

ILLAWARRA SPORTS HIGH SCHOOL



Senior

Assessment

Course Assessment Information

Year 12

2025

# ISHS Senior Assessment Schedule 2025

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## Assessment Schedule

This Assessment Schedule is to be used in conjunction with your school Assessment Policy.

- School based assessment will contribute 50% to your final HSC mark.
- Your HSC examination mark will contribute to the other 50 %

**YOUR AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) IS NOT DETERMINED BY THE NESA. IT IS GENERATED BY THE UNIVERSITIES ADMISSIONS CENTRE (UAC) AND IS BASED ON YOUR HSC RESULT AND MODERATED ASSESSMENT MARK.**

The school is responsible for submitting an Assessment Rank to the Board of Studies based on your performance in school based assessment tasks. This schedule outlines your assessment tasks for each subject – their weighting for your final assessment rank, the nature of the task and the date they are due. At least 2 weeks before the task is due you will receive an assessment notification. This notification will give you greater detail including requirements for the task and marking guidelines.

In Term 3 HSC students will have a major assessment period when they will complete their HSC trial examinations. These examinations will contribute to the assessment rank with a weighting as outlined in the schedule. The timetable for these examinations will be issued approximately two weeks before the examination period.

The final HSC examinations are held in October/November and the timetable for these examinations will be issued by the Board of Studies early in Term 2. Subjects which have performances, submitted works and oral components will have HSC examination dates in Term 3 2024.

**HSC EXAMINATION DATES **CAN NOT** BE CHANGED.  
THEY ARE CONTROLLED BY  
NESA (NSW EDUCATION STANDARDS AUTHORITY).**



## **Illawarra Sports High School Assessment Policy HSC and Preliminary HSC**

### **What is an assessment?**

Assessments represent an integral part of the teaching and learning process and as such all assessments set, must be completed. Students will receive an Assessment Booklet containing Assessment Schedules, the Assessment Policy and student responsibilities.

- Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessments will be used to determine satisfactory student progress.
- Informal tasks and class work not included in the formal assessment schedule are of significance as they:
  - assist in skill and knowledge development.
  - identify areas for extension or remediation for the teacher and student.
  - provide opportunities for students to consolidate conceptual understanding.
  - provide evidence of sustained and diligent effort.

### **Why is there school assessment?**

- It allows the student to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of student achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
- It increases the accuracy of your final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.
- A school assessment rank will form 50% of a student's HSC mark.

### **How will these assessments be made?**

Some or all of the following, may form the assessment program:

- Oral/aural tests
- Reports
- Essays
- Assignments
- Research
- Submitted practical work
- Field work
- Lectures and oral presentations given
- Practical performance
- By a series of formal examinations, (advance notice provided)

### **Schedule of Assessment tasks**

- Tasks will occur regularly throughout each course.
- All students will be given an assessment schedule booklet indicating the assessment date (s) for each Preliminary and HSC course.

## Assessment Processes

The following practices will apply to assessment tasks.

1. Students will receive an Assessment Task notification approximately two weeks prior to the submission date. For each subject students are to be provided with:
  - clear indications of outcomes being assessed
  - clear instructions to allow the assessment to be understood and completed
  - marking guidelines/ criteria
  - due date (task may be submitted prior to due date)
  - weighting for the task
  - final assessment mark and rank
2. Some tasks will be conducted in class time and others will require students to submit their task to the teacher. Where possible assessment tasks will not be scheduled or due during the week prior to any formal examinations. Exceptions may be made for practical subjects where major works are impacted.
3. The **Assessment Cover Sheet** must be completed and attached to the front of the assessment. The receipt is to be retained as proof of submission by the student.
4. Failure to complete/submit an Assessment Task on the due date may result in a zero mark. (Students who have a legitimate reason for missing an assessment task or who have large amounts of time off school) need to submit a **Illness/Misadventure form**.
5. Large amounts of time off school for holiday purposes are not considered legitimate grounds for a misadventure. Such absences require permission from the Principal and/or Director Public Schools. It should not be assumed that the request will be successful.
6. **Illness/Misadventure forms** are available from the Deputy Principal and should be returned to the Deputy Principal. This may occur prior to the submission date or on the first available occasion after returning to school. The Deputy will notify teachers and student of the decision. Documentation to support the request should be attached to the form. **Illness/Misadventure applications will require independent evidence such as a medical support document or a police report number.** Copies of all Appeal Forms will be retained for student records. It should not be assumed that the request will be successful.
7. Any student who is granted a misadventure will be presented with alternative assessment options or they will be given an estimated mark in consultation with the Head Teacher.
8. Students must complete all set tasks even though a zero mark would apply. The awarding of a zero mark will result in a written 'N' determination warning notification to parents/ guardians.
9. Assessments in which malpractice is an issue may receive a zero mark. Malpractice includes plagiarism, copying of another student's work, submitting work that has been generated using Artificial Intelligence (AI), having someone significantly contribute to the task, falsifying any documentation, cheating in a test situation, not following published examination rules or being deemed to have gained an unfair advantage. This will apply to individual students or to two or more students if unethical practice between students occurs.
10. Students who are deemed to make a non-serious attempt at any assessment task will be awarded zero. A non-serious attempt may include only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.

11. Students must protect themselves against technological failure. Technological failure may result in a mark of zero. Consideration may be given in relation to technological failures only in exceptional circumstances. In these cases students must submit evidence of completed work.

