

Moss Vale High School



Higher School Certificate

2024/2025

Assessment



Table of Contents	Page
The Higher School Certificate	4
Eligibility requirements for the HSC	4
Satisfactory Completion	4
School-based Assessment: Board Developed Courses	5
School-based Assessment: Board Endorsed Courses	5
School-based Assessment: VET Courses	6
School-based Assessment: Life Skills Courses	7
External Assessment: Higher School Certificate	8
Students Online	8
Teacher Responsibilities	19
Student Responsibilities	10
• Task Completion	10
• Task Submission	10
• Honesty in Assessment Malpractice	11
• Use of Artificial Intelligence	
• Attendance	12
• Keeping Copies of Tasks	12
'N' Determinations	13
Disability Provisions	13
Illness/Misadventure Applications	14
Appealing Declined Illness/Misadventure Applications	14
Illness/Misadventure Procedure	15
Suspected Malpractice	16
Student Appeals Malpractice	16
Suspected Malpractice Procedure	17
Subject Assessment Schedules Board Developed Courses	18-45
Agriculture	18
Ancient History	19
Biology	20

Business Studies	21
Chemistry	22
Community and Family Studies	23
Drama	24
Earth and Environmental Science	25
English	26-30
Food Technology	31
History Extension	32
Industrial Technology Timber	33
Legal Studies	34
Mathematics	35-39
Modern History	40
Music 1	41
Personal Development, Health, Physical Education	42
Physics	43
Society & Culture	44
Visual Arts	45
Subject Assessment Schedules Vocational Education and Training Courses	46-52
Business Services	47
Construction	48
Entertainment	49
Hospitality Food & Beverage	50
Primary Industries	51
Subject Assessment Schedules Content Endorsed Courses	52-54
Sport, Lifestyle & Recreation Studies	52
Visual Design	53
Work Studies	54

The Higher School Certificate

The Higher School Certificate (HSC) is the highest educational award you can achieve in New South Wales. To be eligible, students must meet HSC course requirements and sit for requisite HSC examinations.

Study for the HSC begins with the Preliminary Year. Study for your HSC year will begin in Term 4, usually around October.

Eligibility Requirements for the HSC

To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA.
- attend a government school, an accredited non-government school, an NSW Education Standards Authority recognised school outside NSW, or a TAFE college.
- complete *HSC: All My Own Work* (or its equivalent) satisfactorily complete courses in the patterns of study detailed below.
- sit for and make a serious attempt at the required HSC exams.
- meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course

Satisfactory Completion

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

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

Where internal assessment marks are submitted, a student must complete tasks that contribute more than 50% of the available marks in the course.

Students who have **not met** these requirements **cannot** be regarded as having satisfactorily completed a course. Courses deemed not to have been completed satisfactorily attract an '**N**' **Determination** and **will not** appear on the Higher School Certificate.

Students who fail to meet the requirements for the HSC will receive a Transcript of Study or Record of Achievement. They will not be eligible for an HSC.

School Based Assessment: Board Developed Courses

Year 12 students complete school-based Assessment Tasks which contribute 50% of their final HSC mark for a course (except VET and Life Skills courses).

Assessment is based on Mandatory Weightings and Components set out in the Syllabus. Each task is linked to syllabus outcomes and students are given the opportunity to demonstrate their level of achievement of the outcomes.

Assessment may include research projects, portfolios, performances, oral presentations, viva voce, essays and extended responses, tests and examinations, practical investigations, experiments, and fieldwork. The nature of tasks varies from subject to subject.

Students must follow the principles set out in HSC: All My Own Work and make a genuine and serious attempt in all tasks. Assessment Tasks must be completed and submitted by due dates. A zero result will be given for late Assessment Tasks. Students will have access to an Illness and Misadventure process to cover genuine illness and misadventure which results in late submission.

At the end of each course the school submits to NESA an overall school-based assessment mark for each student, except for VET and Life Skills Courses, English Studies, and Mathematics Standard 1.

The assessment mark equates to a rank which is the student's position in relation to other students in each course. This is a mark out of 100 for 2 Unit courses and a mark out of 50 for 1 Unit and Extension courses. The mark is moderated by NESA based on a student's performance in the HSC examination for that course. Moderation takes account of how an assessment mark given by one school compares with marks given to students doing the same courses in other schools.

For English Studies and Mathematics Standard 1 students will be awarded a result based on their school assessment according to the Achievement Level Descriptions for each subject.

School-based assessment contributes 50% of a students' final HSC mark in each course.

School-Based Assessment: Board Endorsed Courses

All requirements for the assessment of Board Developed courses apply to the assessment of Board Endorsed courses.

Schools are required to submit internal assessment marks, in accordance with the Performance Description for Reporting Achievement in Stage 6 Board Endorsed courses, for students undertaking these courses. These marks are reported on the Record of Achievement but are not moderated by NESA.

School-Based Assessment: Vocational Education and Training (VET)

Assessment in VET is competency based. Students demonstrate that they have gained and applied specific knowledge and skills units of competency. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolios, or assignments.

The student is deemed 'Competent' if performance in all required assessment activities is to industry standard or Not Yet Competent if they are still developing skills. There is no pass or fail, a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses.

The teacher (trainer) records achieved units of competency. Students may request to see this record at any time to determine progress. Students will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Ultimo, Registered Training Organisation (RTO).

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment.

Credit Transfer may be given for units of competency previously achieved with another RTO.

Students will be informed of the possibility of obtaining RPL

- During subject selection.
- Via the Senior Assessment Manuals, and
- Through the Ultimo RTO student induction

Students who consider they are eligible for RPL should:

- Consult with their teacher about competencies for which they may be given RPL
- Read the information provided by the Ultimo RTO
- Complete appropriate RTO paperwork
- Collect documentation or evidence to support their claim
- Lodge the application

Students will be informed of the success of their application within two weeks of application. Students have the right of appeal, if their application is not upheld and should follow the procedures for appeals as set by the Ultimo RTO.

Work placement is a mandatory HSC component in VET courses

- Students will not be permitted to participate in a work placement until they deemed 'work ready' by their trainer.
- An 'N' determination will be issued if work placement is not completed. This means that the course will not count towards your HSC pattern of study. However, students will still receive a Statement of Attainment which indicates the units of competency

achieved towards the qualification.

