

**Burwood Girls
High School**

**Year 12
Assessment Booklet
2025**



CRICOS Provider No. 00588M
Updated: 25 October 2024

HSC Assessment Policy and Procedures 2025

Updated: 25 October 2024

Burwood Girls High School

Address for correspondence:

Burwood Girls High School, 95 Queen Street, Croydon NSW 2132

Phone (02) 9503 7000

Email: burwoodg-h.school@det.nsw.edu.au

Website: <https://burwoodg-h.schools.nsw.gov.au>

YEAR 12 ASSESSMENT POLICY & PROCEDURES 2025

CONTENTS

1) GENERAL INFORMATION Page No.

Table of Contents

Introduction	5
1. The School's Responsibilities.....	6
2. The Student's Responsibilities	7
3. Assessment Task Procedures	9
4. Absence on the day of Assessment Tasks	10
5. Unsatisfactory Completion of a Course	11
6. Disability Provisions	12
7. Serious and Non-Serious Attempts	12
8. Cheating or Malpractice.....	13
10. Information and Advice	15
11. Approved Scientific Calculators and.....	15
ASSESSMENT TASK FLOW CHART.....	16
GLOSSARY OF KEY WORDS	17
Aboriginal Studies.....	22
Ancient History.....	23
Biology	24
Business Studies	25
Chemistry.....	26
Chinese and Literature	27
Community and Family Studies	28
Dance	29
Design and Technology.....	30
Drama	31
Earth and Environmental Science	32
Economics	33
English Advanced	34
English as an Additional Language/Dialect (EAL/D).....	35
English Extension 1	36
English Extension 2	37
English Standard.....	38
English Studies	39
Enterprise Computing.....	40

Entertainment Industry (VET)	41
Exploring Early Childhood (Non-ATAR)	44
Food Technology	45
French Continuers	46
Geography	47
History Extension	48
Hospitality – Food and Beverage	49
Indonesian Continuers	51
Indonesian Extension	52
Italian Beginners	53
Italian Continuers	54
Japanese Beginners	55
Japanese Continuers	56
Japanese Extension	57
Korean Beginners	58
Korean Continuers	59
Legal Studies	60
Mathematics Advanced	61
Mathematics Extension 1	62
Mathematics Extension 2	63
Mathematics Standard 2	64
Mathematics Standard 1	65
Modern History	66
Music 1	67
Music 2	68
Music Extension	69
Numeracy	70
Personal Development, Health, and Physical Education	71
Physics	73
Society and Culture	74
Studies of Religion 2Unit	75
Studies of Religion 1 unit	76
Textiles and Design	77
Visual Arts	78
Work Studies	79

VET = Vocational Education & Training

Introduction

Student assessment provides evidence for making judgement about student achievement. This booklet will inform you clearly of assessment tasks that must be completed to show that you have satisfied the requirements of the course.

The student must also **complete all course work to a satisfactory standard** in order to meet the requirements of the HSC course.

Your Year Advisers and the Careers Adviser are available to assist you if you have any concerns or problems regarding your Higher School Certificate, the Australian Tertiary Admission Rank (ATAR) or whether your pattern of study best suits the career path you wish to take.

It is most important to keep your Year Advisers up to date with changes to your study. They will provide you with support if you are experiencing any problems that may affect your studies. If you are going to be absent for any period of time, seek approval from the Principal first. Extended leave for Year 12 students is unlikely to be approved by the Principal.

HSC assessment in Year 12 gives credit for consistent performance. It may assess aspects of the course that are not examined in the Higher School Certificate examination. Burwood Girls High School has developed a program that covers NESA requirements, with complete fairness to students, and balance between courses. Students are required to be diligent and complete all tasks presented to them.

This assessment process will begin Term 4 of the preliminary year and will finish at the end of Term 2 before the Trial Higher School Certificate examinations (excepting practical tasks, LOTE speaking tasks and culmination of practical projects).

Not every piece of work completed will be part of the “assessment” mark, some work is set to practise skills so that the students can see how well they understand the topic. **All set work should be regarded as an essential course requirement**, even when it is not included as an assessment task. Students will automatically fail a course if they do not make a satisfactory attempt to complete assessable tasks with a weighting of over 50%.

Attendance at all timetabled lessons is an important step to fulfilling course requirements. The Principal may decide that a student’s attendance has made it impossible for course outcomes to be achieved. NESA suggests that absences greater than 15% make it difficult to satisfactorily complete a course.

Students may also be deemed not to have satisfactorily completed a course if there is sufficient evidence of:

- a) failure to complete experiences specified in the syllabus, eg fieldwork, oral presentations, assignments, practical work, participation in class;
- b) non-serious or trivial preparation for exams.

Mia Kumar
Principal

Katherine Lye
Deputy Principal

Lorus Hi
Year 12 Year Adviser

1. The School's Responsibilities

Burwood Girls High School has developed an assessment program for each course running. The school's responsibilities include providing information to students in relation to the following:

1

Number of tasks - Identifying a minimum number of tasks that will be used to measure students' achievement in each syllabus component. Three to four tasks of various types (e.g. formal examinations, practical tests, oral tests), including the Trial HSC exam, are sufficient to assess the components of a 2-unit course. For 1-unit courses, two to three tasks are sufficient

2

Weightings - Allocating weightings to each of the tasks in accordance with the component weightings and the school's judgement of the relative importance of each task. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.

3

Scheduling tasks - Scheduling the assessment tasks for the HSC courses, being mindful of the demands these tasks will place on students and teachers.

4

Written advice to students - Providing students with written advice about the school's requirements for assessment in each course. This is generally provided to students 2 weeks prior to a task.

5

The advice given to students must include:

- i. The components and their weightings as specified in the assessment and examination materials on NESA's website
- ii. The general nature of each assessment task
- iii. A schedule of when assessment tasks are planned to take place. In addition, there must be provision for adequate notice of the precise timing of each assessment task
- iv. The weight value of each task in relation to the total weighted mark for the course
- v. Details of administrative arrangements associated with each task
- vi. Details of the school's policy on malpractice in assessment tasks
- vii. Details of the procedures to be implemented if tasks produce invalid or unreliable results. Note that the results of assessment tasks that have been completed by the students generally cannot be discarded

6

Appropriate procedures: Marking, recording, reporting

Marking of assessment tasks will be completed in accordance with the prescribed marking criteria. Students will be provided with their raw mark for each assessment task. Each student should receive clear feedback on their performance in every task. This feedback should indicate the student's attainment in the task relative to the outcomes and the student's relative position within the school group (rank order sheet published).

2. The Student's Responsibilities

Students have a range of responsibilities in relation to the successful attainment of the HSC credential. These include:

1

FAMILIARITY WITH ASSESSMENT POLICY

You must be familiar with the assessment policies set out in this book for each subject you take.

2

ATTENDANCE

Attend school, be aware of due dates for assessment tasks and complete tasks on time. If you are absent from school, you must check with your teachers to see if any assessment tasks have been set on the first day of your return to school.

3

PUNCTUALITY

Be on time to assessment tasks as you will not be given an extension of time. If you are late to any task held in school time or at the beginning of the day, then the Deputy Principal or the Principal must verify that you have a legitimate reason for being late and give you a note to that effect.

4

ATTENDANCE ON DAY OF TASK

Be present to do all in-school assessment tasks. Students who are absent on the day of the task must provide a doctor's certificate or other evidence explaining this absence. See Section 5 of this booklet: *Absence on the day of a task* for further information. You must sit for, or submit, a minimum of 50% of all assessment tasks on the due day.

5

ATTENDANCE DAY BEFORE THE TASK

Be present the day before a task. Students who are absent the day before a task must provide a doctor's certificate explaining this absence. This includes when absent on a Friday when a task is completed on the following Monday.

6

HAND IN TASKS

Hand in any take home assessment task on time. Work will only be accepted from the student themselves. If you are absent on the day a hand-in task is due, contact your teacher and email them a copy of your task. You must then see the Senior Deputy Principal about the need for an Illness/Misadventure.

7

SATISFACTORY COMPLETION OF COURSE

Meet the requirements to satisfactorily complete all courses. See Section 5: Unsatisfactory Completion of a Course

8

NOTIFICATION OF CLASHES FOR OTHER SCHOOL BUSINESS

Notify your teacher and Head Teacher of any assessment problems in advance, e.g. clash of dates with an excursion or knockout team. You must discuss this situation with the Head Teacher of the subject that has the assessment task. If an alternative date cannot be found the assessment comes first.

