



*Senior Assessment Booklet*  
**YEAR 12 HSC 2025**



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## Contents

Senior Assessment Booklet	1
Contents	3
2025 Higher School Certificate Assessment Procedures	4
Year 12 Assessment Calendar - 2024/2025	14
Year 12 Assessment Calendar - 2025	15
Ancient History - HSC 2025 Assessment Schedule	16
Biology - HSC 2025 Assessment Schedule	18
Business Studies - HSC 2025 Assessment Schedule	20
Chemistry - HSC 2025 Assessment Schedule	22
Community & Family Studies - HSC 2025 Assessment Schedule	24
Dance - HSC 2025 Assessment Schedule	26
Design & Technology - HSC 2025 Assessment Schedule	28
Drama - HSC 2025 Assessment Schedule	30
Earth and Environmental Science - HSC 2025 Assessment Schedule	32
Economics - HSC 2025 Assessment Schedule	34
Engineering Studies - HSC 2025 Assessment Schedule	36
English Advanced - HSC 2025 Assessment Schedule	38
English Extension 1 - HSC 2025 Assessment Schedule	40
English Extension 2 - HSC 2025 Assessment Schedule	42
English Standard - HSC 2025 Assessment Schedule	44
Food Technology - HSC 2025 Assessment Schedule	46
Geography - HSC 2025 Assessment Schedule	48
German Beginners - HSC 2025 Assessment Schedule	50
German Continuers - HSC 2025 Assessment Schedule	52
History Extension - HSC 2025 Assessment Schedule	54
Industrial Technology - HSC 2025 Assessment Schedule	56
Information Processes & Technology - HSC 2025 Assessment Schedule	58
Japanese Beginners - HSC 2025 Assessment Schedule	60
Legal Studies - HSC 2025 Assessment Schedule	62
Mathematics Advanced - HSC 2025 Assessment Schedule	64
Mathematics Extension 1 - HSC 2025 Assessment Schedule	66
Mathematics Extension 2 - HSC 2025 Assessment Schedule	68
Mathematics Standard 2 - HSC 2025 Assessment Schedule	70
Modern History - HSC 2025 Assessment Schedule	72
Music 1 - HSC 2025 Assessment Schedule	74
Music 2 - HSC 2025 Assessment Schedule	76
PDHPE - HSC 2025 Assessment Schedule	78
Physics - HSC 2025 Assessment Schedule	80
Society & Culture - HSC 2025 Assessment Schedule	82
Software Engineering - HSC 2025 Assessment Schedule	84
Textiles and Design - HSC 2025 Assessment Schedule	86
Visual Arts - HSC 2025 Assessment Schedule	88

\* VET Subject Assessment Schedules at the back of the booklet

# **NBSC FRESHWATER SENIOR CAMPUS ASSESSMENT POLICY**

## **Introduction**

NESA requires that schools provide an assessment of each student's performance in each Higher School Certificate Course.

This booklet outlines the assessment tasks that must be completed to show that students have satisfied the requirements of each course. This booklet should be read in conjunction with the Higher School Certificate Rules and Procedures. Student assessment provides evidence for making judgments about student achievement.

Each student is required to acknowledge they have received the booklet and understand their rights and responsibilities with regard to assessment.

Students must complete all course work to a satisfactory standard in order to meet the requirements of the HSC course.

If students have any concerns or issues regarding any assessment task, they should consult the Head Teacher of the Faculty in which the course is delivered and then the Deputy Principal responsible for their Year Group.

If students are going to be absent for any period of time, they must first request approval from the Principal.

Information provided in this booklet is taken from the ACE (Assessment Certification Examination) manual.

Further information on HSC assessment may accessed at <https://ace.nesa.nsw.edu.au/> and from NSW Education Standards Authority (NESA) at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

# OVERVIEW OF POLICY

## ELIGIBILITY REQUIREMENTS FOR THE HSC AND ATAR

To qualify for the Higher School Certificate students must satisfactorily complete an HSC pattern of study comprising at least 10 units, following on from the Preliminary course. Both patterns must include:

- at least six units from Board Developed courses;
- at least two units of a Board Developed course in English;
- at least three courses of two-unit value or greater (either Board Developed or Board Endorsed courses);
- at least four subjects

To satisfy pattern of study requirements for the Higher School Certificate, a student may count a maximum of six Preliminary units and six HSC units from courses in Science.

A candidate's ATAR is based upon the **scaled aggregate** of the marks in the **best ten units** of Board Developed courses, subject to the following conditions:

- a) the **best two units of English must be included in the ATAR**
- b) the best eight units from the remaining Board Developed courses are included

**The ATAR is a rank, not a mark.** The only purpose of the ATAR is to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose.

## ASSESSMENT MARKS AND NOTIFICATION

The assessment mark for each course is a measure of course achievement including that which cannot be tested at a final examination (eg. practical work, oral skills, research tasks, multimodal).

Students should receive a minimum of **two weeks' written notice** for any school-based assessment task.

The written notification details of each task include:

- date and time of when task is to be submitted
- nature of the task
- task description
- outcomes to be assessed
- weighting of task
- marking criteria / rubric / information about how the task will be assessed

Whenever there is a change to the assessment task, a new notification will be provided to students. Any new notification regarding the assessment task automatically supersedes the assessment schedule and all previous notifications related to the same task. It is required that students acknowledge receipt of any assessment notification.

Students will be given feedback on their task attempts.

## **ASSESSMENT SCHEDULES**

Assessment will commence in Term 4 when all the HSC courses begin. The final assessment will include only marks achieved during the HSC assessment period and from those tasks designated in individual subject course schedules.

## **ADJUSTMENTS FOR STUDENTS WITH DISABILITY**

- Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks, including examinations.
- Students with disability may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

**Class teachers are aware of students requiring disability provisions and will implement appropriate support.**

## **ABSENCE WHEN A TASK IS NOTIFIED**

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. **It is the student's responsibility to be alert to the notification of tasks.** No automatic extension is granted to students who are absent on the day the notice of the task is given.

## **SUBMISSION OF ASSESSMENT TASK**

- When a student is present at school, they are considered fit and able to undertake any scheduled assessment on that day. No extensions or considerations will be applied if they complete the task.
- Students who are unfit to participate in the assessment task should not attend school and should immediately contact the school on the day of the absence and notify the school they have an assessment task due. Students may make all reasonable efforts to have the work delivered, by hand or email to their teacher.
- Students should complete the misadventure process immediately upon return to school before attending any classes.
- The assessment task notification will specify at what time a task is to be submitted. Students should not miss any timetabled periods, nor come to school late without a valid reason on the day an assessment task is due. It is unfair for students to use scheduled class time to gain an advantage in the submission of assessment tasks. Students who absent themselves from class in this way may be penalized unless they can show that they have not gained an unfair advantage. Students found to be studying for the task during the class time of other courses may be awarded a ZERO mark.

## **ATTENDANCE AND ASSESSMENT TASK REQUIREMENTS**

- Students must demonstrate that they are serious candidates for the Higher School Certificate by their **regular attendance at school and in lessons** and through their **satisfactory performance in assessment tasks**. They must be present and be on time at the place specified for each assessment task. Take home tasks must be submitted at the correct time and location as specified in the assessment notification.
- Students are expected to have a back-up digital copy of any digitally created work. **Technology failure is not an acceptable excuse** for missing an assessment due date,
- Students who **do not complete/submit an assessment task** can be awarded a ZERO mark.
- A **NESA 'N' determination Warning** letter may be sent (refer to outline of this process). Students will still be required to submit the task and receive feedback. This process will redeem the 'N' determination warning.

## **ABSENCE FROM AN ASSESSMENT TASK/ ILLNESS & MISADVENTURE PROCEDURES**

- If a **student is absent from school on the day an assessment task** is due, the student must follow these procedures:
  - Student/Parent/Guardian must contact the school on the day to notify of the absence and notify that an assessment task is due that day.
  - Obtain the Freshwater Senior Campus Illness/Misadventure form from the school website and complete all details.
  - **On the first day of returning to school after absence, BEFORE 8.45am**, submit the completed form to the **Year 12 Deputy Principal**. The form must be filled in with attached documentation such as a medical certificate, outlining how the illness/misadventure affected the student, clearly indicated.

