



**FAIRFIELD HIGH SCHOOL**

Creativity Excellence Success

# Year 12 Assessment Handbook

## 2024 - 2025

Assessment Subject Schedules  
Assessment Policy and Procedures  
Student Agreement Contract  
Assessment Forms  
Assessment Calendars



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# Principal's Message

On behalf of everyone at Fairfield High School, I congratulate all Year 12 students who have successfully completed their Year 11 studies in 2024, thus beginning their next chapter as we draw closer to the 2025 Higher School Certificate.

Upon completion of your Year 11 studies, you will now be acutely aware of the very high academic workload that senior school studies bring. Many students are reaping the rewards of the hard work and commitment you have applied to your studies thus far, and all students should be engaging in critical reflection of their learning to identify specific opportunities for improvement. I encourage all students to embrace the advice your teachers have given you in your report comments and initiate further conversations with your teachers on the precise areas of development you should focus on in your next steps on the journey to the HSC.

It is pertinent for me to remind students that you must apply yourself diligently at all times in each of your courses and classes. This includes completing all assessment tasks in accordance with the NSW Education Standards Authority (NESA), as well as meeting school requirements. Submission of tasks must meet deadlines set, and to achieve this you will need to be highly organised in the way you manage your time.

You are reminded that assessment tasks are worth 50% of your final HSC mark, and this will obviously provide you with the opportunity to gain marks before the HSC examination by working consistently and with sustained effort.

It is important that all students, parents and carers, become familiar with this handbook, as a working knowledge of the HSC rules and expectations will support success in the HSC. Like all aspects in life, the better you know how things function, the better you will be able to achieve in that environment. Should you require any clarification on the contents of this handbook, please feel free to contact me, Ms Clarke as the Deputy Principal of Year 12, or Ms Hayes as the Head Teacher Secondary Studies.

I wish each student every success in their studies in the upcoming year.

Yours sincerely,

Ms Natalie Isakov  
Relieving Principal





# Year 12 HSC Information

## PREAMBLE

The purpose of this, *Year 12 HSC Assessment Handbook 2025 HSC* is to communicate the policies, procedures and rules in relation to internal and external assessment in Stage 6 Higher School Certificate at Fairfield High School. It seeks to provide contextual clarification of the rules and procedures specified by the NSW Education Standards Authority (hereby referred to as NESA). This Handbook also contains the assessment schedule for all Year 12 HSC courses at Fairfield High School.

At the commencement of the Year 12 HSC courses, students will be provided with a hardcopy of this Handbook and the *NESA HSC Rules and Procedures*. This and any updated versions are accessible on the school's [website](#), along with the forms referred to in the Handbook.

Students need to ensure that they have read and understood the requirements and procedures outlined in this handbook so that they are aware of their responsibilities and those of the school with regard to HSC assessment. This handbook can also assist students to effectively plan ahead and take responsibility for managing their own learning in 2024-2025.

## THE HSC

The HSC is the highest educational credential in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Year 11 and 12 at secondary school. To be eligible, students must meet both the Preliminary and HSC course and pattern of study requirements, complete the state-wide HSC examinations, and demonstrate the HSC Minimum Standard in Reading, Writing and Numeracy. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications and vocational training or employment. If students do not meet all requirements of the HSC, they may be eligible for a Record of School Achievement (ROSA).

Further information about the HSC can also be found accessing:

- [NSW Education Standards Authority \(NESA\)](#)
- [NSW Curriculum NESA ACE Rules](#)
- Their [NESA Students Online](#) account

## HSC RECORD OF ACHIEVEMENT

HSC results are available in the [NESA Students Online](#) and sent to students by email and SMS in December. Students can also download and print their full credentials from Students Online in December. Hard copies of the testamur (certificate) are sent in the mail in January the following year.

The first page of the Record of Achievement will list your results in each HSC course you completed. For Board Developed Courses with an external HSC exam, these results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding.

If you are not eligible for an HSC and are leaving school, you may still receive a Record of School Achievement (hereby referred to as RoSA). Your RoSA will show your results in all Year 10, 11 and 12 courses that you completed. If you are not eligible for a RoSA, you will receive a Transcript of Study listing your results.





# SECTION 1: HSC INFORMATION ELIGIBILITY AND REQUIREMENTS

## STARTING THE HSC

At Fairfield High School, the commencement of Year 12 HSC course delivery will commence in Term 4 Week 3 2024.

As per [NESA ACE Rule 4.2](#) the principal may allow a student who has received a 'N' determination in a Preliminary course to proceed to the HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirements.

## HSC ELIGIBILITY

The rules and requirements for HSC eligibility are governed by NESA and are published in [NSW Curriculum NESA ACE Rules](#). To be eligible for the HSC credential at Fairfield High School, students must

- have completed Year 10, 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 examinations

In addition to this, students completing a Vocational Education and Training (VET) course must also complete mandatory work placement, which equates to approximately 70 hours in total (35 hours in Year 11 and 35 hours in Year 12) to meet VET course requirements as part of HSC Eligibility.

## PATTERN OF STUDY

To qualify for the HSC credential, a student must satisfactorily complete:

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

Both patterns of study must include:

- 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

It is noted that students:

- can study a maximum of 6 units of Preliminary Science courses, and 7 units of HSC Science courses.
- entered in Mathematics Extension 2, both Mathematics Extension 1 and Mathematics Extension 2 are counted as 2-unit courses.





## SATISFACTORY COMPLETION OF AN HSC COURSE

As per [NESA ACE Rule 4](#) a student will be considered to have satisfactorily completed a HSC course if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Students studying an HSC course must:

- make a genuine attempt to complete the course requirement;
- make a genuine attempt at assessment tasks that contribute more than 50 percent of the available marks for courses where school-based assessment marks are submitted;
- must fulfil the course completion criteria;
- sit for and make a genuine attempt at the examination for courses that include a requisite examination;
- complete mandatory work placement hours for VET Industry Framework courses
- where relevant (if wishing to obtain an ATAR), complete HSC examination for courses with optional exams

Failure to satisfy these completion requirements may result in the student being issued a Non-Completion Determination for a course which may in turn impact eligibility for the HSC credential.

## VET COURSE COMPLETION REQUIREMENTS

Students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria, which, according to [NESA ACE Rule 14](#), are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- mandatory work placement requirements
- the HSC content and associated units of competency in Industry Curriculum Frameworks
- competency-based assessment requirements.

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.

## PERFORMANCE BANDS

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The [performance bands](#) and descriptions give meaning to the HSC mark. For a 2-unit course, Band 6 indicates the highest level of performance, and the minimum standard expected is 50:

- Band 6 = 90 – 100 marks
- Band 5 = 80 – 89 marks
- Band 4 = 70 – 79 marks
- Band 3 = 60 – 69 marks
- Band 2 = 50 – 59 marks
- Band 1 = 0 – 49 marks

For a 1-unit course, the bands are E4 (highest level of performance) to E1.

## HSC MINIMUM STANDARDS

Students need to demonstrate a minimum standard of literacy and numeracy to receive the HSC. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have the level of skills necessary for success after school.

Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. Students will need to achieve a Level 3 or Level 4 prior to completing Year 12 in order to receive the HSC credential. For support with attempting the Minimum Standard tests and to obtain results, students can liaise with the Head Teacher Teaching and Learning.

Some students will be eligible for disability provisions for the Minimum Standards tests, or an exemption from the HSC Minimum Standard requirement.

If students do not obtain the Minimum Standards during their time at Fairfield High School, students do have up to five years to obtain the Minimum Standards through external providers. Students are to complete an application form through NESA 21 days prior to when they wish to complete the tests once they have left Fairfield High School.

## DISABILITY PROVISIONS

Disability provisions in the HSC are approved by NESA and are practical arrangements designed to help students who have a permanent or temporary learning, medical, vision and / or hearing disability with practical support in the Higher School Certificate examinations.

Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.

To apply for provisions, schools must submit an online application to NESA through Schools Online. Parents need to contact the Head Welfare to commence the application process. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through Schools Online and the school will communicate this decision to the student.

Students and parents/caregivers are strongly advised to consult [NSW Government NESA HSC disability provisions guide for teachers and parents](#) and or speak to Fairfield High School's Learning Support Team.

## STAGE 6 LIFE SKILLS

Stage 6 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.

As per [NESA ACE Rule 11.2](#) the Principal makes the decision about accessing Stage 6 Life Skills courses:

- based on the needs of the individual student, for each course, and
- via [collaborative curriculum planning](#) and
- involving the individual student (where appropriate), their parents/carers, and their teachers.

Stage 6 Life Skills courses are not appropriate options for students:

- who do not have an intellectual disability or an imputed intellectual disability
- experiencing significant unexpected and/or chronic health issues
- performing below their cohort
- who could access outcomes and content with appropriate adjustments and support
- with emotional and/or behavioural needs.

It is important to note that 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.

Questions about Stage 6 Life Skills options are to be directed to the Head Teacher Welfare and/or Deputy Principal Inclusion and Support.

## REQUIREMENTS OF AN ATAR

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's rank against all other students in their state. The ATAR is not a mark, nor is it a summary of the HSC. Rather it is a ranking system used by the University Admission Centre (UAC) to allocate university placements to students in university courses.

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

- 8 units from Category A courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subjects.

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units, which can include no more than 2 units of Category B courses.

The calculation of an ATAR is optional. HSC students will need to indicate whether they wish to have their ATAR calculated via their NESA Confirmation of Entry.

Students and parents are encouraged to visit the UAC website (<https://www.uac.edu.au/>) for additional information on the ATAR

# NESA STUDENTS ONLINE

[NESA Students Online](#) provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and how the HSC works. Year 10, 11 and 12 students in NSW are eligible for a Students Online account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account.

When students complete HSC Minimum Standard Testing, their results are accessible through their NESA Students Online account.

RoSA and HSC results are also available to students via their NESA Students Online account. Students can download and print their full credentials from Students Online in December. Go to <https://studentsonline.nesa.nsw.edu.au/>

For support with accessing NESA Students Online, students can liaise with the Head Teacher Secondary Studies. Fairfield High School is responsible for maintaining the accurate data entry for student course enrolment. Once students have accessed NESA Students Online, they are responsible for maintaining all personal details e.g. phone numbers, residential address and email address.

The screenshot shows the NESA Students Online website. At the top, it says "A NSW Government website" and features the NSW Government logo. The main header reads "Students Online - for NSW students in Years 10 to 12" and "NSW Education Standards Authority". A navigation menu includes "Home", "My account", "Help", "Contact us", and "About". The main content area has a large heading "Welcome to Students Online" and a sub-heading "Students Online is your source for information about your study from Year 10 to the HSC." Below this is a section titled "What you need to know" with a sub-section for "2024 HSC students". This section contains a list of bullet points: "Assessment ranks will be available after the final HSC examination for 4 weeks.", "HSC results release - 18 December 2024. For your ATAR, please visit the [University Admissions Centre \(UAC\)](#).", "Check your name:", "Your name shown in Students Online is what you see on your certificates. To change your name, speak to your school as soon as possible.", "Check and update contact details from 25 January to 11 December 2024:", "your personal email address you have easy access to", "your mobile number", and "Check and update your postal address to receive your HSC Testamur." On the right side of the page, there is a "Login" section with input fields for "Student Number:" and "PIN:", a checkbox for "I'm not a robot", a CAPTCHA widget, a "Login" button, and an "Activate account" button. The text "OR" is positioned between the "Login" and "Activate account" buttons.



## SECTION 2: HSC ASSESSMENT

Fairfield High School is required to submit to NESAs an Assessment Mark based on achievement, as well as a Rank, for each of the courses forming a student's HSC pattern of study. Assessment Marks are based on the formal internal school assessment program that students undertake as part of their HSC school-based assessment program. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to, presentations, reports, practical work, portfolios, journals, log books, process diaries, tests, compositions and formal written examinations.

School based assessment tasks will contribute to 50% of the HSC mark. The school assessment mark will be based on student performance in assessment tasks undertaken during the course. The other 50% will come from the HSC Examination.

Under the [NESAs ACE Rule 2](#) Fairfield High School must not commence assessing an HSC course until after the completion of the Preliminary course.

### FAIRFIELD HIGH SCHOOL'S ROLES AND RESPONSIBILITIES

Fairfield High School is responsible for providing:

- Students with this document which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6.
- Students with Year 12 HSC Assessment Schedules (found in the *Year 12 Assessment Handbook HSC 2025*), for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task.
- NESAs with an assessment of students' achievement in each course they have studied in Year 11 and Year 12.
- Students with the school's procedures for managing malpractice
- A register of Malpractice in HSC Assessment to NESAs.
- Appropriate reporting procedures.
- Students with procedures for reviewing student appeals arising: from individual assessment tasks; for final rank order appeals; final grade appeals for English Studies and Mathematics Standard 1.
- Resolving individual student appeals over marks allocated for an individual assessment tasks within two weeks of the task being returned.
- Special consideration to students with a disability and others with special needs following endorsement by the principal.

Course teachers are responsible for:

- Setting assessment tasks that:
  - will be used to measure student performance in each component of a course
  - are effective at discriminating between students' achievement of outcomes in order to determine assessment rank for the course
  - Include the following for each course:
    - component and weightings, as per the assessment schedule, and
    - syllabus outcomes assessed, and
    - type of assessment task, and
    - scheduled date and time for attempting or submitting the task, and
    - marking criteria (where appropriate)
  - Include adjustments outlined in a student's PLaSP to support a diagnosed disability



- Providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task than outlined in the Assessment Schedule. This notification will be issued at least 14 calendar days in advance. In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal or Delegate. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.
- Maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).
- Assessing the student's actual performance, not potential performance, when marking a formal assessment task
- Providing students with assessment task feedback on their performance in each assessment tasks, and indicate the student's marks in the task, relative to the outcomes.
- Establishing procedures for recording and reporting student performance on all assessment tasks. Records of all marks that form part of the assessment program are to be kept in duplicate and filed separately for security purposes.
- Issuing official NESA Non-Completion of a Course Warning Letters to students and parents/caregivers outlining the areas of unsatisfactory completion of the Year 11 and/or Year 12 course requirements.
- Ensuring that final cumulative school-based assessment marks are not provided to students and that students are aware that they can access their Assessment Rank Order Notice after the last HSC examination has occurred.

## THE STUDENT'S RESPONSIBILITIES

Students are responsible for:

- Being familiar with the rules, procedures and course information contained in this Handbook
- Attending classes 95% of the time and ensuring their attendance enables them to achieve course outcomes.
- Demonstrating sustained diligence and effort in each subject and participating in all lessons constructively.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.
- Ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- Ensuring when absent from school on the day an assessment task notification is issued that they know it is their responsibility to contact their Teacher and/or the relevant Faculty Head Teacher to obtain the task notification. No extension or leave will be granted if a student fails to carry out this action.
- Speaking with their Teacher, the relevant Faculty Head Teacher or the VET Coordinator for clarification about the requirements of the subject/course assessment program.
- Being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification.
- Submitting work that is their own. Any material copied without acknowledgment of the original source, and any actions in breach of the principles of honesty and integrity in assessment will result in penalties being imposed.
- Ensuring they are given a receipt for any hand-in assessment task, i.e. one that was not completed during class time or in an examination. Disputes about lost assessment tasks will **NOT** be considered if the student cannot produce a receipt.
- Lodging appeals against marks awarded for an assessment task within two school days of receiving the marked assessment task. Note: two school days does **NOT** include weekends, public holidays or school holidays.



