

YOUR
PATHWAY
YOUR FUTURE

2025

HIGHER SCHOOL CERTIFICATE

ASSESSMENT GUIDE



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FOREWORD

Introduction

This document provides information relating to the assessment of the Higher School Certificate (HSC) courses at Five Islands Secondary College.

HSC Assessment

The Higher School Certificate is divided into two components. Students must complete the Preliminary HSC satisfactorily as the prerequisite for entry into the HSC course. While the rules in terms of the minimum pattern of courses vary between the Preliminary HSC and the HSC course, the rules for assessment remain the same across the two courses.

Assessment measures student achievement in a subject as it relates to a broader range of syllabus outcomes than can be measured in the HSC examination alone. For each subject, students must complete a schedule of assessment tasks for both the Preliminary HSC and the HSC. Assessment tasks from the Preliminary HSC do not count towards the HSC assessment mark but in each subject, students must be satisfactory at the end of the Preliminary HSC assessment before being allowed to start the HSC course.

For each subject, a student will be deemed satisfactory in that course if there is sufficient evidence that the student has:

- followed the course developed or endorsed by the National Education Student Authority (NESA)
- attended college regularly
- applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school ie. classwork, assignments, homework and class tests
- made a satisfactory attempt in all exams and assessment tasks
- achieved some or all of the course outcomes.

Students will be provided with an assessment mark and rank (where appropriate) for each assessment task completed.

The Assessment Program begins in Term 4, 2024 and continues until the end of Term 3, 2025.

Only marks for each HSC assessment task counts towards the eventual HSC mark. From the commencement of the HSC component, 50% of the final HSC mark in each subject comes from the school-based assessment and 50% depends on student performance in the HSC examination.

Jenny Flowers

Principal

INFORMATION FOR PARENTS, CAREGIVERS AND STUDENTS

The following material is provided for the information of HSC students at Five Islands Secondary College and their parents/caregivers and students regarding HSC Assessment. It is not definitive and reference should be made to FISC policy documents for further details.

NB. At FISC one of our goals is to encourage student growth into young adulthood. To facilitate student growth, wherever possible for processes within this booklet, the student is encouraged to advocate on their own behalf.

At the same time a student may decide to ask a teacher to support them if they deem that teacher to be best placed to do so. In special circumstances, for example for a student with a disability, a parent/carer may act on their behalf.

Where can I find information about the HSC?

A booklet outlining the rules and procedures will be made available to every student. You should read these rules carefully and talk to your Year Adviser if you have any questions.

If you miss an examination, an examination mark of zero may be awarded for the course. The Principal must be contacted immediately. If you miss an examination or if you are unable to make it you must lodge an official Illness and/or Misadventure appeal to NESA. If this appeal is upheld, NESA may award your assessment mark as a substitute mark. More information is available on the NESA website: www.educationstandards.nsw.edu.au

The information is provided in a question/answer format to highlight the areas and issues about which students and their parents/caregivers should be aware.

What is meant by assessment?

It is a series of tasks which students undertake so the school can compile a mark to forward to NESA (NSW Education Standards Authority). This mark is used in the calculation of the final mark in the HSC Course. Assessment is the measurement of actual student performance in various tasks. It is not a measure of their potential performance or an estimate of their general ability.

Why have student assessments?

It allows students 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 a student's final mark by using multiple assessment tasks, rather than a single examination result

How will marks and grades be determined?

Students will be informed of their marks and rankings for individual assessment tasks as they are marked. In the preliminary Stage 6 courses and some HSC subjects, students are assigned an A-E grade. In these courses, all students who complete the course receive a grade representing their overall achievement on both formal and informal school-based assessment. Teachers will make an on-balance judgement of a student's performance, based on the performance band descriptors for that course

Where can I check the schedule of assessment tasks and/or seek advice?

This booklet sets out the schedule of assessment tasks for all subjects and the relevant features of the College's policy for Higher School Certificate Assessment. You should retain it and refer to it if any questions or problems arise. Teachers, Head Teachers, Year Advisers, the School Counsellor, the Deputy Principal and the Principal should all be able to provide additional advice.

Tasks will occur frequently throughout the course. Students will confirm they have received a copy of this booklet. Where there is a change to be made from the original assessment schedule, faculties will notify students in writing two weeks before the new task date. **A copy of this document is able to be accessed on the College's web page www.fiveislands-h.schools.nsw.edu.au**

What must I do to have satisfactorily studied a course?

- (a) NESA expects students to have:
- (b) followed the course developed or endorsed by NESA ;and
- (c) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- (d) achieved some or all of the course outcomes; and/or
- (e) completed all assessment tasks. However, if you fail to seriously attempt assessment tasks worth 50% or more of the final assessment mark, you will be awarded a zero for that course.

Where a candidate has failed to satisfactorily study a course, the Principal will:

- (a) apply a "N" (Non-completion) determination and advise the NESA accordingly. Courses which were not satisfactorily completed will not be printed on HSC or Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
- (b) advise the candidate of the submission and the right of appeal

Importantly, be aware that a failure to attempt at least 50% of the Total Assessment set for the course results in a MANDATORY (compulsory) N Determination in that course.

What happens if I feel I cannot submit an assessment task on time and have a valid reason?

If you feel you have a valid reason for the late submission of an assessment task, then you must approach your teacher, where possible at least two (2) full school days prior to the due date, giving your reasons in writing. Your parent or caregiver must sign this note. A time extension may be granted in legitimate cases.

What happens if I fail to attempt or submit a task on time without a valid reason?

If a student is absent for a task, they must see their teacher or Head Teacher on the first day they return to school and submit a completed Illness/Misadventure and Appeal Form. Reasons for the absence must be stated, and supported by documentation, e.g., a medical certificate. If unable to secure a medical appointment on the day of absence, the student must be able to show that attempts have been made to do so and an alternative form of evidence must be provided. If you have a valid reason for a non-attempt, then you will be given the same or a substitute task at a later date. Where this is not feasible, an estimate may be given after discussion with the Head Teacher. If the explanation is not accepted you will be awarded zero for that task. You **must** be prepared to complete the task on the **first day** of your return to the College.

What are valid reasons?

It is up to students to demonstrate that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will initially be determined by the Head Teacher in consultation with the class teacher on the basis of fairness to all students in the group. Where a student is absent for non-medical reasons, a satisfactory explanation in writing must be provided on an Illness/Misadventure Form and submitted to the Head Teacher of the faculty.

What if I am absent when an assessment task is notified?

It is your responsibility to ask your teacher about any assessment tasks which may have been notified in your absence. This needs to be done during the first day of your return to school after an absence. It is your responsibility to refer to the schedule provided.

What happens if I know I am going to be absent for an assessment task?

You should notify your teachers at your earliest convenience in writing, where possible. Giving your reasons in writing must be done at least two (2) full school days prior to the due date. Your parent or caregiver must sign this note. A time extension may be granted in legitimate cases.

Does my attendance affect my results?

Students **must** attend regularly ie attend at least 90% of all College days each year. Students must meet this attendance requirement until the final day of school as determined by current Department of Education policy relating to student attendance. For the two years of the Higher School Certificate course it is difficult for a student to have an extended period away from school and still successfully complete the HSC course. It is the College's expectation that you attend all time-tabled lessons except if you are ill or if approved leave for exceptional circumstances has been granted by the Principal. College leave may be granted to cover an extended student absence.

What happens if I am unable to sit for an examination?

If you are going to be absent from an examination you must notify your class teacher, the Head Teacher of that subject and the Year Adviser, to make arrangements to sit for the examination(s) at a later date. You will not be able to sit for the examinations before the due date.

If you are ill, it is necessary to contact the college immediately. A Doctor's Certificate is required to cover an absence from an examination. You must complete the "Student Appeal Form" as soon as you return to school after your absence. This form is available from any Teacher.

If you are ill prior to or during the HSC examination period you must obtain a Doctor's Certificate and contact the school to obtain a NESAs "Illness and Misadventure" Appeal Form.

Will my general behaviour throughout the year be taken into account for assessment purposes?

Yes, if it affects your studies or the studies of other students. Your behaviour would affect your ability to meet NESAs requirements that "students apply themselves with diligence and sustained effort

Using AI

Originality

All academic assignments must reflect the student's own ideas, research, and writing. Using AI tools to generate, assist, or complete any part of an assignment is a violation of academic integrity if not explicitly permitted by the teacher.

Permissible Use of AI:

- Students may use AI tools for brainstorming, organising ideas, or conducting preliminary research, provided that the final submission is entirely their own work and clearly acknowledges any AI assistance, as specified by the teacher.
- AI tools may be used for technical support, such as grammar and style checking, only if such use is in line with course guidelines and does not involve generating content.

Prohibited Use of AI:

- Using AI to write essays, solve problems, generate code, or complete assignments without proper attribution by the student is prohibited.
- AI-generated content must not be submitted by the student as original work. Students should avoid using AI to produce answers, summaries, or any other content that would otherwise be considered a significant part of their assignment.

Disclosure and Attribution:

- If AI tools are used for permissible purposes, students must clearly disclose the nature and extent of AI assistance in their work according to the guidelines provided by the instructor.
- Failure to disclose AI assistance or misrepresenting AI-generated work as original is considered a breach of academic integrity.

Instructor Guidelines:

- Teachers may provide specific guidelines regarding the use of AI in their courses. Students are responsible for understanding and adhering to these guidelines.
- Teachers have the authority to set their own policies on AI use and may provide additional instructions on acceptable practices.