HSC Examination is only available in some VET courses

- The examination is optional for students completing the 240-hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only.
- The HSC examination is independent of competency-based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.
- If a student intends to use their VET course towards the calculation of the ATAR, the school must submit an estimated mark of likely performance in the HSC examination. This will only be used in the case of an illness/misadventure appeal. Students who are planning on sitting the HSC examinations for ATAR eligibility must sit exams specified by their teacher and the trial HSC exam.

School Based Assessment: Life Skills Courses

Life Skills courses have been developed by NESA for students with disability for whom the regular outcomes and content of Board Developed and/or Board Endorsed Courses are not appropriate.

Students undertaking Stage 6 Life Skills courses will be assessed on their achievement of the Life Skills outcomes identified in the planning process for the individual student. Students can demonstrate achievement of outcomes in several ways, and across a range of environments including the school, community, and workplace. Designated outcomes may be achieved independently or with support.

There is no requirement for formal assessment of Life Skills outcomes. Evidence of achievement of outcomes can be gathered through ongoing assessment. NESA requirements for satisfactory completion of courses apply to Life Skills Courses.

External Assessment: Higher School Certificate (HSC) Examination

HSC examination results contribute 50 percent of the final mark for each course. Students may also study a course with a practical or performance exam where they are required to submit a major work, perform or speak another language for example.

HSC results

The HSC Record of Achievement (RoSA) lists the HSC assessment mark, HSC examination mark, HSC mark (which is a 50:50 combination of the examination and assessment mark) and a Performance Band for each course studied. HSC results are available online and by SMS in December and official credentials will be mailed in January.

The Universities Admissions Centre releases the ATAR the day after the HSC results are published.

Students Online

Students Online contains information about study in Years 10, 11 and 12, including the HSC. It is full of useful advice, resources, and links.

Students should activate an account by going to <https://studentsonline.nesa.nsw.edu.au/> using their NESA student number and personal email. If you don't know your NESA number, please see Mr Warwick or Ms Youman.

Teacher Responsibilities

1. Follow the Current Assessment Schedule for Their Subject

The Assessment schedule should be based on the current NESA course syllabus requirements.

2. Timing of Assessment Tasks

Course teachers will advise students in writing, the timing and nature of tasks two weeks before the task is to be administered or is due. The notice should include outcomes tested by the task, administrative information concerning the task, an outline of the nature of task and task assessment criteria.

3. Changes to Course Assessment Schedules

In rare circumstances a change to a course assessment may be needed. The teacher, after consulting with the Head Teacher will inform all students affected in writing of the change. Sufficient time will be given to students to complete their work by new due date/s. Where an assessment task needs to be rescheduled, negotiation with students concerning a suitable date will be undertaken. **Two weeks' notice** should be given.

4. Moss Vale High School Assessment Monitoring Documentation

The teacher must ensure all HSC Assessment monitoring documentation is completed, copies should be kept in Course HSC folders or the equivalent electronic folder.

5. Teacher Absent on the Day of a Due Task

If a teacher is absent on the day of an **oral, practical performance task** the Head Teacher will determine if the task is able to proceed or whether it will need to be rescheduled. Students will be informed verbally and in writing of the revised date. Written assessment tasks should be handed to the appropriate Head Teacher.

6. N Determinations

Follow all NESA protocols in the administering of N Determination paperwork and follow up. Including processing student letters and record keeping requirements.

Student Responsibilities

1. Complete All Tasks

Students must meet NESA requirements for each course including applying yourself with diligence and sustained effort to the set tasks and experiences provided by the school.

Non-Serious or Non-Attempts

An assessment task may be deemed a non-serious or non-attempt if, in the professional judgment of the teacher, the student has not made a reasonable or serious attempt when completing a task.

A non-serious attempt may include:

- only multiple-choice questions completed in a task or an examination paper.
- repeating the question as the answer.
- malpractice in some or all the task; and/or
- inappropriate or offensive comments or diagrams drawn in response to a question or section

Consequences of non-serious task attempts

The penalty for a non-serious or non-attempt will be determined by the Head Teacher in line with the procedures outlined for Malpractice. Students have the right of appeal to the Deputy Principal and should do so within **2 school days** of being informed by the teacher or Head Teacher.

2. Submit Tasks on Due Date by 9.00am Unless Another Time is Specified by the Teacher

It is the student's responsibility to know due dates of tasks as outlined in the Assessment Schedule or the Assessment notification.

If a student:

- is absent from school on the task due date, the task should be submitted through Canvas.
- is absent from school due to approved leave the task must be submitted early after negotiation with the course teacher.

Failure of Technology

Failure of technology is not considered acceptable grounds for late or non- submission of tasks. It is the student's responsibility to back-up work or produce progressive printouts or drafts. If failure of technology results in late work, the same penalty applies as for other late submissions.

Consequences of failure to submit or complete tasks

Where there is no valid reason for non-submission or completion of an assessment task, a Non-Attempt and a zero result will be recorded and a Non-Completion, 'N' Warning letter, will be generated. The task must still be submitted for the 'N' Warning letter to be redeemed.

3. Honesty in Assessment - 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.

Issues related to Malpractice are addressed directly by NESA in **HSC: All My Own Work**.
<https://www.nsw.gov.au/education-and-training/nesa/hsc/all-my-own-work>

The following information is quoted from the Assessment Certification Examination (ACE) Website. <https://ace.nesa.nsw.edu.au/ace-9023>

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 and presenting it as your own
- using material directly from resources or the Internet without referencing the source
- building on the ideas of another person without reference
- submitting work that another person, such as a parent, friend, tutor, or subject expert, has contributed to substantially
- using words, ideas, designs, or the work of others in practical and performance tasks without acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in a school-based task, such as a test or exam
- cheating in Major Works
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- faking an illness or injury to prevent the completion or submission of work
- assisting another student to engage in malpractice

In the case of suspected or proven malpractice, students will be required to provide evidence that unacknowledged work is entirely their own. Such evidence might include:

- providing evidence of and explaining the process of their work, diaries, journals, or notes, working plans or sketches and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation to demonstrate their knowledge, understanding and skills.

Use of Artificial Intelligence

AI has implications for academic honesty (see [ACE 10.1](#)). Unapproved use of AI in the completion of assignments is a breach of academic integrity.

Students be aware that rules for cheating and plagiarism apply to AI (see [ACE 10.1.1](#)). All work should be your own or correctly acknowledged. It is important that you take academic pride and ownership by submitting original work.

AI can also be unreliable and must always be monitored by a human. AI can produce biased and/or toxic content, false information or facts that aren't based on real data or events and false citations. This could compromise the quality of your submissions.