## ASSESSMENT TASK NOTIFICATIONS

Students will be notified in writing of the specific details of an assessment task at least 14 calendar days prior to the task. The written task notification of each task must include the:

- components and weightings, as per the assessment schedule, and
- syllabus outcomes assessed, and
- type of the assessment task, and
- scheduled date and time for attempting or submitting the task, and
- marking criteria (where appropriate)
- submission methods e.g. hardcopy or Google Classroom

For a formal assessment task with more than one part, the task notification must detail the requirements for each part, including that all parts are to be submitted and/or completed together.

It is noted that no school-based assessment tasks will be due in the two weeks leading up to the Trail HSC Examinations without the written permission of the principal.)

## STUDENT SUBMISSION OF ASSESSMENT TASKS

This Handbook shows the general timing of assessment tasks with regards to the school term and week. Precise submission dates and times for a hand-in task will be clearly specified on the assessment notification for each particular task. Teachers will provide students with a receipt acknowledging the task being received. Dates and times for examinations will be provided on the examination timetable.

It is the student's responsibility to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether or not electronic submissions will be accepted, preferred or stated. Students will be expected to sign that they have received the written task notification and again sign once the task has been submitted. In certain situations, students will be required to complete a Student Attendance Slip for in-class assessment tasks and examinations as evidence of their attempt in tasks of this nature.

Students must submit the Assessment Task Notification Cover Sheet for all hand-in assessment tasks unless otherwise stated in the assessment task notification. In doing so, students make a pledge of honesty to uphold the integrity of assessment.

Students are expected to keep a copy of assessment tasks that have been submitted, along with the acknowledgment receipt, until the task is marked and returned. This will enable the student to provide proof of submission and a copy of the task should the original submission be misplaced or a digital file corrupted.

Electronic submissions of assessment tasks, if permitted in the Task Notification, must be done via Google Classroom (unless another electronic submission is specifically referenced in the Task Notification). Students are not to submit assessment tasks by email.

## GENUINE ATTEMPTS

As per [NESA ACE Rule 4](#) NESA expects all students to make a genuine attempt:

- to complete the course requirements,
- at assessment tasks that contribute more than 50% of the available marks. Completion of assessment tasks worth exactly 50% is not sufficient; rather tasks worth more than 50% must be attempted.
- at completing HSC Minimum Standard testing
- at the HSC examination for an HSC course that includes a requisite examination. HSC students who do not make a serious attempt at the HSC exam may not receive a result in the course concerned. This may render some student's ineligible for the award of the HSC.

# MALPRACTICE

Malpractice or cheating is dishonest behaviour by a student that gives them unfair advantage over others. Any form of malpractice, including plagiarism is unacceptable and a breach of school-based and NESA rules.

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

- All My Own Work (or its equivalent), and
- HSC Rules and Procedures Guide, and
- HSC minimum standard: Malpractice and breaches of test rules, and
- HSC practical exams.

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

Examples of malpractice include, but are not limited to:

- Misrepresentation by misleading or deceiving others by presenting untrue information the fabrication, alteration or omission of information. Examples could include making up journal entries for a project, referencing incorrect or non-existent sources, or making up false explanations to explain work not handed in.
- copying someone else's work in part or in whole, and presenting it as their own (plagiarism)
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school assessment conditions or examination rules
- collusion which could include: unauthorised use of artificial intelligence technologies or submitting work that has been substantially contributed to by another person

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the relevant KLA Head Teacher and notified immediately to the Head Teacher Secondary Studies. The Head Teacher Secondary Studies will establish a Malpractice Review Committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven. Should the student wish to appeal the decision of the Malpractice Review Committee, they must submit this in writing to the Deputy Principal of Year 12 within five school days of the decision being taken (see Procedures for an Assessment Appeal Application and Assessment Task Appeal Application Form). The Deputy Principal will then convene a different panel to review the Appeal. If the student's Appeal is rejected, the student's parent/caregiver will be informed.

Malpractice in school-based assessment is a serious offence. If the student is suspected of malpractice, the student will need to show that all unacknowledged work is entirely their own by proving and explaining of the work process e.g. progressive drafts or answering questions about the assessment task, exam or submitted work to demonstrate their knowledge, understanding and skills.

If malpractice is proven, a zero mark may be awarded, and an N Award Warning issued. Where malpractice involves plagiarism, depending on the extent of the plagiarism, the teacher may only mark the sections that have not been plagiarised, or the student may be awarded a zero mark.

In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with NESA. This will be done by the Head Teacher Secondary Studies.



## **NON-COMPLETION OR FAILURE TO SUBMIT AN ASSESSMENT TASK**

Failure to submit a task on time will result in a zero mark being awarded. If a student is absent on the day an assessment task is due, they may apply for Illness/Misadventure by following the procedures outlined in this handbook. Students submitting late work will receive an N Award Warning Letter notifying parents they have received a zero for that task and a new deadline will be set for students to satisfactorily attempt and submit the task as per NESAs rules. No mark will be awarded for the late task. Failure to submit the assessment task could contribute to an N Determination being granted for the course and ineligibility for graduation and the award of the Higher School Certificate.

Work placement, excursions, extra-curricular activities are not a reason for non-completion of an assessment task. In practical subjects, Non-Completion of Major Works at progress checks will be considered by the class teacher and KLA Head Teacher, as non-completion of requirements and NESAs policies followed. This may result in an 'N' Determination in the course.

## **SCHOOL ATTENDANCE ON THE DUE DATE OF AN ASSESSMENT TASK**

Students must attend school and all classes on the day an assessment task is due. Should a student miss a class on the day an assessment task is due it may be deemed as unfair advantage and penalties, or a zero mark could apply.

## **EXAMINATION PERIOD**

A formal written examination is often in the same format as an HSC examination and typically draws from most or all content areas, topics or modules. An examination period is a dedicated time in which all examinations will be held for applicable courses. In Year 11 and Year 12, normal lessons will be suspended, and students will only be required at school when their specific examinations are scheduled.

Students who are studying a Life Skills HSC will not be required to complete any HSC formal examinations but will instead work with the Life Skills Coordinator on alternative tasks e.g. work experience, resume writing, TAFE enrolment during the examination periods.

## **EXAMINATION PROCEDURES AND RULES**

1. Students must read the examination timetable carefully and be prepared to attend exams at the times and venues that the school arranges. Students must arrive at the exam at least 10 minutes early. Concessions will not be made (such as extra time given) for students who arrive late for an examination or who miss an examination due to poor organisation.
2. Students must sit for all exams in which they are entered, unless they have an illness or misadventure, in which case they must notify the school immediately and follow the appropriate procedures.
3. Students should bring the equipment they need and know what equipment is allowed for each exam. Students are responsible for ensuring their equipment is in good working order because the school will not uphold misadventure applications for equipment failure. Students may not borrow equipment during exams. Exam staff may inspect equipment when a student enters the room and will tell them where to place any unauthorised items. However, exam staff are not responsible for these items.
4. Students who have been successful in gaining school or NESAs based Disability Provisions are to report to an alternative room which will be notified by the Head Teacher Welfare, Head Teacher Administration or LaST staff.

| Permitted Items  | Prohibited Items  |
|--|---|
| <ul style="list-style-type: none"> <li>• Black pens</li> <li>• Pencils, erasers and a sharpener</li> <li>• A ruler</li> <li>• Highlighter pens</li> <li>• A clear bottle of water</li> <li>• A non-programmable watch, which must be taken off, placed on your desk in clear view and not touched during the exam</li> <li>• Other equipment as specified in the exam notification, like a calculator</li> </ul> | <ul style="list-style-type: none"> <li>• Mobile phones</li> <li>• Programmable watches, like smart watches</li> <li>• Any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries</li> <li>• Paper or any printed or written material (including your exam timetable)</li> <li>• Dictionaries (except in language exams, if allowed)</li> <li>• Correction fluid or correction tape.</li> </ul> |

5. Students must sit at the desk that shows their name and/or student number.
6. During the examination, students must:
- Always follow the Presiding Officer's instructions.
  - Complete the Student Attendance Slip as an official record of attempting the task.
  - Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
  - Write their name and/or student number on all writing booklets, question and answer booklets and answer sheets (unless that information is already printed on them).
  - Write clearly with black pen (only use pencil if instructed to).
  - Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet and write a note on the front and back of both booklets stating that you wrote an answer in the wrong place. Do not rewrite answers, but make sure you label and hand in all parts of your answers.
  - Answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
  - Make a serious attempt at the exam by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt.
  - Stop writing immediately when the supervisor tells you to.
  - Follow the supervisor's instructions for arranging completed answers and wait for the supervisor to collect them.
7. During each examination, students must follow the normal school rules, behaving politely and courteously towards the Presiding Officers and other students. Specifically, students must avoid:
- starting to write until the Presiding Officer instructs you to do so
  - writing on anything other than writing books, answer booklets or other writing material provided by the Supervisor in Charge. You should not write on any other equipment including your body, clothing or tissues.
  - disobeying normal school rules including,
    - talking or disrupting others
    - cheating or taking any prohibited items prohibited into the room.
    - writing frivolous or objectionable material.
    - being affected by alcohol or illegal drugs.
    - eating, unless approved by NESAs (for example, if you have diabetes).
  - leaving the room, except in an emergency. If you have to leave and want to come back to continue the examination, you must be supervised while you are out of the room.
  - leaving the examination in the first hour and in the last 15 minutes.
  - taking the examination paper out of the room. Speak to your teacher if you want to see a paper afterwards.
8. Supervisors can ask you to leave the exam if you do not follow these rules. It may also result in zero marks being awarded. If your actions might be illegal, you may also be reported to the police.

## INVALIDATING AN ASSESSMENT TASK

An assessment task may need to be declared invalid if it can be clearly demonstrated that:

- either one or more students were given an unfair advantage;
- the task was interrupted due to disruptions like an emergency evacuation; or
- the task produced results that are significantly different to those expected to be produced by the cohort.

Students or their parents who feel that an assessment task meets the criteria to be considered an invalid assessment need to raise the issue in writing with their class teacher and the KLA Head Teacher within 5 school days from the due date of the task or the task results being distributed. The KLA Head Teacher will investigate the claim and, in consultation with the Head Teacher Secondary Studies and Senior Executive, will make a final determination on the validity of the task.

In the event an assessment task is deemed invalid, all students affected will be issued a suitable replacement assessment task with a minimum of two weeks' notice for the new due date. In addition, a letter will be sent to parents/caregivers informing them of the replacement assessment task.

## SCHOOL MISPLACEMENT OF ASSESSMENT SUBMISSIONS OR CORRUPTION OF DIGITAL FILES

In the instance, the teacher marking assessments misplace a student's take-home assessment, the teacher will:

- Immediately report this to the KLA Head Teacher and KLA Deputy Principal
- Request the student to provide a copy of the submitted assessment for marking

If no acknowledgment receipt and copy of the task can be supplied, the student will be awarded a zero mark; issued an N-Award Warning; and be expected to redo the task.

In the instance, the teacher marking assessments misplace a student's in class assessment, the teacher will:

- Immediately report this to the KLA Head Teacher and KLA Deputy Principal
- Offer the student to re-sit the in-class assessment or examination and / or
- Calculate an estimate for the task based on the student's performance in: the resat task or examination; other assessments that the student has completed; as well as the cohort's performance in the in-class task or examination. If the estimate is calculated early in the course, a re-calculation will occur once all assessments for the course have been completed.
- Advise the student of both the initial and final estimate.
- Document all conversations and correspondence on Sentral in accordance with current school processes for future reference.

Should the student not accept either outcome, the student can lodge an Appeal of the student's final rank in the course in accordance with NESA's processes.

## MAJOR WORKS

In 2025 this section only relates to students who are studying one of the following HSC courses:

- English Extension 2
- Music 1
- Society and Culture
- Visual Arts

Under the NESA ACE Manual Rule 2 some Stage 6 courses require a student to complete a practical component (projects, submitted works and performances). Course specific details are outlined in the Assessment Schedule for that course.

Students must not:

- submit a project, submitted work, or performance, either in part or in full, for a school-based assessment or HSC examination that has already been submitted in another Preliminary and/or HSC course, or
- resubmit a practical component submitted and marked in a previous year without explicit permission from NESA.

Students, supervising teachers, the Head Teacher Secondary Studies and Principal must:

- adhere to the collection dates published on NESA's website
- ensure the works are prepared for submission, transportation (if applicable) and marking as per the assessment and reporting information for that course
- organise and pay to mail or transport an HSC submitted work to NESA for marking by the due date, as directed, and
- advise students there is no compensation for accidental loss or damage to a work while the submitted work is:
  - with NESA, or
  - in transit to and from marking.

NESA will:

- publish the due dates for course submitted works annually on its [website](#), and
- take every care with submitted works but will not be held responsible for loss or damage to submitted works.

Students may make special arrangements for the delivery and return of their own works at their own expense if they receive prior approval from NESA.

## VET

In 2025, this section only relates to students who are studying one of the following HSC courses:

- Entertainment
- EVET course (through TAFE NSW or alternative RTO)

Under the NESA ACE Manual Rule 13 Fairfield High School offers a range of VET courses that are based on national Training Packages or accredited courses. VET courses for Stage 6 must be delivered by a registered training organisation (RTO) that has the relevant qualification and units of competency on their scope of registration, and follow the course developed or endorsed by NESA. Fairfield High School retains the overall responsibility for monitoring course delivery and for duty of care while students are participating in courses conducted by an RTO.

VET courses may count towards the award of the RoSA and HSC.

## MANDATORY WORK PLACEMENT

Although not all Training Packages mandate work placement, NESAs include work placement as a mandatory HSC requirement of each Framework, with assigned 70 minimum hours detailed in the syllabus. Any minimum hours for work placement for VET Board Endorsed Courses are detailed in the course description.

Students who commenced a 240-hour VET course but only complete the first 120 hours of the course must satisfactorily complete all requirements for the 120-hour course, including the minimum 35 hours of mandatory work placement.

Recognition of Prior Learning (RPL) may be granted for mandatory work placement requirements. Students outside employment (ie not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course. Students who are seeking RPL in VET courses are to liaise with the VET Coordinator at the commencement of the VET course.

## ASSESSMENT IN VET COURSE

Fairfield High School retains overall responsibility for monitoring course delivery and for duty of care while students are participating in courses conducted by an RTO. Schools do not need to submit student grades or assessment marks in VET courses to NESAs.

Fairfield High School and delivering RTOs must develop a formal assessment program for each Stage 6 VET course. Fairfield High School must, at the commencement of a VET course:

- provide students with the formal assessment program. The formal assessment program must detail course-specific requirements, including:
  - the number and type of assessment tasks, including units of competency assessed in each, and
  - the timing of assessment tasks
- provide students with written advice about the school's policies and procedures for assessment, which must include:
  - the school's malpractice policy, and
  - details of administrative arrangements, including:
    - student absences on the day of an assessment task
    - late submission of assessment tasks
    - the school's illness/misadventure procedures for illness/misadventure suffered immediately before or during an assessment task
    - procedures to be implemented if assessment tasks produce invalid or unreliable results, and
    - procedures for reviewing student appeals arising from assessment tasks. The school's review procedures must be based on feedback on a student's achievement during the course.

## ASSESSMENT OF LIFE SKILLS OUTCOMES IN STAGE 6

Stage 6 Life Skills courses provide options for students with special education needs who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Preliminary course and a 2-unit 120-hour HSC course.

Each student accessing a Life Skills course in Years 11-12 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes.

Students entered for 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. These adjustments should have been determined through the collaborative curriculum planning process. Schools are not required to use the Common Grade Scale (A-E) for Preliminary courses or performance bands or equivalent to report achievement for students undertaking Life Skills courses.





