3, Week 4/5	
Outcomes assessed	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
<b>Component</b>				
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	<b>100</b>

## Year 12 – English Extension 2

### Outcomes, A Student:

- EEX12-1** demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
- EEX12-2** strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
- EEX12-3** applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
- EEX12-4** undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
- EEX12-5** reflects on and evaluates the composition process and the effectiveness of their own published composition

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Viva Voce (including written proposal)	Literature Review	Critique of the Creative Process	
Timing of Task	Term 4, Week 8	Term 2, Week 1	Term 2, Week 7	
Outcomes assessed	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
<b>Component</b>				
Skills in intensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Total %	30	40	30	<b>100</b>

## Year 12 – Mathematics Standard 1

Outcomes, A student:

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Type of Task</b>	Open Book Test - Trigonometry	Question Bank Test - Rates	Scale Drawing Task	Trial Examination	
<b>Timing of Task</b>	Term 4, Week 7	Term 1, Week 6	Term 2, Week 9	Term 3, Week 4/5	
<b>Outcomes assessed</b>	MS1-12-1 MS1-12-3 MS1-12-4 MS1-12-6 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-6 MS1-12-9 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-9 MS1-12-10	
<b>Component</b>					
Understanding, Fluency and Communicating	15	10	10	15	50
Problem Solving, Reasoning and Justification	15	10	10	15	50
Total %	30	20	20	30	<b>100</b>

## Year 12 – Mathematics Standard 2

Outcomes, A student:

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Financial Maths Task	Bivariate Data Question Bank Test	Summary Booklet and Investigation Trigonometry	Trial Examination	
Timing of Task	Term 4, Week 9	Term 1, Week 6	Term 2, Week 7	Term 3, Week 4/5	
Outcomes assessed	MS2-12-5 MS2-12-9 MS2-12-10	MS2-12-2 MS2-12-7 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10	
Component					
Understanding, Fluency and Communicating	10	10	15	15	50
Problem Solving, Reasoning and Justification	20	10	5	15	50
Total %	30	20	20	30	<b>100</b>

## Year 12 – Numeracy

Outcomes, A student:

**N6-1.1** recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

**N6-1.2** applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

**N6-1.3** determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

**N6-2.1** chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

**N6-2.2** chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

**N6-2.4** chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

**N6-2.5** chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design

**N6-3.1** chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

**N6-3.2** chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Task Number	Task 1	Task 2	Task 3	Task 4	
Type of Task	Financial Task	Space and Design Task	Location, Time, Temperature	Statistics and Probability Task	
Timing of Task	Term 4, Week 7	Term 1, Week 7	Term 2, Week 6	Term 3, Week 6	
Outcomes assessed	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.4, N6-2.5, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-2.5, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-2.5, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.3, N6-3.1, N6-3.2	Weighting %
<b>Component</b>					
Understanding, Fluency and Communicating	15	10	10	15	50
Problem Solving, Reasoning and Justification	15	10	10	15	50
Total %	30	20	20	30	100

## Year 12 – Mathematics Extension 1

Outcomes, A student:

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

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

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

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

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

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

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Investigation	Reference Notes Test	Open Book Test	Trial HSC Examination	
Timing of Task	Term 4, Week 8	Term 1, Week 9	Term 2, Week 10	Term 3, Week 4/5	
Outcomes assessed	12-1, 12-6, 12-7	12-1, 12-2, 12-4	12-2, 12-6, 12-7	12-1, 12-2, 12-3, 12-4, 12-5, 12-7	
<b>Component</b>					
Understanding, fluency and communication	20	10	5	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
Total %	30	20	20	30	<b>100</b>

## Year 12 – Mathematics Advanced

Outcomes, A student:

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

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Type of Task</b>	Differential Calculus Question bank C2, C3	Integration & Functions Reference Material Test F2, C4	Investigation-Modelling Financial Situations M1	Trial HSC Examination 2, T3, C2, C3, C4, M1, S2, S3	<b>Weighting %</b>
<b>Timing of Task</b>	<b>Term 4, Week 9</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 8</b>	<b>Term 3, Week 4/5</b>	
<b>Outcomes assessed</b>	MA12-6 MA12-8	MA12-1 MA12-5 MA12-6	MA12-2 MA12-4 MA12-9 MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10	
<b>Component</b>					
Understanding, fluency and communication	10	10	10	15	45
Problem solving, reasoning and justification	15	15	10	15	55
Total %	25	25	20	30	<b>100</b>



## Year 12 - Biology

Outcomes, A student:

### Skills:

**BIO 12-1** develops and evaluates questions and hypotheses for scientific investigation

**BIO 12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**BIO 12-3** conducts investigations to collect valid and reliable primary and secondary data and information

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

**BIO 12-5** analyses and evaluates primary and secondary data and information

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

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

### Knowledge and Understanding:

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

**BIO 12-13** explains natural genetic change and the use of genetic technologies to induce genetic change

**BIO 12-14** analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

**BIO 12-15** explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	DNA Models	Depth Study – Genetics	Practical Assessment – Infectious Disease	Trial HSC Examination	
Timing of Task	Term 4, Week 10	Term 1, Week 8	Term 2, Week 5	Term 3, Week 4/5	
Outcomes assessed	Skills: 12-3; 12-6 Knowledge: 12-12	Skills: 12-1; 12-4; 12-6; 12-7 Knowledge: 12-13	Skills: 12-2; 12-3; 12-5 Knowledge: 12-14	Skills: 12-6 Knowledge: 12-12; 12-13; 12-14; 12-15	
Component					
Skills in Working Scientifically	10	25	15	10	60
Knowledge and Understanding of Course Content	10	5	5	20	40
Total %	20	30	20	30	<b>100</b>

## Year 12 - Marine Studies

Outcomes, A student:

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Research Task	Proposal	Portfolio	Formal Examination	
Timing of Task	Term 1, Week 2	Term 1, Week 10	Term 2, Week 10	Term 3, Week 4/5	
Outcomes assessed	2.3, 3.3, 3.4	3.1, 4.1, 5.2	1.1, 4.2, 5.3	1.3, 2.1, 2.3	
<b>Component</b>					
Skills in course Content	15	15	15	15	60
Knowledge and understanding of Course Content	10	10	10	10	40
Total %	25	25	25	25	<b>100</b>

## Year 12 - Chemistry

Outcomes, A student:

### Skills:

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

### Knowledge and Understanding:

- CH 12-12** explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH 12-13** describes, explains and quantitatively analyses acids and bases using contemporary models
- CH 12-14** analyses the structure of, and predicts reactions involving, carbon compounds
- CH 12-15** describes and evaluates chemical systems used to design and analyse chemical processes

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	In class test – Module 5	Depth Study	Practical Assessment	Trial HSC Examination	
Timing of Task	Term 4, Week 9	Term 1, Week 9	Term 2, Week 5	Term 3, Week 4/5	
Outcomes assessed	Skills: 12-5; 12-6 Knowledge: 12-12	Skills: 12-1; 12-4; 12-5; 12-7 Knowledge: 12-13	Skills: 12-2; 12-3; 12-5 Knowledge: 12-14	Skills: 12-6 Knowledge: 12-12; 12-13; 12-14; 12-15	
<b>Component</b>					
Skills in Working Scientifically	10	25	15	10	60
Knowledge and Understanding of Course Content	10	5	5	20	40
Total %	20	30	20	30	<b>100</b>

## Year 12 – Business Studies

Outcomes, A student:

- H1** critically analyses the role of business in Australia and globally
- H2** evaluates management strategies in response to changes in internal and external influences
- H3** discusses the social and ethical responsibilities of management
- H4** analyses business functions and processes in large and global businesses
- H5** explains management strategies and their impact on businesses
- H6** evaluates the effectiveness of management in the performance of businesses
- H7** plans and conducts investigations into contemporary business issues
- H8** 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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Operations Essay or Report	Marketing Topic Test	Financial Analysis Report	HSC Trial Exam	
Timing of Task	Term 1, Week 2	Term 1, Week 10	Term 2, Week 8	Term 3, Week 4/5	
Outcomes assessed	H2, H5, H6, H8	H2, H3, H7	H5, H6, H8, H9, H10	H1, H3, H4, H9	
<b>Component</b>					
Knowledge and understanding	10	10	10	5	35
Inquiry and research	15		5		20
Stimulus-based skills		5	10	10	25
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	30	20	30	20	<b>100</b>

## Year 12 – Society and Culture

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Research Proposal PIP	Topic Test Core	Research Essay Pop.Culture	Trial Exam	
Timing of Task	<b>Term 4, Week 6</b>	<b>Term 1, Week 9</b>	<b>Term 2, Week 7</b>	<b>Term 3, Week 4/5</b>	
Outcomes assessed	H1,H6,H7,H8	H1,H5,H6, H9,H10	H3,H9,H10	H1,H2,H3,H4,H5, H6,H9,H10	
<b>Component</b>					
Knowledge and understanding of course content	5	20	15	10	50
Application and evaluation of social and cultural research methods	10	5	10	5	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	30	30	20	<b>100</b>

