

# KINGSCLIFF HIGH SCHOOL



**ACHIEVEMENT THROUGH ENDEAVOUR**

## HIGHER SCHOOL CERTIFICATE 2025

### ASSESSMENT POLICY

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Information is current at time of printing. Refer to Kingscliff High School website for updated information  
<https://kingscliff-h.schools.nsw.gov.au/assessment/year-12/hsc-assessment-guidelines.html>



*Celebrating individual growth through real world, respectful and passionate learning on Bundjalung land*

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## NSW EDUCATION STANDARDS AUTHORITY REQUIREMENTS

The NSW Education Standards Authority (NESA) requires all Schools to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task in all courses
- provides a schedule of the tasks designed for the whole course

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the Higher School Certificate (HSC) course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on each student's performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission or non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to NESA
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

## KINGSLIFF HIGH SCHOOL HSC ASSESSMENT POLICY

**The HSC is a credential that must be earned. Students earn this credential by displaying diligence and sustained effort. Attendance without effort will not see the student recommended for the award of a HSC.**

Assessments are intended to measure the student's **total** achievement in a course. They will include a measure of those course objectives, which are not tested by the external examination and measure students' achievements relative to each other by the end of the HSC course in Year 12. Our school's policy emphasises that assessment is a continual process and stresses the importance of completing all aspects of a course.

### 1. Formal Assessment for the HSC

Formal assessment commences at the beginning of **Term 4, Year 11**. In the case of a student repeating Year 12, an assessment will be made based on their work in Year 12 of the repeated year only.

### 2. Assessment Policies and Schedules

Assessment Schedules for Year 12 will be completed and distributed to each student by the Deputy Principal at the start of the course. Assessment Policies to be placed on the school's website. This will ensure students are aware of their assessment requirements in each course.

### 3. Assessment Sessions

All courses of study will have two (2) Assessment Sessions.

#### **Assessment Session 1:**

Starting at the beginning of Term 4 in Year 11 up to the end of Term 1 in Year 12.

#### **Assessment Session 2:**

Starting from the Half Yearly in Year 12 up to the time of completion of courses in Year 12.

### 4. Assessment Instruments

Students will be informed that a certain task has been nominated as an **Assessment Instrument** - once this has been nominated it cannot be discarded nor can others be added.

### 5. Marking Criteria

Marking Criteria for all assessable tasks will be provided to students. Course work and Assessment Tasks will be graded against syllabus outcomes, norm referenced or on a standards reference basis. Using such assessment strategies removes the concept of pass and fail.

A variety of teaching modes and assessment strategies will be used depending upon specific faculty requirements. Team teaching across a course is common to some subjects.

### 6. Submission of Tasks

Assessment tasks must be submitted on the day noted on the Assessment Schedule at the beginning of the timetabled period for that subject, unless otherwise notified by the teacher. Tasks are most often scheduled for submission on the day the course has a period one lesson.

Non practical Assessment Tasks must be submitted at the start of the lesson on the day noted on the Assessment Schedule. **If the task is submitted after the start of the lesson, but before the end of the lesson, without a verifiable reason the task will be discounted by 20% of the total available marks. Tasks that are handed in later in the day will be considered late and a mark of zero will be applied.**

Tasks of practical nature will be conducted and submitted during Period 1.

If the due date is not one that has a Period 1 class, your teacher will inform you of submission requirements.

## 7. Non Completion or Non Submission of Assessment Tasks

In all cases where a candidate fails to complete or submit an Assessment Task or submits an Assessment Task after the due date (see point 6 above), **ZERO MARKS** will be recorded for that task. Where an incomplete Task is submitted, marks will only be awarded for the work or parts submitted or presented by the due date or dates.

If a student has not submitted a Task by the due date because of illness, a medical certificate for the absence is required. **The medical certificate and the Task must be presented on the student's next day of attendance.** The medical certificate must be presented to the Deputy Principal and the task to your teacher. Otherwise, **ZERO MARKS** will be recorded for that Task.

If a student is unable to submit a Task on the due date as a result of school sporting, cultural or other school related commitments, the student must notify the relevant Head Teacher and Deputy Principal as early as possible **BEFORE** the due date. An alternate date or arrangement will be negotiated between the Deputy Principal, the Head Teacher and student so as not to disadvantage either the student or other candidates in the course. Otherwise, **ZERO MARKS** will be recorded for that Task.

## 8. Attendance

Students are required to attend all timetabled classes and they cannot excuse themselves to go elsewhere to meet other requirements in other subjects without the approval of the timetabled teacher.

## 9. Attendance and Assessment Tasks

**Students must attend all classes the day prior to as well as the day of any assessment task.** This will ensure students have similar preparation times prior to tasks and are attending classes.

Students who do not meet the preceding requirements must supply either a **medical certificate** or another independently **verifiable, genuine and acceptable reason** for the absence to the Deputy Principal, supported by a letter from a parent. **If there is no acceptable reason provided to the school, the task will be discounted by 20% of the total available marks.** Appeals to the Principal are available to students. A register of defaulters will be kept.

Students who truant class, for any reason, prior to the submission of any assessment task, will be regarded as gaining an unfair advantage in preparation time. Consequently, **the task will be discounted by 20% of the total available marks.** Appeals to the Principal are available to students.

## 10. Examination Attendance

The Trial HSC Examinations are compulsory Assessment Tasks. HSC students must seriously attempt the Trial HSC Examinations at the times nominated in the Assessment Schedule and school Examination Timetables.

Formal examinations for individual students or classes will not be rescheduled unless the Deputy Principal has granted special permission. This permission in nearly every case will need to be sought prior to the exam. This will be based upon documentation supplied to the Deputy Principal at least one week before the examination. Please note that a student's part-time or casual employment, vacation or participation in non-school activities will not warrant rescheduling of an examination.

If students are not feeling well they should do the examination and report the illness to the exam supervisor. They must also then report their illness to the Deputy Principal. A medical certificate should also be supplied as soon as possible after the exam and attached to an Illness / Misadventure form. If a student is unable to sit the examination due to illness, they should make phone contact to the school prior to the examination and provide a medical certificate to the Deputy Principal no later than the day after the expiry date of the certificate.

Excuses such as misreading of the exam timetable, attending family holidays or non-school events will result in **ZERO** being awarded for the examination missed. No rescheduling of an examination or an estimate will be given for such excuses. An estimate will only be given in cases of extreme or genuine misadventure that prevents examination attendance. Applications will be viewed on a case by case basis. Wherever possible the student will complete the examination or similar at a later date.

**NOTE:** This policy is in line with the **NESA policy** for the conduct of HSC examinations.

#### 11. Appealing an assessment Grade/Mark

Students wishing to appeal a grade/mark for any assessment may do so by submitting, in writing, a request for a review of that mark stating the reasons for the appeal. This must be completed and lodged with the Head Teacher of the appropriate faculty within two school days of the tasks return. Head Teachers will appoint an impartial person to review the mark.

**It is important to note that the review process can affirm the original mark, award a higher mark or award a lower mark.**

Any subsequent appeals must be lodged, in writing, with the Principal within two school days of the completion of the initial appeal process.

#### 12. Estimates

Only in exceptional circumstances will estimates be awarded. For example, where the completion of a substitute task is not feasible, is unreasonable or where the missed task is difficult to duplicate, the Deputy Principal, in consultation with the Principal may authorise the use of an estimate based on other appropriate evidence. Estimates will be finalised at the completion of the course and based upon the student's performance in either similar activities during the course or performance in the entire course.

Please note that a student's part-time or casual employment or vacation will not warrant the issuing of an estimate.

The Principal's determination in any such case will be final.

#### 13. Malpractice and Non Serious Attempts

Students caught engaging in malpractice or making a non serious attempt of any sort in an Examination or Assessment Task will be awarded **ZERO MARKS** for that Examination or Task. Engaging in a malpractice or making a non serious attempt constitutes unsatisfactory completion of the task. This is consistent with NESA practice.