Consequences of unfair advantage or malpractice

Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results.

If a student is deemed guilty of gaining unfair advantage or malpractice, a zero may be given. Where results of an assessment task are deemed to be invalid or unreliable for an entire cohort due to unfair advantage or malpractice, then an alternative assessment may be determined.

4. Attend School the Day of the Assessment Task or The Day the Task is Due

There are few acceptable reasons for absence the day a task is due or for late submission of an assessment task.

Some acceptable reasons include, but are not limited to:

- **Illness** supported by documentation from a medical professional e.g., doctor, chemist, registered nurse, counsellor.
- **Leave** that has been granted by the Principal.
- **Misadventure** i.e., accidents or extreme non-medical problems that can be documented.
- **VET work placement** provided that the student has approval from the VET coordinator and has consulted with course teacher at least 2 weeks before the assessment task.

Students granted leave must complete or submit the assessment before starting leave. In other cases, students must complete missed assessment tasks on the first day back at school.

Examples of non-acceptable reasons:

- Attending an excursion, unless leave is granted by the Principal by special request, or you have negotiated with the Head Teacher prior to the excursion
- Any type of computer/printer malfunction
- Illness without a medical certificate presented on the first day of return to School
- Illness with a medical certificate provided by a member of the family
- Lateness due to transport problems or sleeping in
- Early holidays
- Loss of task
- Work placement not approved by the school
- Other reasons deemed as non-acceptable by the Principal

Students must contact the subject teacher or Head Teacher if they are absent on the day of an assessment or the day the task is due. The teacher or Head Teacher may advise the student of any process they might follow eg. Illness/misadventure application.

Consequences of unacceptable absence

Absence the day a task is due or late submission will result in zero unless acceptable documentation is provided to a Deputy within two school days.

5. Keep Copies of Assessment Tasks

It is recommended that student's back-up all tasks on a thumb drive or other external device if the task is misplaced before submission. In the case of practical projects scanned digital images or photographs are appropriate. This copy will:

- allow the student to provide a replacement task
- provide proof to the teacher that the task has been attempted

It should not be assumed that an illness and misadventure application will be upheld or is applicable if a task is lost. Copies should not be deleted until they are marked and returned.

'N' determinations – not completing a course

If students do not complete course requirements such as Assessment Tasks, they will receive an 'N' determination.

If you are in danger of not completing a course, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course.

If you have not completed a course, you will receive an 'N' determination. Any mandatory course will be listed as 'Not Completed' on your Transcript of Study and this will mean that you will not be eligible for a RoSA.

You have the right to appeal against an 'N' determination. Appeals are first heard by the Moss Vale High School Appeals Panel then, if you are not satisfied with the result, you can appeal to NESAs. The NESAs decision is final.

Disability Provisions

For students with an identified or diagnosed long or short-term disability the school provides, in line with procedures and provisions approved by NESAs for the external HSC examinations, access to provisions. These provisions are designed to (as far as possible) remove a student's barrier or disadvantage when accessing course work and assessments. If assessed eligible, students may be given provisions such as:

- readers and/or writers.
- time to rest.
- time to take medication.
- increased font/work size.
- separate supervision.
- adjustments to the physical environment (e.g., special furniture or lighting).

Students must inform the teacher if they believe they might be eligible for a Disability Provision. Appropriate documentation must be provided (e.g., medical certificates, medical reports etc. that are no older than 12 months in nature and must be specific e.g., relate clearly and specifically the impact the disability has on learning/performance in assessment tasks/exams).

The Faculty Head Teacher may approve a disability provision for a school-based assessment task.

Students, please be aware that School Based Disability Provisions granted for school-based tasks may not be approved by NESa for external HSC examinations.

Illness/Misadventure Applications

Students may be eligible for Illness/misadventure if, immediately prior to or during an assessment task an unforeseen or beyond a student's control, illness or misadventure occurs.

If a student believes they are eligible for illness/misadventure, they must contact the teacher or faculty Head Teacher immediately.

They must also source independent evidence to support their application e.g., medical certificate, police report, hospital admission form.

The illness/misadventure application must be completed and submitted within 2 school days to the Head Teacher Secondary Studies who will determine, in consultation with the faculty Head Teacher if the application is successful.

The Illness/Misadventure appeals process **does not** cover, and is not limited, to:

- attendance at a sporting or cultural event, or family holiday/event or excursion
- clashes with external commitments e.g., sporting competitions
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities
- disabilities for which disability provisions which have already been granted, unless an unforeseen episode occurs during the assessment task e.g., a hypoglycaemic attack suffered by a diabetic student or further difficulties occur
- long-term illness such as glandular fever, asthma, epilepsy, anxiety, depression – unless the student suffers a 'flare-up' of the condition immediately before or during the assessment task
- matters avoidable by the student e.g., sleeping in, misreading the instructions on the task, misreading the assessment schedule and due date, misinterpretation of the task questions, failure to back up work, choosing to do other things not related to the task
- computer malfunction or disruption or corruption of technology such as a damaged storage device
- long-term domestic issues; and/or
- pregnancy

In cases of successful application one of the following may occur:

- A new due date will be provided by which to submit the same task
- A new due date will be provided by which to submit an alternative task that is a like task and assesses the same outcomes and has the same weightings and components.
- In exceptional circumstances and at the Principal's discretion students may be exempt from the submission of a task

Appealing: Illness and Misadventure Declined Application

A student has the right to appeal a NOT Supported Illness/Misadventure decision. To appeal the decision the student must present a written application to the Principal, providing new supporting evidence and stating the explicit grounds for the appeal within 2 school days of being notified of the original decision. The Principal's decision will be final.

Illness/Misadventure Procedure

Student
<ul style="list-style-type: none"> • Contacts teacher or faculty head teacher through CANVAS or 48681717 • Submits task via Canvas. • Gathers independent evidence. • Completes Illness/Misadventure Application Online on Canvas • Submits application within two school days.