**NOTE: It is insufficient for the medical certificate to say the student was “unfit for work”. The medical certificate must acknowledge how your illness affected your ability to attend school and submit the task.**

- Deputy Principal will approve or decline the application for Misadventure.
- If the application is approved. The Deputy Principal will immediately return the form to the student who will then hand the form to the Head Teacher of the subject, for discussion of the new date for completing the task or an alternative task be issued.
- Missed exams may be rescheduled and will be indicated to the student on the Misadventure form after discussion with the Head Teacher of the subject.

Medical certificates obtained after the event will not be accepted. Back dated medical certificates will not be accepted. If proof of illness or leave is not approved, then the student's assessment mark for that task may be awarded a ZERO mark.

**Note that a parent(s) and/or guardian(s) note regarding illness will not be accepted.**

## **SUBSTITUTING ASSESSMENT TASKS**

- Students are expected to attempt all assessment tasks.
- If a student has an upheld illness/misadventure application, schools must provide the student with an opportunity to attempt the assessment task by either:
  - a. providing an extension of time to complete the original assessment task or;
  - b. providing the student with a substitute assessment task. FSC will ensure the any substitute assessment task is in accordance with the illness/ misadventure provisions in the school's policies and procedures
- Only under exceptional circumstances, where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the Principal and in line with the school's policies and procedures for school-based assessment
- If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/ misadventure application declined, the school must record a zero mark for the assessment task.

## **LATE SUBMISSION OF AN ASSESSMENT TASK**

Students are required to submit work by the due date. If there is evidence of Illness/Misadventure, students are to complete the Illness/Misadventure Application form with supporting documentation and submit it to the Deputy Principal. Students who submit a task after the due date **may be awarded a zero mark.**

- A student who becomes ill or suffers an illness/misadventure at school on the day of an assessment task **MUST** report firstly to the HSC Deputy Principal (or the Principal). If the student is ill but decides they are well enough to do the assessment task, no considerations will be applied if they complete the task.
- A student may apply for an extension to the due date if they feel that they have a genuine inability to meet a due date due to exceptional circumstances. A student who wishes to apply for an extension to the due date must complete an "Illness/Misadventure" form and submit it to the Year 12 Deputy Principal as soon as reasonably possible.
- If a student's **inability to meet assessment dates** can be foreseen prior to the deadline, it is the student's responsibility to immediately contact the Deputy Principal before the date of the task, who determines that the activity warrants a change of circumstance. Examples include emerging clashes with acceptable school activities (e.g. Representative sport, Work placement, Leadership events). If an acceptable absence occurs, an Illness/Misadventure form, with a statement from the supervising teacher, must be submitted to the Deputy Principal, before the school activity.

**Students should not assume that an extension will be granted.** Any requests for an extension to the due date will be assessed on a discretionary basis. If the student does not receive an approved extension and does not submit any component of the task, they will receive a mark of zero.



- **Students absent from a formal examination** must contact the school immediately to notify the school that they are unfit to sit the examination. The student must provide a medical certificate for the day of the missed examination and attach it to the Illness/Misadventure form. The form must be handed to Deputy Principal on the first day they return to school.
- **Non-Serious or Non-Attempts.** Students should complete an assessment task or enter a HSC examination knowing they **must** make a **genuine effort at the task or examination**. NESA Rules and Procedures describe the requirements that students make a serious attempt to answer the examination questions. Failure to do so is called a non-serious attempt or non-attempt.
- A student's task or examination is considered a **non-attempt** if there is no evidence of academic engagement with the task or examination. Students are required to attempt a range of question types throughout the examination paper or task. It is not sufficient to answer multiple choice questions only or, only one section of the paper or task is attempted. Merely rewriting the question is **not** considered to be an adequate attempt at the paper or task.
- A **non-serious attempt** is where students write or draw frivolous or objectionable material in response to a question. If a student is identified as providing non-serious or non-attempts, they will be asked to justify why they should receive a result in the task or examination. The consequences may be significant and may include not receiving an award in that course and/or the award of the HSC.

### **INVALID OR UNRELIABLE TASKS**

In such a case, the Principal may authorise the use of an additional task, a substitute task, estimated marks and/or a change of weightings.

### **HONESTY IN HSC ASSESSMENT: WHAT CONSTITUTES MALPRACTICE**

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Any student found to have plagiarised or to be guilty of malpractice may be awarded **zero** for the whole task. Parents will be notified. Where a teacher suspects a student of plagiarism or malpractice, the following procedures will apply:

- The teacher will discuss the matter with the student and then present the details to the Head Teacher who will determine whether to proceed with the matter.
- The Head Teacher and the teacher together will, if necessary, further interview the student in order to establish the student's response to the alleged plagiarism.
- Should the Head Teacher determine to proceed further, the matter will be referred to the Deputy Principal who may do one or more of the following:
  - Require the student to undertake additional assessment in that subject.
  - Return a mark of zero for the assessment.
  - Record the task as a non-attempt.
  - Issue an N-Determination warning.

### **USE OF ARTIFICIAL INTELLIGENCE BY STUDENTS**

AI has implications for academic honesty (see [ACE 9022](#)). Unapproved use of AI in the completion of assessments is a breach of academic integrity. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately (see [ACE 9023](#)). As such, the **use of artificial intelligence (AI)** can only be used within assessments where specific prior authorisation has been given, or when technology that uses AI has been agreed as reasonable adjustment for a student's disability (such as voice recognition software for transcriptions or spelling and grammar checkers).

**You should always acknowledge the sites used.** It may be required to share the data created through AI sources in your appendix or other relevant section of your task.

### **COMMUNICATION OF RESULTS TO STUDENTS AND PARENTS / STUDENT APPEALS**

- Each student should be given the raw mark for each task.
- Each student should be given their course ranking for each task if requested
- If on the return of an assessment task, a student considers that there is an irregularity in the marking of the assessment task, it is their responsibility to immediately discuss their concern with the subject teacher. The results of assessment tasks can be queried **only at the time the tasks are returned**. Appeals raised after the task has left the classroom will not be considered. In the case of research tasks, tests, essays, etc, time should be given in class for students to check the addition of marks and to read comments so that they can make an informed query.
- Disputes over an individual task must be raised with the Head Teacher on the day the task is returned, and the task will be retained by the Head Teacher. The Head Teacher's decision is final. If the matter cannot be resolved, the appeals process can be used to refer the matter to the assessment appeals panel. It should be noted however that a teacher's professional judgment cannot be the basis of an appeal. The review may result in the final mark remaining the same or higher or being lower than the original mark.
- The final course rank will be made available to all students at the end of the course. Guidelines for appeals are outlined in the HSC Rules and Procedures book.
- Students will not be advised of the final raw course mark.

## FAILURE TO COMPLETE NESA REQUIREMENTS

NSW Education Standard Authority (NESA) requires all students to:

- follow the course
- apply themselves with diligence and sustained effort to the set tasks and experiences that the school provides in the course
- achieve some or all of the course outcomes
- The **non-completion of a course procedure** commences when a student has not met one of the above requirements. The school is required to warn students in sufficient time to allow them to correct the problem which has placed them at risk.
- The **first official warning** letter is issued to parents indicating the area(s) of concern. The teacher (and Head Teacher) interviews the student in danger of not satisfactorily completing a course. The teacher documents the interview which outlines what action the student needs to take in order correct the situation. It will also specify the time frame.
- A **second official warning** letter will be issued if a student continues to fail to meet NESA requirements. A student cannot receive more than one warning letter for the same task. Once the second warning letter is issued, an interview with the Deputy Principal and Head Teacher will be organised to discuss all outstanding and current concerns. At the interview, a plan for improvement will be negotiated and be implemented over an agreed time.
- Issuing a **third official warning** letter indicates a very serious concern that the student is at risk of receiving a N-Determination and will have to act immediately to avoid it. The student and parent will have an interview with the Deputy Principal, or Principal, to explain why he/she should not receive an N-Determination. The Principal or Deputy Principal will explain what actions, if any, the student can take to meet course requirements.
- Any **further official warning** letters issued and/or unsuccessful completion of a formal program of improvement will result in an interview with the Principal who will make a decision regarding an **“N” determination**.