All confirmed instances of malpractice are required to be reported to NESA.

**Definition of Malpractice:** Malpractice is defined as presenting work as entirely your own when it is not or gaining support from outside sources when inappropriate. Activities such as copying information from past or present students, taking notes or diagrams etc. into examinations, having a mobile phone on your person or using a mobile phone during examinations are only some examples of malpractice. Note this is not a definitive list of examples. The Principal will determine whether a student has engaged in malpractice based upon supporting evidence.

**Non Serious Attempts:** Non serious attempts for an assessment task refers to the work students attempt and present. The HSC Rules and Procedures require students to attempt a range of questions throughout the examination paper. Attempting multiple-choice questions is not sufficient. In addition, frivolous or objectionable material is unacceptable and will be considered a non serious attempt.

#### 14. Satisfactory Completion of a Course

Where a candidate has been given zero marks because of failure to satisfactorily complete Assessment Tasks totalling **50%** or more of the final course Assessment Mark, **the Principal must certify that the course has not been studied satisfactorily.**

Candidates are expected to satisfactorily complete all coursework. Where a candidate fails to satisfactorily complete at least **85%** of course-work **the Principal may certify that the course has not been studied satisfactorily.** This has strong implications for attendance, homework and working with diligence in class.

#### 15. Warnings of Not Satisfying Requirements

Where it is likely that a candidate may not be certified due to not satisfying course requirements, early warning, in writing, must be given so that the candidate and parents are aware of the potential consequences. In the event of a student not satisfying course requirements a warning letter will be issued by the Teacher / Head Teacher for that course. **Students must satisfactorily complete all course work and assessment tasks to satisfy the requirements of any course.** Warning letters may be redeemed within the period of time specified on the warning letter; however the student will still receive zero marks. If the warning is **not** redeemed, parents will be formally notified.

Should a second warning occur for a second task or course work, a second warning letter will be issued.

**Please note: Students who have two unredeemed warnings will be deemed to have failed to satisfactorily complete the course** and NESA will be notified of the 'N' Determination. This will most likely mean the student will fail to receive a HSC

#### 16. Satisfactory Completion for the Award of a HSC

Candidates must satisfy requirements in ten or more units to be eligible for the award of an HSC. Students who do not study a course satisfactorily, will not have an Assessment Mark or an Examination Mark reported for the course in which assessment requirements have not been met. If the student has not met the requirements in 10 units then the student will not be eligible for the award of a HSC, unless he or she is pursuing a "pathways" option where satisfactory completion of 10 units may be accumulated over a number of years. The HSC Manual details all the requirements for the presentation of courses and units of study.

In circumstances where the candidate has failed to study a course/s satisfactorily under this provision, the Principal must:

- submit an Assessment mark incorporating the marks for those tasks completed and a zero for each task not completed.
- complete a Withholding of Certification for Unsatisfactory Completion of Year 12 form, and forward it at the time of submission of Assessments (See the HSC Manual) and,
- advise the candidate of the submission and of the candidate's right to appeal to NESA

#### **17. Conduct for assessment purposes**

Conduct will not be taken into account as part of the school assessment, nor will such measures as interest and attitude; however students are expected to comply with the school's rules regarding conduct and behaviour. Students will not be allowed to behave in a manner that impedes the learning of others. Poor attendance may become a factor, where it can be shown that progress towards achieving course outcomes has been significantly affected.

#### **18. Students will not be told their actual assessment ranking**

Students will be informed of their order of merit within each course after the last HSC examination.

#### **19. Reviews/Appeals**

- Students may apply for a review at the school level if their position in the school's order of merit differs significantly from expectations they may have from feedback on their performance on Assessment Tasks.
- The School Review Committee will consist of the Principal/Deputy Principal and the Head Teacher or Subject Coordinator of the subject in which the review is being made.
- The Committee will meet after the last examination (second half of November) to examine all relevant material and check for clerical or computational errors; also to check that the assessments were made according to the stated school schedules and NESA's requirements.
- Full and detailed reasons must be given by all pupils seeking a review.
- The privacy of other students must be respected.
- A record of reviews must be kept and forwarded to NESA
- There will be provision for a student to seek a further appeal to NESA if the conduct of the earlier school review did not comply with NESA's requirements.



## 20. Assessment Task Certification Form

For any task requiring outside work or research the student will be required to fill in an assessment task certification form.

<p><b>Assessment Task Certification Form</b></p> <p>Subject: _____ Task Name: _____</p> <p>Student Name: _____</p> <p>Student declaration: I declare that the planning, development, content and presentation of this task is my own work and has not been copied from any other person's work. I understand that a false declaration may jeopardise my HSC.</p> <p>Signature of student: _____</p>
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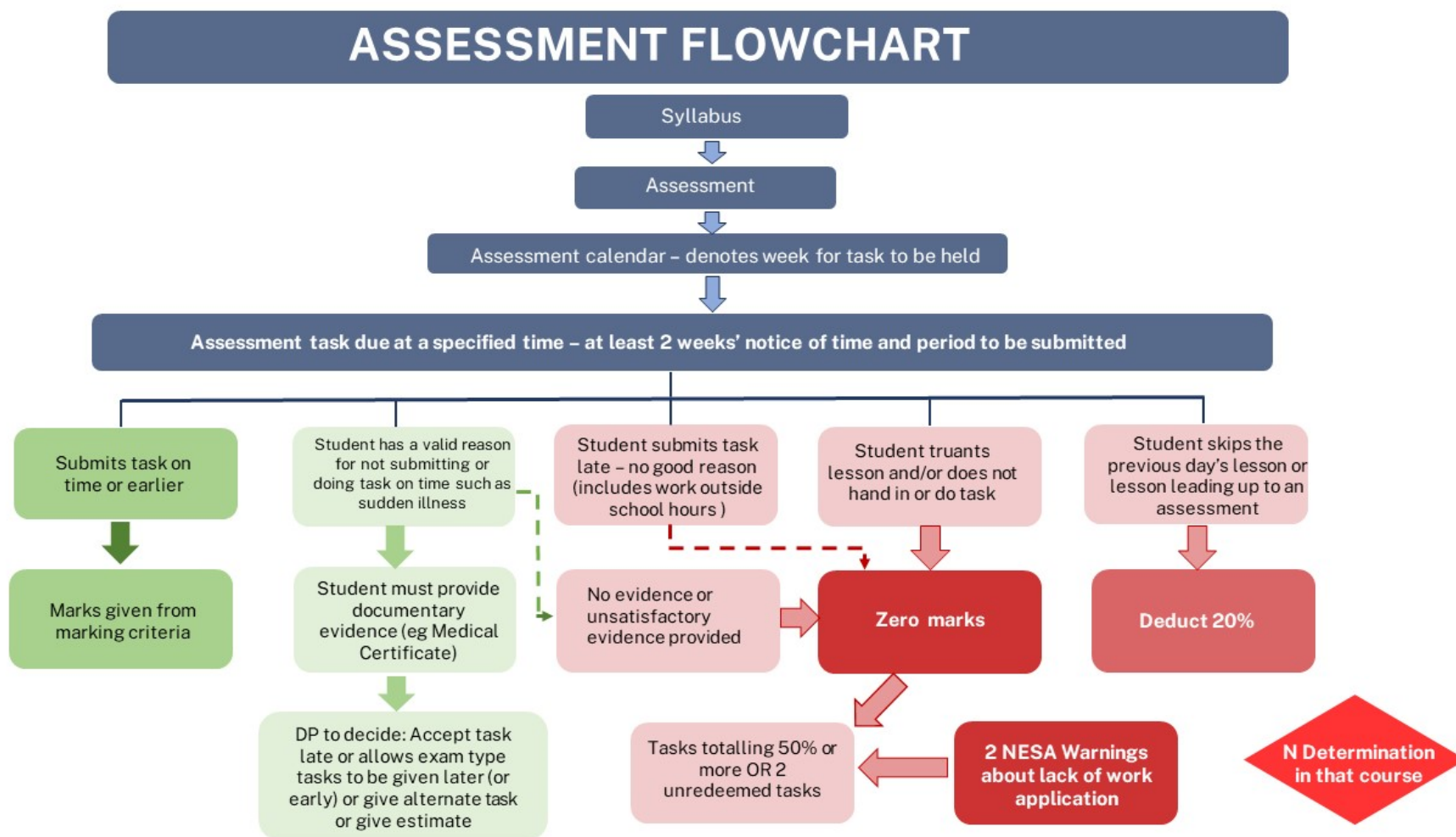
## 21. Determination of the 'Top Ten'

Student's final school HSC assessment marks and ranks for each course will be used to determine the top ten each year. This data will be entered into an ATAR estimator to generate the final list of students.