9

ILLNESS/MISADVENTURE AT TIME OF ASSESSMENT

If you come to school and become ill on the day of an assessment task or have suffered a misadventure immediately prior to the day of an assessment task, **you must inform the Deputy Principal on the day of the task prior to the commencement of the task.** You may **not** apply for Illness/Misadventure **after** the assessment. Illness/Misadventure forms must then be submitted to the Deputy Principal, supported by a doctor's certificate, upon your return to school.

10

KNOWN ILLNESSES

If you are a student with a known illness that is documented with the Deputy Principal and/or the School Counsellor, you can negotiate an extension only at the time of the issuing of the task.

11

CHECKING OF TASKS

Check the marking of each task when it is returned to you. Check your assessment rank when it is given to you.

12

PROLONGED ABSENCES

Some prolonged absences, for example, a holiday overseas, cannot be taken into account and could lead to you not meeting outcomes in that subject. You must seek approval from the Principal before you take your leave.

3. Assessment Task Procedures

1

NOTIFICATION OF TASK

You will be given at least **two weeks' notice in writing** of any assessment task. All of the class will be asked to sign a "record of issue/collection of task" form stating the date and time of day the task is due.

2

SUBMISSION OF DRAFTS

Students may not submit draft work for marking in the FIVE school days prior to the due date of the task. For example, if the assessment is due on a Monday, no work may be handed in after Tuesday of the week prior. Students may only submit ONE draft for marking in the two weeks prior to the date of the task.

3

COMPLETION OF ASSESSMENT

Assessment tasks must be submitted, or undertaken, on the due date. A zero mark will be awarded for work submitted late or if a student is absent and no exceptional circumstances exist for the late submission or absence.

4

WORK PLACEMENT, KNOCKOUT SPORT AND OTHER SCHOOLS ACTIVITIES

If you are completing compulsory work placement you will not be disadvantaged. If there is sufficient time prior to commencing work placement the task can be submitted early. It is your responsibility to notify your teacher and Head Teacher once you are aware that you will be on work placement when the task is due. A new date may be set by the Head Teacher which should be recorded on the "record of issue/collection" form.

If you are involved in knockout sport or other school-based activity, you must notify your teacher and Head Teacher as soon as you are aware of the clash of dates. Permission to attend the knockout game will be at the discretion of the Head Teacher and Head Teacher PDHPE. You may be given the option of completing the task prior to competing in the knockout game or, if it is a research task, you need to arrange for it to be handed in to your teacher on the required day.

5

RETURNING OF A MARKED TASK

On the day you receive a marked task back, teachers will provide you with your task and a mark slip which indicates your mark, your rank for that task and your cumulative rank in the course. It is your responsibility **at that time** to:

- Check marks have been correctly added and match the marks on the mark slip.
- To ask questions about the marking of a question if you are concerned or confused.

6

APPEALS

Any complaints about assessment procedure should be made in the first place to the classroom teacher. Further appeals may be made to the Head Teacher of the appropriate faculty and then to the school's review panel.

The request for review must be made within three days of the issue of assessment ranks.

The way marks were awarded by the teacher for assessment tasks will not be subject to review.

The school review panel will consist of the Principal or Deputy Principal, the Head Teacher concerned, and one other Head Teacher.

The Year Adviser may act as student advocate in these cases. A student who is dissatisfied with the school's review procedures may appeal to NESA.

4. Absence on the day of Assessment Tasks

1

Every endeavour should be made to come to school on the day of an Assessment.

However, if you are ill or have a misadventure occur, endeavour to **contact your teacher or the Head Teacher of the faculty by 9am** (through email or a phone call) on the day of task to let them know that you will be absent and the reason for this absence.

2

Obtain a Doctor's Certificate or other documentation to explain your absence. This Doctor's Certificate must be obtained on the day of the task, not in retrospect. If you are also absent in the days after the task, your Doctor's Certificate must cover these absences as well. Medical certificates must be issued by a qualified medical practitioner, preferably your family doctor or specialist.

3

On the morning of your return to school, prior to 9am, you must see the Senior Deputy Principal with your Doctor's Certificate and ask for an Illness/Misadventure Application form. You are then to complete this form in consultation with the Deputy Principal.

4

The Assessment Committee, led by the Deputy Principal, will decide the outcome of your Illness/Misadventure application.

5

You will be required to undertake any missed task in consultation with the Head Teacher of the relevant faculty. The date and time of this task will be determined by the Head Teacher. You will be required to complete this task regardless of the success or otherwise of your Illness/Misadventure Application.

6

The Deputy Principal may, in **exceptional circumstance**, authorise an estimate to be given for a missed task.

7

You may appeal the outcome of your Illness/Misadventure Application following the appeals procedure on page 11 of this booklet

8

If you are ill and your task is a hand-in task, you must email a copy of your task to your class teacher by the due date and time. If this is not possible, you are to contact your classroom teacher by 9am that morning providing reasons for your inability to do so.

9

Computer and technology issues: Students are strongly advised to prepare work that will be handed in using an online program such as Google Docs. Computer and associated technology malfunction, even theft, without evidence of "work in progress" is not a reason for late submission.

5. Unsatisfactory Completion of a Course

1

If you fail to satisfy minimum course requirements you will be awarded an 'N' determination. This means you have failed the course and it will not count towards the HSC. (You must complete at least 12 Preliminary units + 10 HSC units.)

2

For a student to satisfactorily complete a course, NESAs requires the principal to have sufficient evidence that you have:

- (a) Followed the course developed or endorsed by NESAs; *and*
- (b) Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; *and*
- (c) Achieved some or all of the course outcomes.

3

To have successfully "*followed the course developed or endorsed by NESAs*", you must:

- Have both excellent overall school attendance and subject attendance.
- Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.

4

To have successfully "*applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school*", you must:

- Complete all assessments.
- Make a genuine attempt for all tasks.
- Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.

5

To have successfully "*achieved some or all of the course outcomes*", you must:

- Have demonstrated the capacity to achieve some of the course outcomes through the completion of both formal and informal assessment.
- Have both excellent overall school attendance and subject attendance.

6

- A failure to meet these requirements will see N Warning letters sent to students and their parents/guardians.
- Students will be given every opportunity to correct the problem indicated on the N-Warning Letter. Failure to correct the issue will see at least one follow-up warning letter issued.
- Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course and a non-completion determination will be issued.

6. Disability Provisions

If you suffer from a disability which would, in a normal test situation, prevent you from:

- reading and interpreting the test questions and/or
- communicating knowledge or understanding to an examiner as effectively as a student without a disability,

NESA may approve special test provisions.

If you wish to apply for disability provisions you should do so as soon as possible. Ask the Senior Deputy Principal or School Counsellor about lodging an application with NESA. A new application needs to be lodged with NESA each year for students who have previously been granted disability provisions. Your application should contain recent evidence of your disability and in some cases examples of your work.

Disability provisions are not available:

- as compensation for difficulties in undertaking a course or preparing for the test and/or
- for lack of familiarity with the English language.

The school will endeavour to provide students with their 'time to rest' provisions in a separate small group setting. However, for small cohort groups the 'time to rest' provision may be provided within their own classroom during in-class assessments. During examination periods such as the Trial HSC, students will definitely be provided with small group supervision.

7. Serious and Non-Serious Attempts

Students should enter an assessment task or HSC examination knowing they **MUST** make a genuine effort at the task or exam. 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 a non-attempt.

A student's task or exam is considered a non-attempt if there is no evidence of academic engagement with the task or exam. Students are required to attempt a range of question types throughout the examination paper and must satisfactorily attempt all sections. It is not sufficient to answer multiple choice questions only. Merely rewriting the question is not considered to be an adequate attempt at the paper.

A non-serious attempt includes where the students write frivolous or objectionable material in response to the questions. 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 course concerned. The consequences may be significant and may include not receiving an award in that course. This may render a student ineligible for the award of the HSC.

8. Cheating or Malpractice

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the ROSA, Preliminary HSC and Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

All work presented in assessment tasks and HSC examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately.