NESA states that students who have received a minimum of two official warning letters in a single course and have not completed the requirements detailed on these letters are at risk of receiving an “N” determination for that course. In this circumstance the subject will not count towards the award of the Higher School Certificate.

## UNSATISFACTORY ASSESSMENT RECORD

Higher School Certificate regulations state that a student who fails to complete assessment tasks which contribute more than 50% of the available marks in any course may receive neither an assessment mark nor an examination mark, even if the HSC examination is attempted. While a task submitted after the due date may score zero, it may be essential that the student submits the task in order to avoid falling below the level required by this regulation.

## FORMAL EXAMINATION FOR HIGHER SCHOOL CERTIFICATE STUDENT

Year 11 and 12 will have one school based, formal examination each year. Each student receives a personalised timetable, and they are encouraged to keep a digital copy, and the hard copy provided by the school.

Trial Higher School Certificate Examinations: Term 3, Weeks 3/4/5

## **ABSENCE ON HOLIDAYS DURING EXAMINATIONS OR ASSESSMENT TASKS**

Students are aware of the weeks for all assessment tasks and dates of formal examinations many months in advance. They are gazetted on the school's website, Sentral Portal and course assessment schedules handed out at the beginning of the HSC year.

Students and their families must make sure no holidays are planned during these periods as rescheduling may not be possible. Any assessment tasks (research task, in-class test, etc) due during a planned absence must be handed in before the absence or a zero mark may be awarded.

**Leave will not be approved during the HSC year.**

## **HSC ASSESSMENT RANK ORDER**

HSC Assessment Rank Order can be accessed from Students Online using the student's NESA number and PIN. The assessment ranks are available after the final HSC examination.

If a student feels they have been incorrectly ranked in a course, the student should talk to the Deputy Principal immediately. If you are still not satisfied that your ranking is correct, you can apply to the Principal for a review, with reasons clearly stated. Such reviews will not involve a reconsideration of a teacher's judgement of the worth of an individual assessment task such as a test, assignment or project. In this review, the school will consider whether it:

1. weighted its assessment tasks in line with NESA requirements
2. complied with the stated assessment program when deciding the final assessment mark
3. miscalculated or made clerical error when deciding the final assessment mark.

If you apply for a review, you must do this before the cut-off date, which is **two days after the final HSC Examination**. The school will inform the student of the outcome of the review and inform NESA if assessment marks or ranks should change.

You can appeal to NESA if you are unhappy with the school's response. If you are dissatisfied with the outcome of the school's review, you can ask your Principal to lodge an appeal with NESA. NESA will only consider whether the school's review was:

- adequate for deciding items 1-3 above
- completed properly

NESA will not revise assessment marks or rank order. If they uphold the appeal, they will ask the school to correct any errors.

## **MAJOR WORKS**

Students who are attempting courses which have a major work component must conform to the following requirements:

- the work must be submitted by the due date as indicated by NESA;
- no extensions will be given;
- the work must not be worked on past the finishing date and time;
- the work must be the students' own work; and
- if work is done off site, it must be with prior agreement and under the supervision terms of the course teacher. If it is not, the teacher may not certify the work.

## **VET ASSESSMENT POLICY**

- Vocational Education Training (VET) Courses are based on Industry Training Packages and teach industry specific skills. These are competency based and allow a student to gain both a HSC qualification and Australian Qualification Framework (AQF) accreditation. Students work to develop the competencies, skills and knowledge described in each Unit of Competency.
- To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. Units of competence are assessed holistically as assessment tasks and students are assessed as either "competent" or "not yet competent" for individual units of competency.
- Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Evidence of competence will be gathered in an ongoing basis as well as at specific assessment events.
- Evidence will be collected through a range of assessment activities using direct, indirect and supplementary methods. The achievement of units of competency by students determines the final vocational qualification that a student will achieve.
- Students may choose to undertake the optional HSC examination for a VET course for Australian Tertiary Administration Rank (ATAR) purposes. Schools must determine a HSC examination estimate, which should be based on two formal examinations during the 240 hour course. Therefore, in addition to competency assessment, all students in VET courses must undertake Year 11 Preliminary examinations and HSC Trial examinations to be used for this purpose.
- Work placement is a mandatory HSC requirement of curriculum framework VET courses. Students are required to complete a minimum of 35 hours of mandatory work placement for each 2 units of a VET curriculum Framework course studied. Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements.
- Information regarding mandatory assessment tasks will be set out in an assessment schedule. These tasks will be used as evidence of competency. Refer to individual pages in this booklet for details for various courses.
- Normal school assessment appeals procedures will apply for VET courses. These procedures are explained elsewhere in the booklet.

## HSC Assessment Calendar - 2024/2025

### Term 4 - 2024

<b>WEEK 1</b>	
<b>WEEK 2</b>	
<b>WEEK 3</b>	
<b>WEEK 4</b>	
<b>WEEK 5</b>	
<b>WEEK 6</b>	Mathematics Advanced; Mathematics Standard 2;
<b>WEEK 7</b>	Ancient History; Dance; Engineering Studies; Geography; Legal Studies; PDHPE; Physics;
<b>WEEK 8</b>	Biology; Chemistry; Community & Family Studies; Earth and Environmental Science; English Advanced; English Standard; German Beginners; German Continuers; History Extension; Japanese Beginners; Mathematics Extension 1; Music 1; VET Entertainment;
<b>WEEK 9</b>	Business Studies; Design & Technology; English Extension 2; Food Technology; Industrial Technology; Information Processes & Technology; Modern History; Music 2; Society & Culture; Textiles and Design; VET Hospitality; Visual Arts;
<b>WEEK 10</b>	Drama; Software Engineering;

### Term 1 - 2025

<b>WEEK 1</b>	
<b>WEEK 2</b>	
<b>WEEK 3</b>	Economics; Mathematics Extension 2; Society & Culture;
<b>WEEK 4</b>	
<b>WEEK 5</b>	English Extension 1; German Beginners; German Continuers; Industrial Technology; Japanese Beginners;
<b>WEEK 6</b>	English Advanced; English Standard; Mathematics Advanced; Mathematics Standard 2;
<b>WEEK 7</b>	Ancient History; Chemistry; Dance; Design & Technology; Physics; Visual Arts;
<b>WEEK 8</b>	Biology; Business Studies; Community & Family Studies; English Extension 2; Information Processes & Technology; Legal Studies; Mathematics Extension 1; Music 1; PDHPE;
<b>WEEK 9</b>	Drama; Earth and Environmental Science; Engineering Studies; Food Technology; Geography; Music 2;
<b>WEEK 10</b>	Mathematics Extension 2; Modern History; Software Engineering; VET Entertainment; VET Hospitality;
<b>WEEK 11</b>	Textiles and Design;

## HSC Assessment Calendar - 2025

### Term 2 - 2025

<b>WEEK 1</b>	
<b>WEEK 2</b>	Society & Culture;
<b>WEEK 3</b>	Economics;
<b>WEEK 4</b>	Community & Family Studies; English Advanced; English Standard; History Extension;
<b>WEEK 5</b>	Chemistry; Dance; Engineering Studies; German Beginners; German Continuers; Japanese Beginners;
<b>WEEK 6</b>	Ancient History; Mathematics Advanced; Mathematics Standard 2; Music 1;
<b>WEEK 7</b>	Business Studies; Modern History; PDHPE;
<b>WEEK 8</b>	Biology; Earth and Environmental Science; Food Technology; Industrial Technology; Legal Studies; Mathematics Extension 1; Physics; VET Entertainment; Visual Arts;
<b>WEEK 9</b>	Drama; Economics; English Extension 1; English Extension 2; Geography; Music 2; VET Hospitality;
<b>WEEK 10</b>	Dance; Design & Technology; Information Processes & Technology; Mathematics Extension 2; Textiles and Design;