## 22. Summary

- Students need a minimum of 10 Units of satisfactory study to gain a HSC (HSC).
- Students must have good attendance, participate in all classes, complete all course work and assignments
- **If you do not attempt all class work and homework you may not gain a HSC**
- **If you do not attempt all Assessment Tasks you may not gain a HSC**
- Any written warnings sent by the school are done so on behalf of NESA.

## ASSESSMENT FLOWCHART



## Aboriginal Studies

### Introduction

The syllabus specifies four areas to be covered in the assessment program. The syllabus components and their weightings are as follows:

Social Justice and Human Rights Issues	20%
Heritage and Identity	20%
Research and Inquiry methods	20%
Knowledge and Skills	40%
	<b>100%</b>

### HSC Course Assessment Grid

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
	Due Date	Session 1	Session 1	Session 2	Session 2
	Task Type	Written Task Term 4, Week 10	Major Project Term 1, Week 10	Extended Response Term 2, Week 10	Trial HSC Examination
Social Justice and Human Rights Issues	20	5	10		5
Heritage and Identity	20		10	5	5
Research and Inquiry methods	20	5	10	5	
Knowledge and Skills	40	5	10	5	20
<b>Total</b>	<b>100</b>	<b>15</b>	<b>40</b>	<b>15</b>	<b>30</b>
Outcomes		H1.2 H1.1 H1.3 H3.2 H4.1	H4.1 H4.2 H4.3 H4.4	H1.2 H2.1 H3.3 H4.1	H1.1 H2.2 H3.1 H4.5

## Ancient History

### Introduction

The syllabus specifies four areas to be covered in the assessment program. The syllabus components and their weightings are as follows:

Knowledge and understanding course content	40%
Historical skills in the analysis and evaluation of sources and interpretations	20%
Historical inquiry and research	20%
Communication of historical understanding in appropriate forms	20%
	<b>100%</b>

### HSC Course Assessment Grid

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
	Due Date	Term 4 Week 7	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 3 and 4
	Task Type	Research based source analysis: Pompeii and Herculaneum	Open book assessment: Sparta	Historical analysis	Trial HSC Examination
Knowledge and understanding of course content	40	10	5	5	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	5	5
Historical inquiry and research	20	5	5	10	
Communication of historical understanding in appropriate forms	20	5	5	5	5
<b>Total</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
Outcomes		AH12.5, AH12.6, AH12.8, AH12.9, AH12.10	AH12.2, AH12.3, AH12.4, AH12.6, AH12.9	AH12.1, AH12.4, AH12.6, AH12.7, AH12.8, AH12.9	AH12.1, 1H12.3, 1H12.5, AH12.6, AH12.10

# Biology

## Introduction

The Year 12 course consists of Working Scientifically Skills and 120 hours of core content. 15 hours must be allocated to depth studies within the 120 indicative course hours.

The course includes the following modules:

- Module 5 – Heredity
- Module 6 – Genetic Change
- Module 7 – Infectious Disease
- Module 8 – Non-infectious Disease and Disorders

## HSC Requirement Specific to this Subject

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential component of the Year 12 course. Students will complete no less than 35 indicative hours of practical investigations, including time allocated to practical investigations in depth studies.

## Year 12 Course Assessment Grid

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Depth Study	Modules' Test	Working Scientifically	Yearly (HSC Trial) Examination
Timing		Term 4 Week 9	Term 1 Week 10/5s	Term 3 Week 9	Term 3 Weeks 3, 4, 5
Syllabus Document Outcomes		BIO11/12-1 to BIO11/12-7, BIO12-12	BIO11/12-4 to BIO11/12-6, BIO12-12, BIO12-13	BIO11/12-1 to BIO11/12-7, BIO12-12	BIO11/12-1 to BIO11/12-7, BIO12-12 to BIO12-15
Knowledge & Understanding	40	5	10	5	20
Skills in Working Scientifically	60	25	0	20	15
TOTAL	100	30	10	25	35

## Business Studies

### Introduction

The syllabus specifies four areas to be covered in the assessment program. The syllabus components and their weightings are as follows:

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

### HSC Course Assessment Grid

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Report</b> Operations	<b>Multimedia presentation</b> Marketing	<b>In Class Test</b> Finance	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4 Week 8	Term 1 Week 5	Term 2 Week 8	Term 3 Week 3	
<b>Outcomes assessed</b>	H1, H2, H5, H7	H3, H5, H6, H7, H8, H9	H4, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H9, H10	
<b>Components</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	10	5	10	15	40
Stimulus based skills		10	5	5	20
Inquiry and research skills	10	10			20
Communication of business information, ideas and issues in appropriate forms		5	5	10	20
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Chemistry

## Introduction

The Year 12 course consists of Working Scientifically Skills and 120 hours of core content. 15 hours must be allocated to depth studies within the 120 indicative course hours.

The course includes the following modules:

- Module 5 – Equilibrium and Acid Reactions
- Module 6 – Acid / Base Reactions
- Module 7 – Organic Chemistry
- Module 8 – Applying Chemical Ideas

## HSC Requirement Specific to this Subject

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential component of the Year 12 course. Students will complete no less than 35 indicative hours of practical investigations, including time allocated to practical investigations in depth studies.

## Year 12 Course Assessment Grid

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Depth Study	Modules Test	Practical Test	Yearly (HSC Trial) Examination
Timing		Term 1 Week 6	Term 1 Week 10	Term 3 Weeks 3, 4, 5	Term 3 Weeks 3, 4, 5
Syllabus Document Outcomes		CH11/12-1 to CH11/12-7, CH12-13	CH11/12-1 to CH11/12-7, CH12-13, CH12-14	CH11/12-1 to CH11/12-7, CH12-13 to CH12-16	CH11/12-1 to CH11/12-7, CH12-13 to CH12-16
Knowledge & Understanding	40	5	10	5	20
Skills in Working Scientifically	60	25	0	20	15
TOTAL	100	30	10	25	35

## Community and Family Studies

### Introduction

The HSC course consists of three core modules representing 75 percent of course time. An options component representing 25 percent of course time includes three modules of which students are to study only one.

Core Modules	Weighting
Research Methodology	25%
Groups in context	25%
Parenting and Caring	25%
<b>Optional Module</b>	
Social Impact of Technology	25%
<b>Total</b>	<b>100%</b>

Components	Weightings
Knowledge and understanding of course content	40
Skills in critical thinking, research methodology, analysing and communicating	60
<b>Total</b>	<b>100</b>

### HSC Course Assessment Grid

Syllabus Components	Syllabus Weighting %	Task 1	Task 2	Task 3	Task 4
	Due Date	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3
	Task Type	Independent Research Project - Essay	Groups in Context Task	Parenting and Caring – Visual Representation	Trial HSC Examination
Knowledge and understanding of course content	40		10	10	20
Skills in critical thinking, research methodology, analysing and communicating	60	20	15	15	10
	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
Outcomes		H4.1, H4.2	H3.3, H5.1	H1.1, H3.2	H1.1 - H6.2



## Dance 2 Unit

### Introduction

Assessment Components	Weightings
Core Performance	20%
Core Composition	20%
Core Appreciation	20%
Major Study	40%
<b>TOTAL</b>	<b>100%</b>

### HSC Requirement Specific to this Subject

The major study can be a depth study of Performance, Composition or Appreciation.