Malpractice, including plagiarism, could limit your marks for the task or examination, and will jeopardise your HSC results.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the Internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

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
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date, and
- assisting another student to engage in malpractice

Students involved in malpractice in relation to any assessment task will be referred to the Head Teacher of the relevant subject and then the Senior Deputy Principal. They will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. Students suspected of malpractice will be required to demonstrate that all unacknowledged work is entirely their own. Detected malpractice will limit a student's marks and jeopardise their HSC. One or more of the following will apply: reduced marks for all or part of the task, zero marks for part or all of the task

Students who do not make a serious attempt at an assessment task can also expect to receive a limited mark for that task.

All students who are found to have engaged in cheating and malpractice will be recorded in NESA's Register of Malpractice, as required by their guidelines.

9. Reviews and Appeals

Any complaints about assessment **procedure** (that is, assessment procedure does not comply with the guidelines in this booklet), should be made in writing, to the Head Teacher of the relevant faculty. Further appeals may then be made to the school's Review Panel.

The request for review must be made within three days of the issue of assessment ranks.

Marks awarded by the marker for assessment tasks will not be subject to review by the Review Panel.

The school review panel will consist of the Principal or Deputy Principal, the Head Teacher concerned, and one other Head Teacher.

The Year Adviser may act as student advocate in these cases. A student who is dissatisfied with the school's review procedures may appeal to NESAs.

10. Information and Advice

Advice on assessment is available from:

- The Deputy Principal
- The Head Teacher of the faculty concerned
- Your classroom teacher
- The Careers Adviser
- The Year Adviser

Information is located:

- NESA documents – with the Principal or Deputy Principal
- NESA website – www.nesa.nsw.edu.au
- Rules and Procedures for Higher School Certificate Candidates - NESA booklet issued to each student
- School Assessment Policy
- HSC Assessment Policy and Procedures – spare copies with the Year Adviser and Deputy Principal and on school website
- Faculty Assessment Program – with the Faculty concerned; copy with the Principal

Vocational Education and Training (VET):

Students have three opportunities to successfully complete a competency or cluster assessment task.

If a student wishes to appeal a decision they must:

1. first obtain a copy of the Student Assessment Appeal form for VET courses
2. then follow the school review and appeals process.

11. Approved Scientific Calculators and Equipment

The scientific calculators in the link below are approved for use in the 2023 Higher School Certificate examinations. The examinations in which scientific calculators are permitted are listed in the equipment checklist.

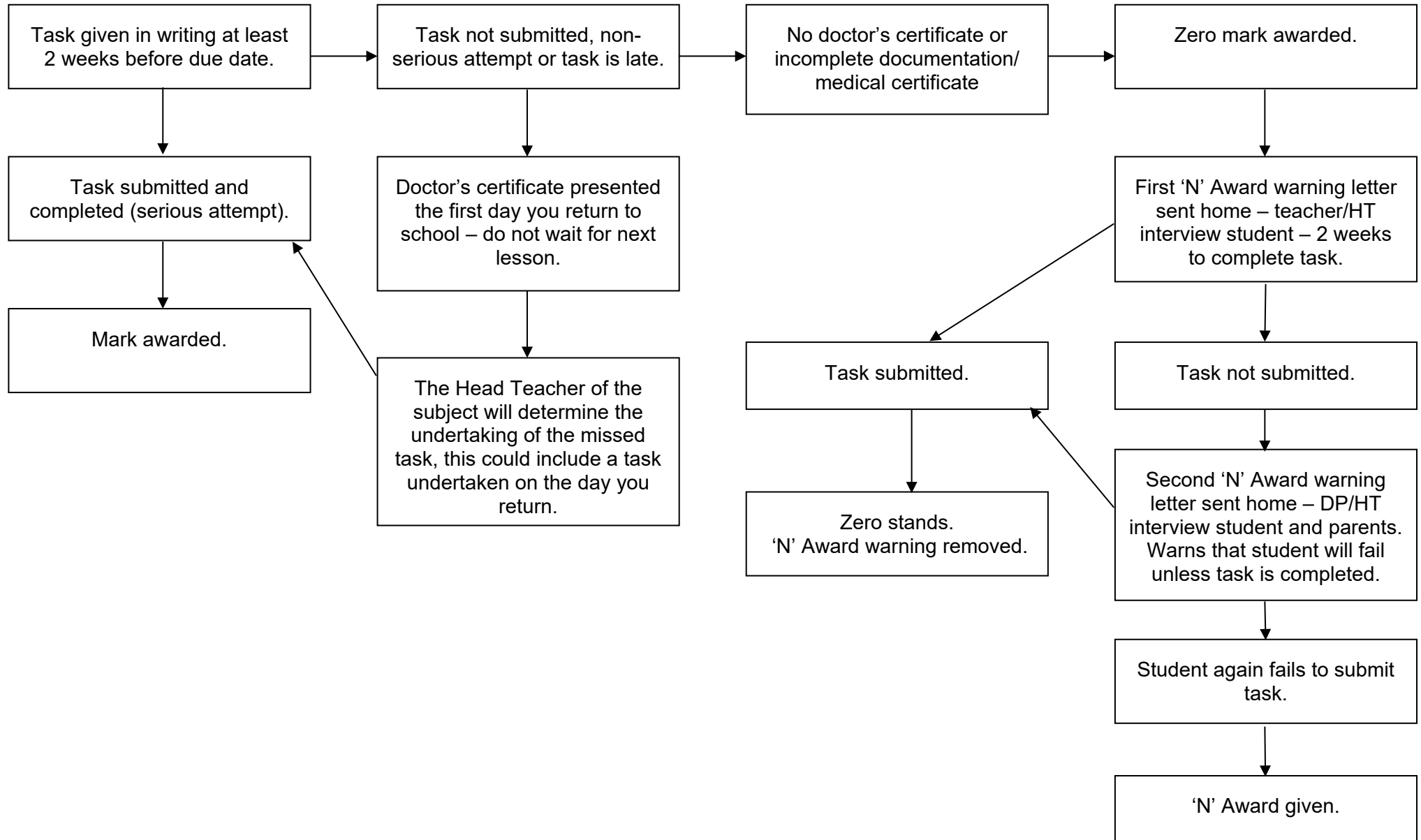
http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html

A full list of the equipment required for each subject in the HSC Exams can be found at this link: [exam equipment list](#).

Instruction booklets or cards (eg reference cards) on the operation of calculators are NOT permitted in the examination room. Candidates are expected to familiarise themselves with the calculator's operation beforehand.

Calculators must have been switched off for entry into the examination room.

ASSESSMENT TASK FLOW CHART



GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



Illness/Misadventure Application

Name:	Year:
--------------	--------------

Subject:	Teacher:
Date of Original Task:	
Task number: 1 2 3 4	Nature of Task:

Nature of absence: Sick [] Ongoing health issues [] Funeral [] Other: _____
Name of doctor:
Other verification:

Student Signature:
Classroom teacher signature: Comment:
Head Teacher signature: Comment:

Assessment Committee Recommendation

Date of revised task:
For Illness/Misadventure records: <ul style="list-style-type: none">• Task completed at later date []• Estimate required []• Other: _____
Deputy Principal Signature: _____ Date: _____

Office Use:

Entered on Sentral [] Entered on spreadsheet []



**Sample letter: Official Warning
of 'N' Determination (HSC)**

Dear *Name*

OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

I am writing to advise you that your son/daughter, *Name*, is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in *Course Name*.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the *first/second/third* official warning we have issued notifying you that *Student first name* is at risk of not completing the above course. [*Delete the following sentence if this is the first warning*] Previous warning(s) were sent to you on *Insert date*.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

Student first name is not currently meeting one or more of these requirements. In particular, he/she *Insert brief description of the problem(s)*.