This may include:

- draft work
  - work saved to a removable disk in the case of printer failure
  - emailed submission
12. All assessments requiring the research of information must include referenced sources correctly presented (based on the Harvard System, as outlined in the appendix)
  13. **Appeal Procedure:**

If the Head Teacher decides to impose a zero mark for a task and the student believes that this is unwarranted, the student is entitled to appeal, in writing, to the Principal. Completed appeals should be handed to the relevant Head Teacher who will pass the form onto the Principal. Lodging an appeal will result in the matter being investigated by the Principal, and a new and final determination being made.
  14. If a student's attendance falls below 85% of a school's programmed lesson time for a course, the principal may determine that the above course-completion criteria has not, or cannot be met by the student. Early warning of this possibility will be forwarded to the student and his/her parents/carers to give the student time to rectify their record of attendance and to more adequately satisfy course-completion requirements.

Students may receive an 'N' warning letter in a subject where their long term absences have prevented them from completing essential course work. In this case, the specific work missed will be outlined in the letter.

## Satisfactory Completion of Courses

A Course has been satisfactorily completed, when the student has met the following **Course Completion Criteria:-**

- Followed the course developed/endorsed by the Board of Studies
- Applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes.

Where a student is at risk of a Non-completion determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given.

Students whose **attendance** is poor may not satisfy course completion criteria. The Principal is the final arbitrator on any matters that arise regarding the final assessments.

### 'N' Determinations

Students who do not satisfactorily meet the course completion criteria above will receive an 'N' determination.

- Students with any aspect of their work incomplete will receive a warning letter outlining what they need to do to have satisfactory completion. The letter will give the student at least 3 weeks to complete that outstanding work.
- Students will receive ONE (1) warning letter for each breach of the course completion criteria. Failure to resolve the issue will result in a further follow up letter. It is the students' responsibility to resolve the warning letter promptly. Warning letters will accumulate.
- **Students who have TWO (2) active 'N' determination warnings in a course may be in danger of receiving an 'N' determination in that course.**
- **In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50% of available total in courses where internal assessment Total are submitted.**



## Senior Review Panel Policy



Education &  
Communities

Public Schools NSW

# Senior Review Panel Policy

## Illawarra Sports High School

### **Purpose:**

The purpose of the Senior Review Panel is to identify students at risk of failing to complete their HSC and give them an opportunity to rectify any outstanding issues that may prevent them from successfully completing Years 11 and 12. Rather than being a disciplinary measure in itself it is intended that the Senior Review Panel will run alongside the school discipline policy to aid students in addressing areas of concern such as attendance and 'N' determination warnings.

### **Board Members:**

It is proposed board members consist of the relevant Deputy for the particular year group and the Senior Year Review Coordinator and another member of staff to be determined on an individual basis- for example if the student is looking to find employment or develop vocational skills, the careers advisor would be included on the board.

### **Potential Candidates:**

Are determined by the Deputy and the Senior Review Coordinator based on, but not limited to, the following issues: 'N' determination warning letters, high absenteeism and a large number of incidents recorded in the welfare system. It is proposed that class teachers are not able to refer students directly to the Senior Review Panel but instead use the current welfare notification system to record any issues with students. This will enable the Review Panel members to identify the students most at risk.

### **Procedure:**

- Senior student at risk is identified by the Senior Review Coordinator and Deputy Principal.
- Students will be issued with an appointment card in their roll call to attend a meeting with the Senior Review Panel with a specified time and date (one week notice).
- Students attend meeting to address issue(s)
- At the conclusion of the meeting, students will be given a Senior Review Action Card which will clearly state the actions required to rectify the issues discussed. They will be given a period of time from the meeting date to have the Senior Action Card completed, signed and dated by the appropriate teacher.
- They will also be issued with an appointment card to attend a follow-up interview scheduled for after the Action Card is to be completed.
- After the interview, Parents/Guardians will be sent a letter home outlining the issues relating to their student, along with a copy of the Action card and follow-up appointment date.
- Follow up interview with student to ensure issue is resolved.

### **Failure to Comply**

Will be dealt with through the school's assessment policy and procedures at the Principal's discretion.

## Vocational Education and Training (VET)

### Assessment

VET courses such as Hospitality and Information Technology are competency-based courses. In a competency-based course, assessment of competencies is standards-referenced. This means that students are judged against a prescribed standard not against the performance of other students.

Demonstrating competency means that students can perform the task or show an understanding to the level required by the industry standards.

When students successfully demonstrate competence against a particular standard they will be judged as 'competent'. There is no pass/fail. Students are either 'competent' or 'not yet competent'.

The units of competency students achieve will be recognised on a vocational qualification.

Students therefore are being continually assessed and attendance in each lesson is extremely important.

Students are responsible for providing the correct equipment, including uniform, in every practical lesson. Students failing to bring correct equipment will be issued with an 'N' Warning Letter.

If at any time it appears that a student is at risk of receiving an 'N' determination in any vocational course, the Principal must follow the same procedure as for any other HSC course. The student will be given written warning in sufficient time to correct any problems regarding the completion of course requirements.

Where a student receives an 'N' determination in a VET course, that course will not appear on the student's record of achievement. No VET Certificate or Statement of Attainment will be issued to students who receive an 'N' determination.

### Mandatory Work Placement

Work Placement is a mandatory requirement for competition and accreditation of your VET course. Students who do not complete at least 70 hours of work placement over the two years (35 hours each year) will not have the course recognised by the Board of Studies. This may mean that students will receive an 'N' award determination for the Preliminary Course or the HSC.

Work Placement requires students to participate in relevant industry placement for up to one week of both years. During Work Placement students are expected to practise and develop the competencies that are part of the course. The teacher and/or workplace supervisor will assess your performance on the job.

Work Placement is a privilege offered by employers in the community. Employers are under no obligation to assist in Work Placement.

Some students have gained employment or improved their employment chances due to Work Placement. It is expected that students will make the most of the opportunity given to them.