### HSC Course Assessment Grid

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Nature of Tasks</b>	<b>Presentation of Core Performance</b>  Performance of Solo dance followed by a discussion referencing phrases and sequences from Core Performance in regards to Safe Dance Practice and critical analysis and evaluation of performance quality.	<b>Presentation of Core Composition</b>  Performance of Core Composition Dance, Process diary with formal rationale, critical analysis of the elements and processes of dance Composition using dance terminology. Core Appreciation critical analysis of one prescribed work. In class essay	<b>Submission / Performance of Draft Major Study Work in Progress</b>  Submission / Performance of Major Study Elective, elaboration interview and process diary including evidence of research.	<b>Trial HSC Examination</b>  Presentation of Core Performance Dance with formal interview. Presentation of Core Composition with formal interview. Major Study Submission / Performance with formal interview. Core Appreciation with two extended response questions, prescribed artists and their works.	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 10	Term 3 (Trial exam period)	
<b>Components</b>	H1.1, H2.1, H2.2 & H4.4	H1.2, H3.1, H2.2 & H4.4	H1.1, H1.2, H2.1, H2.2 & H4.5*	H4.1, H4.2, H4.4, H1.1, H2.1, H2.2, H4.4, H1.2, H3.1 & H3.2*	
Performance	15			5	<b>20</b>
Composition		15		5	<b>20</b>
Appreciation		10		10	<b>20</b>
Major Study			20	20	<b>40</b>
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>40</b>	<b>100</b>

\*Teachers will select the appropriate outcomes based on the Major Study option selected by each student.

# Drama

## Introduction

The syllabus specifies the areas of assessment and the weighting to apply in each area. They are:

- 1 Making 40%
- 2 Performing 30%
- 3 Critically Studying 30%
- Total 100%**

### Year 12 Drama 2025 - Key Dates/Important Deadlines include:

#### **Term 2**

Week 10 – Work-In-Progress Group Performance at public CAPA Drama Night

#### **Term 3**

Week 2 – Group Performance Trial Exam

Week 5 - Trial HSC Theory

Week 6 – Individual Project Submission to NESAs

## HSC Requirement Specific to this Subject

The course mandates a Group Performance and an Individual Project, which may necessitate rehearsal times outside normal school hours. These components will be examined for the HSC in mid Term 3.

### HSC Course Assessment Grid

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Syllabus Components</b>	<b>Performance Essay: Studies in Drama and Theatre, Selected Topic</b>  Presentation of performance essay based on workshops related to current Studies in Drama and Theatre topic	<b>Individual Project: Submission/Performance of Work In Progress</b>  Presentation of work(s) in progress, log book including preliminary drafts and research	<b>Group Performance Work in Progress</b> Presentation of Group Performance under development, log book with critical analysis of role and character, development of effective performance skills and use of theatrical elements to engage an audience	<b>Trial HSC Examination</b>  Written Examination  Presentation of Group Performance demonstrating ongoing refinement, formal interview and logbook with reflection statement	
	Term 4 Week 10	Term 1 Week 8	Term 2 Week 8	Term 3 Week 2	
	H1.1, H1.3, H1.5, H1.7 H3.1, H3.2 H3.3	Performance: H1.2, H1.3, H1.5 Project: H2.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H1.6 H2.1, H2.2, H2.3	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
<b>Making</b>	10	10	10	10	<b>40</b>
<b>Performing</b>			20	10	<b>30</b>
<b>Critically Studying</b>	10	10		10	<b>30</b>
	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

Progress of the development of the Individual and Group Projects will occur on a continuous basis. This will be done by negotiation between the teacher and the student. This will also include compulsory, non-assessable submissions of log books and project proposals. A general timeline will be provided to all students to assist their planning of Individual and Group Projects. Official NESAs warnings will be issued for unsatisfactory progress towards completion of major projects.

# Earth and Environmental Science

## Introduction

The Year 12 course consists of Working Scientifically Skills and 120 hours of core content. 15 hours must be allocated to depth studies within the 120 indicative course hours.

The course includes the following modules:

- Module 5 – Earth's Processes
- Module 6 – Hazards
- Module 7 – Climate Science
- Module 8 – Resource Management

## HSC Requirement Specific to this Subject

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential component of the Year 12 course. Students will complete no less than 35 indicative hours of practical investigations, including time allocated to practical investigations in depth studies. One fieldwork exercise must be included in the Year 12 course.

## Year 12 Course Assessment Grid

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Depth Study	Modules Test	Working Scientifically	Yearly (HSC Trial) Examination
Timing		Term 4 Week 9	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 3 - 5
Syllabus Document Outcomes		EES11/12-1, EES11/12-4, EES11/12-5 EES11/12-7, EES 12-14	EES11/12-1 to EES11/12-7 EES12-12, EES12-14	EES11/12-1 to EES11/12-7, EES12-13	EES11/12-1 to EES11/12-7, EES12-12 to EES12-15
Knowledge & Understanding	40	5	5	10	20
Skills in Working Scientifically	60	25	5	20	10
TOTAL	100	30	10	30	30



# Economics

## Introduction

This course provides students with opportunities to learn about the challenges and issues in a contemporary Australian economic context. Students develop their analytical, problem solving and communication skills to make informed judgements about economic issues.

The Economics course consists of the following topics:

- The Global Economy – Features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management
- Economic Policies and Management – the range of policies to manage the economy

## HSC Course Assessment Grid

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Case Study</b> The Global Economy	<b>Media Report</b> Australia's Place in the Global Economy	<b>Research Task</b> Economic Issues	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 5	
<b>Outcomes assessed</b>	H1, H2, H3, H4, H5	H6, H7, H8, H9, H10	H7, H9, H10, H11, H12	H1, H2, H5, H6, H7	
<b>Components</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	5	10	10	15	40
Stimulus based skills	10	5		5	20
Inquiry and research skills	5	10	5		20
Communication of economic information, ideas and issues in appropriate forms		5	5	10	20
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

# English Studies

## Introduction

<b>Study in this course requires the completion of:</b>	<b>Weighting</b>
HSC Common Module: Texts and Human Experiences	20%
Three modules	80%
Total	100%

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
Nature of Task	Common Module: Texts and Human Experiences  Short answer and extended response	Module A: We Are Australians  Written Response	Module B: On the Road  Promotional Marketing Portfolio	Module C: The Big Screen  Multimodal presentation (coursework, in lieu of Trial Examination)	
Date	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 3	
Outcomes Assessed	ES12-1, ES12-3, ES12-5	ES12-1, ES12-3, ES12-7	ES12-2, ES12-4, ES12-9, ES12-10	ES12-2, ES12-6, ES12-8	
Components					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	15	10	50
<b>TOTAL %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

# English Standard

## Introduction

<b>Study in this course requires the completion of:</b>	<b>Weighting</b>
HSC Common Module: Texts and Human Experiences	30%
ONE elective chosen from EACH of two course modules	55%
Module C: The Craft of Writing	15%
<b>Total</b>	<b>100%</b>

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
Nature of Task	Common Module: Texts and Human Experiences Essay and Short Answer Responses (20%)	Module A: Language, Identity and Culture Critical Response (25%)	Module B: Close Study of Literature Multimodal Presentation (25%)	Trial HSC Examination Paper 1- Texts and Human Experiences (10%) Paper 2- Modules (20%)	
Date	Term 4 Week 9	Term 1 Week 7	Term 2 Week 4	Term 3 Weeks 3 and 4	
Outcomes Assessed	EN12-1, EN12-3, EN12-5	EN12-5, EN12-7, EN12-8	EN12-2, EN12-4, EN12-6	EN12-1, EN12-3, EN12-7, EN12-9	
Components					<b>Weighting %</b>
Knowledge and understanding of course content	10	15	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	10	20	50
<b>TOTAL %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## English Advanced

### Introduction

Study in this course requires the completion of:	Weighting
HSC Common Module: Texts and Human Experiences	30%
ONE elective chosen from EACH of two course modules	50%
Module C: The Craft of Writing	20%
Total	100%

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Common Module: Texts and Human Experiences Essay and Short Answer Responses (20%)	Module A: Textual Conversations and Module C: Craft of Writing (35%)	Module B: Critical Study of Literature Multimodal Presentation (20%)	Trial HSC Examination Paper 1- Texts and Human Experiences (10%) Paper 2- Modules (15%)	
Date	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 3 and 4	
Outcomes Assessed	EA12-1, EA12-3, EA12-5	EA12-4, EA12-6, EA12-8 EA12-9	EA12-2, EA12-3, EA12-7	EA12-1, EA12-3, EA12-7, EA12-8	
Components					<b>Weighting %</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	10	20	10	20	50
<b>TOTAL %</b>	<b>20</b>	<b>35</b>	<b>20</b>	<b>25</b>	<b>100</b>



# Food Technology

## Introduction

The HSC course consists of four Core Stands.