Consequences of Violation:

Violations of this policy may result in academic penalties, including but not limited to having marks deducted, completing an alternative task or being awarded a zero mark and receiving an N warning letter. Students found to be in violation of this policy will be subject to an investigation and may be required to meet with members of staff to discuss the breach.

All students must follow the rules for in-class assessments and exam conditions. Breaking these rules can be seen as malpractice if done to gain an unfair advantage, such as:

- Not following school exam rules
- Using unauthorised materials during an assessment
- Bringing notes or other information into an exam room, communicating with others during a test, or using unapproved electronic devices
- Ignoring instructions from the exam supervisor

All students taking an HSC Exam or HSC Minimum Standards Test must follow the assessment conditions set by NESA. Violating these conditions includes not adhering to the HSC Exam Rules and Procedures.

Procedures for Investigating Malpractice

The principles of procedural fairness guide all investigations of malpractice at Five Islands Secondary College.

If a class teacher suspects malpractice, the following steps will be taken:

1. The class teacher will inform the Head Teacher about the suspected malpractice and provide evidence supporting this allegation regarding the submitted work.
2. If the Head Teacher believes there is sufficient evidence for the allegation, they will consult with the Senior Executive to decide if the investigation should proceed.
3. The student will meet with the Head Teacher and the classroom teacher. During this meeting, they will be shown the evidence that led to the malpractice allegation.
4. The student will be given a chance to present evidence showing that the work they submitted is indeed their own.
5. Parents or carers will be contacted and provided with the same evidence that supports the malpractice allegation.
6. A panel will be formed consisting of a member of the Senior Executive and typically consists of at least one other staff not from the faculty responsible for the course delivery. Observers from the faculty of the course may be invited to clarify points of an assessment notification, assessment task and assessment procedures.
7. If the panel finds no malpractice, the student and their parents or carers will be informed and no record will be kept on the student's file.
8. If the panel finds that malpractice did occur, they will decide on the appropriate outcome and penalty for the student. This will also be communicated to the student and their parents or carers.
9. The student and/or their parents or carers can appeal the panel's decision by completing an appeals form within three days of receiving the original decision.

Penalties for Malpractice

The panel that investigates the allegations of malpractice will decide on any penalties. Possible penalties may include, but are not limited to:

- A reduction in a student's mark
- giving a mark of zero for the task to the involved student(s)
- requiring the student(s) to resubmit the task with a mark penalty applied
- having the student(s) resubmit the task, but still receiving a mark of zero
- asking the student(s) to complete an alternative task

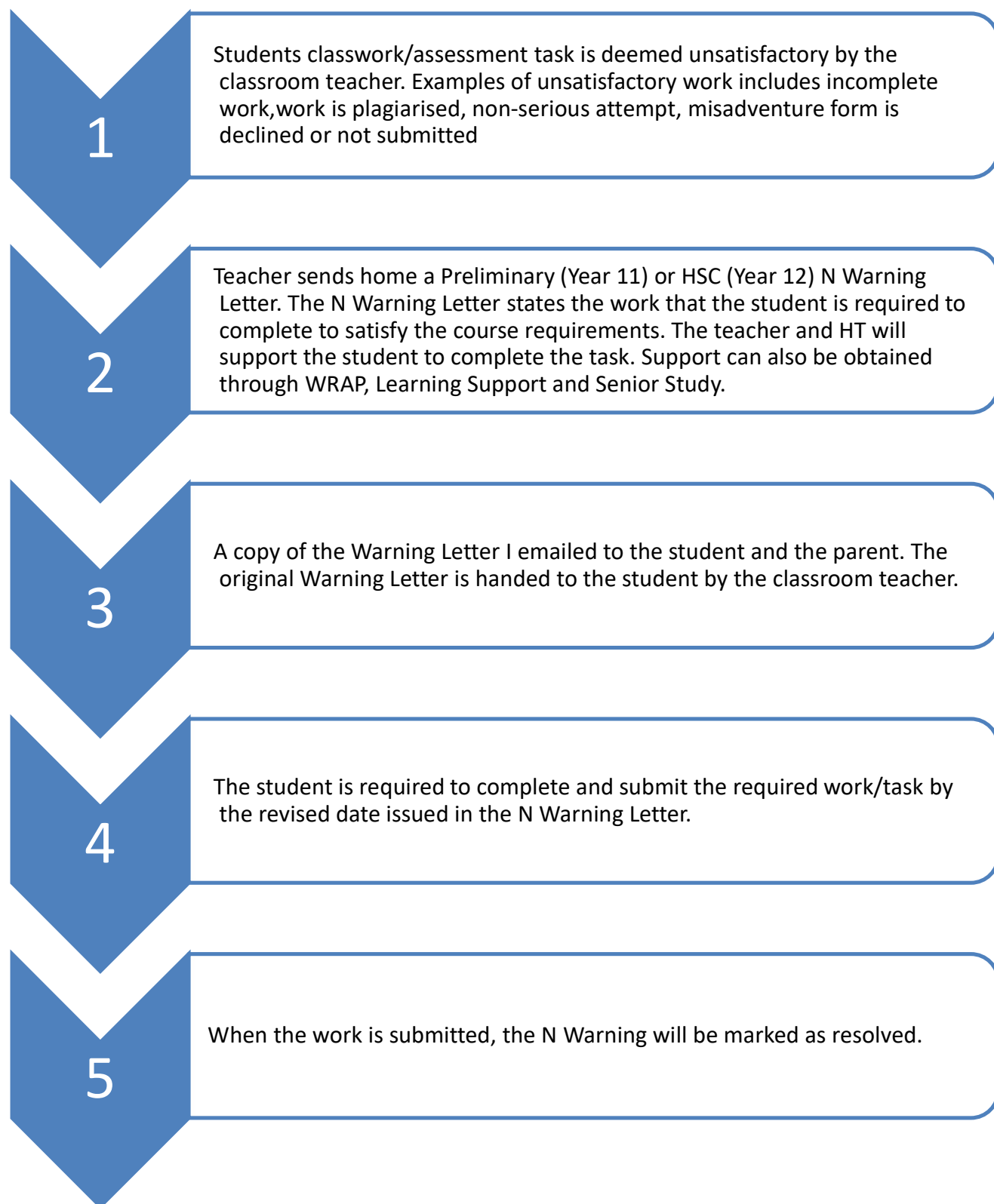
If a student must resubmit an assessment task, they will receive the necessary N Warning documentation as required by NES. For any upheld allegations of malpractice in Year 12, a member of the Senior Executive will complete the required entry in the Malpractice Register with NES.

What if I don't make a serious attempt at an assessment task?

A Senior Student at FISC is expected to apply sustained effort and diligence in all experiences always offered by the school so that course outcomes are met. To accomplish this, students are expected to complete set tasks and assessments to a satisfactory standard. It is encouraged that students seek assistance from their teacher to complete all tasks and should difficulties arise seek clarification prior to the work's due date. Any work submitted must be your own unless the task requires a group effort.

A non-serious attempt will lead to a student being awarded a zero for that task. Non-serious attempts may result from the attempt being so poor as to be considered non-serious or as a result of the use of derogatory remarks, obscene language, insufficient evidence of the student's own work, providing answers to examination questions in a language other than English (unless specifically instructed to do so) etc. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious.

N Warning Process



Will my parents or caregiver be informed of any non-attempt?

Yes they will. Any such communication, including official warnings given to you, will be maintained as records.

Procedure: NESAs requires TWO warnings in a subject for a student, along with 50% of course weighting, in order for an N determination to be made by the principal at the end of a course. An 'N' warning letter is not issued for disciplinary reasons. When a student is not meeting the course requirements due to class work and/or assessment tasks, the N-warning Process is followed

Invalid or Unreliable Tasks

In the unlikely event that a task or components of a task, are deemed to be invalid or unreliable, the Senior Executive will determine whether the task will form part of the assessment for the course or if an additional component or alternative task will be issued.

Can I request a re-assessment of an individual assessment task?

If a student has grounds for a re-assessment of an individual task the following procedures can be enacted. This process is convened by teaching staff, as outlined below, and finalised by the Deputy Principal or their delegate.

- a) If illness has affected your performance during the task, you must inform your class teacher (and, in the case of examinations, the supervising teacher) immediately and submit an Illness and Misadventure application within 2 days. A medical certificate may be required.
- b) If the Student reflects on task performance, the task requirements, feedback and the marking criteria and feels these are not aligned in their grade/mark, then the student may approach their teacher to discuss this – this must be done within 2 school days of results being received.
- c) If the student then wishes to formalise their contest of a misalignment, after discussing in detail with the Teacher, they can then apply to the Faculty Head Teacher for a re- assessment - this must occur within 3 full school days after results have been received by filling in the Illness/Misadventure Appeals form.
- d) If the teacher, in consultation with the Head Teacher, feels there may be grounds for re-assessment, then it may take place.
- e) This outcome is final, unless the student has just cause to contest that procedural fairness and/or this policy has not been followed, in which case they may appeal to the Deputy Principal within 2 days of the outcome of their Formal Request for Reassessment.
- f) The Deputy Principal will convene a panel of 3 (including the DP as Convener and 2 other teaching staff) who will review due process has occurred and make a final determination on the contested assessment piece. This then is the final decision and will stand.
- g) The results of any such reassessment are final and will not be considered just cause for the reassessment of other students.