Burwood Girls
High School

Subject Information



Aboriginal Studies

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Aboriginality and the Land Source Based Study	Major Project a) Log and b) Project	Global Perspectives Comparative Study	Trial HSC Exam	
	Term 4 Week 6	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4- 5	
	Outcomes assessed H1.1, H2.2, H3.2, H3.3	Outcomes assessed H4.1, H4.2	Outcomes assessed H1.2, H1.3, H4.1	Outcomes assessed H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3	
Knowledge and understanding	5	(a) 0 (b) 15	10	10	40
Investigation, Analysis, Synthesis and Evaluation of Information	10	(a) 0 (b) 5	5	5	25
Research Inquiry Methods / Aspects of Major Project		(a) 15 (b) 0		5	20
Communication	5	(a) 0 (b) 5		5	15
WEIGHTING	20	40	15	25	100

Ancient History

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Core: Pompeii and Herculaneum Source Analysis & Structured Responses	Ancient Societies Source Analysis & Structured Responses	Historical Period Research Essay	Trial HSC Exam Core -5% Society – 5% Hist. Period – 5% Personality – 10%	
	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4- 5	
	Outcomes assessed 12-1, 12-4, 12-8, 12-10	Outcomes assessed 12-2, 12-3, 12-6, 12-9	Outcomes assessed 12-5, 12-7, 12-8, 12-9	Outcomes assessed 12-1 - 12-10	
Knowledge and understanding	10	10	10	10	40
Source-based skills	5	5		10	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding	5	5	5	5	20
WEIGHTING	25	25	25	25	100

Biology

HSC Course 2025

	Task 1	Task 2	Task 3	Task 4	
	Topic Test Heredity	Topic Test Genetic Change Infectious Disease	Depth Study Research Infectious Disease Non-infectious Disease	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4,5	
Component	Outcomes assessed BIO11/124 BIO11/12-5 BIO11/12-6 BIO12-12	Outcomes assessed BIO11/12-6 BIO11/12-7 BIO12-13 BIO11/12-1 BIO 11/12-2 BIO12-14	Outcomes assessed BIO11/12-3 BIO11/12-4 BIO12-14 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO 12-15	Outcomes assessed BIO12-12 BIO12-13 BIO12-14 BIO12-15	Weighting
Skills in Working Scientifically	10	15	20	15	60
Knowledge and Understanding	10	10	5	15	40
Weighting	20	25	25	30	100

Business Studies

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Marketing	Finance	Operations	Trial HSC Exam	
	In-Class Extended Response	In-Class Topic Test	Business Report		
	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4- 5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	H1, H2, H4- H9	H5, H8, H9, H10	H2, H4, H6, H7, H9	H1-H6, H8, H9, H10	
Knowledge and Understanding of Course Content	10	10	10	10	40
Stimulus-based Skills		5	10	5	20
Inquiry and Research	5	5		10	20
Communication of Business Ideas, Information and Issues in Appropriate Forms	5	5	5	5	20
Weighting	20	25	25	30	100

Chemistry

HSC Course 2025

	Task 1	Task 2	Task 3	Task 4	
	Class Test Module 5	Depth Study Practical Task Module 6	Research Task Module 7	Trial HSC Exam	
	Term 4 Week 7	Term 1 Week 6	Term 2 Week 6	Term 3 Week 4,5	
	Outcomes assessed CH11/12-4 CH11/12-5 CH11/12-6 CH12-12	Outcomes assessed CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-7 CH12-13	Outcomes assessed CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14	Outcomes assessed CH11/12-4 CH11/12-5 CH11/12-6 CH12-12 CH12-13 CH12-14 CH12-15	
Component					Weighting
Skills in Working Scientifically	10	20	15	15	60
Knowledge and Understanding	10	5	10	15	40
Weighting	20	25	25	30	100

Chinese and Literature

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	In class	Hand in and in class	In class	Trial HSC Examination	
	Term 4 Week 6 21 November	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4/5	
	Outcomes assessed 1.1, 1.2, 1.3 2.1, 2.2, 2.3, 2.4 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 4.1, 4.2, 4.3	Outcomes assessed 1.1, 1.2, 1.3 2.1, 2.2, 2.3, 2.4 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 4.1, 4.2, 4.3	Outcomes assessed 1.1, 1.2, 1.3 2.1, 2.2, 2.3, 2.4 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 4.1, 4.2, 4.3	Outcomes assessed 1.1, 1.2, 1.3 2.1, 2.2, 2.3, 2.4 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 4.1, 4.2, 4.3	
Speaking		10			10
Listening & Responding	5		10	5	20
Reading & Responding	5	5	15	15	40
Writing in Language	10	5	5	10	30
Task Weighting	20	20	30	30	100

Community and Family Studies

HSC Course 2025

	Task 1	Task 2	Task 3	Task 4	
	Research Methodology (IRP) In class-analysis	Case study of a Community Group and in class task	Parenting and Caring Extended Response written task	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 7	Term 2 Week 9	Term 3 Week 4,5	
Component	Outcomes assessed H4.1, H4.2	Outcomes assessed H1.1, H2.2, H2.3, H3.1, H3.3, H5.1	Outcomes assessed H2.1, H2.2, H3.2, H3.4, H5.2, H6.1	Outcomes assessed H2.3, H3.3, H3.4, H5.2, H6.1, H6.2	Weighting
Knowledge and understanding of the course content		15	15	10	40
Skills in critical thinking, research methodology, analysing and communicating	20	10	10	20	60
Weighting	20	25	25	30	100

Dance

HSC Course 2025

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Presentation/ Submission Core Composition And Major Study work in progress. Including process diary containing record of research and analysis of problem solving and decision making specific to concept and intent.	Written Core Appreciation Task ONE extended response question on one of the prescribed artists and their work.	Presentation of Core Performance Under Development Including process diary, critical analysis and evaluation of performance quality, interpretation and style and submission of safe dance practice journal.	Presentation/ Submission Core Composition And Major Study work in progress. Including process diary containing record of research and analysis of problem solving and decision making specific to concept and intent.	
	Term 4, Week 9	Term 1, Week 6	Term 2, Week 5	Term 2, Week 10	
	H1.2, H3.1, H3.2, H3.3 *	H1.3, H4.1, H4.2, H4.4	H1.1, H2.1, H2.2, H2.3	H1.2, H3.1, H3.2, H3.3 *	
Core Performance			20		20
Core Composition	10			10	20
Appreciation		20			20
Major Study	20			20	40
Total %	30	20	20	30	100

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

Design and Technology

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Project Proposal Presentation	Innovation and Emerging Technology Case Study	MDP progress report	Evaluation Report and	Trial HSC Exam	
	Term 4 Week 7	Term 1 Week 7	Term 2 Week 4	Term 2 Week 7	Term 3 Week 4,5	
	Outcomes assessed H2.1, H4.1, H4.2	Outcomes assessed H2.2, H3.1, H3.2, H6.2		Outcomes assessed H4.3, H5.1, H5.2, H6.1	Outcomes assessed H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Knowledge and understanding of course content		20			20	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	30		15	15		60
Weighting	30	20	15	15	20	100

Visual Arts + Design & Technology Exhibition is in Term 3, Week 3. All Major Projects are to be completed by this time for exhibition and to prepare for marking by NESAs.

*Please note that it is the responsibility of the student to cover the costs of the Major Projects materials and production

Drama

HSC Course – not being examined at Burwood GHS in 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Performance Task Australian Contemporary Theatre: Drama In class extended response based on class workshops.	Individual Project: Work in progress presentation / performance of work(s) in progress, logbook including preliminary drafts and research	Group Performance Individual Performance / Project and rationale	Trial HSC Exam Contemporary Australian Drama Practice Studies in Drama and Theatre	
	Term 4 Week 9	Term 1 Week 4	Term 2 Week 10	Term 3 Weeks 4-5	
	Outcomes assessed H1.7, 1.9, H3.1, 3.2, 3.3, 3.4, 3.5	Outcomes assessed H1.1, 1.3 1.5, 1.7, 2.1, 2.2, 2.3, 2.4,	Outcomes assessed H1.1, 1.2, 1.3, 1.5, 1.7, 1.8, 2.2, 2.4, 2.5, H3.1, 3.2, 3.3, 3.4, 3.5	Outcomes assessed H1.1, 3.5	
Making	15	15	10		40
Performing			30		30
Critically Studying	10			20	30
Weighting	25	15	40	20	100

Earth and Environmental Science

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Topic Test Earth's Processes	Topic test Hazards	Depth Study Presentation Climate Science	Trial Examination	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4-5	
	Outcomes assessed EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12	Outcomes assessed EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-13	Outcomes assessed EES11/12-1 EES 11/12-5 EES11/12-6 EES11/12-7 EES12-14	Outcomes Assessed EES11/12-1 EES11/12-2 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-12 EES11-13 EES11-14 EES11-15	
Skills in Working Scientifically	10	15	20	15	60
Knowledge and Understanding	10	10	5	15	40
Weighting	20	25	25	30	100