### Term 3 - 2025

<b>WEEK 1</b>	
<b>WEEK 2</b>	
<b>WEEKS 3 AND 4</b>	Ancient History; Biology; Business Studies; Chemistry; Community & Family Studies; Design & Technology; Drama; Earth and Environmental Science; Economics; Engineering Studies; English Advanced; English Extension 1; English Standard; Food Technology; Geography; German Beginners; German Continuers; History Extension; Industrial Technology; Information Processes & Technology; Japanese Beginners; Legal Studies; Mathematics Advanced; Mathematics Extension 1; Mathematics Extension 2; Mathematics Standard 2; Modern History; Music 1; Music 2; PDHPE; Physics; Society & Culture; Software Engineering; Textiles and Design; VET Hospitality; Visual Arts;

## Freshwater Senior Campus

### Assessment Schedule 2025

# Ancient History HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Research Matrix Task - Ancient Societies	Topic Test - Cities of Vesuvius: Pompeii and Herculaneum	Historical Analysis Extended Response Historical Period	Trial Examination All Topics	
<b>Timing</b>	Term 4 Week 7, 2024	Term 1 Week 7, 2025	Term 2 Week 6, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	AH12-3, AH12-6, AH12-9	AH12-2, AH12-6, AH12-7, AH12-9	AH12-3, AH12-7, AH12-8, AH12-9	AH12-1, AH12-5, AH12-9, AH12-10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	5	5	10	20	<b>40</b>
Historical skills in analysis and evaluation of sources and interpretations	10	5		5	<b>20</b>
Historical inquiry and research		10	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



*A Student:*

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

**Freshwater Senior Campus**  
**Assessment Schedule 2025**  
**Biology HSC - Year 12**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of task</b>	Hereditry Skills Test Analysis of data and problem solving involving heredity	Depth Study Research and report on genetic modification and its effect on Earth's biodiversity	Module 7 Infectious Disease including design of first hand investigation	Trial HSC Examination Modules 5-8	
<b>Timing</b>	Term 4 Week 8, 2024	Term 1 Week 8, 2025	Term 2 Week 8, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	BIO11/12-5, BIO11/12-6, BIO12-12	BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-13	BIO11/12-2, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-14	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	
<b>Components</b>					<b>Weighting %</b>
Skills in working scientifically	10	15	20	15	<b>60</b>
Knowledge and understanding	10	10	5	15	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

*A Student:*

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
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

## Freshwater Senior Campus

### Assessment Schedule 2025

# Business Studies HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Extended Response  Operations	Stimulus Based Task  Human Resources	Topic Test  Finance	Trial HSC  All Topics	
<b>Timing</b>	Term 4 Week 9, 2024	Term 1 Week 8, 2025	Term 2 Week 7, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H2, H5, H7, H9	H6, H8, H9	H5, H6, H10	H3, H5, H6, H8, H10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Stimulus-based skills	5		5	10	<b>20</b>
Inquiry and research		10	5	5	<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

*A Student:*

H1	critically analyses the role of business in Australia and globally
H2	evaluates management strategies in response to changes in internal and external influences
H3	discusses the social and ethical responsibilities of management
H4	analyses business functions and processes in large and global businesses
H5	explains management strategies and their impact on businesses
H6	evaluates the effectiveness of management in the performance of businesses
H7	plans and conducts investigations into contemporary business issues
H8	organises and evaluates information for actual and hypothetical business situations
H9	communicates business information, issues and concepts in appropriate formats
H10	applies mathematical concepts appropriately in business situations

## Freshwater Senior Campus

### Assessment Schedule 2025

# Chemistry HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Research Task Module 5 and 6	Titration Practical Module 6	Depth Study Org. Chemistry Module 7-8	Trial HSC Examination Modules 5-8	
<b>Timing</b>	Term 4 Week 8, 2024	Term 1 Week 7, 2025	Term 2 Week 5, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-15	CH11/12-2, CH11/12-3, CH11/12-5, CH12-13	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH12-15	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14	
<b>Components</b>					<b>Weighting %</b>
Skills in Working Scientifically	10	15	15	20	<b>60</b>
Knowledge and Understanding	10	10	10	10	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

*A Student:*

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes

## Freshwater Senior Campus

### Assessment Schedule 2025

# Community & Family Studies HSC - Year 12

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of task</b>	Groups in context - Incursion-	Methodology - Independent Research Task (IRP Research )	Parenting & Caring	Trial HSC Exam	
<b>Timing</b>	Term 4 Week 8, 2024	Term 1 Week 8, 2025	Term 2 Week 4, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H3.3, H4.2, H5.1	H4.1, H4.2	H1.1, H2.1, H5.2, H6.1	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	15	10	15	20	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>



*A Student:*

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
H7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
H7.2	develops a sense of responsibility for the wellbeing of themselves and others
H7.3	appreciates the value of resource management in response to change
H7.4	values the place of management in coping with a variety of role expectations

## Freshwater Senior Campus

### Assessment Schedule 2025

# Dance HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Core Performance Dance + 4 minute interview on one body skill 10% Composition and Proposal 5%	Appreciation Romeo & Juliet 2 hand in essays 20%  Composition Progress check 5%	Major Study Presentation and oral report	Practical Trials Core Performance; Composition; Major study	
<b>Timing</b>	Term 4 Week 7, 2024	Term 1 Week 7, 2025	Term 2 Week 5, 2025	Term 2 Week 10, 2025	
<b>Outcomes assessed:</b>	H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.4, H4.1, H4.2, H4.3, H4.4	H1.1, H1.2, H1.3, H1.4, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H4.3, H4.4, H4.5	H1.1, H1.2, H2.1, H2.2, H3.3, H4.5	H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.4, H4.1	
<b>Components</b>					<b>Weighting %</b>
Performance	10			10	<b>20</b>
Composition	5	5		10	<b>20</b>
Appreciation		20			<b>20</b>
Major Study			25	15	<b>40</b>
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>25</b>	<b>35</b>	<b>100</b>

*A Student:*

H1.1	understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
H1.2	performs, composes and appreciates dance as an artform
H1.3	appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
H1.4	acknowledges and appreciates the relationship of dance and other media
H2.1	understands performance quality, interpretation and style relating to dance performance
H2.2	performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
H2.3	values the diversity of dance performance
H3.1	identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent
H3.2	demonstrates the use of the elements of composition/coreography in a personal style in response to a specific concept/intent
H3.3	recognises and values the role of dance in achieving individual expression
H3.4	explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
H4.1	understands the concept of differing artistic, social and cultural contexts of dance
H4.2	recognises, analyses and evaluates the distinguishing features of major dance works
H4.3	utilises the skills of research and analysis to examine dance as an artform
H4.4	demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
H4.5	acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

## Freshwater Senior Campus

### Assessment Schedule 2025

# Design & Technology HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Major Design Project Proposal Presentation	Innovation Case Study + in class test + Major Design Project report	Major Design Project Development and Realisation Report	Trial HSC Exam	
<b>Timing</b>	Term 4 Week 9, 2024	Term 1 Week 7, 2025	Term 2 Week 10, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H1.1, H3.2, H4.1, H5.2	H2.1, H2.2, H3.1, H6.2	H1.1, H3.2, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content		20		20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

*A Student:*

H1.1	critically analyses the factors affecting design and the development and success of design projects
H1.2	relates the practices and processes of designers and producers to the major design project
H2.1	explains the influence of trends in society on design and production
H2.2	evaluates the impact of design and innovation on society and the environment
H3.1	analyses the factors that influence innovation and the success of innovation
H3.2	uses creative and innovative approaches in designing and producing
H4.1	identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
H4.2	selects and uses resources responsibly and safely to realise a quality major design project
H4.3	evaluates the processes undertaken and the impacts of the major design project
H5.1	manages the development of a quality major design project
H5.2	selects and uses appropriate research methods and communication techniques
H6.1	justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
H6.2	critically assesses the emergence and impact of new technologies, and the factors affecting their development