Head Teacher Secondary Studies (HT SS)
Independent evidence provided by student acceptable/sufficient



YES	NO
Application Successful	Application Unsuccessful
<ul style="list-style-type: none"> • Consults with Faculty HT re task completion options. • Informs Subject Teacher • Informs Student • Records on Sentral 	<ul style="list-style-type: none"> • Informs Student • Informs Faculty HT • Informs Teacher, who records zero mark and sends N Warning letter. • Records on Sentral



Student
Can appeal to Principal online in Canvas within Two School Days

Principal



Appeal Supported	Appeal Not Supported
Informs HT Secondary Studies who <ul style="list-style-type: none"> • Consults with faculty HT re t re task completion options. • Informs Subject Teacher • Informs Student • Records on Sentral 	Informs HT Secondary Studies who <ul style="list-style-type: none"> • Informs faculty HT. • Informs Teacher, who records zero mark and sends N Warning letter. • Informs Student • Records on Sentral

The Illness and Misadventure process is based on the NESA process for HSC exams and does not compensate students by giving additional marks or reducing task expectations.

Suspected Malpractice

If malpractice is suspected, the teacher must inform the Head Teacher. The teacher, will provide evidence to support the malpractice e.g., the Internet page copied, other student work that is the same, etc. The Head Teacher with the teacher will determine the extent of the malpractice.

In cases where malpractice is suspected or has been proven the following procedures will be applied:

- The student, parent/caregiver will be informed verbally or in writing of the suspected or proven malpractice and be presented with the evidence, in a timely manner
- An 'N' Warning letter will be generated to officially inform the student of the malpractice and what the student needs to do to redeem the 'N' Warning letter.
- The student will be given the opportunity to present any evidence or information to support their position e.g., drafts of work, witness statements etc. to the teacher and Head Teacher
- Notes/records of any discussions/interviews will be taken and kept securely
- Confidentiality will be always maintained by all parties

Consequences of Malpractice

Proven malpractice will limit a student's marks or result. A zero mark will impact on the final assessment mark and rank. Proven malpractice MUST be registered with NESA in the Malpractice Register in Schools Online.

One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task
- zero marks for part or all the assessment task
- withdrawal from a course/s.

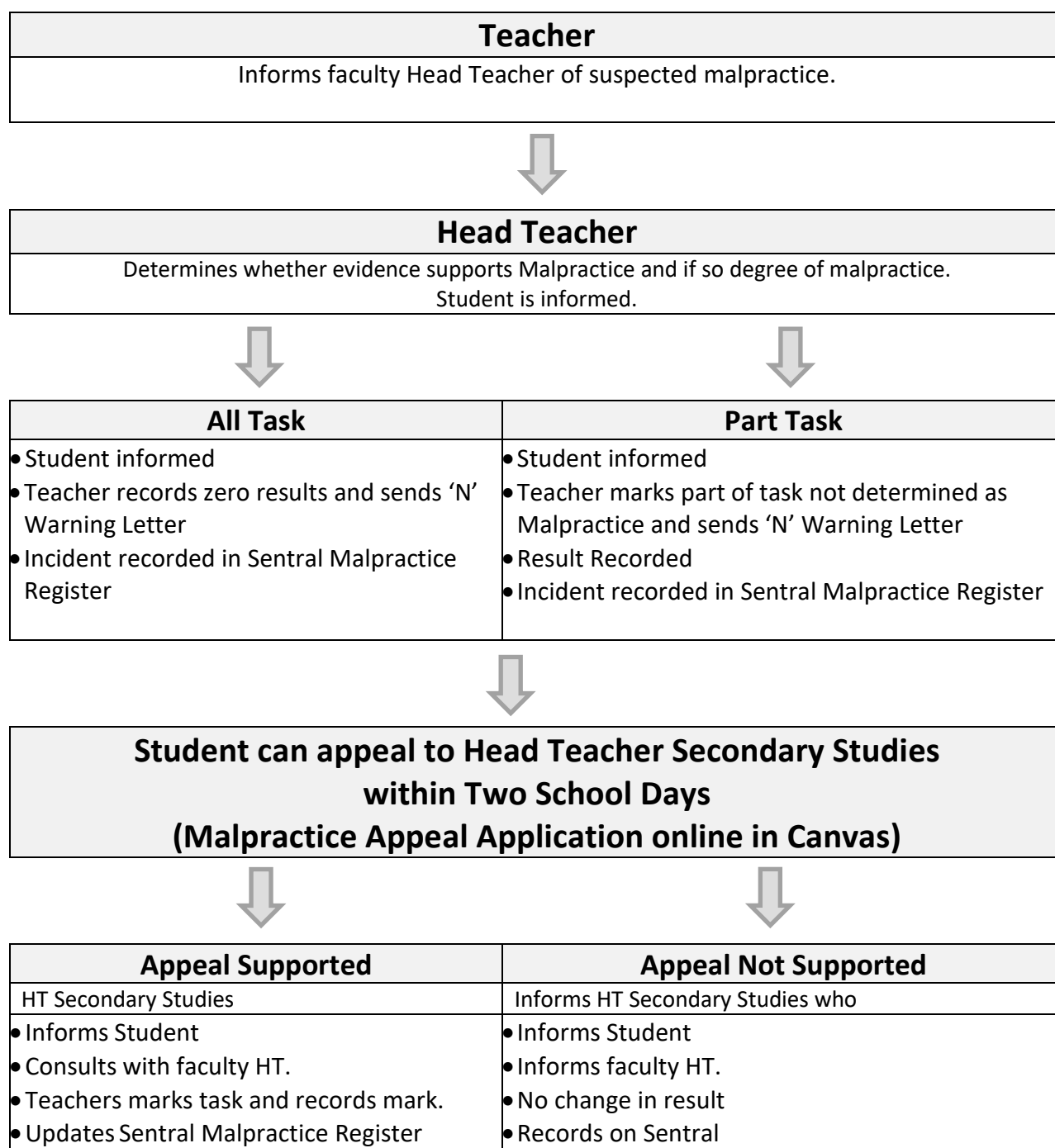
Student Appeals Malpractice

After being informed of the consequence of proven Malpractice, students have 2 school days to appeal a decision made by the Head Teacher of the Faculty to the Deputy Principal (Malpractice Appeal Application must be completed).

The Head Teacher Secondary Studies will review the evidence and inform the student and supervisor of their decision verbally or in writing. Notes of any discussion/interview will be made and retained.

If the student, parent/caregiver is not satisfied with the decision of their appeal to the Head Teacher Secondary Studies a final appeal can be made to the Principal. This appeal must be made within 2 school days of being informed of the HT Secondary Studies decision. The appeal must be made to the Principal in writing and any new evidence provided. The Principal's decision will be final.