Economics

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	The Global Economy Case Study	Australia in the Global Economy Topic Test	Economic Issues Research Task & Extended Response	Trial HSC Exam	
	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4,5	
	Outcomes Assessed H1, H8, H9, H10, H12	Outcomes Assessed H1, H4, H8, H1	Outcomes Assessed H2, H7, H9, H10, H12	Outcomes Assessed H1- H11	
Knowledge and understanding of course content	5	10	10	15	40
Stimulus based skills		10		10	20
Inquiry and research	10		10		20
Communication of economic information, ideas and issues in appropriate forms	10		5	5	20
Weighting	25	20	25	30	100

English Advanced

HSC Course 2025

Task number	Task 1	Task 2	Task 3	Task 4	Weighting
	Multimodal presentation and viva voce Common Module: Texts and Human Experiences	Comparative essay Module A: Textual Conversations	Creative and Reflection Task Module C: Craft of Writing	Trial HSC Examination Common Module Module A Module B	
	Term 4 Weeks 9-10	Term 2 Week 1	Term 2 Week 7	Term 3 Weeks 4–5	
	EA12-1, EA12-2 EA12-3, EA12-4, EA12-5, EA12-6, EA12-7 EA12-8	EA12-3, EA12-5, EA12-6, EA12-7, EA12-8	EA12-1, EA12-4, EA12-5, EA12-9, EA12-7	EA12-1, EA12-5, EA12-6, EA12-8, EA12-9	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	10	10	15	15	50
Total %	20	25	25	30	100

English as an Additional Language/Dialect (EAL/D)

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Extended response Module A Texts and Human Experiences	Multimodal presentation Module B: Language, Identity and Culture	Viewing and Responding Task Module D: Focus on Writing (related to Module C)	Trial HSC Examination Module A Module B Module C Listening Paper	
	Term 4 Week 10	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 4 - 5	
	Outcomes assessed EAL 12-1A, 2, 6, 9	Outcomes assessed EAL 12-1A, 7, 8, 9	Outcomes assessed EAL 12- 1A, 3, 4, 5	Outcomes assessed EAL 12- 1B, 2, 3, 4	
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across the modes	10	15	10	15	50
Weighting	20	25	25	30	100

English Extension 1

HSC Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Creative and Critical Response to Unseen Texts	Sustained Critical Response Incorporating Related Text	Trial HSC Examination	
	Common Module: Literary Worlds	Worlds of Upheaval (Elective 2)	Common Module: Literary Worlds & Worlds of Upheaval (Elective 2)	
	Term 1 Week 2	Term 2 Week 10	Term 3 Weeks 4-5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	EE12-2, EE12-4, EE12-5	EE12-1, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Weighting	30	40	30	100

English Extension 2

HSC Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Viva Voce	Literature Review	Critique of the creative process	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	EEX12-1, EEX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-3	EEX12-2, EEX12-3, EEX12-5	
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Weighting	30	40	30	100

Note: Students must submit the Major Work Journal for monitoring with each task

English Standard

HSC Course 2025

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multimodal presentation and viva voce Common Module: Texts and Human Experiences	Analytical essay Module A: Language, Identity and Culture	Creative and Reflection task Module C: Craft of Writing	Trial HSC Examination Common Module Module A Module B	
	Term 4, Weeks 9-10	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 4-5	
	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7 EA12-8	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	25	25	30	100

English Studies

HSC Course 2025

Task number	Task 1	Task 2	Task 3	Task 4	Weighting
	Research task We are Australians	Collection of classwork All modules	Multimodal presentation Common Module (if applicable)	Trial HSC Examination All modules	
	Term 4 Week 10	Term 1 Week 10	Term 2 Weeks 9-10	Term 3 Week 4-5	
	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	ES12-1, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	
Knowledge and understanding of course content	10	15	15	10	50
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	15	15	10	10	50
Total %	25	30	25	20	100

Enterprise Computing

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<p style="text-align: center;">Written Task</p> <p style="text-align: center;"><i>Individual Task</i></p> <p style="text-align: center;">Data Science Theory/Skills</p>	<p style="text-align: center;">Written Task</p> <p style="text-align: center;"><i>Individual Task</i></p> <p style="text-align: center;">Data Science/Data Visualisation - Processing and presenting data</p>	<p style="text-align: center;">Enterprise Project</p> <p style="text-align: center;"><i>Individual Task</i></p>	<p style="text-align: center;">Trial HSC Exam</p> <p style="text-align: center;"><i>Individual Task</i></p>	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4–5	
	EC-12-01 EC-12-06 EC-12-11	EC-12-02 EC-12-04 EC-12-05	EC-12-01 EC-12-03 EC-12-08 EC-12-09 EC-12-10	EC-12-01 EC-12-02 EC-12-03 EC-12-04 EC-12-05 EC-12-05 EC-12-06 EC-12-07 EC-12-08 EC-12-09 EC-12-10 EC-12-11	
Knowledge and understanding of course content	10	10	15	15	50
Knowledge and skills in the practical application of the content	5	15	15	15	50
Task total	15	25	30	30	100

Entertainment Industry (VET)

CUA30415 Certificate III in Live Production Services 180 indicative hours- VET Course

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities, and will assist students to move to various education and training sectors and employment.

Vocational Education courses involve:

Dual accreditation – the curriculum framework includes courses which are accredited for the HSC (4 Preliminary and/or HSC units in total) and provides students with the opportunity to obtain nationally recognised vocational qualifications (**CUA30415 Certificate III in Live Production Services**).

Work placement – a mandatory component of VET courses is 70 hours of structured work placement. 35 hours of work placement must be completed externally and 35 hours of work placement must be completed internally. Students must complete all work placement hours to be awarded the HSC credential.

Practical work – approximately 1/3 of the course work involves practical experiences undertaken in the classroom and in an industry setting. It is important that students are prepared for each lesson and are vigilant in their attendance so that all requirements are met.

Method of Assessment

Entertainment assessment in Years 11 and 12 is **competency based** with continual and ongoing assessment throughout the year.

This means that a student is assessed on their performance of knowledge or skills, which is required by **industry standards**.

Competency based assessment is largely activity-based and practical. However, competency also implies that an individual displays an understanding of the knowledge, which underpins the practical performance.

A student is deemed competent when they:

- carry out the task to an acceptable industry standard
- organise and manage a range of different tasks
- respond appropriately to a breakdown in routine
- apply existing knowledge and skills to new situations
- use communication and interpersonal skills that suit the work environment.

Students have the opportunity to attempt a task a reasonable number of times in order to fulfil the requirements of a competency. Students may need to arrange a suitable time outside of normal class time to complete competency tasks.



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

ENTERTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2023 - HSC 2025


QUALIFICATION: Statement of Attainment towards CUA30420 Certificate III in Live Production and Services

Training Package: CUA Creative Arts and Culture (version 5.1)

NESA code
2 U X 2 YR - 26401
2025 HSC Exam:
26499
LMBR UI Code:
(11 OR 12)
CUA30420326401B

TERM	Unit Code	Units Of Competency	AQF CORE	HSC STAT	HSC INDIC	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
6 PRELIMINARY UOCs							240 Indicative Hours over 2 years 35 hrs Work placement
Term 1	CPCWHS1001	Prepare to work safely in the construction industry	E	M	10	Cluster 1 – White Card Credit transfer for this unit when delivered by another RTO. Please insert name of RTO who delivered: NIDA	
Term 1/2	CUAWHS312 CUASOU331	Apply work health and safety practices Undertake live audio operations	E E	M M	15 25	Cluster 2 – Safe and Sound Written Questioning, Direct Observation, Product based methods, portfolio	
Term 2/3	CUALGT311 CUASTA212	Operate basic lighting Assist with bump in and bump out of shows	E E	M E	25 20	Cluster 3 – Bump in the Light Written Questioning, Practical documentation, Direct Observation of Practical Work	
Term 3	CUAIND311	Work effectively in the creative arts industry	C	M	20	Cluster 4 – Working in the Industry	
6 HSC UOCs							
Term 4/5	SITXCCS006 CUASOU306 CUAVSS312	Provide services to customers Operate sound reinforcement systems Operate vision systems	E E E	M E M	20 20 25	Cluster 5 – To Project and Serve Direct observation of simulated project-based activity, Research and response, Quiz, Case studies, Direct observation of role play	35 hrs Work placement
Term 6/7	CUASTA311 CUASMT311 CUAIND314	Assist with production operations for live performances Work effectively backstage during performances Plan a career in the creative arts industry	E E C	M E E	25 20 20	Cluster 6 – Showtime! Knowledge Questions, Product based methods, Portfolio of Evidence, Direct Observation, Career Research and Resume Writing	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This