How much warning will I get for each assessment task?

A minimum of two (2) weeks notification should be provided prior to any assessment task being given. This document may be regarded by a teacher of any course as sufficient notice of the due dates and the nature of upcoming assessment tasks. The published dates in this book should not be altered by a teacher without your being given sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall Student Assessment Planner (p.15), the College Calendar and consultation with the relevant Head Teacher. **Assessment tasks should not be set or due during the week prior to the Trial Examinations.**

What happens if a teacher/faculty wishes to vary the assessment requirements given to you?

This is allowable, as occasionally a task may need to be rescheduled or reset. However, the new date must be negotiated with the students in that course before it is changed.

What feedback will I be given on my performance

For each task you will be told your assessment and your ranking in that task. You will be informed of your progressive ranking through the school reports. Teachers will also provide constructive feedback to allow student improvement and reflection to occur.

How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment during normal class time directly to the teacher or at the time specified by the class teacher. Students and teachers should ensure that receipt of task is noted. If you are using a computer to generate a task then you must ensure you:

- Create a back-up copy of your work
- Use a program compatible with College facilities (if you require compatibility to print, etc.)
- Keep records of draft material

Can I leave an examination or set assessment task prior to the time set for its completion?

No, except with the Supervisor's permission in legitimate emergencies, or according to the College's examinations and procedures

When are the Trial Higher School Certificate Exams?

The College holds Trial Higher School Certificate examinations in Term 3.

The examination is held under the same rules and guidelines as the Higher School Certificate. It is a good opportunity to practice your exam techniques under these formal examination conditions. The College provides detailed information before the examination in terms of expected behaviour and appropriate equipment. If you have any questions you should speak to your class teacher/s and/or your Year Adviser

Will I be warned if my certificate is at risk?

Yes, you will be warned in writing. Your parents or caregiver will be advised and you will be required to provide a written acknowledgment of the warning.

Senior Students' Unsatisfactory Participation in Learning Page 23 Rationale:

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Can I request a review of my final assessment

Yes, the College has review procedures to examine legitimate cases.

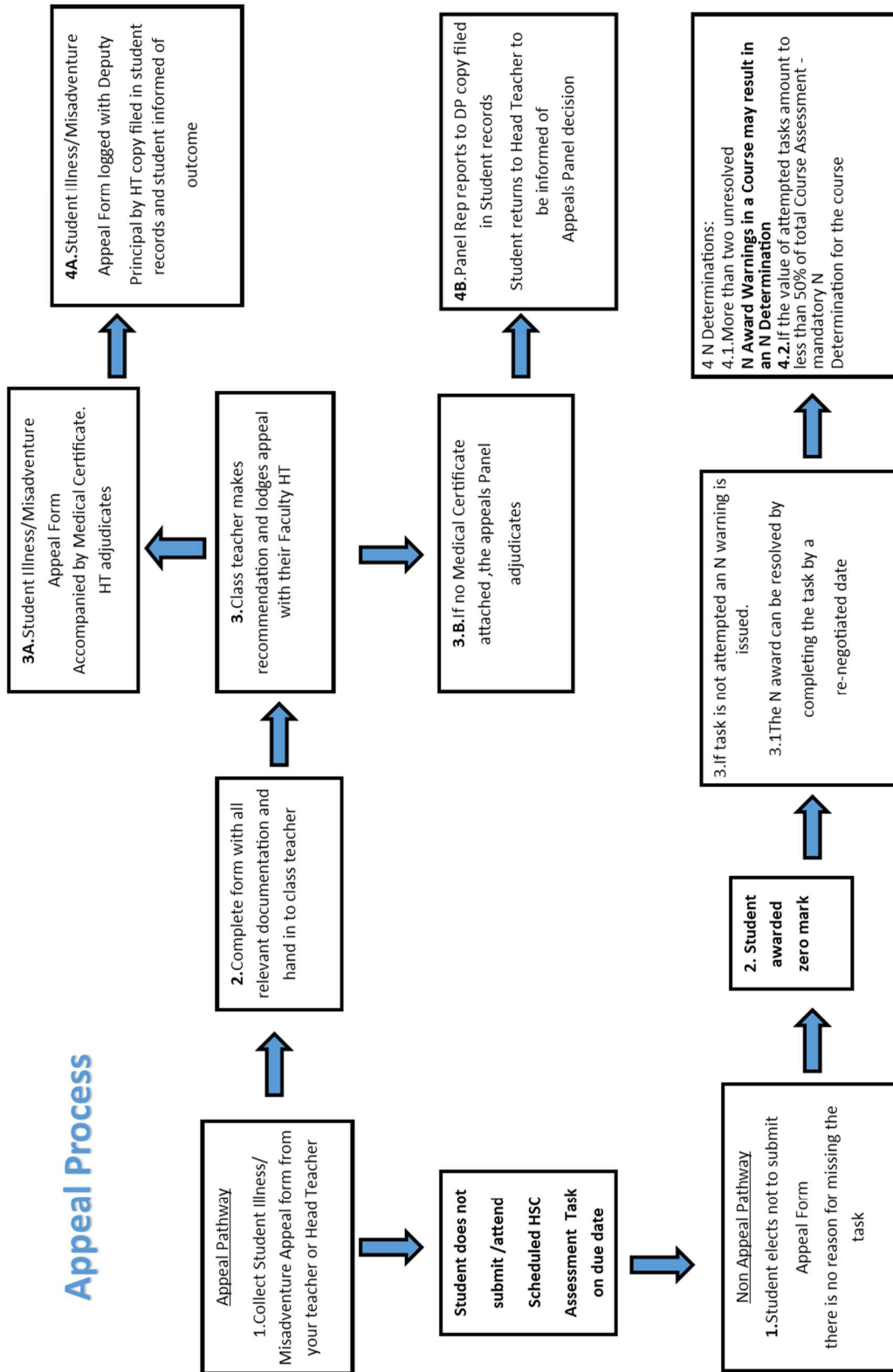
Steps are outlined below if a student asks for a review of their final assessment. This process is convened by the faculty Head Teacher.

- (a) The student should first approach the relevant Head Teacher and ask for a review of their final assessment by providing a written reason that outlines the reasons for the review.
- (b) The Head Teacher has 7 college days to review the final assessment and inform the student of the outcome.
- (c) If the student is not satisfied with the outcome, then they should see the Principal or delegate within 2 college days and provide written reasons as to why they do not agree with the Head Teacher findings of the review. A panel comprising the Principal, a Deputy Principal, the relevant Head Teacher and the Year Adviser will examine the matter and come to a final decision. This procedure applies to all courses including Frameworks courses.

When may I lodge an appeal against a final HSC assessment?

You have three (3) days from the time you are notified of your final assessment rank in which to lodge a formal, written appeal, using the “Student Appeal Form”. No appeals will be considered after this date. A “Student Appeal Form” is available from any teacher.

Appeal Process



How does my assessment result affect my final course mark?

The assessment mark is moderated against the student's performance in the HSC examination. The moderated assessment mark and examination mark are given equal weight in the determination of the student's HSC course mark, which is then used to calculate the ATAR.

Assessment tasks in VET courses are used to determine your achievement of competencies. There is no correlation between the achievement of competencies in VET courses and the ATAR. The HSC VET examination marks are recorded on your HSC and may be used to calculate your ATAR.

What happens if I require additional support to complete my HSC?

Students with special needs, known as Disability Provisions may request additional support so they can perform successfully and complete all tasks. These include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a computer, separate supervision, permission to take medication, or other provisions as judged appropriate.

Parents should notify the College immediately at the start of Year 11/12, if they wish such provisions to be considered for their student. The school will co-ordinate the preparation of appropriate evidence and a submission to NESA for approval.

Finishing the Higher School Certificate Year

For Year 12, the finish to the year (and 13 years of schooling) is a very challenging and exciting time. For students there are many distractions which affect how well they focus on the main goal which is to get the best possible HSC result.

During this period, Year 12 must ensure they meet all school requirements. Students must be well behaved and they must not get caught up in any of the hype that is sometimes observed at this time. Poor behaviour will be dealt with in the usual manner according to the College Wellbeing code. Also, participation in events such as the graduation assembly, College formal and HSC exams will depend on the continued co-operation and appropriate behaviour of each student.