Suspected Malpractice Procedure



2025 HSC Agriculture

Task	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Research Project Sustainability in Agriculture	Written Report Farm Product Study	Research Task Elective	Trial HSC Examination	
Timing	Late Term 4	Late Term 1	Late Term 2	Mid Term 3	
Outcomes assessed	H1.1, H2.1, H2.2	H3.1, H3.2, H3.3, H3.4	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	
Component		Weighting %			
Knowledge and understanding of course content	5	5	15	15	40
Knowledge, understanding, and skills required to manage agricultural production systems	5	10	10	15	40
Skills in effective research, experimentation, and communication	5	5	10		20
Total %	15	20	35	30	100

2025 HSC Ancient History

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Historical Analysis Cities of Vesuvius: Pompeii and Herculaneum	Written Response Ancient Societies	Essay Historical Period	Trial HSC Examination	
Timing	Late Term 4	Late Term 1	Mid Term 2	Mid Term 3	
Outcomes assessed	AH12-3, AH12-5, AH12-6 AH12-7, AH12-8, AH12-9 AH12-10	AH12-1, AH12-2, AH12-4 AH12-5, AH12-6, AH12-9	AH12-4, AH12-5, AH12-6 AH12-7, AH12-9	AH12-1, AH12-2, AH12-3 AH12-4, AH12-6, AH12-9 AH12-10	
Component	Weighting %				
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	10	10			20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	25	30	20	25	100

2025 HSC Biology

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Modelling Polypeptide Synthesis	Genetic Disease Depth Study	Infectious Disease Topic Test	Trial HSC Examination	
Timing	Late Term 4	Mid Term 1	Mid Term 2	Mid Term 3	
Outcomes assessed	BIO12-3, BIO12-6, BIO12-7 BIO12-12	BIO12-5, BIO12-6, BIO12-7 BIO12-12, BIO12-13	BIO12-1, BIO12-2, BIO12-3 BIO12-4, BIO12-14	BIO12-6, BIO12-7, BIO12-12 BIO12-13, BIO12-14 BIO12-15	
Component	Weighting %				
Skills and Working Scientifically	15	20	15	10	60
Knowledge and Understanding	5	10	5	20	40
Total %	20	30	20	30	100

2025 HSC Business Studies

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	In class task Operations	In class task Marketing	In class task Finance	Trial HSC Examination	
Timing	Late Term 4	Late Term 1	Late Term 2	Mid Term 3	
Outcomes assessed	H4, H6, H8, H9	H3, H6, H8, H9	H5, H7, H10	H1, H2, H9, H10	
Component	Weighting %				
Knowledge and understanding	10	5	10	15	40
Stimulus-based skills		5	5	10	20
Inquiry and Research	10	10			20
Communication of business information, ideas, and issues in appropriate forms	5	5	5	5	20
Total %	25	25	20	30	100

2025 HSC Chemistry

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Depth Study Equilibrium	Investigation Titration	Research Organic Compound Analysis	Trial HSC Examination	
Timing	Term 4	Term 1	Term 2 – 3	Mid Term 3	
Outcomes assessed	CH12-1, CH12-3 CH12-4 CH12-5, 12-6 CH12-7 CH12-11 CH12-12	CH12-1, CH12-2, CH12 -3 CH12-4, CH12-5, CH12–6 CH12-7, CH12-13	CH12-1, CH12-3, CH12-4 CH12-5, CH12-7, CH12-15	CH12-4, CH12-5, CH12-6 CH12-7, CH12-12, CH12-13 CH12-14, CH12-15	
Component	Weighting %				
Skills in Working Scientifically	20	15	15	10	60
Knowledge and understanding of course concepts	10	5	5	20	40
Total %	30	20	20	30	100

2025 HSC Community and Family Studies

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Report Core 3 Parenting & Caring Research Report	Individual Research Project Core 1 Research Methodologies and Analysis	Option Social Impact of Technology In class written response.	Trial HSC Examination	
Timing	Term 4 2024, Week 9	Late Term 1 2025	Late Term 2 2025	Exam Week Term 3 2025	
Outcomes assessed	H1.1, H2.1, H2.2, H2.3, H3.2, H3.4 H5.1, H5.2, H6.1	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3 H4.1, H4.2, H5.1, H6.2	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	
Component	Weighting %				
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research methodology, analysing and communicating	10	15	15	20	60
Total %	20	25	25	30	100

2025 HSC Drama

Task	Task 1	Task 2	Task 3	Task 4	* Teacher selects appropriate outcomes based on the Individual Project Option selected by each student.
Nature of task	Research Task & Workshop Performance Studies in Drama and Theatre Selected Topic Written response to research question and performance based on workshop activities	Individual Project Submission/Performance Work Under Development Presentation of work(s) in progress, logbook including preliminary drafts and research	Group Performance Work in Progress Presentation of Group Performance under development, logbook with critical analysis of role and character, development of effective performance skills and use of theatrical elements to engage an audience	Trial HSC Examination Presentation of Group Performance demonstrating ongoing refinement, formal interview and reflection statement	
Timing	Term 4, Week 8 2023	Term 1, Week 7	Term 2, Week 8	Mid Term 3	
Outcomes assessed	H1.3, H1.6, H3.1, H3.2, H3.3	*	H1.1, H1.2, H1.4, H1.5, H2.2	H3.1, H3.2, H3.3, H1.4, H1.5, H2.1, H2.2, H2.3	
Component					Weighting %
Making	10	10	10	10	40
Performing			20	10	30
Critically Studying	10	10		10	30
Total %	20	20	30	30	100

2025 HSC Earth and Environmental Science

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research and presentation	Depth Study	Data analysis	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Mid Term 3	
Outcomes assessed	EES12-13, EES 12-1 EES 12-4, EES 12-6 EES 12-7	EES 12-12 EES12-1 EES12-2, EES 12-3 EES 12-4, EES 12-5 EES 12-6 EES 12-7	EES12-13, EES 12-1 EES 12-3, EES 12-4 EES 12-5EES 12-7	EES12-12, EES12-13 EES12-14, EES12-15 EES 12-1 – 12-7	
Component	Weighting %				
Knowledge and understanding of course content	10	5	5	20	40
Skills in working scientifically	10	20	15	15	60
Total %	20	25	20	35	100