### Core Strands:

- A. The Australian Food Industry
- B. Food Manufacture
- C. Food Product Development
- D. Contemporary Nutrition Issues

## HSC Requirement Specific to this Subject

In order to meet the course requirements, students must **learn about** food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the **learn to** section of each strand. Therefore this course attracts a subject contribution payable by all students.

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Nutrition Investigation	Case Study	Food product Development	Trial HSC Examination	
Timing	Term 4, Week 7 Practical task Term 4, Week 8 Research	Term 1, Week 6 Report case study	Term 2, Week 8 Prototype Practical Term 2, Week 9 folio due	Term 3	
Outcomes assessed	H2.1, 3.2, 5.1	H1.1, 1.2, 1.4, 3.1	H1.3, 4.1	H1.1, 1.2, 1.3, 2.1, 3.1, 4.2	
Component					Weighting %
Knowledge and understanding of course content	5	5		30	40
Knowledge and skills in designing, researching, analysing and evaluation	10	10	10		30
Skills in experimenting with and preparing food by applying theoretical concepts	10		20		30
<b>Total %</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>30</b>	<b>100</b>

# Geography

## Introduction

The syllabus specifies four areas to be covered in the assessment program. The syllabus components and their weightings are as follows:

	<b>Weighting</b>
Knowledge and understanding of course content	40%
Geographical tools and skills	20%
Geographical inquiry and research, including fieldwork	20%
Communication of geographical information, ideas and issues in appropriate forms	20%
<b>Total</b>	<b>100%</b>

## HSC Course Assessment Grid

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of Task</b>	<b>Research Task</b> Ecosystems at risk	<b>Research and Essay</b> Urban places	<b>People and Economic Activity</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	Term 3 Week 4	
<b>Outcomes Assessed</b>	H1, H2, H5, H8, H10	H1, H3, H6, H7, H8, H9, H10		H4, H5, H10, H11, H12, H13	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Geographical tools and skills	5	5	5	10	<b>25</b>
Geographical inquiry and research, including fieldwork	5	5	5		<b>15</b>
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

# Industrial Technology – Metal & Engineering Technologies

## Introduction

The HSC course consists of four sections:

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

## HSC Requirement Specific to this Subject

The HSC course consists of the development of a Major Project and Industry Study. External Assessment consists of a written examination (40%) and a Major Project and Folio (60%). The Industry Study is assessed as part of the internal (school) assessment schedule.

## HSC Course Assessment Grid

Component	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3	Syllabus Weightings
Task:	Project Folio and Planning	Industry Study (11 week term)	Major Project Progress Mark	Trial HSC Examination	
Timing:	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3 and 4	
Outcomes:	H 3.1, 3.2, 5.1, 5.2, 6.	H1.1, 1.2, 1.3, 3.2, 4.1, 5.1, 7.1, 7.2	H2.1, 3.1, 3.2, 3.3, 4.2, 4.3, 5.1, 6.1, 6.2	H1.1, 1.2, 1.3, 3.1, 7.1, 7.2	
Knowledge and understanding of the: organisation and management; and manufacturing processes and techniques used by, the focus area industry.		15		25	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating; and the safe use of manufacturing processes and techniques through the design and production of a quality major project	15		40	5	60
<b>Marks</b>	15	15	40	30	100

Progress of the development of the major project will occur on a continuous basis. This will be done by negotiation between the teacher and the student. A general timeline will be provided to all students to assist their planning of major projects. Official NESA warnings will be issued for unsatisfactory progress towards completion of major projects.

## Industrial Technology – Multimedia Technologies

### Introduction

The HSC course consists of four sections:

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

### HSC Requirement Specific to this Subject

The HSC course consists of the development of a Major Project and Industry Study. External Assessment consists of a written examination (40%) and a Major Project and Folio (60%). The Industry Study is assessed as part of the internal (school) assessment schedule.

### HSC Course Assessment Grid

Component	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3	Syllabus Weightings
Task:	Project Folio and Planning	Industry Study (11 week term)	Major Project Progress Mark	Trial HSC Examination	
Timing:	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3 and 4	
Outcomes:	H 3.1, 3.2, 5.1, 5.2, 6.	H1.1, 1.2, 1.3, 3.2, 4.1, 5.1, 7.1, 7.2	H2.1, 3.1, 3.2, 3.3, 4.2, 4.3, 5.1, 6.1, 6.2	H1.1, 1.2, 1.3, 3.1, 7.1, 7.2	
Knowledge and understanding of the: organisation and management; and manufacturing processes and techniques used by, the focus area industry.		15		25	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating; and the safe use of manufacturing processes and techniques through the design and production of a quality major project	15		40	5	60
<b>Marks</b>	15	15	40	30	100

Progress of the development of the major project will occur on a continuous basis. This will be done by negotiation between the teacher and the student. A general timeline will be provided to all students to assist their planning of major projects. Official NESA warnings will be issued for unsatisfactory progress towards completion of major projects.

## Industrial Technology – Timber and Furniture Technologies

### Introduction

The HSC course consists of four sections:

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

### HSC Requirement Specific to this Subject

The HSC course consists of the development of a Major Project and Industry Study. External Assessment consists of a written examination (40%) and a Major Project and Folio (60%). The Industry Study is assessed as part of the internal (school) assessment schedule.

### HSC Course Assessment Grid

Component	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3	Syllabus Weightings
Task:	Project Folio and Planning	Industry Study (11 week term)	Major Project Progress Mark	Trial HSC Examination	
Timing:	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3 and 4	
Outcomes:	H 3.1, 3.2, 5.1, 5.2, 6.	H1.1, 1.2, 1.3, 3.2, 4.1, 5.1, 7.1, 7.2	H2.1, 3.1, 3.2, 3.3, 4.2, 4.3, 5.1, 6.1, 6.2	H1.1, 1.2, 1.3, 3.1, 7.1, 7.2	
Knowledge and understanding of the: organisation and management; and manufacturing processes and techniques used by, the focus area industry.		15		25	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating; and the safe use of manufacturing processes and techniques through the design and production of a quality major project	15		40	5	60
<b>Marks</b>	15	15	40	30	100

Progress of the development of the major project will occur on a continuous basis. This will be done by negotiation between the teacher and the student. A general timeline will be provided to all students to assist their planning of major projects. Official NESA warnings will be issued for unsatisfactory progress towards completion of major projects.

## Legal Studies

### Introduction

The syllabus specifies these areas to be covered in the assessment program.