STUDENT ILLNESS/MISADVENTURE/APPEAL FORM

This form must be returned before or within 3 school days of the first day back at school

To be completed if a student wishes to vary the due date for an assessment task, or due to illness, misadventure or appeal

Student's Name: _____

Subject: _____ **Task Number:** _____

Nature of Assessment Task: _____

Due Date: ____/____/____ **Class Teacher Name:** _____

Category (please tick one)

☐ Appeal due to illness, accident or misadventure

☐ Appeal in relation to the final assessment mark and/or course rank

Reason for Consideration: (state details to support your case or attach statement)

Medical Certificate is attached: Yes ☐ No ☐

Additional Information is attached: Yes ☐ No ☐

_____/____/____

Signature of student

Date

_____/____/____

Signature of Teacher

Date

Recommendation:

Reason for Decision:

- Complete a substitute task
- Estimate to be given
- No marks to be awarded
- Sit or submit the task without penalty
- Task to be submitted with penalty
- Non attempt N warning to be issued

New Due Date: ____/____/____

_____/____/____

Signature of Head Teacher

Date

_____/____/____

Signature of Panel Convenor **Date**

EXAMINATION RULES AND PROCEDURES

Attendance

- Attendance is compulsory for all examination students are scheduled to complete. Throughout the exam period, normal classes are suspended, and students not attending exams should be at home actively studying.
- Students must know their exam timetable and attend every scheduled exam on time; misreading the exam timetable will not be accepted as a justifiable reason for missing an examination
- Students must assemble on the Administration Office side of the school hall, near the canteen, **at least TEN (10) Minutes before** the scheduled commencement of the exam. Students will then be instructed on where they will be sitting, expectations and where bags will be placed. Students are not permitted to enter the exam after exam commencement **for any reason**. Students arriving late should report immediately to the Front Office to be referred to the Exam Coordinator/Deputy Principal.
- Students will only enter the exam room when directed by the exam supervisor/s
- Rolls will be marked at beginning of each examination

Organisation during Examinations

- When directed all students must complete attendance slips in every examination.
- **Students are not permitted to leave the exam within the first hour of the exam or in the last 15 minutes as per HSC rules.**
- Bags are to be placed where directed – well away from examination desks.
- **Students are responsible for providing all of their own necessary equipment. All items (pens, pencils, rulers, calculators, etc) brought into the examination hall are to be included in a clear plastic sleeve, to be easily checked and avoid any suspicion of cheating.**
- **Students are NOT permitted to take any electronic devices into any examination – except approved calculators.**

You must NOT bring any of the following into the examination room:

- A mobile phone or smartwatch
- Any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (e.g iPads, etc), music players or electronic dictionaries
- Paper or any printed or written material (including your examination timetable)
- Dictionaries, except where permitted in Language examinations
- Correction fluid or correction tape
- Answer booklets are provided. Students must not bring their own answer paper
- **Only clear liquid (bottled water) is permitted in a firm, clear plastic bottle**
- Students will be notified when 10 minutes remain in their exam
- Out of respect for your fellow students, all movement in the hall should be as quiet and respectful as possible. Please lift chairs rather than sliding, lift feet rather than plodding/shuffling, muffle coughs and yawns and wear suitable shoes
- If there is a question or problem, students must raise their hand silently and wait for a supervisor to attend them. Students should then very *quietly* consult with the Supervisor
- Toilet breaks in examination time are to be avoided. If unavoidable, raise your hand and wait for permission from the supervisor. Be respectful and quiet when moving to the toilet

Performance in Examinations

- Students are not allowed at any time during the exam to borrow equipment from another student as this will disturb that student's concentration
- Students must make a serious, sustained effort to complete all exams to the best of their ability. Failure to do so will lead to a formal N warning and may be deemed as a non-serious attempt and be awarded zero marks. In addition, students who fail to make an adequate attempt may have to re-sit the exam at another time (mostly likely outside normal classroom hours)
- **Students who miss an examination due to illness or unforeseen circumstances should telephone the school and leave a message through the Front Office (Ph: 02 4274 0621).** The normal Assessment Illness/ Misadventure Appeals process will be followed. Failure to follow college procedures will lead to a mark of zero and a formal N warning

Behaviour in Examinations

- Standard exam rules apply from the time the student enters the exam room and for the duration of the exam. Primarily this means no talking and following all supervisor directions
- Students must not commence writing until instructed to do so by the supervisor
- Any student involved in cheating, copying or submitting work other than their own will receive a mark of zero and a formal N warning
- Students who behave poorly e.g. disobedience, distracting or causing disruption will be moved to rear of exam room or in more extreme circumstances, asked to leave room. In most cases, such behaviour will lead to a mark of zero and a formal N warning
- **Mobile phones should be left at home.**
- The Presiding Officer and Supervisors are in charge of students:
 - When assembling before an examination
 - During the examination
 - After the examination until all students have left
 - You must follow the Supervisors' instructions at all times

GLOSSARY OF KEY WORDS

Syllabus outcomes, performance bands and examination questions have key words that state what students are expected to be able to do. The glossary below has been developed to provide a common language and consistent meaning and is designed to help students understand what is expected in responses to examination and assessment tasks.

account	Account for, state reasons for, report on. Give an account of, narrate a series of events or transactions
analyse	Identify components and the relationship between them; draw out and relate implications
apply	Use, utilise, employ in a particular situation
appreciate	Make a judgement about the value of
assess	Make a judgement of value, quality, outcomes, results or size
calculate	Ascertain/determine from given facts, figures or information
clarify	Make clear or plain
classify	Arrange or include in classes/categories
compare	Show how things are different or opposite
construct	Make, build, put together items or arguments
contrast	Show how things are different or opposite
critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
deduce	Draw conclusions
define	State meaning and identify essential qualities
demonstrate	Show by example
describe	Provide characteristics and features
discuss	Identify issues and provide points for and /or against
distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
evaluate	Make a judgement based on criteria; determine the value of
examine	Inquire into
explain	Relate cause and effect; make relationships between things evident; provide why and/or how
extract	Choose relevant and/or appropriate details
extrapolate	Infer from what is known
identify	Recognise and name
interpret	Draw meaning from
investigate	Plan, inquire into and draw conclusions about
justify	Support an argument or conclusion
outline	Sketch in general terms; indicate the main features of
predict	Suggest what may happen based on available information
propose	Put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
recall	Present remembered ideas, facts or experiences
recommend	Provide reasons in favour
recount	Retell a series of events
Summarise details	Express concisely the relevant
synthesise	Putting together various elements to make a whole

STUDENT ASSESSMENT PLANNER

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
											Term 4
											Term 1
											Term 2
											Term 3

FISC Ancient History HSC Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3	Task 4
		Source Based: Core Topic Cities of Vesuvius: Pompeii and Herculaneum	Research Task: Ancient Societies Option and Core Topic	Test Historical Periods	Trial HSC Examination
Date		Week 8/ T4	Week 9/T1	Week 6/ T2	Week 5-6/T3
Outcomes		Outcomes assessed AH12-6 AH12-8 AH12-9 AH12-10	Outcomes assessed AH12-1 AH12-2 AH12-3 AH12-9	Outcomes assessed AH12-1 AH12-2 AH12-3 AH12-9	Outcomes assessed AH12-1 AH12-2 AH12-3 AH12-4 AH12-5 AH12-6 AH12-7 AH12-8 AH12-9 AH12-10
Syllabus Components	Weighting				
Knowledge and understandin g of course content	40	5	5	10	20
Historical skills in the analysis and evaluation of sources and	20	5	5	0	10
Historical inquiry and research	20	5	10	5	0
Communicati on of historical understandin g in appropriate forms	20	5	5	10	0
Marks (Weighting of task)	100	20	25	25	30

FISC Biology HSC Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3	Task 4
		Skills Task	Research Task	Depth Study	Trial HSC Examination
Date		Week 9/T4	Week 8/T1	Week 9/T2	Weeks 5-6/T3
Outcomes		Bio11/12:1,5 Bio12: 12	Bio11/12:1 ,2,4,5,6,7 Bio12: 13	Bio11/12:1,2,3, 4,5,6,7 Bio12: 12, 13,14,15	Bio11/12:3,4,6, 7 Bio12: 12,13,14,15
Syllabus components	Weighting				
Students <ul style="list-style-type: none"> • develop knowledge and understanding of heredity and genetic technologies • develop knowledge and understanding of the effects of disease and disorders 	40	0	10	10	20
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> • Questioning and predicting • Planning investigations • Conducting investigations • Processing data and information 	30	10	5	15	0
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> • Analysing data and information • Problem solving • Communicating 	30	5	5	10	10
Marks (Weighting of task)	100	15	20	35	30

FISC Business Studies HSC Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3	Task 4
		Management Case Study Task	Semester 1 Test	Topic Task	Trial HSC Examination
Date		Week 2/T1	Weeks 9-10/T1	Week 8/T2	Weeks 5-6/T 3
Outcomes		H: 1, 2, 3, 4, 5, 6, 7, 8, 9	H: 1, 2, 3, 4, 5, 6, 7, 9,	H: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	H: 1, 2, 3, 4, 5, 6, 7, 8, 9,10
Syllabus components	Weighting				
Knowledge and understanding	40	5	10	5	20
Stimulus	20	0	10	5	5
Research and inquiry methods	20	15	0	5	0
Communication	20	0	5	10	5
Marks (Weighting of task)	100	20	25	25	30

FISC Ceramics HSC Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		OHS Making and Diary - Introduction to Hand Building and surface decoration. Includes artist studies and personal diary reflection on students own practice	Making and Diary – Postmodern artist appropriation. Research a famous Ceramicist using the frames and create 2 ceramic artworks influenced by your chosen artist.	Making and Diary – Public art and production. Work to a design brief to create large ceramic artworks. Includes artist studies and personal diary reflection on
Date		Week 2/T2	Week 10 /T2	Week 7/T3
Outcomes		M4, M6 CH1, CH2, CH5	M5, M6 CH2, CH3	M5, M6 CH3, CH4, CH5
Syllabus components	Weighting			
Making	70	20	30	20
Critical and Historical Study	30	10	10	10
Marks (Weighting of task)	100	30	40	30

FISC Community & Family HSC Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3	Task 4
		IRP	Work Task	Family Task	Trial HSC Examination
Date		Week 6 /T4	Week 9-10 /T1	Week 6/T2	Weeks 5-6/T 3
Outcomes		H:3.4,5.1,5.2	H:4.1,4.2, 6.1,6.2 7.1,7.2	H: 2.1,2.2,3.1,3.2	H:1.1,2.3,3.1, 3.2, 3.3,3.4,4.1 4.2,5.1,5.2,6.1 6.2,7.3,7.4
Syllabus components	Weighting				
Knowledge and understanding of course content.	40	0	10	10	20
Skills in critical thinking analyzing and communicating	60	20	15	15	10
Marks (Weighting of task)	100	20	25	25	30