## SECTION 3: ASSESSMENT PROCEDURES AND STUDENT LEAVE / ABSENCE

In special circumstances, leave from school may be granted by the Principal during the HSC year. Any requests for leave will need to be made directly to the Principal in writing and will require supporting documentation to explain the special circumstances. The granting of leave during the HSC year should not be assumed. Students who are at risk of not meeting minimum course requirements will not be granted leave unless there are compelling and exceptional circumstances. If approved, students will be provided with details of all course work to be completed whilst on leave and any assessment requirements will also be indicated.

Students are expected to be present at school to participate in all learning activities, submit all assessment tasks and sit all examinations set as part of the assessment program for a course at the specified time. Students and parents/caregivers should NOT assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks.

The Department of Education's position in relation to student leave is stated in the *Student Attendance in NSW Public Schools Procedures* which indicate:

- The principal should not accept a reason for travel during the school term if it is not in the best interests of the student
- the principal should encourage parents to take holidays with their child during school vacation periods.

### WHEN STUDENT LEAVE CLASHES WITH AN ASSESSMENT TASK

All Stage 6 assessments are conducted within the guidelines set by NESA which make no provision for tasks missed due to leave. There are well-established protocols for illness and misadventure; however, requests for leave do not fall within these protocols. Students and families are expected to make arrangements with the Principal and class teachers to ensure that all requirements of the HSC can be fulfilled.

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the relevant KLA Head Teacher **at least two weeks** prior to the scheduled task. Failure to consult within adequate time, and failure to comply with task submission requirements, may result in a zero mark being awarded.

Students with a scheduled in-class task, such as an examination, test, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a zero mark may be awarded.

### ABSENCE FROM SCHOOL DUE TO WORK PLACEMENT / SCHOOL BUSINESS

Students completing school, TAFE and/or other external placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority, and placements should be managed to avoid clashes with school assessments. If a clash cannot be avoided, the Head Teacher Secondary Studies and Year 12 Deputy Principal must be informed.

Where clashes are unavoidable, all hand-in tasks due during the period of work placement must be submitted prior to work placement commencing.





Students with a scheduled in-class task, such as an examination, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, student consultation with the class teacher be required to discuss alternative arrangements for task submission. Failure to do so may result in a zero mark being awarded.

## ABSENCE FROM AN IN-CLASS ASSESSMENT TASK

If a student is absent from an in-class assessment task, the student must complete and submit an Illness/Misadventure Form obtained from Head Teachers and provide a doctor's certificate as proof of illness. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the KLA Head Teacher on their arrival at school on the day they return in order to arrange the task's completion. Incidents of misadventure leading to absence from an assessment task will be considered by the Year 12 Deputy Principal and the relevant KLA Head Teacher.

## ABSENCE DUE TO SUSPENSION

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will **NOT** be entitled to apply for an extension or assessment reschedule. At the time of suspension, the Deputy Principal will notify the Head Teacher Secondary Studies and relevant Faculty Head Teachers of the student's suspension. The following procedures will then apply:

- **Hand-in assessment tasks** – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
- **In-class assessment tasks** – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student and parent/carer via the Head Teacher Secondary Studies.
- **Examinations** – the KLA Head Teacher will arrange for the student to sit the examination at the scheduled time in an alternative school-based location, which will be communicated to the student and parent/caregiver.

The consequences of not following these procedures may result in a **zero mark** being awarded.





## SECTION 4: ABSENCE FROM ASSESSMENT TASK DUE TO ILLNESS / MISADVENTURE PROCEDURES

### ABSENCE DUE TO ILLNESS

Students must make every effort possible to be present at an assessment task or examination.

If students are absent on the day of an assessment task or examination due to illness, they must:

- ring and notify the school of the absence before 9.00am.
- obtain and bring a valid doctor's certificate immediately upon the first day of return in order to verify absence. Certificates must not be backdated. The certificate must clearly state the condition that made it impossible for the student to present for the assessment task or examination.
- Complete the *Application for Illness / Misadventure Form* and attach the medical certificate as supporting evidence and hand this to the Faculty Head Teacher.

Failure to provide an Application for Illness / Misadventure Form with supporting evidence will result in a 'zero' mark being awarded and an N Award Warning being issued.

### OTHER CASES OF MISADVENTURE

There may be some other unavoidable personal circumstances making it impossible for a student to attend. Such circumstances do not include family holidays (whenever booked) or social engagements.

A student will need to:

- complete the *Application for Illness / Misadventure Form* and attach supporting evidence (such as a letter from a parent / guardian; statutory declaration) indicating in sufficient detail the nature of the difficulty and the reason why a student was not able to attend an examination or complete a task.
- Submit this to the Faculty Head Teacher within two days of returning to school.

The KLA Head Teacher, in consultation with the course teacher/s, will consider the application. If approved, the Faculty Head Teacher will:

- communicate the decision to the class teacher, student and parent.
- Issue an alternate task

If not approved, the KLA Head Teacher will:

- communicate the decision to the class teacher, student and parent.
- Award a mark of zero and issue an N Award Warning Issued

## OTHER CIRCUMSTANCES RELATING TO ILLNESS OR MISADVENTURE

When students present for an examination or assessment task while ill or fall ill during the course of the examination or assessment task, they may make a claim for misadventure. Students must obtain a doctor's certificate covering the day of the assessment. This should be submitted to the Front Office and Head Teacher on the day of return to school.

If a student attends an assessment task or examination while ill or subject to the effects of other misadventure and the Deputy Principal supports their appeal, the following procedure will be followed:

1. The paper will be marked along with all the others.
2. The KLA Head Teacher will then examine the marks awarded compared to the student's other assessment marks and other evidence of the student's level of achievement.
3. If the new mark achieved is the same or better than expectations based on the other evidence, no action will be taken.
4. If the new mark is significantly below expectations, it will be set aside, and an estimated mark will be given instead.

In cases where an estimate is awarded, the KLA Head Teacher, in consultation with the classroom teacher, will exercise his or her professional judgement, using all available evidence of achievement, to provide for the most accurate estimate possible.

Illness or misadventure before an assessment task or examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation. However, if symptoms or effects of prior illness or misadventure are still in evidence on the day of the assessment task or examination, they may be accepted as grounds for a misadventure appeal.



## Section 5: Executive and Support Staff

Fairfield High School has an extensive number of personnel who can support students with any issues that may arise with assessment issues.

The support staff include:

Relieving Principal: Mrs Natalie Isakov

Deputy Principal: Ms Mishelle Gouganovski

Head Teacher Secondary Studies: Ms Megan Hayes

Head Teacher Welfare: Ms Catherine Picone

Year Advisers: Ms Amy Saliba and Ms Caitlin Stibbard Student Support Officer: Ms Angela Hogan

Refugee Support Officer: Mr Milad Nisan Pasifika Support Officer: Mr Maalona Tala School Counsellor: Ms Rayan

LaST Coordinator: Ms Camille Amon Careers Advisor: Ms Karen Tyler

Head Teacher Student Engagement and Professional Learning: Ms Samantha Calver

For issues relating to specific course assessment tasks, students are able to liaise with their class teacher or relevant KLA Head Teachers.

The KLA Head Teachers include:

CAPA: Mr Jake Harris EAL/D: Ms Vesna Vejkovic English: Mr Martin Bianca HSIE: Ms Elizabeth Niktin

Languages: Mr Nathan Waesch Mathematics: Mr Jiaxin Fang PDHPE: Mr Adam Johnson Science: Ms

Alison Gallagher SEU: Ms Maria-Enna Bianca TAS: Mr AJ Singh



## Section 6: Forms Supporting Assessment

Documents required are attached as follows:

Assessment Task Form Extension Application Form

Illness / Misadventure Student Appeal Misadventure Form

Student Misadventure Application Form

Assessment Task Form Cover Sheet

Year 12 Student and Parent / Guardian Agreement





# Assessment Task Form Extension Request

This form is to be completed and signed by a parent / guardian.  
An extension can only be granted if a student has a satisfactory reason.  
Application must be made to the subject Head Teacher before the task due date.

|  |                                       |
|--|---------------------------------------|
| <b>Name:</b>   | <b>Year:</b>                          |
| <b>Course:</b>   | <b>Date Due:</b>                      |
| <b>Assessment Task Title:</b>  |                                       |
| <b>Class Teacher:</b>  |                                       |
| <b>Reason for extension request (attach any supporting documentation):</b> |                                       |
| <b>Student Signature:</b>  | <b>Date:</b>                          |
| <b>Parent Signature:</b>   | <b>Date:</b>                          |
| <b>Head Teacher Decision – Extension Granted?</b>                          | <b>New Due Date:</b><br>(if approved) |
| <b>Head Teacher signature:</b>   | <b>Date:</b>                          |

*The Head Teacher will give this slip back to the student with the decision recorded on it*

|   |                      |
|---|----------------------|
| <b>EXTENSION REQUEST – DECISION</b><br><i>(to be filled in by Head Teacher before returning to student)</i> |                      |
| <b>Student Name:</b>  | <b>Year:</b>         |
| <b>Extension granted:    YES   NO</b>   | <b>New Due Date:</b> |





# Assessment Task Form Illness / Misadventure

This form is to be completed and signed by a parent / guardian.  
An extension can only be granted if a student has a satisfactory reason.  
Application must be made to the subject Head Teacher before the task due date.

|  |  |
|--|--|
| <b>Name:</b>                                   | <b>Year:</b>                                   |
| <b>Course:</b>                                 | <b>Date Due:</b>                               |
| <b>Assessment Task Title:</b>                  |  |
| <b>Class Teacher:</b>                          |  |
| <b>Reason for illness/Misadventure:</b>        |  |
| <b>Medical Certificate attached?</b> YES    NO | <b>Other documentation attached?</b> YES    NO |
| <b>Parent statement attached?</b> YES    NO    | <b>Teacher statement attached?</b> YES    NO   |
| <b>Student Signature:</b>                      | <b>Date:</b>                                   |
| <b>Parent Signature:</b>                       | <b>Date:</b>                                   |
| <b>Class Teacher Signature:</b>                | <b>Date:</b>                                   |
| <b>Head Teacher Decision:</b>                  |  |
| <b>Head Teacher signature:</b>                 | <b>Date:</b>                                   |

*The Head Teacher will give this slip back to the student with the decision recorded on it*

|  |              |
|--|--------------|
| <b>ILLNESS/MISADVENTURE - DECISION</b><br><i>(to be filled in by Head Teacher before returning to student)</i> |              |
| <b>Student Name:</b>   | <b>Year:</b> |
| <b>Head Teacher Decision:</b>  |              |
| <b>Head Teacher Signature:</b>   | <b>Date:</b> |





# Student Appeal Misadventure Form

Student's Name: ..... Signature:

.....

Year: ..... Roll Class: ..... Date: .....

In lodging an appeal, you are asking the Principal to reconsider the decision that has been made about you. An appeal may be about Assessment Decisions and Disciplinary Action.

The Principal in consultation with an Executive Member will;

- review the line of action taken;
- give consideration to your statement in support of your appeal;
- decide whether there is sufficient evidence to change the original determination.

I wish the Principal to reconsider the following decision made about: *(List down the decision made)*

.....  
.....  
.....

### Student Statement in Support of the Appeal / Misadventure

please write in detail your reasons for the appeal. You may provide evidence to the contrary that supports your appeal.

*My appeal is based on the following grounds:*

.....  
.....  
.....  
.....

### Principal's Recommendations / Action

.....  
.....

Principal's Signature: .....

Date: .....





# Assessment Task Form Cover Sheet

|                               |                    |
|-------------------------------|--------------------|
| <b>Name:</b>                  | <b>Class:</b>      |
| <b>Course:</b>                | <b>Topic:</b>      |
| <b>Assessment Task Title:</b> |                    |
| <b>Date Task Due:</b>         |                    |
| <b>Date Received:</b>         | <b>Mark/Grade:</b> |
| <b>Teacher:</b>               |                    |

By signing my name, I certify that:

- This task is my OWN work, based on my personal study and/or research.
- I have not copied, in part, or in whole, or otherwise plagiarised (copied) the work of other students or the internet.
- I have acknowledged all the material and sources used in the preparation of this assessment task in a
- Final tasks based on group work are not the same as other students' work.
- I have kept a copy of my assignment and the receipt below.
- I UNDERSTAND THAT ZERO MARKS WILL BE AWARDED IN THE SECTIONS IDENTIFIED AS NOT COMPLYING WITH THE ABOVE-MENTIONED GUIDELINES.

**Student's Signature:** .....

**Date:** .....

## ASSESSMENT TASK RECEIPT

*(This receipt MUST be kept as proof of assessment submission)*

|                               |                       |
|-------------------------------|-----------------------|
| <b>Name:</b>                  | <b>Year:</b>          |
| <b>Course:</b>                | <b>Topic:</b>         |
| <b>Assessment Task Title:</b> |                       |
| <b>Date Due:</b>              | <b>Date Received:</b> |
| <b>Teacher Signature:</b>     |                       |





# Year 12 Student & Parent / Guardian Agreement

I have read the Fairfield High School Year 12 Assessment Handbook (2024 – 2025) and understand that:

- all assessment, including informal tasks such as classwork and homework will be used in assessing my progress
- regular attendance plays an integral role in my ability to meet course requirements and learning outcomes in each of my subjects
- I must sign to acknowledge receipt of an assessment task every time I receive a notification.
- I must keep a copy of all tasks I submit
- I must ensure that I receive a receipt upon submission of my task
- all work submitted by me is entirely my own work
- I must meet all assessment deadlines as set out in the schedules for each of my subjects
- If I miss an assessment task due to illness, I will provide the Head Teacher with a doctor's certificate (not backdated) on the first day of my return to school
- if there is no valid reason supported by appropriate documentation for missing a task, I will receive a zero mark for that task and an 'N' Award warning letter will be sent home. The task must still be completed in order to meet course outcomes and to resolve the N Award Warning
- if I receive an 'N' Warning letter, I am aware that I may attend the Homework Centre on Tuesday, Wednesday or Thursday afternoons until the task is completed
- if I receive two 'N' Warning letters in a course, I will have an interview with the Deputy Principal and my parent/guardian to discuss the issue
- if I receive one or more N Award Warnings, I am at risk of not meeting eligibility requirement for a HSC



I understand that failure to meet my obligations as a student of Fairfield High School may compromise my HSC.

I understand and accept the conditions and guidelines set out in this handbook.

Student name: \_\_\_\_\_ Year: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

I acknowledge that I have received and read the Year 12 Assessment Handbook (2024 – 2025) and have discussed it with my child. I understand and accept the conditions and guidelines set out in this handbook. I will support my child in meeting their obligations as a student of Fairfield High School and I understand that failure to do so may compromise their progression into the following year. I will make travel arrangements for my child after the Homework Centre.