Component	Weighting
Knowledge and understanding of course content	40%
Analysis and evaluation	20%
Inquiry and research	20%
Communication of legal information, ideas and issues in appropriate forms	20%
<b>Total</b>	<b>100%</b>

### HSC Course Assessment Grid

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Case Study Crime	Crime/Human Rights	Research Task Family/World Order	Trial Exam	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3	
Outcomes Assessed	H1, H2, H3, H4	H5, H6, H7	H6, H7, H8, H9, H10	H2, H3, H9, H10	
Components					Weighting %
Knowledge and understanding of course content		15	5	10	<b>40</b>
Analysis and evaluation	10		5	10	<b>20</b>
Inquiry and research	10		5	10	<b>20</b>
Communication of legal information, ideas and issues in appropriate forms		5	5	10	<b>20</b>
<b>Total%</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

# Mathematics Standard 1

## Introduction

This is a non-ATAR course designed for students who wish to develop basic mathematical knowledge and skills.

Students in this course have the option of doing a HSC Exam. If that is the case then the student(s) will need to sit a Trial HSC for Task 4. Students not intending to sit the HSC Exam will be assessed through assignment work based on practical learning experiences.

## HSC Requirement Specific to this Subject

Task weightings:	Understanding, fluency, communication	50%
	Problem solving, reasoning, justification	50%
	<b>Total</b>	<b>100%</b>

## HSC Course Assessment Grid

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Assignment Topic</b> <i>Measurement</i>	<b>Assignment/ investigation Topics</b> Finance	<b>Assignment Topic</b> <i>Statistics</i>	<b>HSC Trial Examination</b> <i>All topics</i> OR <b>Assignment Topic</b> Scale Drawing	
	Term 4 Week 10	Term 1 Week 10	Term 2 Week 8	Term 3 Week 1	
	<b>Outcomes assessed</b> MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	<b>Outcomes assessed</b> MS1-12-1 MS1-12-5 MS1-12-6 MS1-12-10	<b>Outcomes assessed</b> MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	<b>Outcomes assessed</b> MS1-12-1 to MS1-12-10	
Understanding, Fluency and Communicating	12	10	13	15	50
Problem Solving, Reasoning and Justification	13	10	12	15	50
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Mathematics Standard 2

### Introduction

Students in this course will be provided with a Reference Sheet of formulas based on the NESA provided HSC Reference Sheet for Mathematics Standard.

### HSC Requirement Specific to this Subject

Task weightings:	Understanding, fluency, communication	50%
	Problem solving, reasoning, justification	50%
	<b>Total</b>	<b>100%</b>

### HSC Course Assessment Grid

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test Topics <i>Measurement</i>	Topic Test Topics <i>Networks / Finance</i>	Assignment/ Investigation Task <i>Data &amp; Statistics</i>	HSC Trial Examination Topics All topics	
	Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 3	
	<b>Outcomes assessed</b> MS2-12-3 MS2-12-4 MS2-12-10	<b>Outcomes assessed</b> MS2-12-5 MS2-12-8 MS2-12-10	<b>Outcomes assessed</b> MS2-12-2 MS2-12-7 MS2-12-9	<b>Outcomes assessed</b> MS2-12-1 to MS2-12-10	
Understanding, Fluency and Communicating	12	10	13	15	50
Problem Solving, Reasoning and Justification	13	10	12	15	50
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>



## Mathematics Advanced

### Introduction

Students in this course will be provided with a Reference Sheet of formulas based on the NESA provided HSC Reference Sheet for Advanced and Extension Mathematics.

### HSC Requirement Specific to this Subject

Task weightings:	Understanding, fluency, communication	50%
	Problem solving, reasoning, justification	50%
	<b>Total</b>	<b>100%</b>

### HSC Course Assessment Grid

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test Topics <i>Graphing/Series</i>	Assignment/ investigation Topics <i>Calculus</i>	Topic Test Topics <i>Functions and Calculus</i>	HSC Trial Examination Topics <i>All topics</i>	
	Term 4 Week 10	Term 1 Week 10	Term 2 Week 8	Term 3 Week 3	
	<b>Outcomes assessed</b> MA12-1 MA12-4 MA12-10	<b>Outcomes assessed</b> MA12-3 MA12-6 MA12-7 MA12-9	<b>Outcomes assessed</b> MA12-1 MA12-3 MA12-6 MA12-7	<b>Outcomes assessed</b> MA12-1 to MA12-10	
Understanding, Fluency and Communicating	12	10	13	15	50
Problem Solving, Reasoning and Justification	13	10	12	15	50
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Mathematics Extension 1

## Introduction

Students in this course are required to be studying Mathematics Advanced concurrently.

Students in this course will be provided with a Reference Sheet of formulas based on the NESA provided HSC Reference Sheet for Advanced and Extension Mathematics.

## HSC Requirement Specific to this Subject

Task weightings:	Understanding, fluency, communication	50%
	Problem solving, reasoning, justification	50%
	<b>Total</b>	<b>100%</b>

## HSC Course Assessment Grid

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Topic Test Topics</b> <i>Induction/proof</i>	<b>Assignment/ Investigation Topics</b> Vectors	<b>Topic Test Topics</b> <i>Extension Calculus</i>	<b>HSC Trial Examination Topics</b> All Topics	
	Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3	
	<b>Outcomes assessed</b> ME12-1 ME12-7	<b>Outcomes assessed</b> ME12-2 ME12-6	<b>Outcomes assessed</b> ME12-3 ME12-4	<b>Outcomes assessed</b> ME12-1 to ME12-7	
Understanding, Fluency and Communicating	12	10	13	15	50
Problem Solving, Reasoning and Justification	13	10	12	15	50
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Mathematics Extension 2

### Introduction

Students in this course are required to be studying Mathematics Advanced and Extension 1 Mathematics concurrently.

Students in this course will be provided with a Reference Sheet of formulas based on the NESA provided HSC Reference Sheet for Advanced and Extension Mathematics.

### HSC Requirement Specific to this Subject

Task weightings:	Understanding, fluency, communication	50%
	Problem solving, reasoning, justification	50%
	<b>Total</b>	<b>100%</b>

### HSC Course Assessment Grid

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test Topics Complex Numbers	Topic Test Topics <i>Proof / Integration</i>	Assignment/ Investigation Topics Vectors	HSC Trial Examination Topics All topics	
	Term 4 Week 10	Term 1 Week 10	Term 2 Week 8	Term 3 Week 3	
	<b>Outcomes assessed</b> MEX12-1 MEX12-4	<b>Outcomes assessed</b> MEX12-2 MEX12-5 MEX12-8	<b>Outcomes assessed</b> MEX12-3 MEX12-7	<b>Outcomes assessed</b> MEX12-1 to MEX12-8	
Understanding, Fluency and Communicating	12	13	10	15	50
Problem Solving, Reasoning and Justification	13	12	10	15	50
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Modern History

### Introduction

The syllabus specifies four areas to be covered in the assessment program and the weighting to be provided to each. The syllabus components and their weightings are as follows:

	Weighting
Knowledge and understanding of course content	40%
Analysis and evaluation	20%
Historical inquiry and research	20%
Communication of historical understanding in appropriate forms	20%
<b>Total</b>	<b>100%</b>

### HSC Course Assessment Grid

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Source Analysis	In class extended response	Research and Historical Inquiry	Trial Examination	
	Core: Power and Authority in the Modern World	National Study Option F: Russia and the Soviet Union 1917-1941	Change in the Modern World Option F: Apartheid in South Africa 1960-1994	Peace and Conflict Option D: The Cold War 1945-1991, Apartheid in South Africa, Power and Authority, Russia and the Soviet Union	
	Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3	
<b>Outcomes Assessed</b>	MH 12-1, MH 12-3, MH 12-5, MH 12-6, MH 12-7, MH 12-9	MH 12-2, MH 12-3, MH 12-4, MH 12-5, MH 12-7, MH 12-9	MH 12-1, MH 12-3, MH 12-4, MH 12-5, MH 12-7, MH 12-8, MH 12-9	MH 12-1, MH 12-2, MH 12-3, MH 12-4, MH 12-6, MH 12-7, MH 12-9	
Knowledge and understanding of course content	10	10		20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	15		5		<b>20</b>
Historical inquiry and research			20		<b>20</b>
Communication of historical understanding in appropriate forms		10		10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Music 1

## HSC Requirement Specific to this Subject

During HSC course students will be required to study three topics from the syllabus list. One of these topics may be a preliminary course topic, which is studied to a greater depth of understanding, exploring new repertoire and including a comparative study. Topics study involves research, analysis, class and individual discussion.