HSC Drama Assessment Schedule - 2025					
Component		Task 1	Task 2	Task 3	Task 4
		IP planning and development + TETE table In class presentation	Half Yearly Examination Written response	Group Performance and IP Workshop Planning and Development	Group Performance and Rationales Submission
Date		Week 9/T4	Week 9 -10/T1	Week 5/T2	Week 3/T3
Outcomes		H1.3, H1.5, H1.7, H2.2, H3.1	H3.2, H3.3, H3.4, H3.5	H1.1, H1.2, H1.4, H2.1, H2.2, H2.3	H1.5, H1.6, H1.8, H1.9, H2.4, H2.5
Syllabus components	Weighting				
Making	40	10	0	15	15
Performing	30	10	0	10	10
Critically Studying	30	5	25	0	0
Marks (Weighting of task)	100	25	25	25	25

FISC Advanced English HSC Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3	Task 4
		Texts & Human Experience Multi-Modal Presentation + Extended Response	Textual Conversations Extended Response	The Craft of Writing Imaginative Composition + Creative Reflection	Trial HSC Examination
Date		Week 9/T4	Week 10/T1	Week 10/T2	Week 5-6/T3
Outcomes		EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7, EA12-8	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	EA12-2, EA12-3, EA12-4, EA12-5, EA12-9	EA12-3, EA12-4, EA12-5, EN12-6, EA12-9
Syllabus components	Weighting				
C1 – Knowledge and understanding of course content	50	12.5	12.5	12.5	12.5
C2 – Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	12.5	12.5	12.5	12.5
Marks (Weighting of task)	100	25	25	25	25

FISC Standard English HSC Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3	Task 4
		Texts and Human Experiences Extended Response and Short Answer Questions	Language Identity and Culture – Critical Response	Craft of Writing Multimodal Creative Composition and Reflective Presentation	Trial HSC Examination
Date		Week 8/T4	Week 8 /T2	Week 3 /T3	Week 5-6/T3
Outcomes		EN12-1, EN12-3, EN12-5, EN12-6, EN12-2, EN12-4	EN12-1, EN12-3, EN12-5, EN12-6, EN12-9	EN12-9, EN12-5, EN12-3, EN12-1, EN12-7	EN12-3, EN12-4, EN12-5, EN12-8, EN12-9
Syllabus components	Weighting				
Knowledge and understanding of course content	50	12.5	12.5	12.5	12.5
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	12.5	12.5	12.5	12.5
Marks (Weighting of task)	100	25	25	25	25

FISC English Studies HSC Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3	Task 4
		Power Point & Sustained Response	Travel Presentation & Creative Writing	Interview & Transcript Task	Portfolio Task
Date		Week 7/T4	Week 10/T1	Week 9/T2	Week 4/T3
Outcomes		ES12-1, ES12-2, ES12-4, ES12-5, ES12-7, ES12-8	ES12-1, ES12-4, ES12-5, ES12-6, ES12-7, ES12-9, ES12-10	ES12-3, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1 ES12-2, ES12-3, ES12-4, ES12-6, ES12-9, ES12-10
Syllabus components	Weighting				
Knowledge and understanding of course content	50	12.5	12.5	10	15
Skills in: <ul style="list-style-type: none"> Comprehending texts Communicating ideas Using language accurately, appropriately and effectively 	50	12.5	12.5	10	15
Marks (Weighting of task)	100	25	25	20	30

FISC Exploring Early Childhood 2 Unit 1 Year Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3	Task 4
		Folio & Media, Case Studies and Social Issues, Reading	Play Task	Virtual Parenting/Individual Project	In Class Examination
Date		Term 1 & 2	Term 1 & 2	Term 1 up and including Term 3 Week 10	Week 5-6/T3
Outcomes		H:1.1, 1.5, 2.1,	H:5.1,2.3,2.4, 4.3, 3.1	H:1.3, 2.2, 4.2 ,6.1	H:1.4, 1.2
Syllabus components	Weighting				
Knowledge and understanding	50	20	10	10	10
Skills	50	10	20	20	0
Marks (Weighting of task)	100	30	30	30	10

FISC Industrial Technology Timber Products & Furniture Technologies HSC Assessment Schedule - 2025					
Component		Task 1	Task 2	Task 3	Task 4
		Industry Study Report + Project Research, and Communication	Project Management Report + Production 1	Project Analysis and Production 2	Trial HSC Examination
Date		Week 10/T4	Week 9/T1	Week 10/T2	Weeks 5/6/T 3
Outcomes		H1.1, H1.2, H1.3, H3.1, H3.2, H5.1, H6.2, H7.1	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.2, H2.1 H3.2, H3.3 H4.1, H4.2, H4.3, H6.1 H5.2, H7.2	H4.3, H6.1, H7.1, H7.2
Syllabus components	Weighting				
Industry Study	15	15	0	0	0
Design Management and Communication	20	10	0	5	5
Production	40	0	20	20	0
Industry Related Manufacturing Technology	25	0	5	5	15
Marks (Weighting of task)	100	25	25	30	20

FISC Investigating Science HSC Assessment Schedule - 2025					
Component		Task 1	Task 2	Task 3	Task 4
		Research Task	Skills Task	Depth Study	Trial HSC Examination
Date		Week 7/T4	Week 8/T1	Week 8/T2	Weeks 5-6/T 3
Outcomes		INS11/12: 1,2,4,5,6,7 INS12: 13	INS11/12:1,5 INS12: 12	INS11/12: 1,2,3,4,5,6,7 INS12: 12, 13,14	INS11/12:3,4,6,7 INS12: 12,13,14,15
Syllabus components	Weighting				
Students <ul style="list-style-type: none"> • develop knowledge and understanding of science and technology • develop knowledge and understanding of contemporary issues involving science 	40	10	0	10	20
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> • Questioning and predicting • Planning investigations • Conducting investigations • Processing data and information 	30	5	10	15	0
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> • Analysing data and information • Problem solving • Communicating 	30	5	5	10	10
Marks (Weighting of task)	100	20	15	35	30

FISC Legal Studies HSC Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3	Task 4
		Crime Research Task	Semester 1 Test	Option Task	Trial HSC Examination
Date		Week 2/T1	Week 9-10 /T1	Week 9/T2	Weeks 5-6/T3
Outcomes		H: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	H: 1, 2, 3, 4, 5, 6, 7, 9, 10	H: 1, 2, 4, 5, 6, 7, 9, 10	H: 1, 2, 3, 4, 5, 6, 7, 9, 10
Syllabus components	Weighting				
Knowledge and understanding	40	10	5	5	20
Analysis and Evaluation	20	0	10	5	5
Inquiry and research	20	10	0	10	0
Communication of legal information	20	5	5	5	5
Marks (Weighting of task)	100	25	20	25	30

FISC Marine Studies HSC Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3	Task 4
		Presentation	Skills Task	Research	Trial HSC Examination
Date		Week 8/T4	Week 6/T1	Week 8/T2	Week 5-6/T3
Outcomes		H:1.1-5.4	H:1.1-5.4	H:1.1-5.4	H:1.1-5.4
Syllabus components	Weighting				
Knowledge, understanding and appreciation that promote sound environmental practices in the marine environment	20	0	5	5	10
Ability to manage activities cooperatively and communicate in a marine context	20	0	0	10	10
An ability to apply the skills of critical thinking, research and analysis	20	0	10	10	0
Knowledge and understanding of marine industries and their interaction with society and with leisure pursuits	20	5	5	0	10
Knowledge, understanding and skills of safe practice in the marine context	20	5	0	5	10
Marks (Weighting of task)	100	10	20	30	40

FISC Mathematics Standard 1 HSC Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3	Task 4
		Class test Rates Network Concepts MS-M4 MS-N1	Investigation Right Angled Trig MS-M3	Class Test Simultaneous Bivariate Data Scale Drawing	Trial HSC Examination Topic: MS-A4, MS-M6, MS-M7, MS-F4, MS-F5, MS-S4, MS-S5, MS-N2, MS-N3
Date		Week 9/T4	Week 9/T1	Week 8/T2	Week 5-6/T3
Outcomes		MS1 -12-3 MS1 -12-8 MS1 -12-9	MS1-12-3 MS1-12-4 MS1-12-10	MS1-12-1 MS1-12-6 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1- 12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8
Syllabus components	Weighting				
Understanding fluency and communicating	50	10	10	10	20
Problem Solving	50	15	10	15	10
Marks (Weighting of task)	100	25	20	25	30

FISC Mathematics Standard 2 HSC Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3	Task 4
		Class test (1 hr) Rates and Ratios Network Concepts MS-M7 MS-N2	Investigation Non-right-Angled Trig MS-M6	Algebra, Financial Mathematics and Statistical analysis Class Test Topic: MS-A4, MS-F5, MS-S4	Trial HSC Examination Topic: MS-A4, MS-M6, MS- M7, MS-F4, MS-F5, MS-S4, MS-S5, MS-N2, MS- N3
Date		Week 9/T4	Week 9/T1	Week 8/T2	Week 5- 6/T3
Outcomes		MS2 -12-3 MS2 12-4 MS2 12-8	MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-5 MSI-12-6 MS2-12-7	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-10
Syllabus components	Weighting				
Understanding fluency and communicating	50	10	10	10	20
Problem Solving Reasoning & Justification	50	15	10	15	10
Marks (Weighting of task)	100	25	20	25	30