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please return slip to the Deputy Principal or place it in the box for your relevant year.*







# Assessment Task Calendar

## Term 4 2024

| Week                                 | Dates                   | Course  | Task   |
|--------------------------------------|-------------------------|---|--|
| 1A                                   | 14/10/2024 – 20/10/2024 |   |  |
| 2B                                   | 21/10/2024 – 27/10/2024 |   |  |
| 3A                                   | 28/10/2024 – 03/11/2024 |   |  |
| 4B                                   | 04/11/2024 – 10/11/2024 |   |  |
| 5A                                   | 11/11/2024 – 17/11/2024 |   |  |
| 6B                                   | 18/11/2024 – 24/11/2024 | Sport, Lifestyle & Recreation                     | Healthy Lifestyle  |
|                                      |                         | Chemistry   | Scientific Investigation   |
| 7A                                   | 25/11/2024 – 01/12/2024 | Physics   | Scientific Investigation   |
|                                      |                         | Biology   | Depth Study  |
| 8B                                   | 02/12/2024 – 08/12/2024 | Ancient History                                   | Source Analysis  |
|                                      |                         | English Advanced                                  | Texts & Human Experiences<br>Common Module<br>Craft of Writing             |
|                                      |                         | English Studies                                   | Common Module: Texts & Human Experiences                                   |
|                                      |                         | Investigating Science                             | Scientific Investigation   |
|                                      |                         | Legal Studies                                     | Presentation   |
|                                      |                         | Mathematics Advanced                              | Research Task  |
|                                      |                         | Mathematics Extension 1                           | Class Test   |
|                                      |                         | Mathematics Standard 2                            | Class Test   |
|                                      |                         | Personal Development, Health & Physical Education | Health Priorities in Australia<br>Research Report                          |
| Photography, Video & Digital Imaging | Videography             |   |  |
| 9A                                   | 09/12/2024 – 15/12/2024 | Business Studies                                  | Research & Essay   |
|                                      |                         | English Standard                                  | Common Module: Texts & Human Experiences<br>Module C: The Craft of Writing |
|                                      |                         | Mathematics Standard 1                            | Research Task  |
|                                      |                         | Modern History                                    | Source Analysis  |
|                                      |                         | Society & Culture                                 | PIP Process Diary  |
|                                      |                         | Visual Arts                                       | Development of Body of Work & VAPD   |
| 10B                                  | 16/12/2024 – 18/12/2024 | Work Studies                                      | Project  |
|                                      |                         | Mathematics Extension 2                           | Research Task  |
|                                      |                         | Community and Family Studies                      | Independent Research Project   |
|                                      |                         | English EAL/D                                     | Module A: Text & Human Experiences -<br>Extended Responses                 |
|                                      |                         | Music   | Composition Portfolio &<br>Aural Analysis                                  |





# Assessment Task Calendar

## Term 1 2025

| Week | Dates                   | Course  | Task   |
|------|-------------------------|---|--|
| 1A   | 31/1/2025 – 02/02/2025  |   |  |
| 2B   | 03/02/2025 – 09/02/2025 |   |  |
| 3A   | 10/02/2025 – 16/02/2025 |   |  |
| 4B   | 17/02/2025 – 23/02/2025 |   |  |
| 5A   | 24/02/25 – 02/03/2025   | Chemistry   | Depth Study  |
|      |                         | Sport, Lifestyle & Recreation                     | Sports Coaching & Training   |
|      |                         | Visual Arts                                       | Historical / Critical Case Study   |
|      |                         | Work Studies                                      | Stimulus Based Task  |
| 6B   | 03/03/2025 – 09/03/2025 | Ancient History                                   | Historical Investigation   |
|      |                         | Business Studies                                  | Marketing Plan   |
|      |                         | Legal Studies                                     | In- class Tasks  |
|      |                         | Modern History                                    | Historical Investigation   |
|      |                         | Personal Development, Health & Physical Education | Factors Affecting Performance Presentation                               |
| 7A   | 10/03/2025 – 16/03/2025 | Community & Family Studies                        | Groups in Context<br>Depth Study Report                                  |
|      |                         | English Advanced                                  | Textual Conversations<br>Module A<br>Craft of Writing                    |
|      |                         | English Standard                                  | Module A: Language, Identity & Culture<br>Module C: The Craft of Writing |
|      |                         | Mathematics Advanced                              | Pre-seen Test  |
|      |                         | Mathematics Extension 2                           | Pre-seen Test  |
|      |                         | Mathematics Standard 1                            | Pre-seen Test  |
|      |                         | Mathematics Standard 2                            | Pre-seen Test  |
|      |                         | Music   | Presentation of Performance<br>& Viva Voce                               |
|      |                         | Physics   | Depth Study  |
|      |                         | Investigating Science                             | Depth Study  |
| 8B   | 17/03/2025 – 23/03/2025 | Photography, Video & Digital Imaging              | Styles & Conventions   |
|      |                         | English EAL/D                                     | Module B: Language, Identity & Culture<br>- Extended Response            |
| 9A   | 24/03/2025 – 30/03/2025 | English Studies                                   | Elective Module E: Playing the Game                                      |
|      |                         | English Extension 1                               | Common Module: Literacy Worlds   |
| 10B  | 31/03/2025 – 06/04/2025 | English Extension 2                               | Viva Voce  |
|      |                         | Mathematics Extension 1                           | Research Task  |
|      |                         | Biology   | Scientific Investigation   |
| 11A  | 07/04/2025 – 13/04/2025 |   |  |





# Assessment Task Calendar

## Term 2 2025

| Week | Dates                   | Course  | Task   |
|------|-------------------------|---|--|
| 1A   | 29/04/2025 – 04/05/2025 |   |  |
| 2B   | 05/05/2025 – 11/05/2025 | English EAL/D                                     | Focus on Writing: Imaginative, Persuasive, Discursive or Informative Writing |
|      |                         | Visual Arts                                       | Art Making<br>Body of Work Progress  |
| 3A   | 12/05/2025 – 18/05/2025 | Chemistry   | Practical Examination  |
| 4B   | 19/05/2025 – 25/05/2025 | Biology   | Practical Examination  |
|      |                         | English Studies                                   | Elective Module K: The Big Screen  |
| 5A   | 26/05/2025 – 01/06/2025 | Investigating Science                             | Practical Examination  |
|      |                         | Legal Studies                                     | Research & In-class Essay  |
|      |                         | Society & Culture                                 | Content Analysis Report  |
| 6B   | 02/06/2025 – 08/06/2025 | Community & Family Studies                        | Parenting & Caring   |
|      |                         | Sport, Lifestyle & Recreation                     | Sports Administration  |
| 7A   | 09/06/2025 – 15/06/2025 | Ancient History                                   | Research & In-class Essay  |
|      |                         | Business Studies                                  | Financial Statement Analysis   |
|      |                         | Modern History                                    | Research & In-class Essay  |
| 8B   | 16/05/2025 – 22/06/2025 | Mathematics Advanced                              | Class Test   |
|      |                         | Mathematics Standard 1                            | Class Test   |
|      |                         | Mathematics Standard 2                            | Research Task  |
|      |                         | Music   | Presentation or Submission Elective<br>Option for Topics 1 & 2               |
|      |                         | Photography, Video & Digital Imaging              | Passion Project  |
| 9A   | 23/06/2025 – 29/06/2025 | English Extension 1                               | Elective 2: Worlds of Upheaval   |
|      |                         | English Extension 2                               | Literature Review  |
|      |                         | Mathematics Extension 1                           | Pre-seen Test  |
|      |                         | Work Studies                                      | Research Task  |
| 10B  | 30/06/2025 – 04/07/2025 | English Advanced                                  | Critical Study<br>Module B<br>Craft of Writing                               |
|      |                         | English Standard                                  | Module B: Close Study of Literature<br>Module C: The Craft of Writing        |
|      |                         | Mathematics Extension 2                           | Class Test   |
|      |                         | Personal Development, Health & Physical Education | Sports Medicine & Improving Performance<br>In-class Test                     |





# Assessment Task Calendar

## Term 3 2025

| Week  | Dates   | Course                        | Task  |
|---|---|-------------------------------|---|
| 1A  | 22/07/2025 – 27/07/2025   |                               |   |
| 2B  | 28/07/2025 – 03/08/2025   | Sport, Lifestyle & Recreation | In-class Test   |
| 3A  | 04/08/2025 – 10/08/2025   | Ancient History               | Trial HSC Examination   |
|   |   | Business Studies              | Trial HSC Examination   |
|   |   | Community & Family Studies    | Trial HSC Examination   |
|   |   | English Advanced              | Trial HSC Examination   |
|   |   | English EAL/D                 | Modules A, B & C<br>Focus on Writing<br>Trial HSC Examination |
|   |   | English Extension 1           | Trial HSC Examination   |
|   |   | English Extension 2           | Critique of Creative Process                                  |
|   |   | English Standard              | Trial HSC Examination & Module C: The Craft of Writing        |
|   |   | English Studies               | Trial HSC Examination   |
|   |   | Legal Studies                 | Trial HSC Examination   |
|   |   | Mathematics Advanced          | Trial HSC Examination   |
|   |   | Mathematics Extension 1       | Trial HSC Examination   |
|   |   | Mathematics Extension 2       | Trial HSC Examination   |
|   |   | Mathematics Standard 1        | Trial HSC Examination   |
|   |   | Mathematics Standard 2        | Trial HSC Examination   |
|   |   | Modern History                | Trial HSC Examination   |
|   |   | Music                         | Trial HSC Examination   |
| Personal Development, Health & Physical Education | Trial HSC Examination<br>Core 1 & 2 – Option 1 & 2                                      |                               |   |
| Society & Culture                                 | Trial HSC Examination   |                               |   |
| Visual Arts                                       | Historical / Critical<br>Art Making<br>Trial HSC Examination<br>Body of Work Resolution |                               |   |
| 4B  | 11/08/2025 – 17/08/2025   | Ancient History               | Trial HSC Examination   |
|   |   | Business Studies              | Trial HSC Examination   |
|   |   | Community & Family Studies    | Trial HSC Examination   |
|   |   | English Advanced              | Trial HSC Examination   |
|   |   | English EAL/D                 | Modules A, B & C<br>Focus on Writing<br>Trial HSC Examination |
|   |   | English Extension 1           | Trial HSC Examination   |
|   |   | English Extension 2           | Critique of Creative Process                                  |
|   |   | English Standard              | Trial HSC Examination & Module C: The Craft of Writing        |
|   |   | Legal Studies                 | Trial HSC Examination   |
|   |   | Mathematics Advanced          | Trial HSC Examination   |
|   |   | Mathematics Extension 1       | Trial HSC Examination   |
|   |   | Mathematics Extension 2       | Trial HSC Examination   |
| Mathematics Standard 1                            | Trial HSC Examination   |                               |   |



|     |                         |   |   |
|-----|-------------------------|---|---|
|     |                         | Mathematics Standard 2                            | Trial HSC Examination   |
|     |                         | Modern History                                    | Trial HSC Examination   |
|     |                         | Music   | Trial HSC Examination   |
|     |                         | Personal Development, Health & Physical Education | Trial HSC Examination<br>Core 1 & 2 – Option 1 & 2                                      |
|     |                         | Society & Culture                                 | Trial HSC Examination   |
|     |                         | Visual Arts                                       | Historical / Critical<br>Art Making<br>Trial HSC Examination<br>Body of Work Resolution |
| 5A  | 18/08/2025 – 24/08/2025 | Personal Development, Health & Physical Education | Trial HSC Examination<br>Core 1 & 2 – Option 1 & 2                                      |
|     |                         | Photography, Video & Digital Imaging              | In-class Test   |
|     |                         | Work Studies                                      | Job Application   |
| 6B  | 25/08/2025 – 31/08/2025 |   |   |
| 7A  | 01/09/2025 – 07/09/2025 |   |   |
| 8B  | 08/09/2025 – 14/09/2025 |   |   |
| 9A  | 15/09/2025 – 21/09/2025 | Biology   | Trial HSC Examination   |
|     |                         | Chemistry   | Trial HSC Examination   |
|     |                         | Investigating Science                             | Trial HSC Examination   |
|     |                         | Physics   | Trial HSC Examination   |
| 10B | 22/09/2025 – 26/09/2025 |   |   |



# Assessment Schedules

## HSC Course 2024 - 2025

Assessment Schedules are issued to students by their course teachers. Students sign the document to acknowledge receipt of the Assessment Schedule.

Due dates on Assessment Schedules are an approximation and are subject to change. Students will be given at least two weeks' notice before each assessment task to confirm the date.

The assessment of a student's achievement throughout the HSC course is ongoing and is made at several points and in a variety of methods.

Satisfactory completion of classwork and assessable tasks is mandatory for students to continue to the HSC Examination. Unsatisfactory completion or failure to submit assessable tasks may result in an 'N' Determination being issued in the course.

### ***STUDENT INSTRUCTIONS:***

- \* Ensure you have collected all Assessment Schedules for your HSC courses from your class teachers.
- \* Refer to the Assessment Schedules for all your HSC courses.
- \* Assessment Calendar: Check the assessment calendar on next pages and highlight the assessment tasks for your courses.
- \* Keep Assessment Handbook for future reference.
- \* Remember: All efforts should be made to attend all assessment tasks. Absence from an assessment task will require a doctor's certificate as per NESAs regulations.





# Ancient History

## Year 12 Assessment Outline 2024 / 2025

| Component Weighting   | TASK 1                         | TASK 2                   | TASK 3                        | TASK 4                |
|---|--------------------------------|--------------------------|-------------------------------|-----------------------|
| <b>Task:</b>  | Source Analysis                | Historical Investigation | Research and In-class Essay   | Trial HSC Examination |
| <b>Outcomes:</b>  | AH 12-6<br>AH 12-8<br>AH 12-10 | AH 12-5<br>AH 12-7       | AH 12-2<br>AH 12-3<br>AH 12-9 | AH 12-1<br>AH 12-4    |
| <b>Timing:</b>  | Term 4<br>Week 8               | Term 1<br>Week 6         | Term 2<br>Week 7              | Term 3<br>Week 3 - 4  |
| <b>SYLLABUS COMPONENTS:</b>   |                                |                          |                               |                       |
| Knowledge and understanding of course content                                   | 40%                            | 20%                      | 0%                            | 10%                   |
| Historical skills in the analysis and evaluation of sources and interpretations | 20%                            | 5%                       | 5%                            | 5%                    |
| Historical inquiry and research   | 20%                            | 0%                       | 10%                           | 10%                   |
| Communication of historical understanding in appropriate forms                  | 20%                            | 5%                       | 5%                            | 5%                    |
|   | 100%                           | 30%                      | 20%                           | 30%                   |
|   |                                |                          | 30%                           | 20%                   |

### TASK DETAILS:

| No. | Task                        | Weight | Outcomes                       | Task Description  |
|-----|-----------------------------|--------|--------------------------------|---|
| 1   | Source Analysis             | 30%    | AH 12-6<br>AH 12-8<br>AH 12-10 | Analysis and Interpretation of different types of sources.  |
| 2   | Historical Investigation    | 20%    | AH 12-5<br>AH 12-7             | Historical investigation conducted with a 6-minute presentation.  |
| 3   | Research and in-class Essay | 30%    | AH 12-2<br>AH 12-3<br>AH 12-9  | Research task on significant individual from the chosen historical period, with an essay written during class time. |
| 4   | Trial HSC Examination       | 20%    | AH 12-1<br>AH 12-4             | All topics assessed.<br>Exam replicated HSC paper.  |



# Biology

## Year 12 Assessment Outline 2024 / 2025

| Component Weighting              | TASK 1                               | TASK 2                   | TASK 3                                  | TASK 4                 |     |
|----------------------------------|--------------------------------------|--------------------------|---|------------------------|-----|
| <b>Task:</b>                     | Depth Study                          | Scientific Investigation | Practical Examination                   | Trial HSC Examination  |     |
| <b>Outcomes:</b>                 | BIO11/12-5<br>BIO11/12-7<br>BIO12-14 | BIO11/12-2<br>BIO12-12   | BIO11/12-3<br>BIO11/12-4<br>BIO11/12-13 | BIO11/12-6<br>BIO12-15 |     |
| <b>Timing:</b>                   | Term 4<br>Week 7                     | Term 1<br>Week 10        | Term 2<br>Week 4                        | Term 3<br>Week 9       |     |
| <b>SYLLABUS COMPONENTS:</b>      |                                      |                          |   |                        |     |
| Skills in Working Scientifically | 60%                                  | 15%                      | 10%                                     | 25%                    | 10% |
| Knowledge and Understanding      | 40%                                  | 15%                      | 10%                                     | 5%                     | 10% |
|                                  | 100%                                 | 30%                      | 20%                                     | 30%                    | 20% |