## Year 12 – Ancient History

Outcomes, A student:

- AH12-1** accounts for the nature of continuity and change in the ancient world
- AH12-2** proposes arguments about the varying causes and effects of events and developments
- AH12-3** evaluates the role of historical features, individuals 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
- 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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Research task and presentation	Topic test	Historical analysis	Trial Examination	
Timing of Task	<b>Term 4, Week 10</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 8</b>	<b>Term 3, Week 4/5</b>	
Outcomes assessed	AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	AH12-2, AH12-4, AH12-5, AH12-9	AH12-1, AH12-2, AH12-3, AH12-6, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	
Component					
Knowledge and understanding of course content	10	5	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	10		10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>30</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>100</b>

## Year 12 – Work Studies

Outcomes, A student:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Holiday Budget	Teamwork and Enterprise project	Is it Safe? In class test	Workplace balance task	
Timing of Task	Term 4, Week 10	Term 1, Week 6	Term 2, Week 5	Term 3, Week 1	
Outcomes assessed	4,6,7,8	5,6,7,8	1,2,7,8,9	4,6,7,9	
<b>Component</b>					
Knowledge and understanding outcomes and course content	5	5	15	5	30
Skills outcomes and course content	20	20	10	20	70
Total %	25	25	25	25	<b>100</b>

## Year 12 – Aboriginal Studies

Outcomes, A student:

- H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
- H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
- H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
- H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
- H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
- H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
- H4.2 undertakes community consultation and fieldwork and applies ethical research practices
- H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting  %
Type of Task	Aboriginality and Land Presentation	Major Project	Social Justice Report	Trial Examination	
Timing of Task	<b>Term 4, Week 10</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 6</b>	<b>Term 3, Week 4/5</b>	
Outcomes assessed	H1.3, H2.1, H2.2, H3.3, H4.1	H4.1, H4.2	H3.1, H3.2, H3.3, H4.3	H1.1, H1.2, H2.2, H3.2, H3.3	
Component					
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	15		5	<b>25</b>
Research and inquiry methods, including aspects of the Major Project	5	10	5		<b>20</b>
Communication of information, ideas and issues in appropriate forms	5	5		5	<b>15</b>
Total %	20	40	10	30	<b>100</b>



## Year 12 – History Extension

Outcomes, A student:

- HE12-1** analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
- HE12-2** plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- HE12-3** communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- HE12-4** constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Historical Process (proposal, process log, annotated sources)  History Project	Essay  History Project	Trial HSC Examination	
Timing of Task	<b>Term 1, Week 9</b>	<b>Term 3, Week 1</b>	<b>Term 3, Week 4/5</b>	
Outcomes assessed	HE12-2	HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	
<b>Component</b>				
Knowledge and understanding about significant historiographical ideas and processes	10	10	20	40
Skills in designing, understanding and communicating historical inquiry and analysis	20	30	10	60
Total %	30	40	30	<b>100</b>

## Year 12 – Sport, Lifestyle and Recreation

Outcomes, A student:

- 1.1** applies the rules and conventions that relate to participation in a range of physical activities
- 1.3** demonstrates ways to enhance safety in physical activity
- 1.6** describes how administrative procedures that support successful performance outcomes
  
- 2.1** explains the principles of skill development and training
- 2.2** analyses the fitness requirements of specific activities
- 2.4** describes how societal influences impact on the nature of sport in Australia
  
- 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
- 3.6** assesses and responds appropriately to emergency care situations
  
- 4.1** plans strategies to achieve performance goals
- 4.2** demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Type of Task</b>	Healthy Lifestyle Exercise and Nutrition Diary	Aquatics Practical Application + Progress Diary	Fitness Program + Training Journal	Individual Sports Task	
<b>Timing of Task</b>	<b>Term 4, Week 8</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 9</b>	<b>Term 3, Week 7</b>	
<b>Outcomes assessed</b>	Module 8.9 Healthy Lifestyle 1.5, 2.3, 3.5, 4.3	Module 8.1 Aquatics 1.3, 3.6, 4.4, 4.5	Module 8.5 Fitness 1.2, 2.2, 3.2, 3.3, 4.1	Modules 8.10 Individual games and sports applications 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	
<b>Component</b>					
Knowledge and understanding	10	15	10	15	50
Skills	15	10	15	10	50
Total %	25	25	25	25	<b>100</b>