**Freshwater Senior Campus**  
**Assessment Schedule 2025**  
**Drama HSC - Year 12**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of task</b>	Contemporary Australian Theatre Practice: Extended Response	Individual Project: Presentation of Individual Project in progress and Logbook	Group Performance: Presentation of Group Performance in progress and Logbook	Trial Exam: Written Exam Presentation of Group Performance and Individual Project	
<b>Timing</b>	Term 4 Week 10, 2024	Term 1 Week 9, 2025	Term 2 Week 9, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H3.1, H3.2, H3.3, H3.4, H3.5	H1.2, H1.3, H1.5, H1.7	H1.1, H1.4, H1.6, H1.8, H2.1, H2.2	H2.1, H3.1, H3.2, H3.5	
<b>Components</b>					<b>Weighting %</b>
Making		20	20		<b>40</b>
Performing		10	10	10	<b>30</b>
Critically Studying	15			15	<b>30</b>
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>30</b>	<b>25</b>	<b>100</b>

*A Student:*

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

## Freshwater Senior Campus

### Assessment Schedule 2025

# Earth and Environmental Science HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Data analysis Evidence for Earth's Processes	Depth Study, In- class task Disasters	Research and in- class task, processing of Data Climate Science	Trial Examination Modules 5-8	
<b>Timing</b>	Term 4 Week 8, 2024	Term 1 Week 9, 2025	Term 2 Week 8, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12	EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-13	EES11/12-1, EES11/12-5, EES11/12-6, EES11/12-7, EES12-14	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12, EES12- 13, EES12-14, EES12-15	
<b>Components</b>					<b>Weighting %</b>
Skills in Working Scientifically	15	20	15	10	<b>60</b>
Knowledge and Understanding	5	5	10	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



*A Student:*

EES11/12-1	develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	analyses and evaluates primary and secondary data and information
EES11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES12-12	describes and evaluates the models that show the structure and development of the Earth over its history
EES12-13	describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
EES12-14	analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
EES12-15	describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

## Freshwater Senior Campus

### Assessment Schedule 2025

# Economics HSC - Year 12

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of task</b>	Topic Test Economic Issues	Extended Response Australia's Place in the Global Economy	Extended Response Economic Policies & Management	Trial HSC Examination All topics	
<b>Timing</b>	Term 1 Week 3, 2025	Term 2 Week 3, 2025	Term 2 Week 9, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H1, H3, H10, H11	H1, H7, H8, H10	H5, H6, H8, H9	H2, H3, H4, H10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Stimulus-based skills	5	5	5	5	<b>20</b>
Inquiry and research	5	5	5	5	<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

*A Student:*

H1	demonstrates understanding of economic terms, concepts and relationships
H2	analyses the economic role of individuals, firms, institutions and governments
H3	explains the role of markets within the global economy
H4	analyses the impact of global markets on the Australian and global economies
H5	discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
H6	analyses the impact of economic policies in theoretical and contemporary Australian contexts
H7	evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
H8	applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
H9	selects and organises information from a variety of sources for relevance and reliability
H10	communicates economic information, ideas and issues in appropriate forms
H11	applies mathematical concepts in economic contexts
H12	works independently and in groups to achieve appropriate goals in set timelines

## Freshwater Senior Campus

### Assessment Schedule 2025

# Engineering Studies HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Engineering Report on Bridge Building Theory and Practical Construction + Mechanics Questions	Modules 1 & 2 In Class Test	Mechanics & Aeronautical Engineering - In class test	Trial HSC Examination	
<b>Timing</b>	Term 4 Week 7, 2024	Term 1 Week 9, 2025	Term 2 Week 5, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H3.2, H5.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H6.1	H1.1, H3.1, H4.1, H4.2, H4.3, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	5	20	15	20	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	15	5	10	10	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

*A Student:*

H1.1	describes the scope of engineering and critically analyses current innovations
H1.2	differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
H2.1	determines suitable properties, uses and applications of materials, components and processes in engineering
H2.2	analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
H3.1	demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
H3.2	uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
H3.3	develops and uses specialised techniques in the application of graphics as a communication tool
H4.1	investigates the extent of technological change in engineering
H4.2	applies knowledge of history and technological change to engineering-based problems
H4.3	applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
H5.1	works individually and in teams to solve specific engineering problems and prepare engineering reports
H5.2	selects and uses appropriate management and planning skills related to engineering
H6.1	demonstrates skills in research and problem-solving related to engineering
H6.2	demonstrates skills in analysis, synthesis and experimentation related to engineering

## Freshwater Senior Campus

### Assessment Schedule 2025

# English Advanced HSC - Year 12

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of task</b>	Multimodal text using prescribed text and related material Texts and Human Experiences	Imaginative Task Craft of Writing	Critical Study of Literature Essay	Trial HSC Examination Common Module Module A Module B Module C	
<b>Timing</b>	Term 4 Week 8, 2024	Term 1 Week 6, 2025	Term 2 Week 4, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	EA12-1, EA12-2, EA12-4	EA12-5, EA12-9	EA12-7, EA12-8	EA12-1, EA12-3, EA12-4, EA12-6	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	10	15	<b>45</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	15	15	<b>55</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

*A Student:*

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

## Freshwater Senior Campus

### Assessment Schedule 2025

# English Extension 1 HSC - Year 12

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>		
<b>Nature of task</b>	Worlds of Upheaval - Essay with related material	Literary Worlds - Writing Task	Trial HSC Examination		
<b>Timing</b>	Term 1 Week 5, 2025	Term 2 Week 9, 2025	Term 3 Weeks 3-4, 2025		
<b>Outcomes assessed:</b>	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-5	EE12-1, EE12-3, EE12-4		
<b>Components</b>					<b>Weighting %</b>
Knowledge and Understanding of texts and why they are valued	15	20	15		<b>50</b>
Skills in complex analysis composition and investigation	15	20	15		<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>		<b>100</b>



*A Student:*

EE12-1	demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE12-2	analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
EE12-3	independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
EE12-4	critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
EE12-5	reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

## Freshwater Senior Campus

### Assessment Schedule 2025

# English Extension 2 HSC - Year 12

Task number	Task 1	Task 2	Task 3		
Nature of task	Viva Voce	Literature review	Critique of the creative process		
Timing	Term 4 Week 9, 2024	Term 1 Week 8, 2025	Term 2 Week 9, 2025		
Outcomes assessed:	EEX12-1	EEX12-3, EEX12-4	EEX12-2, EEX12-5		
Components					<b>Weighting %</b>
Knowledge and Understanding of texts and why they are valued	15	20	15		<b>50</b>
Skills in complex analysis composition and investigation	15	20	15		<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>		<b>100</b>

*A Student:*

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

## Freshwater Senior Campus

### Assessment Schedule 2025

# English Standard HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Multimodal text using prescribed text and related material Texts and Human Experiences	Imaginative Task Craft of Writing	Close Study of Literature Essay	Trial HSC Examination Common Module Modules A, B and C	
<b>Timing</b>	Term 4 Week 8, 2024	Term 1 Week 6, 2025	Term 2 Week 4, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	EN12-1, EN12-2, EN12-4	EN12-5, EN12-9	EN12-7, EN12-8	EN12-1, EN12-3, EN12-4, EN12-6	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

*A Student:*

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

## Freshwater Senior Campus

### Assessment Schedule 2025

# Food Technology HSC - Year 12

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of task</b>	Contemporary Nutrition Issues Investigation & in class test	Australian Food Industry Extended Response + in class test	Food Manufacture Experiment and Preparation + in class test	Trial HSC Examination	
<b>Timing</b>	Term 4 Week 9, 2024	Term 1 Week 9, 2025	Term 2 Week 8, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H2.1, H3.2	H1.2, H1.4, H3.1	H1.1, H4.2, H5.1	H1.1, H1.3, H1.4	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10		20	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	15	10	5		<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts		5	20	5	<b>30</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

*A Student:*

H1.1	explains manufacturing processes and technologies used in the production of food products
H1.2	examines the nature and extent of the Australian food industry
H1.3	justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
H1.4	evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
H2.1	evaluates the relationship between food, its production, consumption, promotion and health
H3.1	investigates operations of one organisation within the Australian food industry
H3.2	independently investigates contemporary nutrition issues
H4.1	develops, prepares and presents food using product development processes
H4.2	applies principles of food preservation to extend the life of food and maintain safety
H5.1	develops, realises and evaluates solutions to a range of food situations