### TASK DETAILS:

| No. | Task                     | Weight | Outcomes                                | Task Description   |
|-----|--------------------------|--------|---|--|
| 1   | Depth Study              | 30%    | BIO11/12-5<br>BIO11/12-7<br>BIO12-14    | Depth study assessing working scientifically skills and knowledge and understanding outcomes.              |
| 2   | Scientific Investigation | 20%    | BIO11/12-2<br>BIO12-12                  | Scientific Investigation assessing working scientifically skills and knowledge and understanding outcomes. |
| 3   | Practical Examination    | 30%    | BIO11/12-3<br>BIO11/12-4<br>BIO11/12-13 | Practical examination assessing skills in working scientifically.  |
| 4   | Trial HSC Examination    | 20%    | BIO11/12-6<br>BIO12-15                  | Trial HSC Examination assessing working scientifically skills and knowledge and understanding outcomes.    |





# Business Studies

## Year 12 Assessment Outline 2024 / 2025

|  | Component Weighting | TASK 1             | TASK 2           | TASK 3                       | TASK 4                |
|--|---------------------|--------------------|------------------|------------------------------|-----------------------|
| <b>Task:</b>   |                     | Research and Essay | Marketing Plan   | Financial Statement Analysis | Trial HSC Examination |
| <b>Outcomes:</b>   |                     | H3 H9              | H5 H7 H8         | H6 H10                       | H1 H2 H4              |
| <b>Timing:</b>   |                     | Term 4<br>Week 9   | Term 1<br>Week 6 | Term 2<br>Week 7             | Term 3<br>Weeks 3 - 4 |
| <b>SYLLABUS COMPONENTS:</b>  |                     |                    |                  |                              |                       |
| Knowledge and understanding of course content                                | 40%                 | 5%                 | 5%               | 10%                          | 20%                   |
| Stimulus-based skills  | 20%                 | 0%                 | 5%               | 10%                          | 5%                    |
| Inquiry and research   | 20%                 | 10%                | 10%              | 0%                           | 0%                    |
| Communication of business information, ideas and issues in appropriate forms | 20%                 | 5%                 | 10%              | 0%                           | 5%                    |
|  | 100%                | 20%                | 30%              | 20%                          | 30%                   |

### TASK DETAILS:

| No. | Task                         | Weight | Outcomes | Task Description   |
|-----|------------------------------|--------|----------|--|
| 1   | Research and Essay           | 20%    | H3 H9    | Research task provided with an in-class essay to be completed.   |
| 2   | Marketing Plan               | 30%    | H5 H7 H8 | Marketing Plan – case study.                                     |
| 3   | Financial Statement Analysis | 20%    | H6 H10   | Stimulus based ratio and interpretations of financial documents. |
| 4   | Trial HSC Examination        | 30%    | H1 H2 H4 | All topics assessed. Examination replicated HSC paper.           |



|                                  | Component Weighting | TASK 1                   | TASK 2                            | TASK 3                            | TASK 4                |
|----------------------------------|---------------------|--------------------------|-----------------------------------|-----------------------------------|-----------------------|
|                                  | <b>Task:</b>        | Scientific Investigation | Depth Study                       | Practical Examination             | Trial HSC Examination |
|                                  | <b>Outcomes:</b>    | CH11/12-2<br>CH12-14     | CH11/12-5<br>CH11/12-7<br>CH12-15 | CH11/12-3<br>CH11/12-4<br>CH12-12 | CH11/12-6<br>CH12-13  |
|                                  | <b>Timing:</b>      | Term 4<br>Week 6         | Term 1<br>Week 5                  | Term 2<br>Week 3                  | Term 3<br>Weeks 9     |
| <b>SYLLABUS COMPONENTS:</b>      |                     |                          |                                   |                                   |                       |
| Skills in working scientifically | 60%                 | 10%                      | 15%                               | 25%                               | 10%                   |
| Knowledge and understanding      | 40%                 | 10%                      | 15%                               | 5%                                | 10%                   |
|                                  | 100%                | 20%                      | 30%                               | 30%                               | 20%                   |

### TASK DETAILS:

| No. | Task                     | Weight | Outcomes                          | Task Description   |
|-----|--------------------------|--------|-----------------------------------|--|
| 1   | Scientific Investigation | 20%    | CH11/12-2<br>CH12-14              | Scientific Investigation assessing working scientifically skills and knowledge and understanding outcomes. |
| 2   | Depth Study              | 30%    | CH11/12-5<br>CH11/12-7<br>CH12-12 | Depth study assessing working scientifically skills and knowledge and understanding outcomes.              |
| 3   | Practical Examination    | 30%    | CH11/12-3<br>CH11/12-4<br>CH12-13 | Practical examination assessing skills in working scientifically and knowledge and understanding outcomes. |
| 4   | Trial HSC Examination    | 20%    | CH11/12-6<br>CH12-13              | Trial HSC examination assessing working scientifically skills and knowledge and understanding outcomes.    |



# Community and Family Studies

Year 12 Assessment Outline 2024 / 2025

| Component Weighting  | TASK 1                       | TASK 2                               | TASK 3               | TASK 4                |     |
|--|------------------------------|--------------------------------------|----------------------|-----------------------|-----|
| <b>Task:</b>   | Independent Research Project | Groups in Context Depth Study Report | Parenting and Caring | Trial HSC Examination |     |
| <b>Outcomes:</b>   | H4.1 H4.2                    | H2.2 H2.3 H5.1                       | H2.1 H3.2 H5.2       | H1.1 H3.4 H6.2        |     |
| <b>Timing:</b>   | Term 4<br>Week 10            | Term 1<br>Week 7                     | Term 2<br>Week 6     | Term 3<br>Weeks 3 - 4 |     |
| <b>SYLLABUS COMPONENTS:</b>  |                              |                                      |                      |                       |     |
| Knowledge and understanding of course content                                  | 40%                          | 0%                                   | 10%                  | 0%                    | 30% |
| Skills in critical thinking, research methodology, analysing and communicating | 60%                          | 20%                                  | 15%                  | 25%                   | 0%  |
|  | 100%                         | 20%                                  | 25%                  | 25%                   | 30% |

## TASK DETAILS:

| No. | Task                                 | Weight | Outcomes       | Task Description   |
|-----|--------------------------------------|--------|----------------|--|
| 1   | Independent Research Project         | 20%    | H4.1 H4.2      | An independent research project including the investigation of a proposed hypothesis. Primary research is carried out using a variety of methodologies. Findings are presented and discussed using data presented in tables and graphs.  |
| 2   | Groups in Context Depth Study Report | 25%    | H2.2 H2.3 H5.1 | An in-depth look at a nominated group in our society including how their needs are met. Students research two category B groups in context in similar format as the two category A groups covered in class.                              |
| 3   | Parenting and Caring                 | 25%    | H2.1 H3.2 H5.2 | Students will complete an in-class extended response style quiz based on parenting and caring styles and roles, including expectations and challenges in contemporary society.   |
| 4   | Trial HSC Examination                | 30%    | H1.1 H3.4 H6.2 | Formal examination, similar in structure to the Higher School Certificate. Includes a mixture of multiple choice, short answer, and extended response style questions. Students are required to write an essay/extended response format. |





# English Advanced

## Year 12 Assessment Outline 2024 / 2025

| Component Weighting  | TASK 1   | TASK 2  | TASK 3  | TASK 4   |     |
|--|--|---|---|--|-----|
| <b>Task:</b>   | Texts & Human Experiences Common Module<br><br>Craft of Writing (5%) | Textual Conversations Module A<br><br>Craft of Writing (5%) | Critical Study Module B<br><br>Craft of Writing (10%) | Trial HSC Examination All Modules<br><br>Craft of Writing (5%) |     |
| <b>Outcomes:</b>   | EA-12.1 EA-12.3<br>EA-12.5 EA-12.6<br>EA-12.7                        | EA-12.1 EA-12.3<br>EA-12.5 EA-12.7<br>EA-12.8 EA-12.9       | EA-12.2 EA-12.3<br>EA-12.4 EA-12.5<br>EA-12.9         | EA-12.3 EA-12.4<br>EA-12.5 EA-12.7<br>EA-12.8 EA-12.9          |     |
| <b>Timing:</b>   | Term 4<br>Week 8   | Term 1<br>Week 7  | Term 2<br>Week 10                                     | Term 3<br>Week 3 - 4   |     |
| <b>SYLLABUS COMPONENTS:</b>  |  |   |   |  |     |
| Knowledge and understanding of course content  | 50%  | 15%   | 10%   | 15%  | 10% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50%  | 10%   | 15%   | 10%  | 15% |
|  | 100%   | 25%   | 25%   | 25%  | 25% |

### TASK DETAILS:

| No. | Task  | Weight | Outcomes  | Task Description  |
|-----|---|--------|---|---|
| 1   | Texts and Human Experiences: Common Module And Craft of Writing | 25%    | EA-12.1 EA-12.3<br>EA-12.5 EA-12.6<br>EA-12.7         | Multimodal Task (Mandatory) - Craft of Writing: Reflection.               |
| 2   | Module A: Textual Conversations and Craft of Writing            | 25%    | EA-12.1 EA-12.3<br>EA-12.5 EA-12.7<br>EA-12.8 EA-12.9 | Extended Comparative Response – Craft of Writing: Creative appropriation. |
| 3   | Module B: Critical Study of Literature and Craft of Writing     | 25%    | EA-12.2 EA-12.3<br>EA-12.4 EA-12.5<br>EA-12.9         | Extended Critical Response – Craft of Writing: Mind map.                  |
| 4   | Trial HSC Examination   | 25%    | EA-12.3 EA-12.4<br>EA-12.5 EA-12.7<br>EA-12.8 EA-12.9 | Common Module: Module A, Module B and Module C.                           |





# English EAL/D

## Year 12 Assessment Outline 2024 / 2025

| Component Weighting  | TASK 1   | TASK 2   | TASK 3  | TASK 4  |     |
|--|--|--|---|---|-----|
| <b>Task:</b>   | Module A:<br>Texts and Human Experience<br>Extended Response | Module B:<br>Language, Identity and Culture<br>Extended Response | Focus on Writing:<br>Imaginative, Persuasive, Discursive or Informative Writing | Modules A, B, C<br>Focus on Writing<br>Trial HSC Examination              |     |
| <b>Outcomes:</b>   | EAL12-1A EAL12-1B<br>EAL12-3 EAL12-6<br>EAL12-7              | EAL12-3<br>EAL12-5<br>EAL12-8                                    | EAL12-3 EAL12-4<br>EAL12-5 EAL12-9  | EAL12-1A EAL12-3<br>EAL12-4 EAL12-5<br>EAL12-6 EAL12-7<br>EAL12-8 EAL12-9 |     |
| <b>Timing:</b>   | Term 4<br>Week 10  | Term 1<br>Week 9   | Term 2<br>Week 2  | Term 3<br>Weeks 3 - 4   |     |
| <b>SYLLABUS COMPONENTS:</b>  |  |  |   |   |     |
| Knowledge and understanding of course content  | 50%  | 15%  | 10%   | 5%  | 20% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50%  | 10%  | 10%   | 20%   | 10% |
|  | 100%   | 25%  | 20%   | 25%   | 30% |

### TASK DETAILS:

| No. | Task  | Weight  | Outcomes   | Task Description  |
|-----|---|---|--|---|
| 1   | Module A<br>Texts and Human Experience<br>Assessment Task 1     | 25%   | EAL12-1A EAL12-1B<br>EAL12-3 EAL12-6<br>EAL12-7                              | Multimodal Task: (reading) short answer questions, extended response, (listening) short answer questions.   |
| 2   | Module B<br>Language, Identity and Culture<br>Assessment Task 2 | 20%   | EAL12-3 EAL12-5<br>EAL12-8   | Extended Response Question – in-class task.   |
| 3   | Focus on Writing<br>Assessment Task 3                           | 25%   | EAL12-3 EAL12-4<br>EAL12-5 EAL12-9   | Imaginative piece of writing – submission.  |
| 4   | Trial HSC Examination:<br>Assessment Task 4                     | TOTAL - 30%<br>Paper 1 - 15%<br>Paper 2 - 10%<br>Listening - 5% | EAL12-1A EAL12-3<br>EAL12-4<br>EAL12-5 EAL12-6<br>EAL12-7<br>EAL12-8 EAL12-9 | <b>Paper 1: Section 1</b><br>1a: Module A – 3-5 unseen texts & short answer questions.<br>1b: Module A – A extended response question.<br><b>Paper 1: Section 2</b><br>Focus on writing extended response questions.<br><b>Paper 2: Section 1</b><br>Module B extended response question.<br><b>Paper 2: Section 2</b><br>Module C extended response question.<br><b>Listening Paper:</b> Short answer questions. |





# English Extension 1

## Year 12 Assessment Outline 2024 /2025

| Component Weighting  | TASK 1                            | TASK 2                            | TASK 3                         |
|--|-----------------------------------|-----------------------------------|--------------------------------|
| <b>Task:</b>   | Common Module:<br>Literary Worlds | Elective 2:<br>Worlds of Upheaval | Trial HSC Examination          |
| <b>Outcomes:</b>   | EE12-1 EE12-2<br>EE12-3 EE 12-5   | EE12-1 EE12-2<br>EE12-3 EE12-4    | EE12-1 EE12-2<br>EE12-3 EE12-4 |
| <b>Timing:</b>   | Term 1<br>Week 10                 | Term 2<br>Week 9                  | Term 3<br>Week 3 - 4           |
| <b>SYLLABUS COMPONENTS:</b>                                  |                                   |                                   |                                |
| Knowledge and understanding of texts and why they are valued | 50%                               | 20%                               | 15%                            |
| Skills in complex analysis, composition and investigation    | 50%                               | 20%                               | 15%                            |
|  | 100%                              | 40%                               | 30%                            |

### TASK DETAILS:

| No. | Task  | Weight | Outcomes                       | Task Description  |
|-----|---|--------|--------------------------------|---|
| 1   | Literary Worlds:<br>Imaginative Response and Reflection | 40%    | EE12-1 EE12-2<br>EE12-3 EE12-5 | Imaginative Response -Unseen extract.<br>Reflection and evaluation.   |
| 2   | Elective:<br>Worlds of Upheaval<br>Critical Response    | 30%    | EE12-1 EE12-2<br>EE12-3 EE12-4 | Extended response with a focus on literary voices of upheaval and challenge - Shelley's "Frankenstein Lang's "Metropolis"" and TWO related texts. |
| 3   | Trial HSC Examination                                   | 30%    | EE12-1 EE12-2<br>EE12-3 EE12-4 | HSC Format- Elective and imaginative response - Literary worlds / Worlds of upheaval  |



# English Extension 2

Year 12 Assessment Outline 2024 / 2025

|                                 | Component Weighting | TASK 1                                   | TASK 2                                   | TASK 3  |
|---------------------------------|---------------------|--|--|---|
|                                 | <b>Task:</b>        | Viva Voce                                | Literature Review                        | Critique of Creative Process                        |
|                                 | <b>Outcomes:</b>    | EEX12-1<br>EEX12-2<br>EEX12-3<br>EEX12-4 | EEX12-1<br>EEX12-3<br>EEX12-4<br>EEX12-5 | EEX12-1<br>EEX12-2<br>EEX12-3<br>EEX12-4<br>EEX12-5 |
|                                 | <b>Timing:</b>      | Term 1<br>Week 10                        | Term 2<br>Week 9                         | Term 3<br>Week 3 - 4                                |
| <b>SYLLABUS COMPONENTS:</b>     |                     |  |  |   |
| Skills in independent research  | 50%                 | 15%                                      | 20%                                      | 15%   |
| Skills in sustained composition | 50%                 | 15%                                      | 20%                                      | 15%   |
|                                 | 100%                | 30%                                      | 40%                                      | 30%   |