FISC Advanced Mathematics HSC Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3	Task 4
		Sequences and Series Graphs and Equations Class Test M1.2, M1.3, F2, T3	Test Calculus, Applications of Calculus	Descriptive Statistics and Bivariate Data Investigation	Trial HSC Examination
Date		Week 9/T4	Week 8-9/T1	Week 8/T2	Week 5-6/T3
Outcomes		MA12-2, MA12-4, MA12-9, MA12-10 MA12-1, MA12-5	MA12-3, MA12-6, MA12-7, MA12-10	MA12-1, MA12-5, MA12-9, MA12-10,	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5,
Syllabus components	Weighting				
Concepts skills and Techniques	50	15	10	15	10
Reasoning and Communication	50	5	15	10	20
Marks (Weighting of task)	100	20	25	25	30

FISC Modern History HSC Assessment Schedule - 2025					
Component		Task 1	Task 2	Task 3	Task 4
		Research and presentation Core Topic: Power and Authority in the Modern World 1919-1946	Source Based Study Peace and conflict: (Conflict in Indochina)	Historical Analysis Russia and Soviet Union 1917-1941	Trial HSC Examination
Date		Week 9/T4	Week 9/T1	Week 9/T2	Week 5-6/T3
Outcomes		MH12-3 MH12-4 MH12-6 MH12-7 MH12-9	MH12-2 MH12-5 MH12-7 MH12-8	MH12-2, MH12-3 MH12-4, MH12-5 MH12-8 MH12-9	MH12-3 MH12-4 MH12-5 MH12-7 MH12-9
Syllabus components	Weighting				
Knowledge and understanding of course content	40	5	10	10	15
Historical Skills in the analysis and evaluation of sources and interpretations	20	0	5	5	10
Historical inquiry and research	20	10	5	5	0
Communication of historical understanding in appropriate forms	20	5	5	5	5
Marks (Weighting of task)	100	20	25	25	30

FISC PDHPE HSC Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3	Task 4
		Core 2 Video Analysis Factors Affecting Performance	Option 1 Scenario Response Sports Medicine	Core 1 In-Class Task Health Priorities in Australia	Trial HSC Examination Core 1, Core 2, Option 3
Date		Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 5-6
Outcomes		H7, H8, H9, H10, H11, H16, H17	H8, H13, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H1, H2, H3, H4, H5, H14, H15, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17
Syllabus components	Weighting				
Knowledge and understanding of course content	40	10	10	10	10
Skills in critical thinking, research, analysis and communicating	60	15	15	10	20
Marks (Weighting of task)	100	25	25	20	30

FISC Photography 2 Unit 1 Year HSC Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3
		“Introduction To Practice In Digital Imaging” Making & Diary (DI1)	“Developing a Point of View” Digital Photography Making & Diary (WP4)	“Manipulated Forms” in Digital Photography (DI4)
Date		Week 10/T1	Week 10/T2	Week 7/T3
Outcomes		M1, M2, M4, M6 CH1, CH2, CH5	M2, M4, M5, M6 CH2, CH3	M1, M3, M5, M6 CH3, CH4, CH5
Syllabus components	Weighting			
A Making	70	20	20	30
B Critical and Historical Study	30	10	10	10
Marks (Weighting of task)	100	30	30	40

FISC Physics HSC Assessment Schedule - 2025					
Component		Task 1	Task 2	Task 3	Task 4
		Skills Task	Research Task	Depth Study	Trial HSC Examination
Date		Week 7/T4	Week 8/T1	Week 8/T2	Weeks 5-6 /T 3
Outcomes		PH11/12: 1,5 Ph12: 12	PH11/12: 1,2,4,5,6,7,P H12: 13	PH11/12: 1,2,3,4,5,6,7 PH12: 12, 13,14	PH11/12: 3,4,6,7 PH12: 12,13,14,15
Syllabus components	Weighting				
Students <ul style="list-style-type: none"> • develop knowledge and understanding of advanced mechanics and electromagnetism • develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics 	40	0	10	10	20
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> • Questioning and predicting • Planning investigations • Conducting investigations • Processing data and information 	30	10	5	15	0
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> • Analysing data and information • Problem solving • Communicating 	30	5	5	10	10
Marks (Weighting of task)	100	15	20	35	30

FISC Society and Culture HSC Assessment Schedule - 2025					
Component		Task 1	Task 2	Task 3	Task 4
		Research Methods Report	Half Year Test Core & Depth Study 1	Depth Study 2 Task-Extended Response	Trial HSC Examination
Date		Week 9/T4	Week 9-10/T1	Week 6/T2	Week 5-6/T3
Outcomes		H: 1,3, 4, 5, 6 ,7, 8, 9, 10	H: 1, 2, 3, 4, 5, 6 ,7 9, 10	H: 1,3 4, 6, 7, 9, 10	H: 1, 2, 3, 4, 5, 6, 7, 9, 10
Syllabus components	Weighting				
Knowledge and understanding	50	10	15	5	20
Application and Evaluation of Social and Cultural Research Methods	30	10	5	10	5
Communication	20	5	5	5	5
Marks (Weighting of task)	100	25	25	20	30

FISC Sports, Lifestyle & Recreation HSC Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		Skills Test and Topic Test	Coaching Presentation Task	Resistance Training Program
Date		Week 9/T1	Week 5/T2	Week 6/T3
Outcomes		H:1.1,1.3,2.2,3.1 3.6,4.4,4.5	H:1.1,1.3,3.2,4.2,4.5	H:1.2,1.3,2.2,2.5,3.2,3.3
Syllabus components	Weighting			
Knowledge and Understanding	50	20	10	20
Skill	50	10	20	20
Marks (Weighting of task)	100	30	30	40

FISC Visual Arts HSC Assessment Schedule - 2025					
Component		Task 1	Task 2	Task 3	Task 4
		Research and Presentation	Progress review of Body of Works	Trial HSC Examination	Body of Works
Date		Week 6/T4	Week 5/T2	Week 5-6 /T3	Weeks 7/T3
Outcomes		H8, H9	H1, H2, H3, H4	H8, H9, H10, H7	H2, H4, H5, H6
Syllabus components	Weighting				
A Art making	50	0	20	0	30
B Art Criticism and Art History	50	20	0	30	0
Marks (Weighting of task)	100	20	20	30	30

Visual Design HSC Course Assessment Schedule - 2025					
Component		Task 1	Task 2	Task 3	Task 4
		Product Design	Photoshop Task	Cultural Ethics Task	Individual Design Project
Date		Week 6 /T4	Week 9-10 /T1	Week 6/T2	Weeks 2-3/T 3
Outcomes		DM1, DM2,	DM3, DM4, DM5, DM6	CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4
Syllabus components	Weighting				
Knowledge and understanding of course content.	50	10	15	15	10
Skills in critical thinking analysing and communicating.	50	10	15	15	10
Marks (Weighting of task)	100	20	30	30	20

* Assessment Task dates will be negotiated with students who commence the course late

FISC Work Studies 1 Unit HSC Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3
		Research Investigation	Quiz	Interview and Report
Date *		T4/Wk8	T2/Wk2	T3/Wk2
Outcomes		1, 3, 4, 5	1, 2, 3, 4, 5, 7, 8, 9	1, 3, 4, 5
Syllabus components	Weighting			
Knowledge and understanding outcomes and course content	30	10	6	14
Skills outcomes and course content	70	25	14	31
Marks (Weighting of task)	100	35	20	45

FISC Connected Learning WRAP HSC Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		Research Project	Post-school/Career Planning Portfolio	Final Course Test
Date: Due dates for tasks will be notified in class. You will be given written notification.				
Outcomes		3.1, 3.3, 3.4, 3.5, 4.1,	3.5, 4.2, 4.5, 4.5	3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 4.3, 4.6
Syllabus components	Weighting			
Knowledge and Understanding	40	25	5	10
Skills	30	10	15	5
Communication of Historical Understanding	30	5	20	5
Marks (Weighting of task)	100	40	40	20

This is translated to a mark out of 50 for the reports and NESA assessment



PUBLIC SCHOOLS NSW RTOs VOCATIONAL EDUCATION AND TRAINING

School Delivered Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). 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.

VET courses allow students to gain an HSC or RoSA 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.

Public Schools NSW RTOs are 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 yet 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 competencies achieved for the VET course undertaken.

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

School Name: Five Island Secondary College Assessment Schedule Year 12 - 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)										HSC TRIAL EXAM		
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.												
Code	Unit of Competency	HSC Examinable Unit	Task 5 Option 5.1, 5.2 or 5.3			Task 6 Tools and equipment			Task 7 Group project			
			Week	Term	Date	Week	Term	Date	Week	Term	Date	
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials		X									Week
CPCCBL2002	Use bricklaying and blocklaying tools and equipment		X									Term
CPCCWF2002	Use wall and floor tiling tools and equipment		X									Date
CPCCCM2013	Undertake basic installation of wall tiles		X									
CPCCJN2001	Assemble components		X									
CPCCIN3004	Manufacture and assemble joinery		X									
CPCCCA2002	Use carpentry tools and equipment							X				
CPCCCM2005	Use construction tools and equipment	✓						X				
CPCCCA2011	Handle carpentry materials							X				
CPCCVE1011	Undertake a basic construction project											X
CPCCOM1012	Work effectively and sustainability in the construction industry	✓										X

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

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

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



School Name: Five Islands Secondary College

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry		Task 4 Working in the hospitality industry		HSC TRIAL EXAM
		Week	Term	Week	Term	
Code	Unit of Competency	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".