Students who do not undertake Work Placement at the prescribed venue as organised by the school will receive a non-completion of Work Placement warning letter which will jeopardise the satisfactory requirements for completion of the course.

NB: It is each student's responsibility to submit assessment tasks on time. Negotiation between student and subject teacher/ Head Teacher will be required for any assessment tasks scheduled during the Work Placement week. Students will be required to hand in the completed task before the commencement of Work Placement. Alternate arrangements for any in-class assessment tasks must also be negotiated with your teacher BEFORE Work Placement. Work Placement is not a reason for non-completion of assessment tasks

### Work Placement and student responsibilities

All students going on Work Placement are required to complete work plans, which will be available from the VET teacher. These are to be completed and returned to the teacher immediately after Work Placement. This forms part of the evidence required for completion of mandatory work hours.

# ISHS Senior Assessment Schedule 2025

Misadventure Form

# ILLAWARRA SPORTS HIGH SCHOOL



## Illness/Misadventure Form



### Application Form

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Course/Subject: \_\_\_\_\_

Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Task: \_\_\_\_\_

Due Date: \_\_\_ / \_\_\_ / \_\_\_ M T W T F (Please circle)

Reason for request for consideration:

\_\_\_\_\_

\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

Supporting Documentation: *e.g. Doctor's Certificate* Yes No

How has the reason provided affected the completion of the task?

\_\_\_\_\_

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

Teacher Comment: \_\_\_\_\_

\_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

Approval: Yes No

Explanation: \_\_\_\_\_

Stage 6 Penalty – Zero will generally apply for assessment tasks submitted late

New Submission Date (if appropriate) Date: \_\_\_ / \_\_\_ / \_\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

# ILLAWARRA SPORTS HIGH SCHOOL



## Illness/Misadventure Form



The person completing this form **must not** be related to the student

### Part A Independent Evidence of Illness

Diagnosis of Medical condition: \_\_\_\_\_

Date of onset of illness: \_\_\_ / \_\_\_ / \_\_\_

Date(s) and time(s) of all consultations related to illness \_\_\_\_\_

\_\_\_\_\_

Please describe how the student's condition/symptoms could impede their performance in the relevant task.

\_\_\_\_\_

Name of Doctor or health care professional \_\_\_\_\_

Profession \_\_\_\_\_ Place of work \_\_\_\_\_

Address \_\_\_\_\_

Contact No. \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

### Part B Independent Evidence of Misadventure

Date of event causing misadventure: \_\_\_ / \_\_\_ / \_\_\_

Were you a witness to the event? Yes No

If no, how did you obtain the information you are providing? \_\_\_\_\_

What is your relationship to the student? \_\_\_\_\_

Describe the event \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Profession: \_\_\_\_\_

Contact number: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_



# Assessment Schedules

**Aboriginal Studies HSC Course  
Assessment Schedule Year 12 2025**

<b>Component</b>	<b>Weighting %</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		<b>Major Project</b> Research and Enquiry Methods	<b>Half Yearly Examination</b>	<b>In Class Comparative Essay</b>	<b>Trial HSC Examination</b>
		<b>Term 1, 2025 Week 2</b>	<b>Term 1, 2025 Week 11</b>	<b>Term 2, 2025 Week 9</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Outcomes</b>		H4.1, H4.2	H1.2, H3.1, H3.2, H3.3, H4.3	H1.2, H3.1, H3.2, H4.3	H1.1, H1.2, H2.1, H2.2, H3.2, H3.3
Knowledge and understanding of course content	<b>40</b>	10	10	10	10
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	<b>25</b>	10	5	5	5
Research and inquiry methods, including aspects of the Local Community Case Study	<b>20</b>	15		5	
Communication of information, ideas and issues in appropriate forms	<b>15</b>	5	5		5
<b>Total</b>	<b>100</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>

**Ancient History HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		<b>Extended Response Portfolio</b> Historical Period	<b>Half Yearly Examination</b>	<b>Historical Interpretation Essay</b> Core study: Cities of Vesuvius	<b>Trial HSC Examination</b>
		<b>Term 4, 2024 Week 9</b>	<b>Term 1, 2025 Week 11</b>	<b>Term 2, 2025 Week 9</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Outcomes</b>		AH12-5, AH12-8, AH12-9	AH12-5, AH12-9	AH12-1, AH12-2, AH12-7, AH12-10	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10
Knowledge and understanding of course content	<b>40</b>	5	10	10	15
Source based skills	<b>20</b>	5	5	5	5
Historical Inquiry and research	<b>20</b>	5	5	5	5
Communication of historical understanding in appropriate forms	<b>20</b>	5	5	5	5
<b>Total</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>



**Biology HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4	Task 5
		<b>Research Task</b> Infographic	<b>Depth Study</b> Biotechnology	<b>Half Yearly Examination</b>	<b>Practical Task</b> Microbiology – Quantitative/ Qualitative Analysis	<b>Trial HSC Examination</b>
		<b>Term 4, 2024</b> <b>Week 8</b>	<b>Term 1, 2025</b> <b>Week 8</b>	<b>Term 1, 2025</b> <b>Week 11</b>	<b>Term 2, 2025</b> <b>Week 6</b>	<b>Term 3, 2025</b> <b>Weeks 2-3</b>
<b>Outcomes</b>		BIO12-12 BIO12-4 BIO12-5 BIO12-6	BIO12-1, BIO12-2, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-13	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-12, BIO12-13	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-14	BIO12-2, BIO12-3, BIO12-4, ,BIO12-5 BIO12-6, BIO12-12, BIO12-13, BIO12-14, BIO12-15
Skills in Working Scientifically	<b>60</b>	10	20	10	10	10
Knowledge and Understanding	<b>40</b>	5	10	5	5	15
<b>Total</b>	<b>100</b>	<b>15</b>	<b>30</b>	<b>15</b>	<b>15</b>	<b>25</b>