2025 HSC English Advanced

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Multimodal Presentation Common Module: Texts and Human Experiences Multimodal	Comparative essay Module A: Textual Conversations Analytical Extended Response	Imaginative task Module C: Craft of Writing Imaginative / Discursive / Reflective	Trial HSC Examination Common Module Modules A and B Module C (5%)	
Timing	Term 1, Week 2, 2025	Term 2, Week 1-2, 2025	Term 2, Week 10, 2025	Term 3, Week 4, 2025	
Outcomes assessed	EA12-1, EA12-2 EA12-3 EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5 EA12-6, EA12-8	EA12-2, EA12-3, EA12-4 EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5 EA12-6, EA12-8	
Component	Weighting %				
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	15	10	10	15	50
Total %	25	25	20	30	100

2025 HSC English Extension 1

Task	Task 1	Task 2	Task 3	
Nature of task	Imaginative Response and Reflection	Critical Response with Related Text	Trial HSC Examination	
Timing	Term 1, Week 6, 2025	Term 2, Week 9, 2025	Term 3, Week 4, 2025	
Outcomes assessed	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3 EE12-4	EE12-2, EE12-3 EE12-4, EE12-5	
Component				Weighting %
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
Total %	30	40	30	100

2025 HSC English Extension 2

Task	Task 1	Task 2	Task 3	
Nature of task	Viva voce (including written proposal)	Literature Review	Critique of Creative Process	
Timing	Term 4, Week 9-10, 2024	Term 2, Week 2, 2025	Term 3, Week 1, 2025	
Outcomes assessed	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3 EE12-4	EE12-2, EE12-3 EE12-4, EE12-5	
Component				Weighting %
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
Total %	30	40	30	100

2025 HSC English Standard

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Texts and Human Experiences Multimodal presentation	Mod A: Language, Identity and Culture Analytical response	Mod C: Craft of Writing Imaginative text	Trial HSC Examination Common Module Mod A & B Mod C = 5%	
Timing	Term 1, Week 2, 2025	Term 1, Week 10, 2025	Term 2, Week 9, 2025	Term 3, Week 4, 2025	
Outcomes assessed	12-1, 12-2, 12-3 12-4, 12-6, 12-7	12-1, 12-3, 12-5, 12-7, 12-8	12-1, 12-2, 12-3 12-4, 12-5, 12-9	12-1, 12-3, 12-4 12-5, 12-6, 12-7	
Component	Weighting %				
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 models	15	10	10	15	50
Total %	25	25	20	30	100

2025 HSC English Studies

Task	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Nature of Task	Writing Task Common Module: Texts and Human Experiences	Collaborative Multimodal We are Australians	Film Review The Big Screen: English and the language of film	Collection of classwork and reflection on progress All modules	Trial HSC Examination Compulsory for those undertaking the HSC examination	
Timing	Term 4, Week 8-9, 2024	Term 1, Week 9, 2025	Term 2, Week 9, 2025	Term 3 Week 5, 2025	Term 3, Week 4, 2025	
Outcomes assessed	ES12-1, ES12-2 ES12-5, ES12-8 ES12-9	ES12-2, ES12-3 ES12- 4, ES12-6 ES12- 7	ES12-2, ES12-4 ES12- 6, ES12-7 ES12-10	ES12-1, ES12-4 ES12-6, ES12-9 ES12-10	ES12-1, ES12-2 ES12-4, ES12-5 ES12-7, ES12-8, ES12-9	
Component						Weighting %
Knowledge and understanding of course content	15	15	10	10	0	50
Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately, and effectively 	10	10	10	20	0	50
Total %	25	25	20	30	0	100

2025 HSC Food Technology

Task	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Food Industry Report	Food Manufacture Experimentation and Preparation	Food Product Development	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Mid Term 3	
Outcomes assessed	<i>H1.2, H1.4, H3.1</i>	<i>H1.1, H4.2</i>	<i>H2.1, H3.2, H4.1 H5.1</i>	<i>H1.1, H1.3, H1.4, H5.1</i>	
Component					Weighting %
Knowledge and understanding of course content			10	30	40
Knowledge and skills in designing, researching, analysing, and evaluating	15	10	5		30
Skills in experimenting with and preparing food by applying theoretical concepts		15	15		30
Total %	15	25	30	30	100

2025 HSC History Extension

Task	Task 1	Task 2	Task 3	
Nature of tasks	Historical Process (proposal, process log, annotated sources) History Project	Essay History Project	Trial HSC Examination	
Timing	Term 1, Week 9	Term 3, Week 1	Mid Term 3	
Outcomes assessed	Outcomes assessed HE12-2, HE12-3, HE12-4	Outcomes assessed HE12-1, HE12-2, HE12-3 HE12-4	Outcomes assessed HE12-1, HE12-3 HE12-4	
Component				Weighting %
Knowledge and understanding about significant historiographical ideas and processes	10	10	20	40
Skills in designing, undertaking, and communicating historical inquiry and analysis	20	30	10	60
Total %	30	40	30	100

2025 HSC Industrial Technology - Timber

Task	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Designing and Planning Presentation	Industry Study Report	Project Development and Management Report	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 4	Term 2, Week 8	Mid Term 3	
Outcomes assessed	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	
Component	Weighting %				
Knowledge and understanding of course content	5	10	5	20	40
Knowledge and skills in the design, management, communication, and production of a major project	20	10	20	10	60
Total %	20	20	30	30	100

2025 HSC Legal Studies

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Task Crime	In Class Task Human Rights	Focus Study Written Response	Trial HSC Examination	
Timing	Late Term 4	Mid Term 1	Late Term 2	Mid Term 3	
Outcomes assessed	H1,H3, H7, H8, H9	All	All	All	
Component	Weighting %				
Knowledge and understanding	10	10	10	10	40
Analysis and Evaluation		5	5	10	20
Inquiry and Research	5	10	5		20
Communication of legal information, issues, and ideas in appropriate form	5	5		10	20
Total %	20	30	20	30	100

2025 HSC Mathematics Standard 1

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Task	Practical Task	Investigative Task	Practical Task	
Timing	End of Term 4	Mid Term 1	Mid Term 2	Early Term 3	
Outcomes assessed	MS1-12-2, MS1-12-3 MS1-12-7, MS1-12-9 MS1-12-10	MS1-12-1, MS1-12-6 MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4 MS1-12-5, MS1-12-9 MS1-12-10	MS1-12-1, MS1-12-2 MS1-12-3, MS1-12-4 MS1-12-5, MS1-12-6 MS1-12-7, MS1-12-8 MS1-12-9, MS1-12-10	
Component	Weighting %				
Understanding, fluency, and communication	10	12.5	12.5	15	50
Problem solving, reasoning and justification	10	12.5	12.5	15	50
Total %	20	25	25	30	100

Please Note: Assessed outcomes may vary depending on the content completed at the time of an assessment and may include Year 11 outcomes. Assessed outcomes will be notified to students two weeks before a task due date.