## Freshwater Senior Campus

### Assessment Schedule 2025

# Geography HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Skills and short answer Global Sustainability	Structured extended response in class Ecosystems and Biodiversity	Fieldwork report/ Unstructured extended response Rural and Urban Places	Trial HSC	
<b>Timing</b>	Term 4 Week 7, 2024	Term 1 Week 9, 2025	Term 2 Week 9, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	GE-12-4, GE-12-5, GE-12-6	GE-12-1, GE-12-2, GE-12-9	GE-12-3, GE-12-6, GE-12-7, GE-12-9	GE-12-1, GE-12-4, GE-12-5, GE-12-8	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Geographical tools and skills	5	5		10	<b>20</b>
Geographical inquiry and research, including fieldwork		5	10	5	<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



*A Student:*

GE-12-1	analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time
GE-12-2	analyses geographical processes and influences, at a range of scales, that form and transform places and environments
GE-12-3	assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management
GE-12-4	evaluates responses and management strategies, at a range of scales, for sustainability
GE-12-5	synthesises and evaluates relevant geographical information from a variety of sources
GE-12-6	justifies geographical methods used in geographical inquiry and their relevance in the contemporary world
GE-12-7	selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
GE-12-8	applies mathematical ideas and techniques to analyse complex geographical data
GE-12-9	communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

## Freshwater Senior Campus

### Assessment Schedule 2025

# German Beginners HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Responds in English to spoken and written texts People, places and communities	Response in English to spoken texts and Oral Presentation Education and Community	Response in German to a written text Future plans and aspirations	Trial HSC Examination	
<b>Timing</b>	Term 4 Week 8, 2024	Term 1 Week 5, 2025	Term 2 Week 5, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H2.1, H2.2, H2.5, H2.6	H1.1, H1.2, H1.3, H3.1	H2.1, H2.3, H2.4, H3.1, H3.2, H3.3, H3.4	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4	
<b>Components</b>					<b>Weighting %</b>
Listening	10	10		10	<b>30</b>
Reading	10		10	10	<b>30</b>
Speaking		15		5	<b>20</b>
Writing			15	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

*A Student:*

H1.1	establishes and maintains communication in German
H1.2	manipulates linguistic structures to express ideas effectively in German
H1.3	sequences ideas and information
H1.4	applies knowledge of the culture of German-speaking communities to interact appropriately
H2.1	understands and interprets information in texts using a range of strategies
H2.2	conveys the gist of and identifies specific information in texts
H2.3	summarises the main points of a text
H2.4	draws conclusions from or justifies an opinion about a text
H2.5	identifies the purpose, context and audience of a text
H2.6	identifies and explains aspects of the culture of German-speaking communities in texts
H3.1	produces texts appropriate to audience, purpose and context
H3.2	structures and sequences ideas and information
H3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in German
H3.4	applies knowledge of the culture of German-speaking communities to the production of texts

## Freshwater Senior Campus

### Assessment Schedule 2025

# German Continuers HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Response in English to written and spoken texts Lifestyles / Daily Life	Response to spoken text / oral interaction Celebrations, Community Education and aspirations	Composing a written text – article Holidays and Travel / Future Plans	Trial HSC Examination	
<b>Timing</b>	Term 4 Week 8, 2024	Term 1 Week 5, 2025	Term 2 Week 5, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.2	H1.1, H1.2, H1.3, H1.4, H3.1, H3.2, H3.4, H3.5, H3.6	H2.1, H2.2, H2.3, H4.1	H1.1, H1.3, H1.4, H2.1, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6	
<b>Components</b>					<b>Weighting %</b>
Listening	5	10		10	<b>25</b>
Reading	15		15	10	<b>40</b>
Speaking		15		5	<b>20</b>
Writing			10	5	<b>15</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

*A Student:*

H1.1	uses a range of strategies to maintain communication
H1.2	conveys information appropriate to context, purpose and audience
H1.3	exchanges and justifies opinions and ideas
H1.4	reflects on aspects of past, present and future experience
H2.1	applies knowledge of language structures to create original text #
H2.2	composes informative, descriptive, reflective, persuasive or evaluative text appropriate to context, purpose and/or audience
H2.3	structures and sequences ideas and information
H3.1	conveys the gist of texts and identifies specific information
H3.2	summarises the main ideas
H3.3	identifies the tone, purpose, context and audience
H3.4	draws conclusions from or justifies an opinion
H3.5	interprets, analyses and evaluates information
H3.6	infers points of view, attitudes or emotions from language and context
H4.1	recognises and employs language appropriate to different social contexts
H4.2	identifies values, attitudes and beliefs of cultural significance
H4.3	reflects upon significant aspects of language and culture

## Freshwater Senior Campus

### Assessment Schedule 2025

# History Extension HSC - Year 12

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>		
<b>Nature of task</b>	Project Historical Process Proposal/ Process log/ Annotated sources	Project Essay	Trial HSC exam		
<b>Timing</b>	Term 4 Week 8, 2024	Term 2 Week 4, 2025	Term 3 Weeks 3-4, 2025		
<b>Outcomes assessed:</b>	HE12-2	HE12-1, HE12-2, HE12-3, HE12-4	HE12-3, HE12-4		
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding about significant historiographical ideas and processes	10	10	20		<b>40</b>
Skills in designing. Undertaking and communicating historical inquiry and analysis	20	30	10		<b>60</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>		<b>100</b>

*A Student:*

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

## Freshwater Senior Campus

### Assessment Schedule 2025

# Industrial Technology HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Major Project Design and Planning presentation	Industry study research + in class test; Major Project development report	Major Project Development and Management Report	Trial Exam	
<b>Timing</b>	Term 4 Week 9, 2024	Term 1 Week 5, 2025	Term 2 Week 8, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H3.1, H3.2, H3.3, H5.1	H1.1, H1.2, H6.1, H6.2, H7.1, H7.2	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	5	15		20	<b>40</b>
Knowledge and skills in the design, management, communication and production of a major project	15	5	30	10	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



*A Student:*

H1.1	investigates industry through the study of businesses in one focus area
H1.2	identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
H1.3	identifies important historical developments in the focus area industry
H2.1	demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
H3.1	demonstrates skills in sketching, producing and interpreting drawings
H3.2	selects and applies appropriate research and problem-solving skills
H3.3	applies and justifies design principles through the production of a Major Project
H4.1	demonstrates competency in a range of practical skills appropriate to the Major Project
H4.2	explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H4.3	critically applies knowledge and skills related to properties and characteristics of materials/components
H5.1	selects and uses communication and information processing skills
H5.2	examines and applies appropriate documentation techniques to project management
H6.1	evaluates the characteristics of quality manufactured products
H6.2	applies the principles of quality and quality control
H7.1	explains the impact of the focus area industry on the social and physical environment
H7.2	analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

## Freshwater Senior Campus

### Assessment Schedule 2025

# Information Processes & Technology HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Communications case study	Database system	Decision support system task	Trial HSC examination	
<b>Timing</b>	Term 4 Week 9, 2024	Term 1 Week 8, 2025	Term 2 Week 10, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H1.1, H1.2, H2.1, H3.1, H4.1, H5.2	H1.1, H1.2, H2.1, H2.2, H3.2, H6.1, H6.2, H7.2	H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2, H6.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	15	5	15	25	<b>60</b>
Knowledge and skills in the design and development of information systems	5	15	15	5	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

*A Student:*

H1.1	applies and explains an understanding of the nature and function of information technologies to a specific practical situation
H1.2	explains and justifies the way in which information systems relate to information processes in a specific context
H2.1	analyses and describes a system in terms of the information processes involved
H2.2	develops and explains solutions for an identified need which address all of the information processes
H3.1	evaluates and discusses the effect of information systems on the individual, society and the environment
H3.2	demonstrates and explains ethical practice in the use of information systems, technologies and processes
H4.1	proposes and justifies ways in which information systems will meet emerging needs
H5.1	justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
H5.2	assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices
H6.1	analyses situations, identifies needs, proposes and then develops solutions
H6.2	selects, justifies and applies methodical approaches to planning, designing or implementing solutions
H7.1	implements and explains effective management techniques
H7.2	uses methods to thoroughly document the development of individual and team projects