**Business Studies HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		<b>Operations</b> Extended Response	<b>Half Yearly</b> <b>Examination</b>	<b>Finance</b> Business Plan	<b>Trial HSC</b> <b>Examination</b>
		<b>Term 4, 2024</b> <b>Week 8</b>	<b>Term 1, 2025</b> <b>Week 11</b>	<b>Term 2, 2025</b> <b>Week 8</b>	<b>Term 3, 2025</b> <b>Weeks 2-3</b>
<b>Outcomes</b>		H1, H2	H4, H8	H7, H9, H10	H3, H5, H6
Knowledge and Understanding of course content	<b>40</b>	5	15	5	15
Stimulus-based skills	<b>20</b>		5	5	10
Inquiry and research	<b>20</b>	5		15	
Communication of business information, ideas and issues in appropriate forms	<b>20</b>	5	5	5	5
<b>Total</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>

**Chemistry HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4	Task 5
		<b>Practical AND Data Analysis Task</b> Equilibrium and Acid Reactions	<b>Practical Task</b> Quantitative Analysis	<b>Half Yearly Examination</b>	<b>Depth Study</b> Organic Chemistry	<b>Trial HSC Examination</b>
		<b>Term 4, 2024 Week 10</b>	<b>Term 1, 2025 Week 8/9</b>	<b>Term 1, 2025 Week 11</b>	<b>Term 2, 2025 Week 9</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Outcomes</b>		CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12	CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-7 CH12-13	CH11/12-4 CH11/12-5 CH11/12-6 CH11/23-7 CH12-12 CH12-13	CH11/12-1 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15
Skills in Working Scientifically	<b>60</b>	10	10	10	20	10
Knowledge and Understanding	<b>40</b>	5	5	5	10	15
<b>Total</b>	<b>100</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>30</b>	<b>25</b>

**Community and Family Studies HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		<b>Independent Research Project</b>	<b>Half Yearly Examination</b>	<b>Scenarios</b> Preparations for becoming a parent or carer	<b>Trial HSC Examinations</b>
		<b>Term 4, 2024 Week 6</b>	<b>Term 1, 2025 Week 11</b>	<b>Term 2, 2025 Week 9</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Outcomes</b>		H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1 H4.2, H5.1, H6.2	H2.1, H3.2, H5.1, H5.2	H1.1 – H6.2
Knowledge and understanding of course content	<b>40</b>	5	5	10	20
Skills in critical thinking, research methodology analysing and communicating	<b>60</b>	15	5	30	10
<b>Total</b>	<b>100</b>	<b>20</b>	<b>10</b>	<b>40</b>	<b>30</b>

**English (Advanced) HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		<b>Text and Human Experiences</b> Multimodal presentation using prescribed text and related text	<b>Half Yearly Examination</b> Paper 1: Text and Human Experiences Paper 2: Module A Textual conversations	<b>Craft of Writing</b> Composition and reflective writing	<b>Trial HSC Examination</b> Common Module Module A Module B Module C
		<b>Term 4, 2024</b> Week 10	<b>Term 1, 2025</b> Week 11	<b>Term 2, 2025</b> Week 7	<b>Term 3, 2025</b> Weeks 2-3
<b>Outcomes</b>		EA12-2 EA12-5 EA12-6 EA12-7 EA12-8	EA12-2 EA12-3 EA12-4 EA12-5 EA12-7	EA12-1 EA12-3 EA12-4 EA12-5 EA12-7 EA12-9	EN12-1 EN12-3 EN12-5 EN12-6 EN12-7 EN12-8
Knowledge and understanding of course content	<b>50</b>	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all models	<b>50</b>	10	10	15	15
<b>Total</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

**English (Standard) HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		<b>Multimodal presentation</b> Common module – including related material  Texts and Human Experiences	<b>Half Yearly Examination</b> Common Module – Responding to unseen texts (5%)  Craft of Writing – Creative piece and reflective response (25%)	<b>Essay response</b> Close Study of Literature	<b>Trial HSC Examination</b> Common Module Module A Module B Craft of Writing
		<b>Term 4, 2024 Week 9</b>	<b>Term 1, 2025 Week 11</b>	<b>Term 2, 2025 Week 8</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Outcomes</b>		EN12-2 EN12-5 EN12-6 EN12-7	EN12-4 EN12-5 EN12-9	EN12-1 EN12-3 EN12-7 EN12-8	EN12-1, EN12-3 EN12-4, EN12-5 EN12-6, EN12-7 EN12-8
Knowledge and understanding of course content	<b>50</b>	10	20	10	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>	10	10	10	20
<b>Total</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>

**English Studies HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		<b>Mandatory Module: Texts and Human Experiences</b> Reflective Essay using prescribed text and related material	<b>Elective Module A: Playing the Game</b> Multimodal Research Task and Reflection	<b>All Modules</b> Portfolio	<b>Mandatory Module and Elective Module</b> Trial HSC Examination
		<b>Term 4, 2024 Week 8</b>	<b>Term 1, 2025 Week 9/10</b>	<b>Term 3, 2025 Week 1</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Outcomes</b>		ES12-1, ES12-2, ES12-4, ES12-5, ES12-7, ES12-8, ES12-9, ES12-10	ES12-1, ES12-2, ES12-3, ES12-5, ES12-6, ES12-8, ES12-9	ES12-1, ES12-4 ES12-5 ES12-7 ES12-10	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8 ES12-9
Knowledge and understanding of course content	<b>50</b>	15	10	15	10
Skills in: <ul style="list-style-type: none"> <li>• Comprehending texts</li> <li>• Communication of ideas</li> <li>• Using language accurately, appropriately and effectively</li> </ul>	<b>50</b>	10	15	15	10
<b>Total</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>