## TASK DETAILS:

| No | Task                         | Weight | Outcomes  | Task Description   |
|----|------------------------------|--------|---|--|
| 1  | Viva Voce                    | 30%    | EEX12-1<br>EEX12-2<br>EEX12-3<br>EEX12-4            | Viva Voce – Panel of teachers. Unseen questions. 10-15 minutes.  |
| 2  | Literature Review            | 40%    | EEX12-1<br>EEX12-3<br>EEX12-4<br>EEX12-5            | Extended critical responses focusing on TWO or more texts that align with your chosen medium / form.                                   |
| 3  | Critique of Creative Process | 30%    | EEX12-1<br>EEX12-2<br>EEX12-3<br>EEX12-4<br>EEX12-5 | Evaluation of Creative Process- revising and editing stages, composition process and evolution of skills and knowledge of chosen form. |



# English Standard

## Year 12 Assessment Outline 2024 / 2025

| Component Weighting   | TASK 1  | TASK 2  | TASK 3  | TASK 4   |     |
|---|---|---|---|--|-----|
| <b>Task:</b>  | Common Module: Texts and Human Experiences (20%)<br><br>Module C: The Craft of Writing (5%) | Module A: Language, Identity and Culture (20%)<br><br>Module C: The Craft of Writing (5%) | Module B: Close Study of Literature (15%)<br><br>Module C: The Craft of Writing (10%) | Trial HSC Examination Module A & Module B (20%)<br><br>Module C: The Craft of Writing (5%) |     |
| <b>Outcomes:</b>  | 12.1 12.3 12.5<br>12.6 12.7   | 12.1 12.3 12.5<br>12.7 12.8 12.9  | 12.2 12.3 12.4<br>12.5 12.9   | 12.1 12.2 12.3<br>12.4 12.5 12.7<br>12.8 12.9  |     |
| <b>Timing:</b>  | Term 4<br>Week 9  | Term 1<br>Week 7  | Term 2<br>Week 10   | Term 3<br>Week 3 - 4   |     |
| <b>SYLLABUS COMPONENTS:</b>   |   |   |   |  |     |
| Knowledge and understanding of course content   | 50%   | 15%   | 10%   | 15%  | 10% |
| Skills in responding too texts and communication of ideas appropriate to audience, purpose and context across all modes | 50%   | 10%   | 15%   | 10%  | 15% |
|   | 100%  | 25%   | 25%   | 25%  | 25% |

### TASK DETAILS:

| No. | Task  | Weight | Outcomes                                      | Task Description                                |
|-----|---|--------|---|---|
| 1   | Texts and Human Experiences: Common Module and Craft of Writing | 25%    | 12.1 12.3 12.5<br>12.6 12.7                   | Multi-modal task and reflection.                |
| 2   | Module A: Language Identity and Culture and Craft of Writing    | 25%    | 12.1 12.3 12.5<br>12.7 12.8 12.9              | Extended response and imaginative response.     |
| 3   | Module B: Close Study of Literature and Craft of Writing        | 25%    | 12.2 12.3 12.4<br>12.5 12.9                   | Extended response and editing processes.        |
| 4   | Trial HSC Examination   | 25%    | 12.1 12.2 12.3<br>12.4 12.5 12.7<br>12.8 12.9 | Common Module: Module A, Module B and Module C. |







# English Studies

## Year 12 Assessment Outline 2024 / 2025

| Component Weighting  | TASK 1   | TASK 2  | TASK 3  | TASK 4   |     |
|--|--|---|---|--|-----|
| <b>Task:</b>   | Common Module:<br>Texts & Human Experiences  | Elective<br>Module E:<br>Playing the Game                                 | Elective<br>Module K:<br>The Big Screen       | Trial HSC<br>Examination   |     |
| <b>Outcomes:</b>   | ES-12.1 ES-12.2<br>ES-12.3 ES-12.5<br>ES-12.6 ES-12.7<br>ES-12.8 ES-12.9<br>ES-12.10 | ES-12.1 ES-12.2<br>ES-12.3 ES-12.5<br>ES-12.6 ES-12.7<br>ES-12.9 ES-12.10 | ES-12.1 ES-12.2<br>ES-12.4 ES-12.6<br>ES-12.7 | ES-12.1 ES-12.2<br>ES-12.3 ES-12.4<br>ES-12.5 ES-12.6<br>ES-12.7 ES-12.8 |     |
| <b>Timing:</b>   | Term 4<br>Week 8   | Term 1<br>Week 9  | Term 2<br>Week 4                              | Term 3<br>Week 3   |     |
| <b>SYLLABUS COMPONENTS:</b>  |  |   |   |  |     |
| Knowledge and understanding of course content  | 50%  | 15%   | 10%   | 15%  | 10% |
| Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively | 50%  | 15%   | 10%   | 15%  | 10% |
|  | 100%   | 30%   | 20%   | 30%  | 20% |

### TASK DETAILS:

| No. | Task  | Weight | Outcomes   | Task Description  |
|-----|---|--------|--|---|
| 1   | Texts & Human Experiences:<br>Common Module | 30%    | ES-12.1 ES-12.2<br>ES-12.3 ES-12.5<br>ES-12.6 ES-12.7<br>ES-12.8 ES-12.9<br>ES-12.10 | Compose an extended response responding to a given question.<br><br>- Prescribed text and related text. |
| 2   | Elective 1:<br>Module E: Playing the Game   | 20%    | ES-12.1 ES-12.2<br>ES-12.3 ES-12.5<br>ES-12.6 ES-12.7<br>ES-12.9 ES-12.10            | Multimodal Task.  |
| 3   | Elective 2:<br>Module K: The Big Screen     | 30%    | ES-12.1 ES-12.2<br>ES-12.4 ES-12.6<br>ES-12.7  | Portfolio – composition of a range of text types across the modules studied.                            |
| 4   | Trial HSC Examination                       | 20%    | ES-12.1 ES-12.2<br>ES-12.3 ES-12.4<br>ES-12.5 ES-12.6<br>ES-12.7 ES-12.8             | Common Module: Elective 1 and Elective 2.   |





# Investigating Science

## Year 12 Assessment Outline 2024 /2025

| Component Weighting              | TASK 1                   | TASK 2                               | TASK 3                                  | TASK 4                 |     |
|----------------------------------|--------------------------|--------------------------------------|---|------------------------|-----|
| <b>Task:</b>                     | Scientific Investigation | Depth Study                          | Practical Examination                   | Trial HSC Examination  |     |
| <b>Outcomes:</b>                 | INS11/12-2<br>INS12-12   | INS11/12-5<br>INS11/12-7<br>INS12-14 | INS11/12-3<br>INS11/12-4<br>INS11/12-15 | INS11/12-6<br>INS12-13 |     |
| <b>Timing:</b>                   | Term 4<br>Week 8         | Term 1<br>Week 8                     | Term 2<br>Week 5                        | Term 3<br>Weeks 9      |     |
| <b>SYLLABUS COMPONENTS:</b>      |                          |                                      |   |                        |     |
| Skills in working scientifically | 60%                      | 10%                                  | 15%                                     | 25%                    | 10% |
| Knowledge and understanding      | 40%                      | 10%                                  | 15%                                     | 5%                     | 10% |
|                                  | 100%                     | 20%                                  | 30%                                     | 30%                    | 20% |

### TASK DETAILS:

| No. | Task                     | Weight | Outcomes                                | Task Description   |
|-----|--------------------------|--------|---|--|
| 1   | Scientific Investigation | 20%    | INS11/12-2<br>INS12-12                  | Scientific Investigation assessing working scientifically skills and knowledge and understanding outcomes. |
| 2   | Depth Study              | 30%    | INS11/12-5<br>INS11/12-7<br>INS12-14    | Depth study assessing working scientifically skills and knowledge and understanding outcomes.              |
| 3   | Practical Examination    | 30%    | INS11/12-3<br>INS11/12-4<br>INS11/12-15 | Practical exam assessing skills in working scientifically.   |
| 4   | Trial HSC Examination    | 20%    | INS11/12-6<br>INS12-13                  | Trial HSC examination assessing knowledge and understanding outcomes.                                      |



# Legal Studies

## Year 12 Assessment Outline 2024 / 2025

|   | Component Weighting | TASK 1           | TASK 2           | TASK 3                      | TASK 4                |
|---|---------------------|------------------|------------------|-----------------------------|-----------------------|
| <b>Task:</b>  |                     | Presentation     | In-class tasks   | Research and In-class Essay | Trial HSC Examination |
| <b>Outcomes:</b>  |                     | H2 H3            | H4 H5 H6         | H8 H10                      | H1 H7 H9              |
| <b>Timing:</b>  |                     | Term 4<br>Week 8 | Term 1<br>Week 6 | Term 2<br>Week 5            | Term 3<br>Weeks 3 - 4 |
| <b>SYLLABUS COMPONENTS:</b>   |                     |                  |                  |                             |                       |
| Knowledge and understanding of course content                                   | 40%                 | 5%               | 10%              | 5%                          | 20%                   |
| Analysis and evaluation   | 20%                 | 0%               | 10%              | 5%                          | 5%                    |
| Inquiry and research  | 20%                 | 10%              | 5%               | 5%                          | 0%                    |
| Communication of Legal Studies information, issues, and ideas appropriate forms | 20%                 | 5%               | 5%               | 5%                          | 5%                    |
|   | 100%                | 20%              | 30%              | 20%                         | 30%                   |

### TASK DETAILS:

| No. | Task                        | Weight | Outcomes | Task Description  |
|-----|-----------------------------|--------|----------|---|
| 1   | Presentation                | 20%    | H2 H3    | Presentation task, reporting on a contemporary issue.   |
| 2   | In-class Tasks              | 30%    | H4 H5 H6 | In-class tasks provided to assess knowledge and understanding of topic content and application. |
| 3   | Research and In-class Essay | 20%    | H8 H10   | Research into contemporary issue, with an essay written during class time.                      |
| 4   | Trial HSC Examination       | 30%    | H1 H7 H9 | All topics assessed. Examination replicated HSC examination paper.                              |





# Mathematics Advanced

## Year 12 Assessment Outline 2024 / 2025

| Component Weighting                          | TASK 1                   | TASK 2                                    | TASK 3                          | TASK 4   |     |
|--|--------------------------|---|---------------------------------|--|-----|
| <b>Task:</b>                                 | Research Task            | Pre-seen Test                             | Class Test                      | Trial HSC Examination  |     |
| <b>Outcomes:</b>                             | MA12-8 MA12-9<br>MA12-10 | MA12-1 MA12-3<br>MA12-5 MA12-6<br>MA12-10 | MA12-3 MA12-8<br>MA12-9 MA12-10 | MA12-1 MA12-2 MA12-3<br>MA12-4 MA12-5 MA12-6<br>MA12-7 MA12-8<br>MA12-10 |     |
| <b>Timing:</b>                               | Term 4<br>Week 8         | Term 1<br>Week 7                          | Term 2<br>Week 8                | Term 3<br>Weeks 3 - 4  |     |
| <b>SYLLABUS COMPONENTS:</b>                  |                          |   |                                 |  |     |
| Understanding, fluency, and communication    | 50%                      | 10%                                       | 15%                             | 10%  | 15% |
| Problem-solving, reasoning and justification | 50%                      | 10%                                       | 15%                             | 10%  | 15% |
|  | 100%                     | 20%                                       | 30%                             | 20%  | 30% |

### TASK DETAILS:

| No. | Task                  | Weight | Outcomes  | Task Description   |
|-----|-----------------------|--------|---|--|
| 1   | Research Task         | 20%    | MA12-8 MA12-9<br>MA12-10  | A free response task using a rubric marking scale that assesses the syllabus components of the course.   |
| 2   | Pre-seen Test         | 30%    | MA 12-1<br>MA12-3 MA12-5<br>MA12-6 MA12-10                                  | A test based on the syllabus components of the course. The test will be comprised of questions that students have the opportunity to prepare for in advance. |
| 3   | Class Test            | 20%    | MA12-3 MA12-8<br>MA12-9 MA12-10   | A 50 minute in-class task that assesses the syllabus components of the course.   |
| 4   | Trial HSC Examination | 30%    | MA12-1 MA12-2<br>MA12-3 MA12-4<br>MA12-5 MA12-6<br>MA12-7 MA12-8<br>MA12-10 | A formal 3-hour examination based on the syllabus components of the course.  |





# Mathematics Extension 1

Year 12 Assessment Outline 2024 / 2025

|  | Component Weighting | TASK 1           | TASK 2                                   | TASK 3                  | TASK 4  |
|--|---------------------|------------------|--|-------------------------|---|
|  | <b>Task:</b>        | Class Test       | Research Task                            | Pre-seen Test           | Trial HSC Examination                           |
|  | <b>Outcomes:</b>    | ME12-1 ME12-7    | ME12-1 ME12-2<br>ME12-3 ME12-5<br>ME12-7 | ME12-5 ME12-6<br>ME12-7 | ME12-1 ME12-2<br>ME12-3 ME12-4<br>ME12-5 ME12-7 |
|  | <b>Timing:</b>      | Term 4<br>Week 9 | Term 1<br>Week 10                        | Term 2<br>Week 9        | Term 3<br>Weeks 3- 4                            |
| <b>SYLLABUS COMPONENTS:</b>                  |                     |                  |  |                         |   |
| Understanding, fluency and communication     | 50%                 | 10%              | 15%                                      | 10%                     | 15%   |
| Problem-solving, reasoning and justification | 50%                 | 10%              | 15%                                      | 10%                     | 15%   |
|  | 100%                | 20%              | 30%                                      | 20%                     | 30%   |

## TASK DETAILS:

| No. | Task                  | Weight | Outcomes  | Task Description   |
|-----|-----------------------|--------|---|--|
| 1   | Class Test            | 20%    | ME12-1<br>ME12-7                                | A 50 minute in-class task that assesses the syllabus components of the course.   |
| 2   | Research Task         | 30%    | ME12-1 ME12-2<br>ME12-3 ME12-5<br>ME12-7        | A free response task using a rubric marking scale that assesses the syllabus components of the course.   |
| 3   | Pre-seen Test         | 20%    | ME12-5<br>ME12-6<br>ME12-7                      | A test based on the syllabus components of the course. The test will be comprised of questions that students have the opportunity to prepare for in advance. |
| 4   | Trial HSC Examination | 30%    | ME12-1 ME12-2<br>ME12-3 ME12-4<br>ME12-5 ME12-7 | A formal 2-hour examination based on the syllabus components of the course.  |





# Mathematics Extension 2

## Year 12 Assessment Outline 2024 / 2025

### SYLLABUS COMPONENTS:

| Component Weighting                          | TASK 1                  | TASK 2                          | TASK 3                          | TASK 4  |     |
|--|-------------------------|---------------------------------|---------------------------------|---|-----|
| <b>Task:</b>                                 | Research Task           | Pre-seen Test                   | Class Test                      | Trial HSC Examination   |     |
| <b>Outcomes:</b>                             | MEX12-3 MEX12-7 MEX12-8 | MEX12-2 MEX12-4 MEX12-7 MEX12-8 | MEX12-1 MEX12-4 MEX12-7 MEX12-8 | MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8 |     |
| <b>Timing:</b>                               | Term 4<br>Week 10       | Term 1<br>Week 7                | Term 2<br>Week 10               | Term 3<br>Weeks 3 - 4   |     |
| Understanding, fluency and communication     | 50%                     | 10%                             | 15%                             | 10%   | 15% |
| Problem-solving, reasoning and justification | 50%                     | 10%                             | 15%                             | 10%   | 15% |
|  | 100%                    | 20%                             | 30%                             | 20%   | 30% |