## Freshwater Senior Campus

### Assessment Schedule 2025

# Japanese Beginners HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Responds in English to spoken and written texts People, places and communities	Response in English to spoken texts and Oral Presentation Education and Community	Response in Japanese to a written text Future plans and aspirations	Trial HSC Examination	
<b>Timing</b>	Term 4 Week 8, 2024	Term 1 Week 5, 2025	Term 2 Week 5, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H2.1, H2.2, H2.5, H2.6	H1.1, H1.2, H1.3, H3.1	H2.1, H2.3, H2.4, H3.1, H3.2, H3.3, H3.4	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4	
<b>Components</b>					<b>Weighting %</b>
Listening	10	10		10	<b>30</b>
Reading	10		10	10	<b>30</b>
Speaking		15		5	<b>20</b>
Writing			15	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

*A Student:*

H1.1	establishes and maintains communication in Japanese
H1.2	manipulates linguistic structures to express ideas effectively in Japanese
H1.3	sequences ideas and information
H1.4	applies knowledge of the culture of Japanese-speaking communities to interact appropriately
H2.1	understands and interprets information in texts using a range of strategies
H2.2	conveys the gist of and identifies specific information in texts
H2.3	summarises the main points of a text
H2.4	draws conclusions from or justifies an opinion about a text
H2.5	identifies the purpose, context and audience of a text
H2.6	identifies and explains aspects of the culture of Japanese-speaking communities in texts
H3.1	produces texts appropriate to audience, purpose and context
H3.2	structures and sequences ideas and information
H3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
H3.4	applies knowledge of the culture of Japanese-speaking communities to the production of texts

## Freshwater Senior Campus

### Assessment Schedule 2025

# Legal Studies HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Crime Research & Written Task	Global Environmental Protection Research Extended Response	Consumers Research and Stimulus Based Response	Trial Examination All Topics	
<b>Timing</b>	Term 4 Week 7, 2024	Term 1 Week 8, 2025	Term 2 Week 8, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H1, H2, H4, H6	H4, H5, H7, H9	H1, H3, H7, H9	H1, H3, H5, H7, H9	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	5	5	20	<b>40</b>
Analysis and evaluation		10	5	5	<b>20</b>
Inquiry and research	5	5	10		<b>20</b>
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

*A Student:*

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

## Freshwater Senior Campus

### Assessment Schedule 2025

# Mathematics Advanced HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Investigation	Test	Test	Trial HSC Examination	
Timing	Term 4 Week 6, 2024	Term 1 Week 6, 2025	Term 2 Week 6, 2025	Term 3 Weeks 3-4, 2025	
Outcomes assessed:	MA12-1, MA12-3, MA12-7, MA12-8, MA12-9, MA12-10	MA12-1, MA12-3, MA12-6, MA12-8, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	
<b>Components</b>					<b>Weighting %</b>
Understanding, fluency and communication	10	12.5	12.5	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



*A Student:*

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

## Freshwater Senior Campus

### Assessment Schedule 2025

# Mathematics Extension 1 HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Investigation	Test	Test	Trial HSC Examination	
Timing	Term 4 Week 8, 2024	Term 1 Week 8, 2025	Term 2 Week 8, 2025	Term 3 Weeks 3-4, 2025	
Outcomes assessed:	ME12-5, ME12-6, ME12-7	ME12-1, ME12-2, ME12-5, ME12-6, ME12-7	ME12-1, ME12-3, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	
<b>Components</b>					<b>Weighting %</b>
Understanding, fluency and communication	10	12.5	12.5	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

*A Student:*

ME12-1	applies techniques involving proof or calculus to model and solve problems
ME12-2	applies concepts and techniques involving vectors and projectiles to solve problems
ME12-3	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME12-4	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
ME12-5	applies appropriate statistical processes to present, analyse and interpret data
ME12-6	chooses and uses appropriate technology to solve problems in a range of contexts
ME12-7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

## Freshwater Senior Campus

### Assessment Schedule 2025

# Mathematics Extension 2 HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Test	Test	Test	Trial HSC Examination	
Timing	Term 1 Week 3, 2025	Term 1 Week 10, 2025	Term 2 Week 10, 2025	Term 3 Weeks 3-4, 2025	
Outcomes assessed:	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-7, MEX12-8	MEX12-5, MEX12-6, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	
<b>Components</b>					<b>Weighting %</b>
Understanding, fluency and communication	10	12.5	12.5	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

*A Student:*

MEX12-1	understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
MEX12-2	chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
MEX12-3	uses vectors to model and solve problems in two and three dimensions
MEX12-4	uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
MEX12-5	applies techniques of integration to structured and unstructured problems
MEX12-6	uses mechanics to model and solve practical problems
MEX12-7	applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
MEX12-8	communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

## Freshwater Senior Campus

### Assessment Schedule 2025

# Mathematics Standard 2 HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Investigation	Test	Test	Exam	
Timing	Term 4 Week 6, 2024	Term 1 Week 6, 2025	Term 2 Week 6, 2025	Term 3 Weeks 3-4, 2025	
Outcomes assessed:	MS2-12-1, MS2-12-2, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	
Components					<b>Weighting %</b>
Understanding, Fluency and Communication	10	12.5	12.5	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

*A Student:*

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

## Freshwater Senior Campus

### Assessment Schedule 2025

# Modern History HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	In-class Extended Response Peace & Conflict: Arab-Israeli Conflict	Historical Analysis National Studies	Source Analysis Task Power and Authority 1919-1946	Trial HSC All Topics	
<b>Timing</b>	Term 4 Week 9, 2024	Term 1 Week 10, 2025	Term 2 Week 7, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	MH12-1, MH12-2, MH12-9	MH12-3, MH12-5, MH12-6, MH12-8	MH12-2, MH12-4, MH12-6, MH12-7	MH12-2, MH12-3, MH12-5, MH12-7, MH12-9	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	5	5	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretation	5	10	5		<b>20</b>
Historical inquiry and research	5	5	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5		10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>



*A Student:*

MH12-1	accounts for the nature of continuity and change in the modern world
MH12-2	proposes arguments about the varying causes and effects of events and developments
MH12-3	evaluates the role of historical features, individuals, groups and ideas in shaping the past
MH12-4	analyses the different perspectives of individuals and groups in their historical context
MH12-5	assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
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

## Freshwater Senior Campus

### Assessment Schedule 2025

# Music 1 HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Composition Portfolio and Aural Analysis Topic 1 – Music of the 20th and 21st Century	Presentation of Performance & Viva Voce Topic 2 – Instrument & It's Repertoire	Presentation or Submission: Elective Option for Topics 1 and 2	Trial HSC Examination Aural exam Elective 3 Topic 3 – Music for Small Ensembles	
<b>Timing</b>	Term 4 Week 8, 2024	Term 1 Week 8, 2025	Term 2 Week 6, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H2, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	
<b>Components</b>					<b>Weighting %</b>
Core Performance		10			<b>10</b>
Core Composition	10				<b>10</b>
Core Musicology	10				<b>10</b>
Core Aural		10		15	<b>25</b>
Elective 1 (Performance, Musicology or Composition)			15		<b>15</b>
Elective 2 (Performance, Musicology or Composition)			15		<b>15</b>
Elective 3 (Performance, Musicology or Composition)				15	<b>15</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

*A Student:*

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

**Freshwater Senior Campus**  
**Assessment Schedule 2025**  
**Music 2 HSC - Year 12**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of task</b>	Musicology	Performance	Composition	Trial HSC Aural skills + elective	
<b>Timing</b>	Term 4 Week 9, 2024	Term 1 Week 9, 2025	Term 2 Week 9, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H2, H5, H7, H9	H1, H10, H11	H2, H3, H9, H12	H2, H7, H8, H9, H12	
<b>Components</b>					<b>Weighting %</b>
Performance		20			<b>20</b>
Composition			20		<b>20</b>
Musicology	20				<b>20</b>
Aural				20	<b>20</b>
Elective				20	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

*A Student:*

H1	performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
H2	demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the ma
H3	composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
H4	stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
H5	analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
H6	discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
H7	critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
H8	understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
H9	identifies, recognises, experiments with, and discusses the uses and effects of technology in music
H10	performs as a means of self expression and communication
H11	demonstrates a willingness to participate in performance, composition, musicology and aural activities
H12	demonstrates a willingness to accept and use constructive criticism