**Food Technology HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		<b>Food Industry Report</b>	<b>Half Yearly Examination</b>	<b>Contemporary Nutrition Issues Investigation</b>	<b>Trial HSC Examination</b>
		<b>Term 4, 2024 Week 6</b>	<b>Term 1, 2025 Week 8</b>	<b>Term 2, 2025 Week 8</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Outcomes</b>		H1.2 H1.4 H3.1	H1.1, H1.2 H1.4, H3.1, H4.2	H2.1 H3.2 H4.1 H5.1	H1.1, H1.3, H1.4, H2.1, H5.1
Knowledge and understanding of course content	<b>40</b>		10	10	20
Knowledge and skills in designing, researching, analysing and evaluating	<b>30</b>	10	5	5	10
Skills in experimenting with and preparing food by applying theoretical concepts	<b>30</b>	5		25	
<b>Total</b>	<b>100</b>	<b>15</b>	<b>15</b>	<b>40</b>	<b>30</b>



**Industrial Technology Timber Products HSC Course  
Assessment Schedule Year 12 2025**

<b>Component</b>	<b>Weighting %</b>	<b>Task 1</b>	<b>Task 2</b>		<b>Task 3</b>
<b>Nature of Tasks</b>		<b>Designing and Planning Presentation</b>	<b>Half Yearly Examination</b>	<b>Project Development Evaluation Management Report</b>	<b>Trial HSC Examination</b>
<b>Timing</b>		<b>Term 1, 2025 Week 5</b>	<b>Term 1, 2025 Week 11</b>	<b>Term 2, 2025 Week 9</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Outcomes Assessed</b>		H3.1, H3.2, H3.3, H4.3, H5.1	H3.1, H4.3, H7.1	H2.1, H3.3, H4.1, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2
Knowledge and understanding of course content	<b>40</b>	5	5	10	20
Knowledge and skills in the design, management, communication and production of a major project	<b>60</b>	10	15	25	10
<b>Total</b>	<b>100</b>	<b>15</b>	<b>20</b>	<b>35</b>	<b>30</b>

**Legal Studies HSC Course  
Assessment Schedule Year 12 2025**

<b>Component</b>	<b>Weighting %</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		<b>Crime: In Class Task</b>	<b>Half Yearly Examination</b>	<b>Family: Research Extended Response</b>	<b>Trial HSC Examination</b>
		<b>Term 4, 2024 Week 9</b>	<b>Term 1, 2025 Week 11</b>	<b>Term 2, 2025 Week 8</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Outcomes</b>		H1, H3, H4, H7, H9	H3, H4, H7, H8, H9	H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Knowledge and understanding of course content	<b>55</b>	10	20	5	20
Research	<b>25</b>	10		15	
Communication	<b>20</b>		5	5	10
<b>Total</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

**Marine Studies (CEC) HSC Course  
Assessment Schedule Year 12 2025**

<b>Component</b>	<b>Weighting %</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>Sea Bird Portfolio</b>	<b>Marine Communication Practical Test</b>	<b>Yearly Examination</b>
		<b>Term 1, 2025 Week 9</b>	<b>Term 2, 2025 Week 10</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Outcomes</b>		1.1, 3.2, 3.4	1.2, 3.1, 5.1	1.3, 3.2, 3.3, 4.2, 5.2
Knowledge and understanding of course content	<b>50</b>	17.5	17.5	15
Skills	<b>50</b>	17.5	17.5	15
<b>Total</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

**Mathematics Advanced HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		<b>In Class Task with reference sheet</b>	<b>Half Yearly Examination</b>	<b>Investigation:</b> Financial Modelling	<b>Trial HSC Examination</b>
		<b>Term 4, 2024 Week 10</b>	<b>Term 1, 2025 Week 11</b>	<b>Term 2, 2025 Week 9</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Outcomes</b>		<b>Outcomes assessed</b> MA12-3, MA12-6, MA12-10 <i>(Calculus)</i>	<b>Outcomes assessed</b> MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-8 <i>(Functions, Trigonometric Functions, Calculus, Statistics)</i>	<b>Outcomes assessed</b> MA12-2, MA12-4, MA12-9, MA12-10 <i>(Financial Modelling)</i>	<b>Outcomes assessed</b> All Year 11 & 12 outcomes and content
Understanding Fluency & Communication	<b>50</b>	5	20	5	20
Problem Solving, Reasoning & Justification	<b>50</b>	15	10	15	10
<b>Total</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>

**Mathematics Extension 1 HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		<b>Topic Test</b> Mathematical Induction + Vector Operations	<b>Half Yearly Examination</b> + Reference Sheet	<b>Topic Test</b> The Binomial Distribution	<b>Trial HSC Examination</b>
		<b>Term 4, 2024</b> Week 7	<b>Term 1, 2025</b> Week 11	<b>Term 2, 2025</b> Week 6	<b>Term 3, 2025</b> Weeks 2-3
<b>Outcomes</b>		<b>Outcomes assessed</b> ME12-1, ME12-2, ME12-7 <i>(Mathematical Induction, 2D Vectors)</i>	<b>Outcomes assessed</b> ME12-1, ME12-2, ME12-3, ME12-4 <i>(Mathematical Inductions, Vectors, Trigonometric Equations, Calculus)</i>	<b>Outcomes assessed</b> ME12-5, ME12-6, ME12-7 <i>(Statistics)</i>	<b>Outcomes assessed</b> All Year 11 & 12 outcomes and content
Concepts, Skills & Techniques	<b>50</b>	10	15	10	15
Reasoning & Communication	<b>50</b>	10	15	10	15
<b>Total</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>