2025 HSC Mathematics Standard 2

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Informal Examination	Investigative Task	Informal Examination	Trial HSC Examination	
Timing	End of Term 4 2021	Mid Term 1 2022	Mid Term 2 2022	Mid Term 3 2022	
Outcomes assessed	MS2-12-2, MS2-12-3 MS2-12-4, MS2-12-7 MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-6 MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4 MS2-12-5, 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	
Component	Weighting %				
Understanding, fluency, and communication	10	12.5	12.5	15	50
Problem solving, reasoning and justification	10	12.5	12.5	15	50
Total %	20	25	25	30	100

Please Note: Assessed outcomes may vary depending on the content completed at the time of an assessment and may include Year 11 outcomes. Assessed outcomes will be notified to students two weeks before a task due date.

2025 HSC Mathematics Advanced

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Investigative Task	Informal Examination	Informal Examination	Trial HSC Examination	
Timing	End of Term 4	Mid Term 1	Mid Term 2	Mid Term 3	
Outcomes assessed	MA12-8, MA12-9 MA12-10	MA12-1, MA12-5 MA12-9, MA12-10	MA12-3, MA12-6 MA12-7, MA12-9 MA12-10	MA12-1 to MA12-10	
Component	Weighting %				
Understanding, fluency, and communication	12.5	10	12.5	15	50
Problem solving, reasoning and justification	12.5	10	12.5	15	50
Total %	25	20	25	30	100

Please Note: Assessed outcomes may vary depending on the content completed at the time of an assessment and may include Year 11 outcomes. Assessed outcomes will be notified to students two weeks before a task due date.

2025 HSC Mathematics Extension 1

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Informal Examination	Investigative Task	Informal Examination	Trial HSC Examination	
Timing	End of Term 4	Mid Term 1	Mid Term 2	Mid Term 3	
Outcomes assessed	ME12-1, MA12-6 ME12-7	ME12-3, MA12-6 ME12-7, ME12-5	ME12-1, ME12-4 ME12-5, ME12-6, ME12-7	ME12-1 to ME12-7	
Component	Weighting %				
Understanding, fluency, and communication	10	12.5	12.5	15	50
Problem solving, reasoning and justification	10	12.5	12.5	15	50
Total %	20	25	25	30	100

Please Note: Assessed outcomes may vary depending on the content completed at the time of an assessment and may include Year 11 outcomes. Assessed outcomes will be notified to students two weeks before a task due date.

2025 HSC Mathematics Extension 2

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Informal Examination	Investigative Task	Informal Examination	Trial HSC Examination	
Timing	End of Term 4	Mid Term 1	Mid Term 2	Mid Term 3	
Outcomes assessed	MEX12-1, MEX12-4 MEX12-7, MEX12-8	MEX12-1, MEX12-2 MEX12-4, MEX12-7 MEX12-8	MEX12-3, MEX12-7 MEX12-8	MEX12-1 to MEX12-8	
Component	Weighting %				
Understanding, fluency, and communication	10	12.5	12.5	15	50
Problem solving, reasoning and justification	10	12.5	12.5	15	50
Total %	20	25	25	30	100

Please Note: Assessed outcomes may vary depending on the content completed at the time of an assessment and may include Year 11 outcomes. Assessed outcomes will be notified to students two weeks before a task due date.

2025 HSC Modern History

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Source Analysis and Research Power and Authority in the Modern World 1919–1946	Essay National Studies	Historical Analysis Peace and Conflict	Trial HSC Examination	
Timing	Late Term 4	Late Term 1	Late Term 2	Mid Term 3	
Outcomes assessed	MH12-3 MH12-4 MH12-6 MH12-7 MH12-9	MH12-2 MH12-5 MH12-7 MH12-8	MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	
Component	Weighting %				
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations		5	5	10	20
Historical inquiry and research	10	5	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

2025 HSC Music 1

Task	Task 1	Task 2	Task 3	Task 4	*Teachers will select appropriate outcomes based on Elective options selected by student.
Nature of task	Composition and Aural Analysis Topic 1 Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic	Presentation of Performance and Viva Voce Topic 2 Solo or ensemble performance and viva voce related to performance repertoire demonstrating an understanding of compositional techniques and features of the topic	Presentation or Submission Elective Option for Topics 1 & 2 Presentation of performance and/or composition portfolio and/or musicology outline and viva voce	Trial HSC Examination Aural Skills Examination Presentation or Submission Elective Option for Topic 3 Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce	
Timing	Term 4, Week 9	Term 1, Week 6	Term 2, Week 6	Term 3, Weeks 3-4	
Outcomes assessed	H1, H2, H4, H5, H6	H2, H4, H5, H6, H7, H8	H1-8*	H1-8*	
Component					Weighting %
Performance		10			10
Composition	10				10
Musicology		10			10
Aural	10			15	25
Electives			30	15	45
Total %	20	20	30	30	100

2025 HSC Personal Development, Health and Physical Education

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Sports Med Injury management task	Core 1 Task	Core 2	Trial HSC Examination	
Timing	Term 4, 2024 Week 8	Term 1, Week 5/6 2025	Term 2, Week 6 2025	Exam Week Term 3 2025	
Outcomes assessed	H8, H13	H1-5, H7, H8, H14-16	H7, H8, H10, H16, H17	H1-5, H7-11, H14-17	
Component	Weighting %				
Knowledge and understanding of course content	10	15	10	10	45
Skills in critical thinking, research, analysing and communicating	10	15	15	15	55
Total %	20	30	25	25	100

2025 Year 12 Physics

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Investigation: Advanced Mechanics	Investigation: Electromagnetism	Depth Study	Trial HSC Examination	
Timing	Term 4 2023	Term 1	Term 2	Mid Term 3	
Outcomes assessed	PH12-1, PH12-2, PH12-3 PH12-4, PH12-5, PH12-6 PH12-7, PH12-12	PH12-1, PH12-2, PH12-3 PH12-4, PH12-5, PH12-6 PH12-7, PH12-13	PH12-1, PH12-2, PH12-3 PH12-4, PH12-5, PH12-6 PH12-7, PH12-14	PH12-1, PH12-2, PH12-3 PH12-4, PH12-5, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15	
Components	Weighting %				
Skills and Working Scientifically	15	15	20	10	60
Knowledge and Understanding	5	5	10	20	40
Total %	20	20	30	30	100