OPTIONAL Unit delivered in Term X	HLTAID011 (optional)	Provide first aid (optional) (to be delivered by an external RTO) Please ensure school retains the Statement of Attainment from the external RTO for each student	E	E	20	Credit transfer for this unit when delivered by another RTO.	mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
NESAs requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.					Total Hours 265	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

 PUBLIC SCHOOLS NSW ULTIMO RTO 90072 ENTERTAINMENT INDUSTRY SPECIALISATION STUDY (60 Indicative hours) ASSESSMENT SCHEDULE Preliminary Year 2022 or HSC 2023 QUALIFICATION: Statement of Attainment towards CUA30420 Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture (version 5.1)							NESA code 1 U X 1 YR - 26403 LMBR UI Code: (11 OR 12) CUA30420226403B
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements
Term XX	3 HSC UOCs					Cluster 7: The Event Practical Observation, Son Et Lumière, Written Questioning, Evaluations and Portfolio	Students enrolled in the 60 hour specialisation course must also be enrolled in the 240 hour course. The HSC examination is based on content from the 240 hour course <i>No additional work placement is required.</i>
	CUALGT314	Install and operate follow spots	E	E	20		
	CUAPPR314	Participate in collaborative creative projects	C	E	20		
	BSBBEF301	Organise personal work priorities and development	C	E	20		
NESAs requires students to study a minimum of 60 hours to meet HSC requirements.					Total Hours 60	No Units of Competency from the 60 hour specialisation study are examinable in the HSC exam. The HSC examination will be based on the 240 hour course only.	

Exploring Early Childhood (Non-ATAR)

HSC Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	HSC Task 1 Children's literature- Design, construct and evaluate a Children'd book	HSC Task 2 Children with special Needs research	HSC Task 3 Children's Literature/ Starting School/Health and Safety Trial Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4-5	
Outcomes	1.2, 1.3, 1.4, 4.1	1.5, 2.1, 2.2, 2.3	1.2, 1.3, 1.4, 2.2,2.4, 2.5, 4.1	
Knowledge and understanding of course content	15	20	15	50
Skills	25	10	15	50
Weighting	40%	30%	30%	100

Food Technology

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	HSC Task 1 Australian Food Industry Term 4 Week 7	HSC Task 2 Food Manufacture Term 1 Week 7	HSC Task 3 Food Product Development Term 2 Week 9	HSC Task 4 Trial Exam Term 3, Week 4 - 5	
Outcomes	H1.2, H3.1	H 4.2 H 1.1	H1.3 H4.1 H5.1	H1.1, H1.3, H1.4, H2.1, H3.2	
Knowledge and understanding of course content	15	5	5	15	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	5	5	30
Skills in experimenting with and preparing food by applying theoretical concepts		10	20		30
Weighting	25	25	30	20	100

French Continuers

HSC Course – not being examined at Burwood GHS in 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Listening, Reading, Writing In-class task	Speaking, Reading, Writing Hand-in/in- class task	Speaking, Listening, Reading In-class task	Trial HSC Exam	
	Term 4 Week 9	Term 1 Week 7	Term 2 Week 7	Term 3 Week 4-5	
	2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	
Speaking		10	5	5	20
Listening & Responding	5		15	10	30
Reading & Responding	5	5	10	10	30
Writing in French	10	5		5	20
Weighting	20	20	30	30	100

Geography

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Global Sustainability Short Answers	Rural and Urban Places Fieldwork & Extended Response	Ecosystems and Global Diversity Topic Test	Trial HSC Exam	
	Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Week 4,5	
	Outcomes Assessed GE-12-01-05, GE-12-07-09	Outcomes Assessed GE-12-01-07, GE-12-09	Outcomes Assessed GE-12-01-09	Outcomes Assessed GE12-01-09	
Knowledge and understanding of course content	10	10	10	10	40
Geographical skills and tools	5		5	10	20
Geographical inquiry and research, including fieldwork		10	5	5	20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
Weighting	20	25	25	30	100

History Extension

HSC Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	History Interest Project Proposal	History Interest Project Submission	Trial HSC	
	Term 4 Week 10	Term 2 Week 6	Term 3 Weeks 4-5	
	Outcomes assessed E1.1, E2.1, E2.2	Outcomes assessed E.1.1, E2.1, E2.2, E2.3	Outcomes assessed E1.1, E2.2, E2.3	
Knowledge and understanding of significant historical ideas and processes			15	15
Skills in designing, undertaking and communicating historical inquiry – the History project	5	30		35
Weighting	5	30	15	50

Hospitality – Food and Beverage

Qualification: SIT20322 Certificate II in Hospitality

Ultimo RTO - Department of Education - 90072

120 indicative hours – VET Course

HSC Course 2025

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities, and will assist students to move to various education and training sectors and employment.

Vocational Education courses involve:

Dual accreditation – the curriculum framework includes courses which are accredited for the HSC (4 Preliminary and/or HSC units in total) and provides students with the opportunity to obtain nationally recognised vocational qualifications (SIT20316 Certificate II in Hospitality).

Work placement – a mandatory component of VET courses is 70 hours of structured work placement. 35 hours of work placement must be completed in Year 11 and 35 hours of work placement must be completed in Year 12. Students must complete all work placement hours to be awarded the HSC credential.

Practical work – approximately 1/3 of the course work involves practical experiences undertaken in the classroom and in an industry setting. It is important that students are prepared for each lesson and are vigilant in their attendance so that all requirements are met.

Method of Assessment

Hospitality assessment in Years 11 and 12 is **competency based** with continual and ongoing assessment throughout the year.

This means that a student is assessed on their performance of knowledge or skills, which is required by **industry standards**.

Competency based assessment is largely activity-based and practical. However, competency also implies that an individual displays an understanding of the knowledge, which underpins the practical performance.

A student is deemed competent when they:

- carry out the task to an acceptable industry standard
- organise and manage a range of different tasks
- respond appropriately to a breakdown in routine
- apply existing knowledge and skills to new situations
- use communication and interpersonal skills that suit the work environment.

Students have the opportunity to attempt a task a reasonable number of times in order to fulfil the requirements of a competency. Students may need to arrange a suitable time outside of normal class time to complete competency tasks. Students will be required to purchase their own ingredients for any make-up practical lessons, if necessary.

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2	Task 3	Task 4	Trial Exam**
		Week	Week	Week	Week
		Term 4	Term 5	Term 7	Term 7
		Date:	Date:	Date:	Date:
Code	Unit of Competency				
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB024	Prepare and serve non-alcoholic beverages		X		
SITHFAB025	Prepare and serve espresso coffee		X		
SITHFAB027	Serve food and beverages		X		
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

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

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

Indonesian Continuers

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	In class/Hand-in	Interview & in class	Interview & in class	Trial HSC Examination	
	Term 4 Week 8 4 December	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5	
	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	
Speaking		10	5	5	20
Listening	5		15	10	30
Reading	5	5	10	10	30
Writing	10	5		5	20
Task Weighting	20	20	30	30	100

Indonesian Extension

HSC Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Hand in/in-class	Hand-in/in-class	Trial HSC Examination	
	Term 1 Week 6	Term 2 Week 8/9	Term 3 Week 4/5	
	1.1, 1.2 2.1, 2.2, 2.3	1.1, 1.2 2.1, 2.2, 2.3	1.1, 1.2 2.1, 2.2, 2.3	
Speaking	5	10	5	20
Text Analysis	15	10	15	40
Writing	10	20	10	40
Task Weighting	30	40	30	100