**Mathematics Standard 1 HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		<b>Investigation 1</b>	<b>Investigation 2</b>	<b>Investigation 3</b>	<b>Trial HSC Examination</b>
		<b>Term 4, 2024 Due Week 6 (Issued Week 3)</b>	<b>Term 1, 2025 Week 9 (Issued Week 7)</b>	<b>Term 2, 2025 Week 9 (Issued Week 7)</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Outcomes</b>		MS1-12-1, MS2-12-2, MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10  <i>(Algebra: Linear Functions)</i>	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10  <i>(Statistics)</i>	MS1-12-1, MS1-12-8, MS1-12-9, MS1-12-10  <i>(Networks)</i>	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6 MS1-12-7, MS1-12-8, MS1-12-9, MS2-12-10 <i>(All Topics)</i>
Understanding, Fluency & Communication	<b>50</b>	5	10	10	25
Problem Solving, Reasoning & Justification	<b>50</b>	10	15	20	5
<b>Total</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>

**Mathematics Standard 2 HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4	Task 5
		<b>Investigation 1 “No such thing as a free lunch”</b>	<b>In Class Task incl. Reference Sheet</b>	<b>Half Yearly Examination</b>	<b>Design Task Backyard Blitz</b>	<b>Trial HSC Examination</b>
		<b>Term 4, 2024 Due Week 6 (Issued Week 3)</b>	<b>Term 1, 2025 Week 5-6</b>	<b>Term 1, 2025 Week 11</b>	<b>Term 2, 2025 Due Week 10 (Issued Week 6)</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Outcomes</b>		MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10  <i>(Algebra: Linear Functions)</i>	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10  <i>(Financial Maths, Statistics, Networks)</i>	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10  <i>(All content)</i>	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10  <i>(Measurement)</i>	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10  <i>(All content)</i>
Understanding, Fluency & Communication	<b>50</b>	5	10	5	10	20
Problem solving, Reasoning & Justification	<b>50</b>	10	5	15	10	10
<b>Total</b>	<b>100</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>20</b>	<b>30</b>

**Modern History HSC Course  
Assessment Schedule Year 12 2025**

<b>Component</b>	<b>Weighting %</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		<b>Source Analysis and Research Task</b>	<b>Half Yearly Examination</b>	<b>Multi -Modal Presentation and Evaluation</b>	<b>Trial HSC Examination</b>
		<b>Term 4, 2024 Week 9</b>	<b>Term 1, 2025 Week 11</b>	<b>Term 2, 2025 Week 8</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Outcomes</b>		MH12-1 MH12-3 MH12-5 MH12-9	MH12-4 MH12-6 MH12-7 MH12-8	MH12-2 MH12-5 MH12-7 MH12-8	MH12-2 MH12-4 MH12-6 MH12-9
Knowledge and understanding of course content	<b>40</b>	10	5	10	15
Historical skills in the analysis and evaluation of sources and interpretations	<b>20</b>		5	5	10
Historical Inquiry and Research	<b>20</b>	5	10	5	
Communication of historical understanding in appropriate forms	<b>20</b>	5	5	5	5
<b>Total</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>



**Music HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Composition Portfolio and Aural Analysis	<b>Half Yearly Examination</b> Performance and Viva Voce	Presentation and Submission of E1+ E2	<b>Trial HSC Aural Examination</b> submit/present E1, E2, E3 and Core Performance
		<b>Term 4, 2024 Week 10</b>	<b>Term 1, 2025 Week 11</b>	<b>Term 2, 2025 Week 9-10</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Outcomes</b>		H3, H4, H8, H10	H1, H2, H4, H5, H6, H9, H10 (*as appropriate)	H1, H2 H3, H4, H5, H6, H7, H8, H11	H1, H2 H3, H4, H5, H6, H7, H8
Performance	<b>10</b>		10		
Composition	<b>10</b>	10			
Musicology	<b>10</b>		10		
Aural	<b>25</b>	10			15
Electives	<b>45</b>			30	15
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>

**Personal Development, Health and Physical Education HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		<b>Tasks Core 2: Factors Affecting Performance</b> Resourced extended Response questions	<b>Half Yearly Examination</b>  Core 2, Option 3	<b>Tasks Core 1: Health Priorities in Australia</b> - Data Analysis	<b>Trial HSC Examination</b>
		<b>Term 4, 2024 Week 8</b>	<b>Term 1, 2025 Week 11</b>	<b>Term 2, 2025 Week 6</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Objectives</b>		H7, H10, H16, H17	H8, H13, H16, H17	H1, H2, H3, H4, H5, H14, H15	H2, H3, H7, H9
Knowledge and understanding of factors that affect health the way the body moves	<b>40</b>	10	5	15	10
Skills in influencing personal and community health taking action to improve participation and performance in physical activity	<b>30</b>	5	10	5	10
Skills in critical thinking, research and analysis	<b>30</b>	5	5	10	10
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>

**Photography, Video and Digital Imaging (CEC) HSC Course  
Assessment Schedule Year 12 2025**

<b>Component</b>	<b>Weighting %</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		<b>Practical Task</b> SLR Photography	<b>Half Yearly Examination</b>	<b>Practical Task</b> Digital	<b>Practical/Theory</b> <b>Digital Task</b>
		<b>Term 4, 2024</b> <b>Week 8</b>	<b>Term 1, 2025</b> <b>Week 11</b>	<b>Term 2, 2025</b> <b>Week 8</b>	<b>Term 3, 2025</b> <b>Week 3</b>
<b>Outcomes</b>		M1, M2, M3, M5, M6	CH1, M5, M6	M1, M2, M4, M5, M6	CH2, CH4, CH5, M2, M4, M5
Making	<b>70</b>	25		25	20
Critical and Historical Studies	<b>30</b>		20		10
<b>Total</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