**Freshwater Senior Campus**  
**Assessment Schedule 2025**  
**PDHPE HSC - Year 12**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of task</b>	Sports Medicine	Core 1 - Health Priorities in Australia	Core 2 - Factors Affecting Performance	Trial HSC Examination	
<b>Timing</b>	Term 4 Week 7, 2024	Term 1 Week 8, 2025	Term 2 Week 7, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H8, H13, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16, H17	H7, H8, H9, H10, H11, H16, H17	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of content	10	10	10	10	<b>40</b>
Skills in critical thinking, research, analysing and communicating	10	15	15	20	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

*A Student:*

H1	describes the nature and justifies the choice of Australia's health priorities
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	analyses the determinants of health and health inequities
H4	argues the case for health promotion based on the Ottawa Charter
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6	demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
H7	explains the relationship between physiology and movement potential
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	explains how movement skill is acquired and appraised
H10	designs and implements training plans to improve performance
H11	designs psychological strategies and nutritional plans in response to individual performance needs
H12	analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H14	argues the benefits of health-promoting actions and choices that promote social justice
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

**Freshwater Senior Campus**  
**Assessment Schedule 2025**  
**Physics HSC - Year 12**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of task</b>	Practical Task Advanced Mechanics	Depth study and Research Electro- magnetism	Depth Study and Investigation Nature of Light	Trial HSC Examination	
<b>Timing</b>	Term 4 Week 7, 2024	Term 1 Week 7, 2025	Term 2 Week 8, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-6, PH12-12	PH11/12-1, PH11/12-5, PH11/12-7, PH12-13	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH12-14	PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH12-12, PH12- 13, PH12-14, PH12-15	
<b>Components</b>					<b>Weighting %</b>
Knowledge and Understanding	5	10	5	20	<b>40</b>
Skills in Working Scientifically	15	15	20	10	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



*A Student:*

PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

## Freshwater Senior Campus

### Assessment Schedule 2025

# Society & Culture HSC - Year 12

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of task</b>	Research Task PIP Process	Topic Test Core	Topic Test Belief Systems and Ideologies	Trial HSC Exam	
<b>Timing</b>	Term 4 Week 9, 2024	Term 1 Week 3, 2025	Term 2 Week 2, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H4, H6, H9	H3, H5, H10	H1, H3, H10	H1, H6, H10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	5	15	20	<b>50</b>
Application and evaluation of social and cultural research methods	5	15	5	5	<b>30</b>
Communication of information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

*A Student:*

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

## Freshwater Senior Campus

### Assessment Schedule 2025

# Software Engineering HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Programming for the web Prac report + in class test	Secure Software Architecture Prac report + in class test	Software Engineering project	Trial Exam Electronic exam	
<b>Timing</b>	Term 4 Week 10, 2024	Term 1 Week 10, 2025	Term 3 Week 6, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	SE-12-2, SE-12-3, SE-12-6, SE-12-7, SE-12-8	SE-12-1, SE-12-2, SE-12-3, SE-12-4, SE-12-5, SE-12-6, SE-12-7, SE-12-8, SE-12-9	SE-12-1, SE-12-2, SE-12-3, SE-12-4, SE-12-5, SE-12-6, SE-12-7, SE-12-8, SE-12-9	SE-12-1, SE-12-2, SE-12-3, SE-12-4, SE-12-5, SE-12-6, SE-12-7, SE-12-8, SE-12-9	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	15	15	<b>50</b>
Knowledge and skills in the practical application of the content	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

*A Student:*

SE-12-1	justifies methods used to plan, develop and engineer software solutions
SE-12-2	applies structural elements to develop programming code
SE-12-3	analyses how current hardware, software and emerging technologies influence the development of software engineering solutions
SE-12-4	evaluates practices to safely and securely collect, use and store data
SE-12-5	explains the social, ethical and legal implications of software engineering on the individual, society and the environment
SE-12-6	justifies the selection and use of tools and resources to design, develop, manage and evaluate software
SE-12-7	designs, develops and implements safe and secure programming solutions
SE-12-8	tests and evaluates language structures to refine code
SE-12-9	applies methods to manage and document the development of a software project

## Freshwater Senior Campus

### Assessment Schedule 2025

# Textiles and Design HSC - Year 12

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of task</b>	MTP Designing and Planning Presentation and Design In class test	Properties and Performance of Textiles – Experimentation and in class test	MTP Development and Management Report/ATCFAI In class test	Trial HSC Examination	
<b>Timing</b>	Term 4 Week 9, 2024	Term 1 Week 11, 2025	Term 2 Week 10, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H1.3, H2.1, H6.1	H3.1, H3.2, H4.2	H1.1, H1.2, H2.2, H2.3, H5.1, H5.2	H1.3, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	5	25	<b>50</b>
Skills and knowledge in the design, manufacture and management of a major textiles project	15	20	15		<b>50</b>
<b>Total %</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>25</b>	<b>100</b>

*A Student:*

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

## Freshwater Senior Campus

### Assessment Schedule 2025

# Visual Arts HSC - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Extended Response Art Criticism and Art History VAPD Initial investigations into material and conceptual practice for BOW Art Criticism & Art History (20) VAPD (5)	Development of the Body of Work Submission of works in progress, VAPD with annotated research and critical evaluation through the lenses of material and conceptual practice and conceptual framework Artmaking (15) VAPD (10)	Refinement of the Body of Work Submission of artworks undergoing refinement and resolution	Trial HSC Examination Art Criticism and Art History Written Examination	
<b>Timing</b>	Term 4 Week 9, 2024	Term 1 Week 7, 2025	Term 2 Week 8, 2025	Term 3 Weeks 3-4, 2025	
<b>Outcomes assessed:</b>	H1, H2, H7, H10	H1, H2, H4	H5, H6	H7, H8, H9, H10	
<b>Components</b>					<b>Weighting %</b>
Artmaking	5	25	20		<b>50</b>
Art Criticism & Art History	20			30	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>



*A Student:*

H1	initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
H2	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
H3	demonstrates an understanding of the frames when working independently in the making of art
H4	selects and develops subject matter and forms in particular ways as representations in artmaking
H5	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
H6	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
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



School Name: NBSC Freshwater Senior Campus

Assessment Schedule Year 12 - 2025

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2 Plan a career	Task 5 Work in the industry	Task 6 To project and serve	Task 7 Showtime	HSC Trial Exam
		Week: 8 Term: 2	Week: 8 Term: 4	Week: 10 Term: 1	Week: 6 Term: 3	Week 3 & 4 Term: 3
Code	Unit of Competency					HSC Examinable units of competency
CUAIND311	Work effectively in the creative arts industry		X			
SITXCCS006	Provide service to customers			X		
CUASOU306	Operate sound reinforcement systems			X		
CUAVSS312	Operate vision systems			X		
CUASTA311	Assist with production operations for live performances				X	
CUASMT311	Work effectively backstage during performances				X	
CUAIND314	Plan a career in the creative arts industry	Post WPL				

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

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

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

\* **Examinable units to be confirmed by teacher.**

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



School Name: NBSC Freshwater Senior Campus

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery <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 Let's start cooking and cleaning	Task 4 Pack it up	Task 5 There's no I in team	HSC TRIAL EXAM
Code	Unit of Competency	Week: 9 Term: 4	Week: 10 Term: 1	Week: 9 Term: 2	Week 3 & 4 Term 3
SITHKOP009	Clean kitchen premises and equipment	X			HSC Examinable units of competency
SITXINV006	Receive, store and maintain stock	X			
SITHCCC026	Package prepared foodstuffs		X		
SITHCCC023	Use food preparation equipment			X	
SITHCCC024	Prepare and present simple dishes			X	
SITHCCC027	Prepare dishes using basic method of cookery			X	
SITHCCC034	Work effectively in a commercial kitchen			X	

Depending on the achievement of units of competency, the possible qualification outcome is a 1BSIT20421 Certificate II in Cookery.

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.

**\* HSC 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".