Italian Beginners

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	In class	Hand in & in class	Interview & in class	Trial HSC Examination	
	Term 4 Week 9 13 December	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4/5	
	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	
Speaking		5	10	5	20
Listening	10		10	10	30
Reading		10	10	10	30
Writing	5	10		5	20
Task Weighting	15	25	30	30	100

Italian Continuers

HSC Course – not being assessed at Burwood GHS in 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Speaking, Listening, Reading In-class task & interview	Speaking, Reading, Writing In-class task	Speaking, Listening, Writing In-class task	Trial HSC Exam	
	Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Week 4-5	
	1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	
Speaking		10	5	5	20
Listening & Responding	5		15	10	30
Reading & Responding	5	5	10	10	30
Writing in Italian	10	5		5	20
Weighting	20	20	30	30	100

Japanese Beginners

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	In class	Hand in & in class	Interview & in class	Trial HSC Examination	
	Term 4 Week 9 13 December	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4/5	
	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	
Speaking		5	10	5	20
Listening	10		10	10	30
Reading		10	10	10	30
Writing	5	10		5	20
Task Weighting	15	25	30	30	100

Japanese Continuers

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	In class/Hand-in	Interview & in class	Interview & in class	Trial HSC Examination	
	Term 4 Week 8 5 December	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5	
	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	
Speaking		10	5	5	20
Listening	5		15	10	30
Reading	5	5	10	10	30
Writing	10	5		5	20
Task Weighting	20	20	30	30	100

Japanese Extension

HSC Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Hand in/in-class	Hand-in/in-class	Trial HSC Examination	
	Term 1 Week 6	Term 2 Week 8/9	Term 3 Week 4/5	
	1.1, 1.2 2.1, 2.2, 2.3	1.1, 1.2 2.1, 2.2, 2.3	1.1, 1.2 2.1, 2.2, 2.3	
Speaking	5	10	5	20
Text Analysis	15	10	15	40
Writing	10	20	10	40
Task Weighting	30	40	30	100

Korean Beginners

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	In class	Hand in & in class	Interview & in class	Trial HSC Examination	
	Term 4 Week 9 13 December	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4/5	
	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	
Speaking		5	10	5	20
Listening	10		10	10	30
Reading		10	10	10	30
Writing	5	10		5	20
Task Weighting	15	25	30	30	100

Korean Continuers

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	In class/Hand-in	Interview & in class	Interview & in class	Trial HSC Examination	
	Term 4 Week 8 2 December	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5	
	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	
Speaking		10	5	5	20
Listening	5		15	10	30
Reading	5	5	10	10	30
Writing	10	5		5	20
Task Weighting	20	20	30	30	100

Legal Studies

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	CRIME	FOCUS STUDY 1: Workplace	FOCUS STUDY 2: Indigenous People	Trial HSC Exam	
	In class test	Research Essay	In-class essay		
	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4,5	
	Outcomes assessed H1, H3, H7, H9	Outcomes assessed H4, H5, H8, H9, H10	Outcomes assessed H3, H5, H6, H7, H9	Outcomes assessed H1 - H10	
Knowledge and understanding	10	5	10	15	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research		10	5	5	20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
Weighting	20	25	25	30	100

Mathematics Advanced

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Written Test	Written Test	Written Test	Trial HSC Exam	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 10	Term 3 Week 4,5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MA12-1 MA12-2 MA12-4 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-5 MA12-6 MA12-9 MA12-10	MA12-2 MA12-4 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	
Understanding, fluency and communication	13	12	10	15	50
Problem solving, reasoning and justification	12	13	10	15	50
Weighting	25	25	20	30	100

Mathematics Extension 1

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Written Test	Written Test	Written Test	Trial HSC Exam	
	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4,5	
	Outcomes assessed ME12-2 ME12-6	Outcomes assessed ME12-1 ME12-3 ME12-6	Outcomes assessed ME12-1 ME12-4 ME12-5 ME12-6	Outcomes assessed ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6	
Understanding, fluency and communication	13	10	12	15	50
Problem solving, reasoning and justification	12	10	13	15	50
Weighting	25	20	25	30	100

Mathematics Extension 2

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Written Test	Written Test	Written Test	Trial HSC Exam	
	Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	Term 3 Week 4,5	
	Outcomes assessed MEX12-1 MEX12-2 MEX12-4	Outcomes assessed MEX12-1 MEX12-2 MEX12-3	Outcomes assessed MEX12-1 MEX12-5 MEX12-6	Outcomes assessed MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6	
Understanding, fluency and communication	13	12	10	15	50
Problem solving, reasoning and justification	12	13	10	15	50
Weighting	25	25	20	30	100

Mathematics Standard 2

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Written Test	Written Test	Written Test	Trial HSC Exam	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4,5	
	Outcomes assessed MS11-2, 5, 6, 9, 10 MS2-12-1, 3, 4, 5, 6, 9, 10	Outcomes assessed MS2-12-7,8,10	Outcomes assessed MS2-12-3, 4, 5, 7, 9, 10	Outcomes assessed MS11 (1-10) MS2-12 (1-10)	
Understanding, fluency and communication	12	10	13	15	50
Problem solving, reasoning and justification	13	10	12	15	50
Weighting	25	20	25	30	100

Mathematics Standard 1

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Written Test	Written Test	Written Test	Trial HSC Exam	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4,5	
	Outcomes assessed MS1-12-2, 3, 4, 7, 9, 10	Outcomes assessed MS1-12-8, 9, 10	Outcomes assessed MS1-12-3, 4, 9, 10	Outcomes assessed MS1-12 (1-10)	
Understanding, fluency and communication	12	10	13	15	50
Problem solving, reasoning and justification	13	10	12	15	50
Weighting	25	20	25	30	100

Modern History

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	CORE STUDY Source Analysis and extended response	NATIONAL STUDY Historical Analysis Research Essay	PEACE AND CONFLICT In- class Essay	Trial HSC Core – 5% Russia – 5% Indochina – 5% Civil Rights-10% Exam	
	Term 4 Week 8	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 4,5	
	Outcomes assessed MH12-2, MH12-3, MH12-6, MH12-9	Outcomes assessed MH12-1, MH12-4, MH12-8, MH12-9	Outcomes assessed MH12-1, MH12-2, MH12-3, MH12-8, MH12-9	Outcomes assessed MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
Knowledge and understanding	10	10	10	10	40
Source-based Skills	15			5	20
Historical Inquiry and research		10	10		20
Communication of historical understanding		5	5	10	20
Weighting	25	25	25	25	100

Music 1

HSC Course 2025

	Task 1	Task 2	Task 3	Task 4	
Component	Composition pieces, folio and activities representing current topic/s	Presentation of performances representing the topics	Musicology Research Folio on current topic/s supported with listening and analysis and Viva Voce	Trial HSC Exam Aural/ Musicology Paper Core Performance Piece Electives 1, 2 and 3. Depending on the elective this may be a performance; or a musicology viva voce or portfolio; or material from the composition portfolio*	Weighting
	Term 1 Week 3	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4,5	
	Outcomes assessed H3, H4, H7	Outcomes assessed H4, H5, H6	Outcomes assessed H1, H2, H9	Outcomes assessed H1*, H2*, H3*, H4*, H5*, H6*, H7*, H8*	
Core Performance		25			25
Core Composition	25				25
Core Musicology			25		25
Core Aural				10	10
Elective 1				5	5
Elective 2				5	5
Elective 3				5	5
Weighting	25	25	25	25	100

*Please note that it is the responsibility of the student to cover the costs of accompanists for performances.

Music 2

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Solo or ensemble performance representing the Mandatory topic 1 piece	Practice Aural skills and Musicology Exam. Take home essay question based on Mandatory Topic.	Development of composition first draft (score) and portfolio including analysis of compositional techniques	Trial HSC Exam Aural/ Musicology Paper Core Performance and Sight Singing Music 2 Elective: this could be Performance, Composition or Musicology*	
	Term 1 Week 3	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4,5	
	Outcomes assessed H1, H6, H8	Outcomes assessed H2, H5, H7, H8	Outcomes assessed H2, H3, H4, H5	Outcomes assessed H1*, H2*, H3*, H4*, H5*, H6*, H7*, H8*, H9*	
Core Performance	20			10	30
Core Composition			25		25
Core Musicology		15		5	20
Core Aural		10		5	15
Performance or Composition or Musicology Elective				10	10
Weighting	20	25	25	30	100

*Please note that it is the responsibility of the student to cover the costs of accompanists for performances.