## Year 12 – Personal Development, Health and Physical Education

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
- 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 and sport
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- 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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Option 1 Sports Medicine - Report	Core 2 Factors Affecting Performance – Training Analysis	Core 1 Health Priorities in Australia – Ottawa Charter Application	Trial HSC Written Examination Core 1 Core 2 Options	
Timing of Task	<b>Term 4, Week 7</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 7</b>	<b>Term 3, Week 4/5</b>	
Outcomes assessed	H8, H13, H16, H17	H7, H8, H9, H10, H11, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H1-H11, H13-H17	
<b>Component</b>					
Knowledge and understanding of course content	10	10	10	10	40
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	15	20	60
Total %	20	25	25	30	<b>100</b>

## Year 12 – Exploring Early Childhood

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 analyses issues relating to the appropriateness of a range of services for different families critically examines factors that influence the social world of young children
- 2.1** explains the importance of diversity as a positive issue for children and their families
- 2.2** analyses the role of a range of environmental factors that have an impact on the lives of young children examines strategies that promote safe environments
- 2.3** evaluates strategies that encourage positive behaviour in young children demonstrates appropriate communication skills with children and/or adults
- 2.4** interacts appropriately with children and adults from a wide range of cultural backgrounds demonstrates appropriate strategies to resolve group conflict
- 2.5** analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 3.1** demonstrates an understanding of decision making processes
- 4.1** critically examines all issues including beliefs and values that may influence interactions with others
- 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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Play and the Developing Child Research Presentation	Children's Literature Book Design and Report	Child Health and Safety Resource for Parents	Children with Special Needs Contemporary Issues Investigation	
Timing of Task	Term 4, Week 7	Term 1, Week 8	Term 2, Week 4	Term 3, Week 1	
Outcomes assessed	1.3, 2.4	1.2, 1.3, 1.4, 4.1	2.4, 2.5	1.4, 1.5, 2.3, 6.2	
<b>Component</b>					
Knowledge and understanding of course content	10	10	10	10	40
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	15	15	60
Total %	25	25	25	25	<b>100</b>

## Year 12 – Visual Arts

Outcomes, A student:

### Artmaking Outcomes

**H1** initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions

**H2** applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work

**H3** demonstrates an understanding of the frames when working independently in the making of art

**H4** selects and develops subject matter and forms in particular ways as representations in artmaking

**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

### Art Criticism and Art History Outcomes

**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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Case Study Introductions. Development of the Body of Work	Case Study Critical Essay and Development of the Body of Work	Trial HSC Examination	Resolving the Body of Work	
Timing of Task	Term 1, Week 3	Term 2, Week 9	Term 3, Week 4/5	Term 3, Week 6	
Outcomes assessed	H1, H2, H3, H4, H7, H8	H1, H2, H3, H4, H5, H6, H9, H10	H7, H8, H9, H10	H4, H5, H6	
<b>Component</b>					
Artmaking	15	15		20	50
Critical and History Study	15	15	20		50
Total %	30	30	20	20	<b>100</b>

## Year 12 – Ceramics

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

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Making sculpture & Artist case study	Making contemporary ceramics & Reflection	Individual project & in class test	
Timing of Task	Term 1 Week 3	Term 2 Week 6	Term 3 Week 7	
Outcomes assessed	M1, M2, M5, CH1, CH2	M1, M3, M4, CH4, CH3, CH5	M1, M2, M3, M4, M5, M6, CH1, CH3, CH4	
<b>Component</b>				
Making	20	20	30	70
Critical and History Study	10	10	10	30
Total %	30	30	40	<b>100</b>

## Year 12 – Visual Design

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of task	Stage Sets and Props design and case study	Product design project and design investigation	Design project proposal and written task	Individual/ Collaborative Design Project	
Timing of task	<b>Term 4 Week 8</b>	<b>Term 1 Week 11</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 6</b>	
Outcomes assessed	DM2, DM3, DM4, DM6, CH2, CH4	DM1, DM3, DM4, DM5, DM6, CH1, CH3	CH1, CH2, CH3	DM1, DM2, DM3, DM4, DM5	
<b>Component</b>					
Designing and Making	20	20		30	70
Critical and Historical Studies	10	10	10		30
Total %	30	30	10	30	<b>100</b>

## Year 12 - Drama

Outcomes, A student:

### Making

- 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

### Performing

- 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

### Critically Studying

- 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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Individual Progress Interview	Essays: 1. Australian Drama & Theatre 2. Studies in Drama & Theatre	Group Performance and Individual Project Presentation and Logbook Report	Trial HSC Examination	
Timing of Task	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 4/5	
Outcomes assessed	H1.1, H1.2, H1.3, H1.5, H2.2, H2.3	H,1.5, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H1.6, H1.7, H2.1, H2.2, H2.3	H1.1, H1.2, H.1.3, H.1.4, H1.5, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
Component					
Making	10		20	10	40
Performing			20	10	30
Critically Studying		20		10	30
Total %	10	20	40	30	<b>100</b>