## HSC Course Assessment Grid

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>An instrument and Its Repertoire</b>  Compose and record a piece and submit aural analysis of the piece with reference to the concepts of music	<b>Music of the 20th and 21st C</b>  Presentation of TWO electives: performance and/or composition portfolio and/or musicology outline and viva voce	<b>Popular Music</b>  Presentation of core performance and musicology task	<b>Trial HSC Examination</b>  Aural Skills Examination and Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3	
	Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 3-5	
	<b>Outcomes assessed</b> H3, H5, H7, H8, H10	<b>Outcomes assessed</b> H1, H2, H4, H5, H6, H11	<b>Outcomes assessed</b> H1–8*	<b>Outcomes assessed</b> H1–8*	
Performance			10		10
Composition	10				10
Musicology			10		10
Aural	10			15	25
Electives		30		15	45
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

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

## Personal Development, Health and Physical Education

Assessment components	Weightings
Knowledge and understanding of course content	40
Skills in critical thinking, research, analysis and communicating	60

### HSC Course Assessment Grid 2024/2025

Syllabus Components	Weightings (%)		Task 1	Task 2	Task 3	Task 4
		Task Type	Core 1 – Investigation	Core 2 – Case Study	Option 4 - Investigation	Trial HSC
		Due	Wk 8, Term 4 Friday 6/12/24 11PEH2 P2 Haddon 11PEH1 P3 Rowles	Wk 9, Term 1	Wk 7, Term 2	Wk 3 – 5 Term 3
Syllabus Document Outcomes			H1, H2, H3, H16	H8, H9, H10, H11	H7, H8, H9	H1-5, H7-11, H13-17
Knowledge and understanding of course content	40		10	10	10	10
Skills in critical thinking, research, analysis and communicating	60		15	15	10	20
<b>Total</b>	<b>100</b>		<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>

### PDHPE HSC Scope and Sequence 2024/2025

Weeks	Term 4	Term 1	Term 2	Term 3
1	Core 1	XXXXXXXXXXXXXXXX	Option 4: Imp Perf	Option 3 Sp Med
2	Core 1	Core 2	Option 4: Imp Perf	Option 3 Sp Med
3	Core 1	Core 2	Option 4: Imp Perf	<b>Trial HSC</b>
4	Core 1	Core 2	Option 4: Imp Perf	<b>Trial HSC</b>
5	Core 1	Core 2	Option 4: Imp Perf	<b>Trial HSC</b>
6	Core 1	Core 2	Option 4: Imp Perf	Option 3 Sp Med
7	Core 1	Core 2	Option 4: Imp Perf <b>Option 4 Asses task</b>	Option 3 Sp Med
8	Core 1 <b>Core 1 Assess task</b>	Core 2	Option 3 Sp Med	Revision
9	Core 1	Core 2 <b>Core 2 Asses task</b>	Option 3 Sp Med	Revision
10	Core 1	Core 2	Option 3 Sp Med	Revision
11	XXXXXXXXXXXXXXXX	Core 2	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX

# Physics

## Introduction

The Year 12 course consists of Working Scientifically Skills and 120 hours of core content. 15 hours must be allocated to depth studies within the 120 indicative course hours.

The course includes the following modules:

- Module 5 – Advanced Mechanics
- Module 6 – Electromagnetism
- Module 7 – The Nature of Light
- Module 8 – From the Universe to the Atom

## HSC Requirement Specific to this Subject

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential component of the Year 12 course. Students will complete no less than 35 indicative hours of practical investigations, including time allocated to practical investigations in depth studies.

## Year 12 Course Assessment Grid

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Depth Study	Modules Test	Practical Test	Yearly (HSC Trial) Examination
Timing		Term 4 Week 9	Term 1 Week 10	Term 3 Weeks 3, 4, 5	Term 3 Weeks 3, 4, 5
Syllabus Document Outcomes		PH11/12-1 to PH11/12-7, PH12-13	PH12-12, PH/12-13	PH11/12-1 to PH11/12-7, PH12-12 to PH12-15	PH11/12-1 to PH11/12-7, PH12-12 to PH12-15
Knowledge & Understanding	40	5	10	5	20
Skills in Working Scientifically	60	25	0	20	15
TOTAL	100	30	10	25	35

## Society and Culture

### Introduction

The syllabus specifies areas to be covered in the assessment program. The areas and their weightings are as follows:

Knowledge and understanding of course content	50%
Application and evaluation of social and cultural research methodologies	30%
Communication of information, ideas and issues in appropriate forms	20%
<b>Total</b>	<b>100%</b>

### HSC Course Assessment Grid

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
	Due Date	Term 4, Week 10	Session 1 Term 1, Week 10	Session 2 Term 2, Week 10	Session 2
	Task Type	Depth Study 1 Response	Core Response	Depth Study 2 Response	Trial HSC Examination
Knowledge and understanding of course content	50	15	15		20
Application and evaluation of social and cultural research methodologies	30	5	5	15	5
Communication of information, ideas and issues in appropriate forms	20	5	5	10	
<b>Total</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
Outcomes		H2, 3, 4, 5, 6, 7, 8, 10	H2, 3, 4, 5, 6, 7, 8, 10	H1-11 inclusive	H1-11 inclusive

Society and Culture students must each undertake, on an individual basis, a Personal Interest Project (PIP) worth 40% of the HSC examination mark.

The PIP is externally marked and requires students to apply appropriate social and cultural research methodologies to investigate a topic related to the course. The completed project will be a substantial piece of research containing a number of components.

Development of the PIP should commence from the beginning of the HSC year, (that is Term 4). Students will be required to submit various components throughout the year; a schedule of these various components will be distributed in Term 1, 2025.



## Sport, Lifestyle and Recreation Studies

### Introduction

The syllabus specifies 5 out of 15 optional modules will be developed in response to student needs and interests.

### HSC Requirement Specific to this Subject

Selection of activities in this course will be based upon the availability of venues and resources and weather conditions. Flexibility will be exercised when appropriate.

This course does not count towards an ATAR score.

### HSC Course Assessment Grid – HSC 2024/2025

Syllabus Components	Syllabus Weightings	TASK 1	TASK 2	TASK 3
		Ongoing prac A: Term 1 Week 9	Recess sports competition	Resistance training Theory and program
		Ongoing prac B Term 3 Week 2	Term 1 Week 9	Term 2 Week 10
		Ongoing practical participation	Plan and conduct a recess sports competition at KHS	Plan, implement and monitor an ongoing RT program for self
		1.1, 1.3, 3.1, 4.4	1.1, 1.3, 4.2, 4.5	1.3, 2.3, 3.2
Games and Sports Applications 1&2	60%	60%		
Individual Games and Sports Applications				
Resistance Training	25%			25%
Sports Administration	15%		15%	
Total	100%	60%	15%	25%

## Studies of Religion 2 Unit

### Introduction

The syllabus specifies four areas to be covered in the assessment program. The syllabus components and their weightings are as follows:

Knowledge and understanding of course content	40%
Sourced based skills	20%
Inquiry and research skills	20%
Communication of information, ideas and issues in appropriate forms	20%
<b>Total</b>	<b>100%</b>

### HSC Course Assessment Grid

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3 Religion and Peace	Task 4
	Due Date	Session 1	Session 1	Session 2	Session 2
	Task Type	Religious tradition 1	Religious Tradition 2	Religion and Peace	Trial HSC Examination
Knowledge and understanding of course content	40	10	10	10	10
Source based skills	20		5	5	10
Inquiry and research skills	20	5	5	5	5
Communication	20	5	5	5	5
<b>Total</b>		<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
Outcomes		H 4, 5, 6, 7, 8, 9	H 1, 2, 3, 4, 5, 6	H 4, 5, 6, 7, 8, 9	H 1, 2, 3, 4, 5, 6, 8

## Textiles and Design

### Introduction

The HSC course consists of four Core Modules:

- Design
- Properties and Performance of Textiles
- Australian Textile, Clothing, Footwear and Allied Industries
- Major Textiles Project

### HSC Requirement Specific to this Subject

Students will undertake a Major Textiles Project worth 50% of the HSC mark.