**Physics HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4	Task 5
		<b>Practical Investigation</b>	<b>Half Yearly Examination</b>	<b>Depth Study</b>	<b>Depth Study Investigation</b>	<b>Trial HSC Examination</b>
		<b>Term 4, 2024 Week 8</b>	<b>Term 1, 2025 Week 11</b>	<b>Term 2, 2025 Week 2-3</b>	<b>Term 2, 2025 Week 7-8</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Outcomes</b>		PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13	PH11/12-1, PH11/12-4,  PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13, PH12-14, PH12-15
Skills in Working Scientifically	<b>60</b>	10	25	5	10	10
Knowledge and Understanding	<b>40</b>	5	5	10	5	15
<b>Total</b>	<b>100</b>	<b>15</b>	<b>30</b>	<b>15</b>	<b>15</b>	<b>25</b>

**Science Extension HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 3	Task 4	Task 4
		<b>Research Proposal</b>	<b>Half Yearly Examination</b>	<b>Trial HSC Examination</b>	<b>Scientific Research Report</b>
		<b>Term 4, 2024 Week 9</b>	<b>Term 1, 2025 Week 11</b>	<b>Term 3, 2025 Weeks 2-3</b>	<b>Term 3, 2025 Week 6</b>
<b>Outcomes</b>		SE-1 SE-3 SE-6 SE-7	SE-1, SE-2, SE-3, SE-4, SE-5. SE-6, SE-7	SE-1, SE-2 SE-3, SE-4 SE-5, SE-6 SE-7	SE-1, SE-2 SE-3, SE-4 SE-5, SE-6 SE-7
Communicating scientifically	<b>30</b>	5	5	10	10
Gathering, recording, analysing and evaluating data	<b>30</b>	5	5	10	10
Application of scientific research skills	<b>40</b>	5	5	10	20
<b>Total</b>	<b>100</b>	<b>15</b>	<b>15</b>	<b>30</b>	<b>40</b>

**Society and Culture HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		<b>Research Task</b> Social and Cultural and Change	<b>Half Yearly Examination</b>	<b>Research and Response</b> Social Conformity and Non-Conformity	<b>Trial HSC Examination</b>
		<b>Term 4, 2024</b> <b>Week 9</b>	<b>Term 1, 2025</b> <b>Week 11</b>	<b>Term 2, 2025</b> <b>Week 10</b>	<b>Term 3, 2025</b> <b>Weeks 2-3</b>
<b>Outcomes</b>		H1, H3, H5, H7	H1, H2, H3, H4, H5	H2, H3, H7, H10	H1, H2, H3, H4, H6
Knowledge and understanding of course content	<b>50</b>	10	10	10	20
Application and evaluation of social and cultural research methodologies	<b>30</b>	10	10		10
Communication of information, ideas and issues in appropriate forms	<b>20</b>		10	10	
<b>Total</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>

**Sport Lifestyle and Recreation (CEC) HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		<b>Aquatics</b> Practical Performance	<b>Fitness Testing</b> FITT Principle and Program	<b>Sports Coaching</b> Practical Skills	<b>Games &amp; Sports</b> <b>Application II</b> Design an Assessment Tool
		<b>Term 4, 2024</b> <b>Week 8</b>	<b>Term 1, 2025</b> <b>Week 10</b>	<b>Term 2, 2025</b> <b>Week 10</b>	<b>Term 3, 2025</b> <b>Week 5</b>
<b>Outcomes</b>		3.1, 4.4	2.2, 3.2, 3.3, 4.1	1.1, 3.4, 4.4	1.3, 1.6, 2.2, 3.2, 4.1, 4.2
Knowledge and understanding of the principles and processes impacting on the realisation of movement potential	<b>25</b>		10		15
A capacity to influence the participation and performance of self and others	<b>25</b>	15	5	5	
A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	<b>25</b>	5	10	5	5
The ability to analyse and implement strategies that promote health, physical activity and enhanced performance	<b>25</b>	5		15	5
<b>Total</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

**Visual Arts HSC Course  
Assessment Schedule Year 12 2025**

Component	Weighting %	Task 1	Task 2	Task 3	Task 4	Task 5
		<p><b>Development of the Body of Work</b></p> <p>Submission of works in progress, VAPD with annotated research and critical evaluation of material and conceptual intention through the structural frame</p>	<p><b>Case Study and Essay</b></p> <p>Extended written research response. Account for the critical and historical interpretation(s) of selected artists' practice at a certain time and over time</p>	<p><b>Half Yearly Examination</b></p>	<p><b>Development of the Body of Work</b></p> <p>Submission of artworks under development, VAPD including a written account of art marking practice through the artwork/audience relationship</p>	<p><b>Trial HSC Examination</b></p> <p>Art Criticism and Art History Written Examination Resolving the Body of Work: artworks undergoing refinement, VAPD including curation of works for HSC submission with written evaluation of these decisions</p>
		<b>Term 4, 2024 Week 9</b>	<b>Term 1, 2025 Week 4</b>	<b>Term 1, 2025 Week 11</b>	<b>Term 2, 2025 Week 8</b>	<b>Term 3, 2025 Weeks 2-3</b>
<b>Outcomes</b>		H1, H2, H3, H4, H9	H8, H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8	H2, H4, H5, H6, H7, H8, H9, H10
Art Making	<b>50</b>	10			20	20
Critical and Historical Studies	<b>50</b>		20	15	5	10
<b>Total</b>	<b>100</b>	<b>10</b>	<b>20</b>	<b>15</b>	<b>25</b>	<b>30</b>



# **HSC VET Courses**

# HSC Assessment Advice for VET Courses

## Stage 6 School Delivered Vocational Education and Training (VET) Courses

Stage 6 Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC)). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

Stage 6 VET courses allow students to gain an HSC or and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

NSW Public Schools RTO is accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all achieved units of competency.