## Year 12 – Music

Outcomes, A student:

- H1** performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2** reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3** improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4** articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5** critically evaluates and discusses performances and compositions
- H6** critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7** understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8** identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H9** performs as a means of self-expression and communication
- H10** demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11** demonstrates a willingness to accept and use constructive criticism

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Type of Task</b>	Presentation of Performance and Viva Voce	Composition Portfolio and Aural Analysis	Presentation or Submission: Elective Option for Topics 1, 2, 3	Trial HSC Examination Topics 1, 2, 3	
<b>Timing of Task</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 4/5	
<b>Outcomes assessed</b>	H1, H2, H4, H5, H6	H2, H4, H5, H6, H7, H8	H1–H8	H1–H8	
<b>Component</b>					
Performance	10				10
Composition		10			10
Musicology	10				10
Aural		10		15	25
Electives			30	15	45
Total %	20	20	30	30	<b>100</b>

## Year 12 – Software Engineering

Outcomes, A student:

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

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Type of Task</b>	Programming for the web	Secure software architecture	Software engineering project	Trial HSC Examination	
<b>Timing of Task</b>	<b>Term 1, Week 3</b>	<b>Term 2, Week 2</b>	<b>Term 3, Week 1</b>	<b>Term 3, Week 4/5</b>	
<b>Outcomes assessed</b>	SE-12-02 SE-12-03 SE-12-06 SE-12-07 SE-12-08	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	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	SE-12-01 SE-12-02 SE-12-03 SE-12-04 SE-12-05 SE-12-06 SE-12-07 SE-12-08	<b>Weighting</b>  %
<b>Component</b>					
Knowledge and understanding of course content	10	10	15	15	50
Knowledge and skills in the practical application of the content	10	10	15	15	50
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Year 12 - Textiles and Design

Outcomes, A student:

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Type of Task</b>	MTP Designing and Planning Oral Presentation	Current Issues in the ATCFAI Investigation	MTP Project Development and Management Report	Trial HSC Examination	
<b>Timing of Task</b>	<b>Term 4, Week 8</b>	<b>Term 1, Week 6</b>	<b>Term 2, Week 8</b>	<b>Term 3, Week 4/5</b>	
<b>Outcomes assessed</b>	H2.1, H2.3, H4.2	H5.1, H5.2	H1.1, H1.2, H2.2, H3.1, H4.2	H1.3, H3.1, H3.2, H4.1, H5.2, H6.1	
<b>Component</b>					
Knowledge and understanding of course content		20		30	50
Skills and knowledge in the design, manufacture and management of textiles projects	20		30		50
Total %	20	20	30	30	<b>100</b>



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: The Rivers Secondary College – Richmond River High Campus Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Beverage making 101	Task 5 Working 9 to 5	HSC TRIAL EXAM
		Week 10	Week 10	Week 10	Week 4/5
		Term 1	Term 3	Term 3	Term 3, 2025
<b>Code</b>	<b>Unit of Competency</b>	Date 11-04-2025	Date 26-09-2025	Date 26-09-2025	Date
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 will be calculated using the HSC Trial.**

**\* 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”.



Education

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

School Name: THE RIVERS SECONDARY COLLEGE RICHMOND RIVER

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 7the Group project	HSC TRIAL EXAM
Code	Unit of Competency	HSC Examinable Unit	Week 10 Term 4 Date	Week11 Term 1 Date	Week 10 Term 2 Date	Week 4/5 Term 3 Date
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials		X			
CPCCBL2002	Use bricklaying and blocklaying tools and equipment		X			
CPCCWF2002	Use wall and floor tiling tools and 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".