Music Extension

HSC Course 2025

Component	Task 1	Task 2	Weighting	
	<ul style="list-style-type: none"> • Performance – performance of repertoire and background research of repertoire or • Composition portfolio – analysis of works and styles and draft compositions or • Musicology portfolio – research and critical analysis of works 	Trial HSC Exam		<ul style="list-style-type: none"> • Performance – performance of repertoire and critical appraisal of own concert practice or • Composition portfolio – viva voce including development and resolution of ideas, musical concepts and techniques or • Musicology portfolio – viva voce including development and resolution of topic, sources, and ideas
	Term 1 Week 10	Term 3 Week 4,5		
	Outcomes assessed H1*, H2*, H3*, H4*, H5*, H6*	Outcomes assessed H1*, H2*, H3*, H4*, H5*, H6*		
Performance OR Composition OR Musicology	50	50	100	
Weighting	25	25	50	

* *Teachers will select the appropriate outcomes based on the Performance or Composition or Musicology options selected by each student.

*Please note that it is the responsibility of the student to cover the costs of accompanists for performances.

Numeracy

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Assignment	Assignment	Assignment	Assignment	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4,5	
	N6-2.3 N6-2.4 N6-2.5 N6-3.1	N6-1.3 N6-2.2 N6-2.5 N6-3.2	N6-1.1 N6-2.3 N6-2.5 N6-3.1	N6-1.1 N6-2.6 N6-3.1 N6-3.2	
Knowledge and understanding	10	10	15	15	50
Skills	15	10	10	15	50
Weighting	25	20	25	30	100

Personal Development, Health, and Physical Education

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Written In class topic test	Research and hand in task In-class component	Extended response essay	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 5	Term 3 Week 4,5	
	H1, H2, H3, H5, H15, H16	H4, H7, H11, H16, H17	H7, H8 H9, H16, H17	H1 - H17	
Knowledge and understanding of: <ul style="list-style-type: none"> factors that affect health and health promotion for improved performance the way the body moves 	10	10	5	10	35
Skills in: <ul style="list-style-type: none"> Influencing personal and community health Taking action to improve training, participation and performance in physical activity 	10	5	5	10	30
Skills in critical thinking, research, and analysis	5	10	10	10	35
Weighting	25	25	20	30	100

Photography, Video and Digital Imaging

HSC Course 2025

	Task 1	Task 2	Task 3	
	Artemaking Task #1 <i>'In Motion'</i>	Critical & Historical Study #1 & Artemaking Task #2 <i>'Behind the Zines'</i>	Critical & Historical Study #2 & Artemaking Task #3 <i>'Choose Your Own Adventure'</i>	
	Term 4 Week 10	Term 1 Week 10	Term 3 Week 6	
	Outcomes assessed M1, M2, M3, M4, M5, M6,	Outcomes assessed M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	Outcomes assessed M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	
Component				Weighting
Artemaking	20	25	25	70
Art Criticism and Art History		15	15	30
Weighting	20	40	40	100

Physics

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Topic Test Advanced Mechanics	Depth Study Electromagn etism	Topic Test Light	Trial HSC Examination	
	Term 4 Week 7	Term 1 Week 8	Term 2 Week 6	Term 3 Week 4,5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH12-13	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH12-14	PH11/12-5 PH11/12-6 PH11/12-7 PH12-15	
Skills in Working Scientifically	10	20	15	15	60
Knowledge and Understanding	10	5	10	15	40
Weighting	20	25	25	30	100

Society and Culture

HSC Course 2025

	Task 1	Task 2	Task 3	Task 4	
Component	Social & Cultural Continuity and Change Presentation	Depth Study In class written response	Depth Study In class written response	Trial HSC Exam	
	Term 4 Week 10	Term 2 Week 5	Term 2 Week 10	Term 3 Week 4,5	
	Outcomes assessed H1, H6, H7, H8, H10	Outcomes assessed H1, H3, H5, H10	Outcomes assessed H2, H3, H9, H10	Outcomes assessed H1, H3, H4, H5, H10	Weighting
	Knowledge and understanding of course content	5	15	10	20
Application and evaluation of social and cultural research methods	10	5	10	5	30
Communication of information, ideas, and issues in appropriate forms	5	5	5	5	20
Weighting	20	25	25	30	100

Studies of Religion 2 unit

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Hinduism	Buddhism	Islam	Trial HSC Exam	
	Research Essay	In class test	Source analysis		
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Week 4,5	
	H1, H2, H7, H8, H9	H1, H2, H4, H8, H9	H1, H2, H6, H8, H9	H3, H4, H5, H8, H9	
Knowledge and understanding of course content	10	10	5	15	40
Source-based skills			10	10	20
Investigation and research	10	5	5		20
Communication of information, ideas and issues in appropriate form	5	5	5	5	20
Weighting	25	20	25	30	100

Studies of Religion 1 unit

HSC Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Religion in Australia	Islam	Trial HSC Exam	
	Short Answers	Research Essay		
	Term 4 Week 6	Term 1 Week 10	Term 3 Week 4,5	
	Outcomes assessed H1, H2, H7, H8, H9	Outcomes assessed H4, H5, H6, H8, H9	Outcomes assessed H1, H2, H4, H5, H6, H8	
Knowledge and understanding of course content	5	5	10	20
Source-based skills	5		5	10
Investigation and research	5	5		10
Communication of information in appropriate form		5	5	10
Weighting	15	15	20	50

Textiles and Design

HSC Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	MTP Designing and Planning Presentation and Written Proposal (Oral Presentation & Hand In Written Proposal)	Contemporary Designer Case Study (In Class Exam)	Project Development and Management Report (In Class – Hand In)	Trial HSC Written Exam	
	Term 4 Week 8 Monday Period 4	Term 1 Week 5	Term 2 Week 7	Term 3 Week 4 or 5	
	Outcomes assessed H2.1, H2.3, H4.21	Outcomes assessed H5.1, H6.	Outcomes assessed H1.1, H1.2, H2.2, H3.1, H4.2	Outcomes assessed H1.3, H3.1, H3.2, H4.1, H5.2, H6.1	
Knowledge and understanding of course content		20	5	25	50
Skills and knowledge in the design, manufacture and management of a major textiles project	20		30		50
Weighting	20	20	35	25	100

- **NESA Textiles & Design Major Projects completion and hand in date TBA (NESA has not yet published the official due date), however, it is in August. You will be advised when the date is available.**
- **BOW Exhibition – Term 3, Week 3**
All Major Projects are to be completed by this time for the exhibition and to prepare for external marking by NESA.

Visual Arts

HSC Course 2025

	Task 1	Task 2	Task 3	Task 4	Task 5	
	Body of Work* Development of two prototypes with Visual Arts Diary documentation	Body of Work* Development (50% complete) with Visual Arts Diary documentation	In-class essay based on case study content	Body of Work* development (75% complete) with Visual Arts Diary documentation	Trial HSC Exam – Art Criticism and Art History	
	Term 4 Week 7	Term 1 Week 8	Term 2 Week 2	Term 2 Week 5	Term 3 Week 4,5	
	Outcomes assessed H1, H2, H3, H4, H5	Outcomes assessed H1, H2, H3, H4, H5, H6	Outcomes assessed H7, H8, H9, H10	Outcomes assessed H1, H2, H3, H4, H5, H6	Outcomes assessed H7, H8, H9, H10	
Component Artmaking	10	20		20		Weighting 50
Art Criticism and Art History			20		30	50
Weighting	10	20	20	20	30	100

Students will display their Body of Work at the exhibition is in Term 3, Week 3.

All artworks are to be completed by this time for exhibition and to prepare for marking by NESAs.

*Please note that it is the responsibility of the student to cover the costs of Body of Work artmaking materials and production.

Work Studies

HSC Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	CORE STUDY My Working Life: Career Plan Presentation	PERSONAL FINANCE Holiday Budget	WORKPLACE COMMUNICATION Portfolio of ICT skills, Resume and Job Interview	
	TERM 1 Week 4	TERM 2 Week 3	TERM 3 Week 2	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	2, 4, 5	5, 9	2, 5	
Knowledge and Understanding	10	10	10	30
Skills	20	20	30	70
Weighting	30	30	40	100