Education

Manufacturing and Engineering Introduction

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

Qualification: MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1)

Cohort 2024 - 2025

Training Package MEM - Manufacturing and Engineering

School Name: Five Islands Secondary College

Assessment Schedule Year 12 - 2025

Assessment Tasks for MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 4 Can we build it			Task 5 Welding			Task 6 Career planning		
		Week	Term	Date	Week	Term	Date	Week	Term	Date
Code	Unit of Competency									
MEMPE006	Undertake a basic engineering project			X						
MEMPE001	Use engineering workshop machines			X						
MEMPE002	Use electric welding machines						X			
MEMPE00	Use fabrication equipment						X			
MEMPE005	Develop a career plan for the engineering and manufacturing industry									X

Depending on the achievement of units of competency, the possible qualification outcome is a MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1).

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 Summary for SIR30216 Certificate III in Retail services

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2 – Week 4 Term 4 - Week 3 (Subject to availability)
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 – weeks 4 and 5

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, test	Role play, Oral presentation	Third party report	Other	Self-Assessment	HSC examinable
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Cluster 1 Teamwork in a service environment

SIRXIND001 Work effectively in a service environment	Y		Y	Y	Y	Y	S		Y
SIRXCOM002 Work effectively in a team	Y		Y	Y	Y	Y	S		Y

Cluster 2 Safely maintain the store environment

SIRXWHS002 Contribute to workplace health and safety	Y		Y	Y	Y		S		Y
SIRXIND002 <u>Organise</u> and maintain the store environment	Y		Y	Y	Y		S		

Cluster 3 Point of sale procedures and security

SIRXSLS002 Follow point-of-sale procedures	Y		Y	Y	Y		S		Y
SIRXRSK001 Identify and respond to security risks	Y		Y	Y	Y		S		Y

Cluster 4 Serving the customer

SIRXCEG001 Engage the customer	Y			Y	Y		S	Y	Y
SIRXCEG002 Assist with customer difficulties	Y			Y	Y		S	Y	Y
SIRXCEG003 Build customer relationships and loyalty	Y			Y	Y		S	Y	Y

Cluster 5 Handling retail stock

SIRRINV001 Receive and handle retail stock	Y			Y	Y		S		
SIRRINV002 Control stock	Y			Y	Y		S		

Cluster 6 Selling and advising the retail customer

SIRXSLS001 Sell to the retail customer	Y	Y		Y	Y		S		Y
SIRXPDK001 Advise on products and services	Y	Y		Y	Y		S		Y

Cluster 7 Merchandise displays

SIRRMER001 Produce visual <u>merchandise displays</u>	Y	Y	Y	Y	Y		CD/S	Y	Y
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S- Simulated place environment, WPJ – Workplace Journal, CD – Create a display in class

Depending on the achievement of units of competency; the possible AQF qualification outcome is SIR30216 Certificate III in Retail Services or a Statement of Attainment towards SIR30216 Certificate III in Retail Services.

APPENDIX – ASSESSMENT OUTCOMES

ANCIENT HISTORY

- AH12-1** Accounts for the nature of continuity and change in the ancient world
- AH12-2** Proposes arguments about the varying causes and effects of events and developments
- AH12-3** Evaluates the role of historical features, individuals and groups in shaping the past
- AH12-4** Analyses the different perspectives of individuals and groups in their historical context
- AH12-5** Assesses the significance of historical features, people, places, events and developments of the ancient world
- AH12-6** Analyses and interprets different types of sources for evidence to support an historical account or argument
- AH12-7** Discusses and evaluates differing interpretations and representations of the past
- AH12-8** Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH12-9** Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12-10** Analyses issues relating to the ownership, custodianship and conservation of the ancient past

BIOLOGY

Questioning and predicting

- BIO11/12-1** Develops and evaluates questions and hypotheses for scientific investigation

Planning investigations

- BIO11/12-2** Designs and evaluates investigations in order to obtain primary and secondary data and information

Conducting investigations

- BIO11/12-3** Conducts investigations to collect valid and reliable primary and secondary data and information

Processing data and information

- BIO11/12-4** Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

Analysing data and information

- BIO11/12-5** Analyses and evaluates primary and secondary data and information

Problem solving

- BIO11/12-6** Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

Communicating

- BIO11/12-7** Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

- BIO12-12** Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

- BIO12-13** Explains natural genetic change and the use of genetic technologies to induce genetic change

- BIO12-14** Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

- BIO12-15** Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

BUSINESS STUDIES

- H1** Critically analyses the role of business in Australia and globally
- H2** Evaluates management strategies in response to changes in internal and external influences
- H3** Discusses the social and ethical responsibilities of management
- H4** Analyses business functions and processes in large and global businesses
- H5** Explains management strategies and their impact on businesses
- H6** Evaluates the effectiveness of management in the performance of businesses
- H7** Plans and conducts investigations into contemporary business issues
- H8** Organises and evaluates information for actual and hypothetical business situations
- H9** Communicates business information, issues and concepts in appropriate formats
- H10** Applies mathematical concepts appropriately in business situations

CERAMICS

Students should be encouraged to:

- Appreciate the characteristics of practice in ceramics in making and in the critical and historical investigations of this field
- Appreciate the role and contribution of the ceramics artist/designer in different cultures
- Appreciate the different meanings ceramic works can sustain and their material properties
- Appreciate the different ways the world can be interpreted in ceramic works
- Value the role of an audience as a body of critical consumers and appreciate opportunities to view ceramics as audience members
- Value how significant interpretations of ceramics are sustained.

COMMUNITY & FAMILY

H1.1 Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities

H2.1 Analyses different approaches to parenting and caring relationships

H2.2 Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

H2.3 Critically examines how individual rights and responsibilities in various environments contribute to wellbeing

H3.1 Analyses the sociocultural factors that lead to special needs of individuals in groups

H3.2 Evaluates networks available to individuals, groups and families within communities

H3.3 Critically analyses the role of policy and community structures in supporting diversity

H3.4 Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

H4.1 Justifies and applies appropriate research methodologies

H4.2 Communicates ideas, debates issues and justifies opinions

H5.1 Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources

H5.2 Develops strategies for managing multiple roles and demands of family, work and other environments

H6.1 Analyses how the empowerment of women and men influences the way they function within society

H6.2 Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

7.1 Appreciates differences among individuals, groups and families within communities and values their contributions to society

7.2 Develops a sense of responsibility for the wellbeing of themselves and others

7.3 Appreciates the value of resource management in response to change

7.4 Values the place of management in coping with a variety of role expectations

DRAMA

H1.1 Uses acting skills to adopt and sustain a variety of characters and roles

H1.2 Uses performance skills to interpret and perform scripted and other material

H1.3 Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works

H1.4 Collaborates effectively to produce a group-devised performance

H1.5 Demonstrates directorial skills

H1.6 Records refined group performance work in appropriate form

H1.7 Demonstrates skills in using the elements of production

H1.8 Recognises the value of the contribution of each individual to the artistic effectiveness of productions

H1.9 Values innovation and originality in group and individual work

H2.1 Demonstrates effective performance skills

H2.2 Uses dramatic and theatrical elements effectively to engage an audience

H2.3 Demonstrates directorial skills for theatre and other media

H2.4 Appreciates the dynamics of drama as a performing art

- H2.5** Appreciates the high level of energy and commitment necessary to develop and present a performance
- H3.1** Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2** Analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3** Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
- H3.4** Appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5** Appreciates the role of the audience in various dramatic and theatrical styles and movements

ADVANCED ENGLISH

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

STANDARD ENGLISH

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

ENGLISH STUDIES

- ES12-1** Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES12-2** Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES12-3** Accesses, comprehends and uses information to communicate in a variety of ways
- ES12-4** Composes proficient texts in different forms
- ES12-5** Develops knowledge, understanding and appreciation of how language is used, identifying and explaining

specific language forms and features in texts that convey meaning to different audiences

ES12-6 Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 Represents own ideas in critical, interpretive and imaginative texts

ES12-8 Understands and explains the relationships between texts

ES12-9 Identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES12-10 Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

EXPLORING EARLY CHILDHOOD

1.1 Analyses prenatal issues that have an impact on development

1.2 Examines major physical, social-emotional, behavioural, cognitive and language development of young children

1.3 Examines the nature of different periods in childhood — infant, toddler, preschool and the early school years

1.4 Analyses the ways in which family, community and culture influence the growth and development of young children

1.5 Examines the implications for growth and development when a child has special needs

2.1 Analyses issues relating to the appropriateness of a range of services for different families

2.2 Critically examines factors that influence the social world of young children

2.3 Explains the importance of diversity as a positive issue for children and their families

2.4 Analyses the role of a range of environmental factors that have an impact on the lives of young children

2.5 Examines strategies that promote safe environments

3.1 Evaluates strategies that encourage positive behaviour in young children

4.1 Demonstrates appropriate communication skills with children and/or adults

4.2 Interacts appropriately with children and adults from a wide range of cultural backgrounds

4.3 Demonstrates appropriate strategies to resolve group conflict

5.1 Analyses and compares information from a variety of sources to develop an understanding of child growth and development