**Board Developed Industry Curriculum Framework (ICF)** courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

**Board Endorsed Courses (BECs)** are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

### Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

### Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

### School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

# Construction VET Course



Education

Construction

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

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

Cohort 2024 - 2025

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

Illawarra Sports High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			Task 1	Task 2	Task 3	Task 4	EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			White Card	Work safe, stay safe	Working it out	Project planning	(Optional)
Code	Unit of Competency	HSC Examinable Unit	Week Term Date	Week Term Date	Week Term Date	Week Term Date	Week Term Date
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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”.

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Code	Unit of Competency	HSC Examinable Unit	Week	Week	Week	Week
			Term	Term	Term	Term
			Date	Date	Date	Date
CPCCB2001	Handle and prepare bricklaying and blocklaying materials		X			
CPCCB2002	Use bricklaying and blocklaying tools and equipment		X			
CPCCF2002	Use wall and floor tiling tools and equipment		X			
CPCCF2013	Undertake basic installation of wall tiles		X			
CPCCF2001	Assemble components		X			
CPCCF3004	Manufacture and assemble joinery		X			
CPCCF2002	Use carpentry tools and equipment			X		
CPCCF2005	Use construction tools and equipment	√		X		
CPCCF2011	Handle carpentry materials			X		
CPCCFE1011	Undertake a basic construction project				X	
CPCCFM1012	Work effectively and sustainability in the construction industry	√			X	

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

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

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

# Hospitality VET Course



Education

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

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

Illawarra Sports High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week	Week	Week
		Term	Term	Term
		Date	Date	Date
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

**\* 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”.

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

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

For students sitting the optional HSC exam, an estimated mark is required. This mark 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”.

# Sport Coaching VET Course



Education

Sport Coaching

Qualification: SIS30521 Certificate III in Sport Coaching

Cohort 2024 - 2025

Training Package SIS Sport, Fitness and Recreation

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

Illawarra Sports High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for <b>SIS30521 Certificate III in Sport Coaching</b> <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Tournament Time	Task 2 The Community Coach	Task 3 Task Name	EXAM (Optional)
Code	Unit of Competency	Week	Week	Week	Week
		Term	Term	Term	Term
		Date	Date	Date	Date
HLTWHS001	Participate in workplace health and safety	X			
SISXIND006	Conduct sport, fitness and recreation events	X			
SISSCO002	Work in a community coaching role		X		
SISSCO005	Continuously improve coaching skills and knowledge		X		
Insert unit code	Select 1 of 3 electives			X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards the SIS30521 Certificate III in Sport Coaching.

**\* This course is not HSC examinable**

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”.

<b>Assessment Tasks for</b> <b>SIS30521 Certificate III in Sport Coaching</b> <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3	Task 4	Task 5	Task 6	<b>HSC TRIAL EXAM</b>  Week Term Date
		Insert unit name  Week Term Date	Coaching the Individual  Week Term Date	Next Level Coaching  Week Term Date	First Aid  Week Term Date	
Code	Unit of Competency					
Insert unit code	Select 1 of 3 electives	X				
SISSSCO003	Meet participant coaching needs		X			
BSBOPS403	Apply business risk management processes		X			
SISSSCO012	Coach sport participants up to an intermediate level			X		
HLTAID011	Provide first aid				X	

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

**\* This course is not HSC examinable**

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”.





# ILLAWARRA SPORTS HIGH SCHOOL

RESPECTFUL | RESPONSIBLE | LEARNERS








Gura Street, Berkeley NSW 2506 | PO Box 78 Berkeley | T: 02 4271 1099

Email: illawaspor-h.school@det.nsw.edu.au | Web: www.illawaspor-h.schools.nsw.gov.au

SUPPORTING TALENTED ATHLETES THROUGH EDUCATION

## Assessment Task Notification

<b>Subject:</b>	<b>Task Number &amp; Name:</b>	
<b>Weighting:</b>	<b>Date of Notification:</b>	<b>Assessment Due Date:</b>
<b>Student Name:</b>		

<b>How to submit</b>		<b>Google Classroom Code</b>	
<b>Type of Task</b>			
<b>Adjustments (as required)</b>			
<b>General Learning Capabilities (tick all that apply)</b>			
Critical and Creative thinking 	Ethical understanding 	Intercultural understanding 	ICT capability 
Literacy 	Numeracy 	Personal and social capability 	

**Outcomes being assessed:**

**Task Description:**



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## Assessment Criteria

Criteria	Marks



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SUPPORTING TALENTED ATHLETES THROUGH EDUCATION

## Teacher Feedback:

## General Learning Capabilities

Criteria (How were these met within the task)	Teacher Feedback
 <b>Critical and Creative Thinking</b>	
 <b>Ethical Understanding</b>	
 <b>Intercultural Understanding</b>	
 <b>ICT Capability</b>	
 <b>Literacy</b>	
 <b>Numeracy</b>	
 <b>Personal and Social Capability</b>	

## Student Reflection:

Teacher sign: \_\_\_\_\_

Date: \_\_\_\_\_