School Name:

Livestock Assessment Schedule Year 12 – 2025

Assessment Tasks for AHC20122 Certificate II in Agriculture <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>			Task 7 Weather	Task 8 Chemicals and Weeds	Task 9 Environmentally Sustainable	Task 10 Electric Fencing	Task 11 Farm Fencing	Task 12, 13 or 14	Task 12, 13 or 14	HSC Trial EXAM (Optional)
Code	Unit of Competency	HSC Examinable Unit	Week	Week	Week	Week	Week	Week	Week	Week
			Term	Term	Term	Term	Term	Term	Term	Term
			Date	Date	Date	Date	Date	Date	Date	Date
AHCWRK210	Observe and report on weather	√	X							
AHCCHM201	Apply chemicals under supervision	√		X						
AHCPMG201	Treat weeds			X						
AHCWRK211	Participate in environmentally sustainable work practices	√			X					
AHCINF205	Carry out basic electric fencing operations					X				
AHCINF206	Install, maintain and repair farm fencing						X			
AHCLSK211	Provide feed for livestock							X	X	
AHCLSK209	Monitor water supplies							X	X	
AHCLSK206	Identify and mark livestock							X	X	

Depending on the achievement of units of competency, the possible qualification outcome is a AHC20122 Certificate II in Agriculture.

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”.

# **LHC Assessment Schedules – HSC 2025**

## LHC Year 12 - Physics

### Outcomes

#### SKILLS, 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

**PH 12-5** 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

#### KNOWLEDGE AND UNDERSTANDING, A student:

**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

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	<b>Analysis Questions – Projectile Motion</b>	<b>Depth Study – Electromagnetism</b>	<b>Research Task – Nature of Light</b>	<b>Trial HSC exam</b>	
Timing	Term 4, Week 6	Term 1, Week 8	Term 2, Week 8	Term 3, Week 4-5	
Outcomes Assessed	PH12-4, PH12-6, PH12-12	PH12-1, PH12-2, PH12-3, PH12-5, PH12-6, PH12-7, PH12-13	PH12-1, PH12-2, PH12-3, PH12-4, PH12-6, PH 12-7, PH12-14	PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH 12-6, PH12-12, PH12-13, PH12-14, PH12-15	
Component	Weighting %				
Skills in working scientifically	10	20	20	10	<b>60</b>
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>



## LHC Year 12 - Industrial Technology Timber

### Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS, A student:

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

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

**H1.3** identifies important historical developments in the focus area industry

**H2.1** demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques

**H3.1** demonstrates skills in sketching, producing and interpreting drawings

**H3.2** selects and applies appropriate research and problem-solving skills

**H3.3** applies and justifies design principles through the production of a Major Project

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

**H4.2** explores the need to outsource appropriate expertise where necessary to complement personal practical skills

**H4.3** critically applies knowledge and skills related to properties and characteristics of materials/components

**H5.1** selects and uses communication and information processing skills

**H5.2** examines and applies appropriate documentation techniques to project management

**H6.1** evaluates the characteristics of quality manufactured products

**H6.2** applies the principles of quality and quality control

**H7.1** explains the impact of the focus area industry on the social and physical environment

**H7.2** analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	<b>Designing &amp; Planning Presentation</b>	<b>Product Analysis</b>	<b>Project Development &amp; Management Interview</b>	<b>Trial HSC Exam</b>	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 4	Term 3, Week 4-5	
Outcomes Assessed	H3.1, H3.2, H3.3, H5.1	H3.2, H4.3, H5.2, H6.1	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
Component					Weighting %
Knowledge and understanding of course content	5	5	10	20	<b>40</b>
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## LHC Year 12 – Mathematics Extension 2

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

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

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

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

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

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

**MEX12-6** uses mechanics to model and solve practical problems

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

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

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	In-Class Test Reference Sheet	Take-Home Assignment	In-Class Test Closed Book	Trial HSC Exam	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 4-5	
Outcomes Assessed	MEX12-1, MEX12-2, MEX12-4, MEX12-7	MEX12-3, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-5	All	
Component	Weighting %				
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	10	15	10	15	50
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	10	15	10	15	50
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## LHC Year 12 - Visual Arts

### Outcomes

#### ARTMAKING

A student:

**H1** initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions

**H2** applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work

**H3** demonstrates an understanding of the frames when working independently in the making of art

**H4** selects and develops subject matter and forms in particular ways as representations in artmaking

**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

#### ART CRITICISM AND ART HISTORY

A student:

**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

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Essay -Artists' Practice & BOW Proposal	Critical Analysis & BOW Development	Essay-Case Studies & BOW Development	Trial HSC Written Exam & BOW Final	
Timing	Term 4, Week 10	Term 1, Week 6	Term 2, Week 5	Term 3, Week 4-5	
Outcomes Assessed	H1, H2, H7	H2, H3, H9	H3, H4, H8	H5, H6, H10	
Component					Weighting %
Artmaking	10	15	10	15	50
Art criticism and art history	10	15	10	15	50
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>



## LHC - Year 12 Personal Development, Health and Physical Education

### Outcomes

KNOWLEDGE, UNDERSTANDING AND SKILLS, 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 and 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