### TASK DETAILS:

| No. | Task                  | Weight | Outcomes  | Task Description   |
|-----|-----------------------|--------|---|--|
| 1   | Research Task         | 20%    | MEX12-3 MEX12-7 MEX12-8   | A free response task using a rubric marking scale that assesses the syllabus components of the course.   |
| 2   | Pre-seen Test         | 30%    | MEX12-2 MEX12-4 MEX12-7 MEX12-8                                 | A test based on the syllabus components of the course. The test will be comprised of questions that students have the opportunity to prepare for in advance. |
| 3   | Class Test            | 20%    | MEX12-1 MEX12-4 MEX12-7 MEX12-8                                 | A 50 minute in-class task that assesses the syllabus components of the course.   |
| 4   | Trial HSC Examination | 30%    | MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8 | A formal 3-hour examination based on the syllabus components of the course.  |





# Mathematics Standard 1

## Year 12 Assessment Outline 2024 / 2025

| Component Weighting                         | TASK 1   | TASK 2  | TASK 3   | TASK 4   |     |
|---|--|---|--|--|-----|
| <b>Task:</b>                                | Research Task  | Pre-seen Test                                       | Class Test   | Trial HSC Examination  |     |
| <b>Outcomes:</b>                            | MS1-12-3 MS1-12-4<br>MS1-12-5 MS1-12-8<br>MS1-12-9 MS1-12-10 | MS1-12-3 MS1-12-4<br>MS1-12-8 MS1-12-9<br>MS1-12-10 | MS1-12-1 MS1-12-2<br>MS1-12-5 MS1-12-6<br>MS1-12-7 MS1-12-9<br>MS1-12-10 | MS1-12-1 MS1-12-2<br>MS1-12-3 MS1-12-4<br>MS1-12-5 MS1-12-6<br>MS1-12-7 MS1-12-8<br>MS1-12-9 MS1-12-10 |     |
| <b>Timing:</b>                              | Term 4<br>Week 9   | Term 1<br>Week 7                                    | Term 2<br>Week 8   | Term 3<br>Weeks 3 - 4  |     |
| <b>SYLLABUS COMPONENTS:</b>                 |  |   |  |  |     |
| Understanding, fluency and communication    | 50%  | 10%   | 15%  | 10%  | 15% |
| Problem-solving reasoning and justification | 50%  | 10%   | 15%  | 10%  | 15% |
|   | 100%   | 20%   | 30%  | 20%  | 30% |

### TASK DETAILS:

| No. | Task                  | Weight | Outcomes   | Task Description   |
|-----|-----------------------|--------|--|--|
| 1   | Research Task         | 20%    | MS1-12-3 MS1-12-4<br>MS1-12-5 MS1-12-8<br>MS1-12-9 MS1-12-10   | A free response task using a rubric marking scale that assesses the syllabus components of the course.   |
| 2   | Pre-seen Test         | 30%    | MS1-12-3 MS1-12-4<br>MS1-12-8 MS1-12-9<br>MS1-12-10  | A test based on the syllabus components of the course. The test will be comprised of questions that students have the opportunity to prepare for in advance. |
| 3   | Class Test            | 20%    | MS1-12-1 MS1-12-2<br>MS1-12-5 MS1-12-6<br>MS1-12-7 MS1-12-9<br>MS1-12-10                               | An in-class task that assesses the syllabus components of the course.  |
| 4   | Trial HSC Examination | 30%    | MS1-12-1 MS1-12-2<br>MS1-12-3 MS1-12-4<br>MS1-12-5 MS1-12-6<br>MS1-12-7 MS1-12-8<br>MS1-12-9 MS1-12-10 | A formal 2-hour examination based on the syllabus components of the course.  |





# Mathematics Standard 2

Year 12 Assessment Outline 2024 / 2025

| Component Weighting                          | TASK 1   | TASK 2  | TASK 3   | TASK 4   |     |
|--|--|---|--|--|-----|
| <b>Task:</b>                                 | Class Test   | Pre-seen Test                                       | Research Task  | Trial HSC Examination  |     |
| <b>Outcomes:</b>                             | MS2-12-3 MS2-12-4<br>MS2-12-5 MS2-12-8<br>MS2-12-9 MS2-12-10 | MS2-12-3 MS2-12-4<br>MS2-12-8 MS2-12-9<br>MS2-12-10 | MS2-12-1 MS2-12-2<br>MS2-12-5 MS2-12-6<br>MS2-12-7 MS2-12-9<br>MS2-12-10 | MS2-12-1 MS2-12-2<br>MS2-12-3 MS2-12-4<br>MS2-12-5 MS2-12-6<br>MS2-12-7 MS2-12-8<br>MS2-12-9 MS2-12-10 |     |
| <b>Timing:</b>                               | Term 4<br>Week 8   | Term 1<br>Week 7                                    | Term 2<br>Week 8   | Term 3<br>Weeks 3 - 4  |     |
| <b>SYLLABUS COMPONENTS:</b>                  |  |   |  |  |     |
| Understanding, fluency and communication     | 50%  | 10%   | 15%  | 10%  | 15% |
| Problem-solving, reasoning and justification | 50%  | 10%   | 15%  | 10%  | 15% |
|  | 100%   | 20%   | 30%  | 20%  | 30% |

**TASK DETAILS:**

| No. | Task                  | Weight | Outcomes   | Task Description   |
|-----|-----------------------|--------|--|--|
| 1   | Class Test            | 20%    | MS2-12-3 MS2-12-4<br>MS2-12-5 MS2-12-8<br>MS2-12-9 MS2-12-10   | An in-class task that assesses the syllabus components of the course.  |
| 2   | Pre-seen Test         | 30%    | MS2-12-3 MS2-12-4<br>MS2-12-8 MS2-12-9<br>MS2-12-10  | A test based on the syllabus components of the course. The test will be comprised of questions that students have the opportunity to prepare for in advance. |
| 3   | Research Task         | 20%    | MS2-12-1 MS2-12-2<br>MS2-12-5 MS2-12-6<br>MS2-12-7 MS2-12-9<br>MS2-12-10                               | A free response task using a rubric marking scale that assesses the syllabus components of the course.   |
| 4   | Trial HSC Examination | 30%    | MS2-12-1 MS2-12-2<br>MS2-12-3 MS2-12-4<br>MS2-12-5 MS2-12-6<br>MS2-12-7 MS2-12-8<br>MS2-12-9 MS2-12-10 | A formal 2.5-hour examination based on the format of the HSC assessing the syllabus components of the course.  |







# Modern History

## Year 12 Assessment Outline 2024 / 2025

|   | Component Weighting | TASK 1           | TASK 2                     | TASK 3                      | TASK 4                     |
|---|---------------------|------------------|----------------------------|-----------------------------|----------------------------|
|   | <b>Task:</b>        | Source Analysis  | Historical Investigation   | Research and In Class Essay | Trial HSC Examination      |
|   | <b>Outcomes:</b>    | MH12-6<br>MH12-7 | MH12-1<br>MH12-2<br>MH12-8 | MH12-3<br>MH12-5            | MH12-4<br>MH12-7<br>MH12-9 |
|   | <b>Timing:</b>      | Term 4<br>Week 9 | Term 1<br>Week 6           | Term 2<br>Week 7            | Term 3<br>Weeks 3 - 4      |
| <b>SYLLABUS COMPONENTS:</b>   |                     |                  |                            |                             |                            |
| Knowledge and understanding of course content                                   | 40%                 | 10%              | 10%                        | 0%                          | 20%                        |
| Historical skills in the analysis and evaluation of sources and interpretations | 20%                 | 5%               | 5%                         | 5%                          | 5%                         |
| Historical inquiry and research   | 20%                 | 0%               | 10%                        | 10%                         | 0%                         |
| Communication of historical understanding in appropriate forms                  | 20%                 | 5%               | 5%                         | 5%                          | 5%                         |
|   | 100%                | 20%              | 30%                        | 20%                         | 30%                        |

### TASK DETAILS:

| No. | Task                        | Weight | Outcomes                   | Task Description   |
|-----|-----------------------------|--------|----------------------------|--|
| 1   | Source Analysis             | 20%    | MH12-6<br>MH12-7           | A range of source materials provided with comprehension questions to build a portfolio of responses. |
| 2   | Historical Investigation    | 30%    | MH12-1<br>MH12-2<br>MH12-8 | Individual and independent investigation, submitted in a report format.                              |
| 3   | Research and In Class Essay | 20%    | MH12-3<br>MH12-5           | Topic questions provided for research, with an essay written during class time.                      |
| 4   | Trial HSC Examination       | 30%    | MH12-4<br>MH12-7<br>MH12-9 | All topics assessed. Exam replicated HSC paper.  |



# Music 1

## Year 12 Assessment Outline 2024 / 2025

| Component Weighting         | TASK 1                                   | TASK 2                                    | TASK 3  | TASK 4  |
|-----------------------------|--|---|---|---|
| <b>Task:</b>                | Composition Portfolio and Aural Analysis | Presentation of Performance and Viva Voce | Presentation or Submission Elective Option for Topics 1 and 2 | Trial HSC Examination Aural Skills and Elective 3 |
| <b>Outcomes:</b>            | H3 H6 H4 H5                              | H1 H4 H6 H7                               | H1 – H11  | H1 - H11  |
| <b>Timing:</b>              | Term 4<br>Week 10                        | Term 1<br>Week 7                          | Term 2<br>Week 8  | Term 3<br>Weeks 3 - 4                             |
| <b>SYLLABUS COMPONENTS:</b> |  |   |   |   |
| Performance                 | 10%                                      | 0%  | 10%   | 0%  |
| Composition                 | 10%                                      | 10%                                       | 0%  | 0%  |
| Musicology                  | 10%                                      | 0%  | 10%   | 0%  |
| Aural                       | 25%                                      | 10%                                       | 0%  | 15%   |
| Electives                   | 45%                                      | 0%  | 0%  | 30%   |
|                             | 100%                                     | 20%                                       | 20%   | 30%   |

### TASK DETAILS:

| No | Task   | Weight | Outcomes    | Task Description   |
|----|--|--------|-------------|--|
| 1  | Composition Portfolio and Aural Analysis                       | 20%    | H3 H4 H5 H6 | Submission of composition or arrangement, aural analysis of composition with reference to concepts.                                |
| 2  | Presentation of Performance and Viva Voce                      | 20%    | H1 H4 H6 H7 | Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of composition. |
| 3  | Presentation or Submission: Elective Option for Topics 1 and 2 | 30%    | H1 – H11    | Presentation of elective options 1 and 2.  |
| 4  | Trial HSC Examination / Aural Skills Examination               | 30%    | H1 – H11    | Aural skills examination<br>Presentation of elective 3 music performance, composition portfolio or musicology.                     |





# Personal Development, Health and Physical Education

Year 12 Assessment Outline 2024 / 2025

| Component Weighting  | TASK 1<br>(Core 1)                                      | TASK 2<br>(Core 2)                                  | TASK 3<br>(Option 1 & 2)   | TASK 4<br>(Core 1 & 2)<br>(Option 1 & 2)  |
|--|---|---|--|---|
| <b>Task:</b>   | Health Priorities in Australia (20%)<br>Research Report | Factors Affecting Performance (20%)<br>Presentation | Sports Medicine (15%) & Improving Performance (15%)<br>In-class Test | Core 1 (10%)<br>Core 2 (10%)<br>Option 1 (5%)<br>Option 2 (5%)<br>Trial HSC Examination |
| <b>Outcomes:</b>   | H2 H3 H5  | H7 H8 H11   | H7 H10 H16 H17   | H1 H4 H6 H14 H15 H13  |
| <b>Timing:</b>   | Term 4<br>Week 8  | Term 1<br>Week 6                                    | Term 2<br>Week 10  | Term 3<br>Weeks 3 - 4 - 5   |
| <b>SYLLABUS COMPONENTS:</b>                                      |   |   |  |   |
| Knowledge and understanding of course, content                   | 40%   | 5%  | 10%  | 15%   |
| Skills in critical thinking, research analysis and communicating | 60%   | 15%   | 10%  | 15%   |
|  | 100%  | 20%   | 20%  | 30%   |

## TASK DETAILS:

| No. | Task   | Weight | Outcomes                | Task Description   |
|-----|--|--------|-------------------------|--|
| 1   | Health Priorities in Australia<br>Health Report          | 20%    | H2 H3 H5                | Core 1:<br>Health profile analysis<br>Health priorities in Australia: (20%)<br>Research and analyse the epidemiology trends for a targeted population group most at risk in Australia.   |
| 2   | Factors Affecting Performance<br>Presentation            | 20%    | H7 H8 H11               | Core 2:<br>Energy production presentation<br>Factors affecting performance: (20%)<br>Examine the factors that affect performance.  |
| 3   | Sports Medicine & Improving Performance<br>In-class Test | 30%    | H9 H10 H16 H17          | Option 1 and 2:<br>In-class test<br>Part A: Sports medicine: (15%)<br>Part B: Improving performance: (15%)<br>Research, prepare and develop 2-page notes to answer extended response questions on both topics in class.            |
| 4   | Trial HSC Examination                                    | 30%    | H1 H4 H6 H14<br>H15 H13 | Core 1 and 2, Options 3 and 4:<br>Multiple choice, core questions, and two options questions.<br>Health priorities in Australia (10%)<br>Factors affecting performance (10%)<br>Sports medicine (5%)<br>Improving performance (5%) |



# Photography, Video and Digital Imaging

Year 12 Assessment Outline 2024 / 2025

**SYLLABUS COMPONENTS:**

|                                 | Component Weighting | TASK 1           | TASK 2                 | TASK 3           | TASK 4           |
|---------------------------------|---------------------|------------------|------------------------|------------------|------------------|
|                                 | <b>Task:</b>        | Videography      | Styles and Conventions | Passion Project  | In-class Test    |
|                                 | <b>Outcomes:</b>    | M1 M3 M6         | M2 M4 M5               | M1 M4 M6         | CH1 CH2 CH3      |
|                                 | <b>Timing:</b>      | Term 4<br>Week 8 | Term 1<br>Week 8       | Term 2<br>Week 8 | Term 3<br>Week 5 |
| Making                          | 70%                 | 20%              | 20%                    | 30%              | 0%               |
| Critical and Historical Studies | 30%                 | 0%               | 0%                     | 0%               | 30%              |
|                                 | 100%                | 20%              | 20%                    | 30%              | 30%              |

**TASK DETAILS:**

| No. | Task                   | Weight | Outcomes    | Task Description   |
|-----|------------------------|--------|-------------|--|
| 1   | Videography            | 20%    | M1 M3 M6    | Students to use the medium of video or animation to create a short film representing or documenting their personal experiences as an F.H.S. student. Completes short response on WHS practices.                      |
| 2   | Styles and Conventions | 20%    | M2 M4 M5    | Students create manipulated images/videos using experimental and alternative techniques. Techniques can be both done as both pre- and post-production incorporating digital or analogue skills.                      |
| 3   | Passion Project        | 30%    | M1 M4 M6    | Students to create a photographic body of work based on their personal interests and passions. Students must keep an organised process diary in their PPD to be marked in conjunction with their final body of work. |
| 4   | In-class Test          | 30%    | CH1 CH2 CH3 | Students complete a final theory test analysing the four frames of photographic and digital media.   |

|                                  | Component Weighting | TASK 1                   | TASK 2                            | TASK 3                            | TASK 4                |
|----------------------------------|---------------------|--------------------------|-----------------------------------|-----------------------------------|-----------------------|
|                                  | <b>Task:</b>        | Scientific Investigation | Depth Study                       | Practical Examination             | Trial HSC Examination |
|                                  | <b>Outcomes:</b>    | PH11/12-2<br>PH12-13     | PH11/12-5<br>PH11/12-7<br>PH12-14 | PH11/12-3<br>PH11/12-4<br>PH12-15 | PH11/12-6<br>PH12-12  |
|                                  | <b>Timing:</b>      | Term 4<br>Week 7         | Term 1<br>Week 7                  | Term 2<br>Week 8                  | Term 3<br>Weeks 9     |
| <b>SYLLABUS COMPONENTS:</b>      |                     |                          |                                   |                                   |                       |
| Skills in working scientifically | 60%                 | 10%                      | 15%                               | 25%                               | 10%                   |
| Knowledge and understanding      | 40%                 | 10%                      | 15%                               | 5%                                | 10%                   |
|                                  | 100%                | 20%                      | 30%                               | 30%                               | 20%                   |