2025 HSC Society and Culture

Task	Task 1	Task 2	Task 3	
Nature of task	Viva Voce: PIP Proposal	Depth Study 1 Podcast	Trial HSC Examination	
Timing	Term 4, Week 8, 2024	Late Term 1, 2025	Mid Term 3	
Outcomes assessed	H1, H3, H4, H6, H7, H8, H10	H2, H3, H5, H6, H7, H9, H10	H1, H3, H5, H9	
Components				Weighting %
Knowledge and understanding of course content	10	10	30	50
Application and evaluation of social and cultural research methods	10	20		30
Communication of information, ideas and issues in appropriate forms	10	10		20
Total %	30	40	30	100

2025 HSC Visual Arts

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Development of a Body of Work Evaluation of VAPD Progress of BOW	Art Criticism and Art History Essay based on case study research	Trial HSC Examination Written paper	Final Progress Mark BOW	
Timing	Term 1, Week 4	Term 2, Week 5	Mid Term 3	Term 3, Week 6/7	
Outcomes assessed	H1, H2, H3, H4	H7, H8, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5	
Component					Weighting %
Art making	20			30	50
Art Criticism and Art History		20	30		50
Total %	20	20	30	30	100

Vocational Education and Training (VET) Courses

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

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

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

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

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

2025 HSC Business Services

Qualification: BSB30120 Certificate III in Business

Training Package: BSB Business Services Training Package

RTO: Department of Education – 90333, 90222, 90072, 90162

Assessment Tasks for BSB30120 Certificate III in Business Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 4 Wellbeing	Task 5 Mastering document design	Task 6 Sharing is caring	Task 7 Thinking critically
		Week	Week	Week	Week
		Term	Term	Term	Term
Code	Unit of Competency	Date	Date	Date	Date
<u>BSBPEF201</u>	Support personal wellbeing in the workplace	x			
<u>BSBPEF301</u>	Organise personal work priorities		x		
<u>BSBTEC301</u>	Design and produce business documents		x		
<u>BSBSUS211</u>	Participate in sustainable work practices			x	
<u>BSBTWK301</u>	Use inclusive work practices			x	
<u>BSBTEC303</u>	Create electronic presentations			x	
<u>BSBCRT311</u>	Apply critical thinking skills in a team environment				x
<u>BSBOPS301</u>	Maintain business resources				x

HSC TRIAL EXAM
Week
Term
Date

Depending on the achievement of units of competency, the possible qualification outcome is a BSB30120 Certificate III in Business.

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

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

2025 HSC Construction

Qualification: CPC20220 Cert II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Cert II in Construction (Release 8)

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

RTO: Department of Education – 90333, 90222, 90072, 90162

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Code	Unit of Competency	HSC Examinable Unit	Week Term Date	Week Term Date	Week Term Date	Week Term Date
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials		X			
CPCCBL2002	Use bricklaying and blocklaying tools and equipment		X			
CPCCWF2002	Use wall and floor tiling tools and equipment		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery components		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	√		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainability in the construction industry	√			X	

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

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

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

2025 HSC Entertainment Industry

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

Training Package: CUA Creative Arts and Culture (Release 6)

RTO: Department of Education – 90333, 90222, 90072, 90162

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
Code	Unit of Competency	Week Term Date	Week Term Date	Week Term Date	Week Term Date	Week Term Date
CUAIND311	Work effectively in the creative arts industry		X			HSC Examinable units of competency
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".

2025 HSC Hospitality

Qualification: SIT20322 Certificate II in Hospitality

Training Package: SIT Tourism, Travel and Hospitality

RTO: Department of Education – 90333, 90222, 90072, 90162

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

HSC TRIAL EXAM
Week
Term
Date

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

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

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

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

2025 HSC Primary Industries

Qualification: AHC20122 Certificate II in Agriculture Release 1

Training Package: Agriculture, Horticulture, and Conservation and Land Management Release 9.0

RTO: Department of Education – 90333, 90222, 90072, 90162

Assessment Tasks for AHC20122 Certificate II in Agriculture Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 6 or 15 Insert task name	Task 7 Weather	Task 8 Chemicals and Weeds	Task 9 Environmen tally Sustainable	Task 10, 11, 17, 19 or 20 Insert task name	Task 10, 11, 17, 19 or 20 Insert task name	HSC Trial EXAM (Optional)
Code	Unit of Competency	HSC Examinable Unit	Week Term Date	Week Term Date	Week Term Date	Week Term Date	Week Term Date	Week Term Date	Week Term Date
AHCLSK202	Care for health and welfare of livestock	✓	X						
AHCPMG202	Treat plants, pests, diseases and disorders	✓	X						
AHCWRK210	Observe and report on weather	✓		X					
AHCCHM201	Apply chemicals under supervision	✓			X				
AHCPMG201	Treat weeds				X				
AHCWRK211	Participate in environmentally sustainable work practices	✓				X			
AHCINF205	Carry out basic electric fencing operations						X	X	
AHCINF206	Install, maintain and repair farm fencing						X	X	
AHCNSY207	Undertake propagation activities						X	X	
AHCNSY205	Pot up plants						X	X	
AHCNSY206	Care for nursery plants						X	X	

Depending on the achievement of units of competency, the possible qualification outcome is a AHC20122 Certificate II in Agriculture.

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

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

2025 HSC Sport Lifestyle and Recreation

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Aquatics Task	Outdoor Recreation	Sports Administration	Yearly Exam	
	Ongoing competency based practical assessment across all terms 10%				
Timing	Late Term 4 2024	Late Term 1 2025	Late Term 2 2025	Mid Term 3 2025	
Outcomes assessed					
Component					Weighting %
Knowledge and understanding of course content	10	10	5	10	35
Skills in critical thinking, analysing, communicating and research	10	10	15	20	55
Practical application of movement skills	10				10
Total %	20	20	20	30	100
	Ongoing competency based practical assessment across all terms 10%				

2025 HSC Work Studies

Task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Will I Survive?	Workplace Issues	Enterprise Exercise	Work Placement Or Volunteering Logbook/Report	
Timing	Late Term 1	Mid Term 2	Term 3 Week 7	Ongoing	
Outcomes assessed	5	8,9	5,6,7	1,2,3,4	
Component	Weighting %				
Knowledge and Understanding	5	5	10	10	30
Skills	10	5	25	30	70
Total %	15	10	35	40	100

Outcomes

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training, and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and group