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	<b>Topic Test &amp; Scenario</b> Management Procedures & Rehabilitation (Option 3)	<b>Media Stimulus</b> Media and Health Promotion (Core 1)	<b>Research Task</b> Design and Analysis of Athlete's Training Program (Core 2/Op 4)	<b>Trial HSC exam</b> (ALL including Option 4)	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 4-5	
Outcomes Assessed	H8, H11, H16, H17	H1, H2, H3, H4, H5, H14, H15	H8, H10, H11, H15, H17	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Component					Weighting %
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Skills in critical thinking, research, analysis and communicating	10	20	20	10	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

# LHC - Year 12 Hospitality

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

Education



NSW  
GOVERNMENT

RTO - Department of Education - 903333, 902222, 90072, 90162

School Name: The Rivers Secondary College – Lismore High Campus 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>				
Code	Unit of Competency	Week 8 Term 1 2025	Week 2 Term 3 2025	Week 4/5 Term 3 2025
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".

# **KHC Assessment Schedules – HSC 2025**

# KHC - Year 12 Entertainment

School Name: \_\_\_\_\_ Assessment Schedule Year 12 - 2025

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2 Plan a career		Task 5 Work in the industry		Task 6 To project and serve		Task 7 Showtime		HSC Trial Exam		
		Week	Term	Date	Week	Term	Date	Week	Term	Date	Week	Term
<b>Code</b>	<b>Unit of Competency</b>											
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											

\* 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.

Depending on the achievement of units of competency, the possible qualification outcome 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".



# KHC - Year 12 Business Services

Business Services  
 RTO - Department of Education - 903333, 902222, 90072, 90162  
 Qualification: BSB30120 Certificate III in Business  
 Cohort 2024 - 2025  
 Training Package BSB Business Services Training Package



School Name: \_\_\_\_\_ Assessment Schedule Year 12 – 2025

Code	Unit of Competency	Task 4 Wellbeing			Task 5 Mastering document design			Task 6 Sharing is caring			Task 7 Thinking critically			HSC TRIAL EXAM		
		Week	Term	Date	Week	Term	Date	Week	Term	Date	Week	Term	Date	Week	Term	Date
<a href="#">BSBPEF201</a>	Support personal wellbeing in the workplace			x												
<a href="#">BSBPEF301</a>	Organise personal work priorities				x											
<a href="#">BSBTEC301</a>	Design and produce business documents				x											
<a href="#">BSBSUS211</a>	Participate in sustainable work practices								x							
<a href="#">BSBTWK301</a>	Use inclusive work practices								x							
<a href="#">BSBTEC303</a>	Create electronic presentations								x							
<a href="#">BSBCRT311</a>	Apply critical thinking skills in a team environment													x		
<a href="#">BSBOPS301</a>	Maintain business resources															x

Depending on the achievement of units of competency, the possible qualification outcome is a BSB30120 Certificate III in Business.  
**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”.

## KHC - Year 12 Modern History

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING-A student:

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

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

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

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

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

#### SKILLS- A student:

**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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Nazi Germany Stimulus based Topic Test	Soviet Union Historical Analysis	Peace & Conflict Essay Response to researched question	Whole Course Trial HSC Exam	
Timing of Task	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 4/5	
Outcomes assessed	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
Component					
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10			10	<b>20</b>
Historical inquiry and research		15	5		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
Total %	20	30	20	30	<b>100</b>

## KHC - Year 12 Chemistry

Outcomes, A student:

### Skills<sub>i</sub>

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

### Knowledge and Understanding:

- CH 12-12** explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH 12-13** describes, explains and quantitatively analyses acids and bases using contemporary models
- CH 12-14** analyses the structure of, and predicts reactions involving, carbon compounds
- CH 12-15** describes and evaluates chemical systems used to design and analyse chemical processes

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	In class test – Module 5	Depth Study	Practical Assessment	Trial HSC Examination	
Timing of Task	Term 4, Week 7	Term 1, Week 9	Term 2, Week 5	Term 3, Week 4/5	
Outcomes assessed	Skills: 12-5; 12-6 Knowledge: 12-12	Skills: 12-1; 12-4; 12-5; 12-7 Knowledge: 12-13	Skills: 12-2; 12-3; 12-5 Knowledge: 12-14	Skills: 12-6 Knowledge: 12-12; 12-13; 12-14; 12-15	
<b>Component</b>					
Skills in Working Scientifically	10	25	15	10	60
Knowledge and Understanding of Course Content	10	5	5	20	40
Total %	20	30	20	30	<b>100</b>