6.1 Demonstrates an understanding of decision making processes

6.2 Critically examines all issues including beliefs and values that may influence interactions with others

V1.1 Displays a willingness to respond to the individual needs of young children and families

V1.2 Interacts with children and adults in a positive non-judgemental and accepting manner

V2.1 Appreciates the importance of facilitating responsible and supportive interactions with young children

INDUSTRIAL TECHNOLOGY - TIMBER

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

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

H1.3 Identifies important historical developments in the focus area industry

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

H3.1 Demonstrates skills in sketching, producing and interpreting drawings

H3.2 Selects and applies appropriate research and problem-solving skills

H3.3 Applies and justifies design principles effectively through the production of a Major Project

H4.1 Demonstrates competence in a range of practical skills appropriate to the Major Project

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

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

H5.1 Selects and uses communication and information processing skills

H5.2 Examines and applies appropriate documentation techniques to project management

H6.1 Evaluates the characteristics of quality manufactured products

H6.2 Applies the principles of quality and quality control

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

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

INVESTIGATING SCIENCE

Questioning and predicting

INS11/12-1 Develops and evaluates questions and hypotheses for scientific investigation

Planning investigations

INS11/12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information

Conducting investigations

INS11/12-3 Conducts investigations to collect valid and reliable primary and secondary data and information

Processing data and information

INS11/12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

Analysing data and information

INS11/12-5 Analyses and evaluates primary and secondary data and information **Problem solving**

INS11/12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

Communicating

INS11/12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

INS12-12 Develops and evaluates the process of undertaking scientific investigations

INS12-13 Describes and explains how science drives the development of technologies

INS12-14 Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis

INS12-15 Evaluates the implications of ethical, social, economic and political influences on science

LEGAL STUDIES

H1. Identifies and applies legal concepts and terminology

H2. Describes and explains key features of and the relationship between Australian and international law

H3. Analyses the operation of domestic and international legal systems

H4. Evaluates the effectiveness of the legal system in addressing issues **H5.** explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

H6. Assesses the nature of the interrelationship between the legal system and society

H7. Evaluates the effectiveness of the law in achieving justice

H8. Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents

H9. Communicates legal information using well-structured and logical arguments

H10. Analyses differing perspectives and interpretations of legal information and issues.

MARINE STUDIES

1.1 Relates with a respectful and caring attitude to the ocean and its life forms

1.2 Identifies the roles of individuals or groups involved in maritime activities

1.3 Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course

1.4 Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea

1.5 Demonstrates an awareness of the value of the ocean as a source of historical information

2.1 Appreciates the importance of effective management practice

2.2 Works effectively within a group

2.3 Communicates information by writing reports, giving short talks and contributing to discussions

3.1 Evaluates information, situations, equipment manuals and written or manual procedures

3.2 Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing

3.3 Generates information from data by calculating, inferring, interpreting and generalizing

3.4 Carries out planned research activities using appropriate measurements, observations, classification and recording skills

4.1 Identifies marine vocations and a range of leisure pursuits

4.2 Appreciates marine environments as sources of employment and leisure

5.1 Values the rules and operating principles of marine equipment and applies them

5.2Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment

5.3Interprets and follows instructions, with accuracy

5.4Selects, organises, assembles,dismantles, cleans, and returns equipment

MATHEMATICS STANDARD 1

MS1-12-1 Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS1-12-2 Analyses representations of data in order to make predictions and draw conclusions.

MS1-12-3 Interprets the results of measurements and calculations and makes judgements about their reasonableness.

MS1-12-4 Analyses simple two-dimensional and three-dimensional models to solve practical problems

MS1-12-5 Makes informed decisions about financial situations likely to be encountered post-school

MS1-12-6 Represents the relationships between changing quantities in algebraic and graphical forms

MS1-12-7 Solves problems requiring statistical processes

MS1-12-8 Applies network techniques to solve network problems

MS1-12-9 Chooses and uses appropriate technology effectively and recognises appropriate times for such use

MS1-12-10 Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

MATHEMATICS STANDARD 2

MS2-12-1 Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2 Analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3 Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4 Analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5 Makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6 Solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7 Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8 Solves problems using networks to model decision-making in practical problems

MS2-12-9 Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10 Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

MATHEMATICS ADVANCED

MA12-1 Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

MA12-2 Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

MA12-3 Applies calculus techniques to model and solve problems

MA12-4 Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5 Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12-6 Applies appropriate differentiation methods to solve problems

MA12-7 Applies the concepts and techniques of indefinite and definite integrals in the solution of problems

MA12-8 Solves problems using appropriate statistical processes

MA12-9 Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

MA12-10 Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

MODERN HISTORY

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

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

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

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

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

MH12-6 Analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 Discusses and evaluates differing interpretations and representations of the past

MH12-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH12-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

HISTORY

- Demonstrates a commitment to social justice through valuing diversity, equity and supportive environments
- Shows responsibility and a willingness to act for personal and community health
- Shows a willingness to question issues that impact on health and performance
- Values the technical and aesthetic qualities of and participation in physical activity

H1 Describes the nature and justifies the choice of Australia's health priorities

H2 Analyses and explains the health status of Australians in terms of current trends and groups most at risk

H3 Analyses the determinants of health and health inequities

H4 Argues the case for health promotion based on the Ottawa Charter

H5 Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities

H6 Demonstrates a range of personal health skills that enables them to promote and maintain health
(Option 1)

H7 Explains the relationship between physiology and movement potential

H8 Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity

H9 Explains how movement skill is acquired and appraised

H10 Designs and implements training plans to improve performance

H11 Designs psychological strategies and nutritional plans in response to individual performance needs

H12 Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)

H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)

H14 Argues the benefits of health-promoting actions and choices that promote social justice

H15 Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all

H16 Devises methods of gathering, interpreting and communicating information about health and physical activity concepts

H17 Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

PHOTOGRAPHY

- M1** Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2** Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3** Investigates different points of view in the making of photographs and/or videos and/or digital images
- M4** Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5** Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6** Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1** Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2** Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3** Distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4** Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5** Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

PHYSICS

Questioning and predicting

PH11/12-1 Develops and evaluates questions and hypotheses for scientific investigation

Planning investigations

PH11/12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information

Conducting investigations

PH11/12-3 Conducts investigations to collect valid and reliable primary and secondary data and information

Processing data and information

PH11/12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

Analysing data and information

PH11/12-5 Analyses and evaluates primary and secondary data and information

Problem solving

PH11/12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

Communicating

PH11/12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

SOCIETY & CULTURE

H1 Evaluates and effectively applies social and cultural concepts

H2 Explains the development of personal, social and cultural identity

H3 Analyses relationships and interactions within and between social and cultural groups

H4 Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy

H5 Analyses continuity and change and their influence on personal and social futures

H6 Evaluates social and cultural research methods for appropriateness to specific research tasks

H7 Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias

H8 Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex

H9 Applies complex course language and concepts appropriate for a range of audiences and contexts

H10 Communicates complex information, ideas and issues using appropriate written, oral and graphic forms

SPORT, LIFESTYLE & RECREATION

- 1.1 Applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 Explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 Demonstrates ways to enhance safety in physical activity
- 1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status
describes administrative procedures that support successful performance outcomes
- 2.1 Explains the principles of skill development and training
- 2.2 Analyses the fitness requirements of specific activities
- 2.3 Elects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 Describes how societal influences impact on the nature of sport in Australia
describes the relationship between anatomy, physiology and performance
- 3.1 Selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 Designs programs that respond to performance needs
- 3.3 Measures and evaluates physical performance capacity
- 3.4 Composes, performs and appraises movement
- 3.5 Analyses personal health practices
- 3.6 Assesses and responds appropriately to emergency care situations
- 3.7 Analyses the impact of professionalism in sport plans strategies to achieve performance goal
- 4.1 Demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 Makes strategic plans to overcome the barriers to personal and community health
- 4.4 Demonstrates competence and confidence in movement contexts
- 4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- 5.1 Accepts responsibility for personal and community health
- 5.2 Willingly participates in regular physical activity
- 5.3 Values the importance of an active lifestyle
- 5.4 Values the features of a quality performance
- 5.5 Strives to achieve quality in personal performance

VISUAL ARTS

- H1: Initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2: Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3: Demonstrates an understanding of the frames when working independently in the making of art
- H4: Selects and develops subject matter and forms in particular ways as representations in artmaking
- H5: Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6: Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7: Applies their understanding of practice in art criticism and art history
- H8: Applies their understanding of the relationships among the artist, artwork, world and audience
- H9: Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10: Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

VISUAL DESIGN

DM1 Generates a characteristic style that is increasingly self-reflective in their design practice

DM2 Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works

DM3 Investigates different points of view in the making of designed works

DM4 Generates images and ideas as representations/simulations

DM5 Develops different techniques suited to artistic and design intentions in the making of a range of works

DM6 Takes into account issues of Work Health and Safety in the making of a range of works

CH1 Generates in their critical and historical practice ways to interpret and explain design

CH2 Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations

CH3 Distinguishes between different points of view, using the frames in their critical and historical investigations

CH4 Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

WORK STUDIES

1. Investigates a range of work environments
2. Examines different types of work and skills for employment
3. Analyses employment options and strategies for career management
4. Assesses pathways for further education, training and life planning
5. Communicates and uses technology effectively
6. Applies self-management and teamwork skills
7. Utilises strategies to plan, organise and solve problems
8. Assesses influences on people's working lives
9. Evaluates personal and social influences on individuals and groups