### TASK DETAILS:

| No. | Task                     | Weight | Outcomes                          | Task Description   |
|-----|--------------------------|--------|-----------------------------------|--|
| 1   | Scientific Investigation | 20%    | PH11/12-2<br>PH12-13              | Scientific Investigation assessing working scientifically skills and knowledge and understanding outcomes. |
| 2   | Depth Study              | 30%    | PH11/12-5<br>PH11/12-7<br>PH12-14 | Depth study assessing working scientifically skills and knowledge and understanding outcomes.              |
| 3   | Practical Examination    | 30%    | PH11/12-3<br>PH11/12-4<br>PH12-15 | Practical examination assessing working scientifically skills and knowledge and understanding outcomes.    |
| 4   | Trial HSC Examination    | 20%    | PH11/12-6<br>PH12-12              | Trial HSC Examination assessing working scientifically skills and knowledge and understanding outcomes.    |



# Society and Culture

## Year 12 Assessment Outline 2024 / 2025

|  | Component Weighting | TASK 1            | TASK 2                      | TASK 3                  | TASK 4                |
|--|---------------------|-------------------|-----------------------------|-------------------------|-----------------------|
| <b>Task:</b>   |                     | PIP Process Diary | Research and In-Class Essay | Content Analysis Report | Trial HSC Examination |
| <b>Outcomes:</b>   |                     | H6 H7 H8          | H3 H9                       | H4 H10                  | H1 H2 H5              |
| <b>Timing:</b>   |                     | Term 4 Week 9     | Term 1 Week 6               | Term 2 Week 5           | Term 3 Weeks 3 - 4    |
| <b>SYLLABUS COMPONENTS:</b>  |                     |                   |                             |                         |                       |
| Knowledge and understanding of course content                        | 50%                 | 5%                | 10%                         | 15%                     | 20%                   |
| Application and evaluation of social and cultural research methods   | 30%                 | 20%               | 5%                          | 0%                      | 5%                    |
| Communication of information, ideas, and issues in appropriate forms | 20%                 | 5%                | 5%                          | 5%                      | 5%                    |
|  | 100%                | 30%               | 20%                         | 20%                     | 30%                   |

### TASK DETAILS:

| No. | Task                        | Weight | Outcomes | Task Description  |
|-----|-----------------------------|--------|----------|---|
| 1   | PIP Process Diary           | 30%    | H6 H7 H8 | Personal Interest Project (PIP)- Planning, organization, analysis, and evaluation practice. |
| 2   | Research and In-Class Essay | 20%    | H3 H9    | Research task on selected country with an in-class essay component.                         |
| 3   | Content Analysis Report     | 20%    | H4 H10   | Content analysis report on focus study.   |
| 4   | Trial HSC Examination       | 30%    | H1 H2 H5 | All topics assessed. Examination replicated HSC paper.                                      |





# Sport, Lifestyle & Recreation

Year 12 Assessment Outline 2024 / 2025

| Component Weighting         | TASK 1            | TASK 2                       | TASK 3                | TASK 4                  |     |
|-----------------------------|-------------------|------------------------------|-----------------------|-------------------------|-----|
| <b>Task:</b>                | Healthy Lifestyle | Sports Coaching and Training | Sports Administration | In-Class Test           |     |
| <b>Outcomes:</b>            | 1.5 2.3 3.5       | 1.3 2.1 3.2 4.2              | 1.6 4.5               | 2.3 3.5 1.3 2.1 4.1 4.4 |     |
| <b>Timing:</b>              | Term 4<br>Week 6  | Term 1<br>Week 5             | Term 2<br>Week 6      | Term 3<br>Weeks 2       |     |
| <b>SYLLABUS COMPONENTS:</b> |                   |                              |                       |                         |     |
| Knowledge and understanding | 50%               | 10%                          | 10%                   | 10%                     | 20% |
| Skills                      | 50%               | 10%                          | 10%                   | 10%                     | 20% |
|                             | 100%              | 20%                          | 20%                   | 20%                     | 40% |

## TASK DETAILS:

| No. | Task                  | Weight | Outcomes                | Task Description   |
|-----|-----------------------|--------|-------------------------|--|
| 1   | Healthy Lifestyle     | 20%    | 1.5 2.3 3.5             | Individual / group reports.                                |
| 2   | Sports Coaching       | 20%    | 1.3 2.1 3.2 4.2         | Practical performances and skills checklist / examination. |
| 3   | Sports Administration | 20%    | 4.1 4.4 1.3 3.2         | Internet research assignment.                              |
| 4   | In-class Test         | 40%    | 2.3 3.5 1.3 2.1 4.1 4.4 | Multiple choice, short answer and extended responses.      |





# Visual Arts

## Year 12 Assessment Outline 2024 / 2025

| Component Weighting           | TASK 1                               | TASK 2                           | TASK 3                           | TASK 4   |     |
|-------------------------------|--------------------------------------|----------------------------------|----------------------------------|--|-----|
| <b>Task:</b>                  | Development of Body of Work and VAPD | Historical / Critical Case Study | Art Making Body of Work Progress | Historical / Critical Art Making Trial HSC Examination Body of Work Resolution |     |
| <b>Outcomes:</b>              | H1 H2 H3                             | H7 H10                           | H1 H2 H4                         | H5 H6 H8 H9  |     |
| <b>Timing:</b>                | Term 4 Week 9                        | Term 1 Week 5                    | Term 2 Week 2                    | Term 3 Weeks 3 - 4   |     |
| <b>SYLLABUS COMPONENTS:</b>   |                                      |                                  |                                  |  |     |
| Art making                    | 50%                                  | 15%                              | 0%                               | 20%  | 15% |
| Art criticism and art history | 50%                                  | 15%                              | 20%                              | 0%   | 15% |
|                               | 100%                                 | 30%                              | 20%                              | 20%  | 30% |

### TASK DETAILS:

| No. | Task   | Weight | Outcomes    | Task Description  |
|-----|--|--------|-------------|---|
| 1   | Development of Body of Work  | 30%    | H1 H2 H3    | Visual Arts Process Diary explorations and experimentations providing evidence of BOW developmental ideas/concepts explored in relation to the frames. In addition, the submission of developmental stage of BOW. |
| 2   | Historical / Critical Case Study   | 20%    | H7 H10      | Case Study research and essay response using the Conceptual Framework to analyse artists' practice.   |
| 3   | Art Making Body of Work Progress   | 20%    | H1 H2 H4    | Submission of artworks under development including VAPD written account of practice through the artwork/audience relationship.  |
| 4   | Historical/Critical / Art Making Trial HSC Examination and Body of Work Resolution | 30%    | H5 H6 H8 H9 | Trial Examination + Resolution of BOW under development including VAPD curation of artworks with written artist statement and evaluations.  |







# Work Studies

## Year 12 Assessment Outline 2024 / 2025

|                             | Component Weighting | TASK 1           | TASK 2              | TASK 3           | TASK 4            |
|-----------------------------|---------------------|------------------|---------------------|------------------|-------------------|
| <b>Task:</b>                |                     | Project          | Stimulus Based Task | Research Task    | Job Application   |
| <b>Outcomes:</b>            |                     | 1 3 6            | 5 7                 | 8 9              | 2 4 5             |
| <b>Timing:</b>              |                     | Term 4<br>Week 9 | Term 1<br>Week 5    | Term 2<br>Week 9 | Term 3<br>Weeks 5 |
| <b>SYLLABUS COMPONENTS:</b> |                     |                  |                     |                  |                   |
| Knowledge and understanding | 30%                 | 10%              | 5%                  | 10%              | 5%                |
| Skills                      | 70%                 | 20%              | 15%                 | 10%              | 25%               |
|                             | 100%                | 30%              | 20%                 | 20%              | 30%               |

### TASK DETAILS:

| No. | Task                | Weight | Outcomes | Task Description  |
|-----|---------------------|--------|----------|---|
| 1   | Project             | 30%    | 1 3 6    | Project- based task, focused on an enterprise.  |
| 2   | Stimulus Based Task | 20%    | 5 7      | Stimuli provided with a range of comprehension activities.  |
| 3   | Research Task       | 20%    | 8 9      | Research task with skills component.  |
| 4   | Job Application     | 30%    | 2 4 5    | Application portfolio created that includes a resume and cover letter based on a job advertisement. |



## **Assessment Information and Schedules**

**2024 - 2025**

### **Vocational Education and Training (VET)**

#### **Preliminary Assessment Schedules**





School Name: Fairfield High School

Assessment Schedule Year 12 -2025

| Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services<br>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. |   | Task 2                   | Task 5               | Task 6               | Task 7   | HSC Trial Exam                              |
|--|---|--------------------------|----------------------|----------------------|----------|---|
|  |   | Plan a career            | Work in the industry | To project and serve | Showtime |   |
|  |   | Following Work Placement | Week 1               | Week 7               | Week 5   | Week 3-4                                    |
|  |   |                          | Term 4               | Term 4               | Term 2   | Term 3                                      |
|  |   |                          | Year 12              | Year 12              | Year 12  | Year 12                                     |
| <b>Code</b>  | <b>Unit of Competency</b>                               |                          |                      |                      |          | HSC<br>Examinable<br>units of<br>competency |
| CUAIND311  | Work effectively in the creative arts industry          |                          | X                    |                      |          |   |
| SITXCCS006   | Provide service to customers                            |                          |                      | X                    |          |   |
| CUASOU306  | Operate sound reinforcement systems                     |                          |                      | X                    |          |   |
| CUAVSS312  | Operate vision systems                                  |                          |                      | X                    |          |   |
| CUASTA311  | Assist with production operations for live performances |                          |                      |                      | X        |   |
| CUASMT311  | Work effectively backstage during performances          |                          |                      |                      | X        |   |
| CUAIND314  | Plan a career in the creative arts industry             | Post WPL                 |                      |                      |          |   |

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

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

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

\* Examinable units to be confirmed by teacher.

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



# Academic Reports

Academic Reports are issued to Fairfield High School students twice a year, Semester 1 and Semester 2.

• **The cover page** includes:

- EAL/D (English as an Additional Language/Dialect) learning progression for EAL/D students.
- a list of each course that the student is enrolled in and the associated teacher.
- a summary of the student’s attendance data, including whole days, partial days, explained and unexplained.

• **The second page** includes:

- the summary information about the 5-point scale that all standard reports use and what each Grade means e.g. A – Outstanding, B – High, C – Sound, D – Basic, E – Limited.

**Table1: Five-point scale for reporting student achievement to parents**

| Describe this achievement level  | Using this word | And/or this letter |
|--|-----------------|--------------------|
| The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills and can apply these skills to new situations. | Outstanding     | A                  |
| The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.                          | High            | B                  |
| The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.   | Sound           | C                  |
| The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.   | Basic           | D                  |
| The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.  | Limited         | E                  |

- *Additional Programs* for any student participation in relation to school programs that extend or are additional to syllabus requirements. They are collected and collated by the Head Teacher Administration. The following activities are included: Student Representative Council, Debating, Public Speaking, Representative Sport, Musical Performances, Debating Team, Peer Support Leader, Five Ways to Wellbeing Ambassador and any other additional school service.
- A description of the *Social Development* and *Commitment to Learning* outcomes that are reported on for each student.

*“Parents may request the school to provide written information that clearly shows their child’s achievement compared to the peer group at school. The information that shows the number of students in the group in each of the achievement levels is included in all year group reports.”*



- **The third page** is included for EAL/D students only. This page contains:
  - the summary information about EAL/D learning progressions
  - the student overall EAL/D learning progression phase
  - an EAL/D teacher comment for students who receive direct support, and the broad description of the characteristics of learner groups at each of four phases of English language learning (Beginning English, Emerging English, Developing English and Consolidating English).

**Table2: EAL/D Learning Progression Phases**

|                      |   |
|----------------------|---|
| <b>Beginning</b>     | Students at the beginning phase are starting to learn English. They can speak one or more languages other than English and may have an age-appropriate level of written literacy in their first language. These students are starting to engage with simple language tasks of the curriculum.   |
| <b>Emerging</b>      | Students at the emerging phase have a growing knowledge of English. These students can speak one or more languages including basic English and have a growing knowledge of written English. These students are able to participate in classroom activities and engage with learning when provided with suitable language teaching and additional time to complete classroom activities.   |
| <b>Developing</b>    | Students at the developing phase can speak one or more languages, including functional English, and have a developing knowledge of written English. These students are active participants in classroom and school routines and are able to engage with learning tasks with increasing success. Their first language continues to be a valuable support while they are developing control over English grammar and building their vocabulary.   |
| <b>Consolidating</b> | Students at the consolidating phase can speak one or more languages, including English and have a sound knowledge of written English. These students are independent participants in classroom and school routines and have an increased ability to use English to engage in learning with general success. They understand and produce spoken and written texts for a range of specific purposes but still require focused language teaching and strategies supportive of EAL/D learners, as the academic language of subject disciplines increases. |

**Subject Reports** have:

- Course Description (2 – 3 line summary of what students have studied that semester)
- Overall Achievement: A Grade of A – E is issued for Years 7- 11. A maximum of 3 KLA outcomes, A (outstanding), B (high), C (sound), D (basic), E (limited)
- Syllabus Outcomes: reported on A – E (outcomes are selected & written in simple language)
- Social Development: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Commitment to Learning: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Teacher Comment – a paragraph written in line with the FHS Report Writing Style Guide

**NOTE:**

- Year 12 Reports differ in that Semester 1 only has a Cumulative Rank for the Course and Semester 2 has a Trial Examination Mark, Trial Examination Rank and Cumulative Rank.
- Year 12 Reports have a maximum of five KLA outcomes.

**Life Skills Reports** have:

- Course Description (a 2 – 3 line summary of what students have studied that semester)
- Syllabus Outcomes: reported on P4 (independent), P3 (frequent), P2 (occasional) and P1 (beginning). (A maximum of three outcomes are selected & written in simple language)

**VET Reports** have:

- Course Description (a 2 – 3 line summary of what students have studied that semester)
- Unit Code & Unit Title: reported on C (competent), NYC (Not Yet Competent), CN (continuing) and D (Did Not Start)
- Workplace hours – total workplace hours are reflected on the report.
- If students sit the Trial Examination, they should have the Trial Examination Mark and Trial Examination Rank

Reports will include teacher comments for each KLA or subject. Comments will (1) identify areas of student strength, (2) report on the EAL/D student's progress in learning English and (3) how his/her English language learning is supported, (4) identify areas for further development and (5) comment on how to improve in those areas. Staff are expected to follow the FHS Academic Report Writing Style Guide when writing their comments.

These procedures and reporting processes have been developed in conjunction with the guidelines specified in the *NSW Department of Education, Policy Standards, Implementation document for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 policy, 28 January 2020*. This document can be found in the NSW Department of Education's policy library at: <https://policies.education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming-assessing-and-reporting-to-parents-k-12>



(Glue In Timetable)