## KHC - Year 12 Photography, Video and Digital Imaging

### Outcomes

- M1: generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2: explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3: investigates different points of view in the making of photographs and/or videos and/or digital images
- M4: generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5: develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6: takes into account issues of 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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Abstract.Surrounds. Portfolio	The.figure.in.the. landscape Portfolio	Graphic.Design. Portfolio	Become.the. Photographer.of.your. dreams.Portfolio	
Timing of Task	Term 4, Week 10	Term 1, Week 10	Term 2, Week 10	Term 3, Week 7	
Outcomes assessed	M5, M6 CH3	M1, CH1, CH2	M3, M4 CH4,	M2, CH5	
Component					
Artmaking	Photographic Portfolio	Photographic Portfolio	Photographic Portfolio	Photographic Portfolio	70%
Art Criticism and Art History	Case Study	Case Study	Case Study	Case Study	30%
Total %	30%	25%	25%	20%	100

## KHC - Year 12 Exploring Early Childhood

### Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.5 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
- 3.6 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
- 4.4 demonstrates competence and confidence in movement contexts

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Type of Task</b>	<b>Fitness</b> Hand in Assignment Fitness Program	<b>First Aid and Sports Injuries</b> In class Exam Resuscitation/First Aid Scenario	<b>Athletics</b> Hand in Task	<b>Games &amp; Sports Applications 2</b> Practical performance cumulative from the year of participation in games and sports	<b>Weighting</b>  %
<b>Timing of Task</b>	<b>Term 4, Week 7</b>	<b>Term 1, Week 5</b>	<b>Term 2, Week 8</b>	<b>Term 3, Week 3</b>	
<b>Outcomes assessed</b>	1.2 1.3 2.2 2.5 3.2 3.3	3.6	3.7	1.1 1.3 2.3 3.1 3.3 3.4 4.1 4.2 4.4	
<b>Component</b>					
<b>Knowledge &amp; Understanding</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>50</b>
<b>Skills</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>25</b>	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>15</b>	<b>45</b>	<b>100</b>

TERM 4 2024										
			WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
					Soc & Culture T1	Maths Std1 T1 Numeracy T1 PDHPE T1 EEC T1	Eng Ext2 T1 Maths Ext1 T1 SLR T1 Vis Design T1 Textiles T1	Eng Adv T1 Eng Std T1 Eng Studies T1 Maths Std2 T1 Maths Adv T1 Chemistry T1 Drama T1 Music T1	Biology T1 Anc History T1 Work Studies T1 Ab Studies T1	
TERM 1 2025										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	Week 11
	Marine Stud T1 Bus Studies T1	Vis Arts T1 Ceramics T1 Software Eng T1	Eng Ext1 T1		Maths Std1 T2 Maths Std2 T2 Work Studies T2 Textiles T2	Numeracy T2	Biology T2 SLR T2 PDHPE T2 EEC T2	Eng Adv T2 Maths Ext1 T2 Chemistry T2 Soc & Culture T2 Drama T2 Music T1 History Ext T1	Eng Std T2 Eng Studies T2 Maths Adv T2 Marine Stud T2 Bus Studies T2 Anc History T2 Ab Studies T2	Vis Design T2
TERM 2 2025										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
Eng Ext2 T2	Software Eng T2		EEC T3 Vis Design T3	Biology T3 Chemistry T3 Work Studies T3	Numeracy T3 Ab Studies T3 Ceramics T2	Maths Std2 T3 Soc & Culture T3 PDHPE T3	Bus Studies T3 Anc History T3 Textiles T3 Maths Adv T3	Eng Adv T3 Eng Std T3 Eng Studies T3 Maths Std1 T3 SLR T3 Vis Arts T2 Drama T3 Music T3	Eng Ext1 T2 Maths Ext1 T3 Marine Stud T3	
TERM 3 2025										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
Work Studies T4 History Ext T2 EEC T4 Software Eng T3	<b>Assessment Free Period</b>	<b>Assessment Free Period</b>	<b>Trial HSC Exams</b>	<b>Trial HSC Exams</b>	Eng Stud T4 Numeracy T4 Vis Arts T4 Vis Design T4	Eng Ext2 T3 SLR T4 Ceramics T3				

T1 – Task 1, T2 – Task 2, T3 – Task 3, T4 – Task 4

Note: See individual schedules for VET Courses Primary Industries, Hospitality, Construction and Entertainment for due dates of tasks.

Any schedule with a Trial HSC Examination Task will be in one of the weeks, Week 4 or Week 5, in Term 3 2025 but these are not individually listed on the overview