### HSC Course Assessment Grid

Task Number	Task 1	Task 2	Task 3	
	Project Proposal presentation	Properties and Performance Investigation	Trial HSC Examination	
Timing	Term 4 Week 6	Term 1 Week 9	Term 3	
Outcomes assessed	H2.1, H2.3, H4.2	H3.1, H4.1	H1.3, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1	
Component				Weighting %
Knowledge and understanding of course content	20	20	10	50
Skills and knowledge in the design, manufacture and management of a major textiles project	20	20	10	50
<b>Total %</b>	<b>40</b>	<b>40</b>	<b>20</b>	100

Progress of the development of the major project will occur on a continuous basis. This will be done by negotiation between the teacher and the student. A general timeline will be provided to all students to assist their planning of major projects. Official NESA warnings will be issued for unsatisfactory progress towards completion of major projects.

## Visual Arts

### Introduction

The syllabus specifies two areas of assessment and weighting:

1. Unit 1 – Artmaking	50%
2. Unit 2 – Art Criticism History	50%
<b>Total</b>	<b>100%</b>

### HSC Requirement Specific to this Subject

Unit 1 – Art Making – Students must:

- Keep a Visual Arts Diary
- Produce a “Body of Work”

Unit 2 – Art Criticism History – Students must:

- Complete 5 Case Studies

### HSC Course Assessment Grid

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Components</b>	<b>PowerPoint Presentation of Development of BOW and Independent Artist Research</b>  VAPD documenting initial artmaking, experimentation and investigation. Analysis of artmaking practice through the frames, research and comparative analysis of student practice and selected artist practice.	<b>Written Research Task / In Class Essay BOW Progress</b>  Investigation of the relationship(s) between artists and art world practices, including annotated research and initial writing drafts.	<b>Resolving the Body of Work</b>  Submission of artworks under development, VAPD documenting, experimentation, written reflections including explanation of intention and the links between material and conceptual practice.	<b>Trial HSC Examination</b>  Art Criticism and Art History Written Examination.	
	Term 4 Week 8 Presentations in class in Week 9	Term 1 Week 7	Term 2 Week 8	Term 3 Trial exam period	
<b>Components</b>	H1, H3 & H4	H7 & H8	H1, H2, H4 & H6	H1, H2, H4, H5, H6, H7, H8, H9 & H10	
Artmaking	15	10	25		<b>50</b>
Art Criticism and Art History	10	15		25	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

Assessment of the progress and development of the diary will occur on a continual basis

## Visual Design/Ceramics/Photography, Video & Digital Imaging (CEC)

### Content

Students are to select 3-4 modules out of the possible 15 or so optional modules of study within the course they've chosen and their area of interest. Each module includes reference to concepts associated with interpreting the world, developing subject matter, the exploration of different techniques suited to the field, and different points of view as represented in the frames. These aspects of content can further focus inquiries in making, and in critical and historical studies and should be considered in selected modules.

### Assessment and reporting

There is no internal or external examination (delivered by NESA) for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses. All Content Endorsed Courses count towards the HSC and appear on the student's Record of Achievement. However, Content Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

### Exclusions

Any works developed in full or part for the Visual Design / Ceramics / Photography, Video & Digital Imaging (CEC) course cannot be used for assessment in Visual Arts.

Syllabus Components	Task 1	Task 2	Task 3	Task 4
<b>Syllabus Outcomes</b>	<b>Module 1</b> <ul style="list-style-type: none"> <li>Submission of portfolio of work &amp; completed products.</li> <li>Accompanying Process Diary Slide Presentation.</li> <li>Evidence of material and conceptual experimentation, relevant techniques and documentation of progress</li> <li>Investigation of relevant designer's practice using the Frames.</li> <li>Mandatory Work, Health and Safety</li> </ul>	<b>Module 2</b> <ul style="list-style-type: none"> <li>Submission of portfolio of work &amp; completed products.</li> <li>Accompanying Process Diary Slide Presentation.</li> <li>Evidence of material and conceptual experimentation, relevant techniques and documentation of progress</li> <li>Investigation of relevant designer's practice using the Frames.</li> <li>Mandatory Work, Health and Safety</li> </ul>	<b>Module 3</b> <ul style="list-style-type: none"> <li>Submission of portfolio of work &amp; completed products.</li> <li>Accompanying Process Diary Slide Presentation.</li> <li>Evidence of material and conceptual experimentation, relevant techniques and documentation of progress</li> <li>Investigation of relevant designer's practice using the Frames.</li> <li>Mandatory Work, Health and Safety</li> </ul>	<b>Individual or Collaborative Project</b> <ul style="list-style-type: none"> <li>Submission of portfolio of work &amp; completed products.</li> <li>Accompanying Process Diary Slide Presentation.</li> <li>Evidence of material and conceptual experimentation, relevant techniques and documentation of progress</li> <li>Investigation of relevant designer's practice using the Frames.</li> <li>Mandatory Work, Health and Safety</li> </ul>
<b>Timing</b>	Term 4, Week 10	Term 1, Week 9	Term 2, Week 10	Term 3, Week 7
<b>Outcomes Assessed</b>	M1 M2 M3 M4 M5 M6 CH1 CH2 CH3 CH4 CH5	M1 M2 M3 M4 M5 M6 CH1 CH2 CH3 CH4 CH5	M1 M2 M3 M4 M5 M6 CH1 CH2 CH3 CH4 CH5	M1 M2 M3 M4 M5 M6 CH1 CH2 CH3 CH4 CH5
<b>Components: Weighting %</b>				
<b>Portfolio of Work</b>	20	20	20	20
<b>Documentation of Process, Research and Health &amp; Safety considerations.</b>	5	5	5	5
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

## **Vocational Education Assessment Requirements**

Kingscliff High School offers the following vocational education framework course:

- Primary Industries

The HSC Examination in the above courses that have been studied for two years is optional. Students will nominate during the HSC year to undertake the optional examination. The exam will be a written examination.

Framework courses are competency-based courses. NESA and the Vocational Education and Training Accreditation Board require that a competency-based approach to assessment is used.

In a competency based course a participant's performance used judged against a prescribed standard, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant's judged either competent or not yet competent. This judgment is made on the basis of evidence, which may be in a variety of forms.

## A Glossary of Key Words for HSC Courses

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications.
<b>Apply</b>	Use, utilise or employ in a particular situation
<b>Appreciate</b>	Make a judgment about the value of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, (analyse/evaluate) questioning and quality to (analysis/evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgment based on criteria; determine the value of
<b>Examine</b>	Inquire into

<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole



## Assessment Task Certification Form

For any task requiring outside work or research the student will be required to fill in an assessment task certification form.

### Assessment Task Certification Form

Subject: \_\_\_\_\_ Task Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student declaration: I declare that the planning, development, content and presentation of this task is my own work and has not been copied from any other person's work. I understand that a false declaration may jeopardise my HSC.

Signature of student: \_\_\_\_\_

### Assessment Task Certification Form

Subject: \_\_\_\_\_ Task Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student declaration: I declare that the planning, development, content and presentation of this task is my own work and has not been copied from any other person's work. I understand that a false declaration may jeopardise my HSC.

Signature of student: \_\_\_\_\_

### Assessment Task Certification Form

Subject: \_\_\_\_\_ Task Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student declaration: I declare that the planning, development, content and presentation of this task is my own work and has not been copied from any other person's work. I understand that a false declaration may jeopardise my HSC.

Signature of student: \_\_\_\_\_

## Stage 6 Support Program

### Kingscliff High School Stage 6 Student Support Program

