



Liverpool Boys High School

College HSC

Assessment Policy 2025

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College Assessment Policy

(Preliminary and HSC Assessment Policy)

1. ASSESSMENT NOTICE

- 1.1. Two weeks' notice will be given for each specific task. Details of the task will be given by class teachers. Two weeks' notice will also be given for variations to the published assessment dates or content of tasks.
- 1.2. Assessment tasks may take the form of a test, exam, field study, practical test, performance, oral presentation, written assignment or research task.

2. NON-ATTENDANCE / NON-SUBMISSION OF ASSESSABLE TASKS

- 2.1. A mark of zero will be given for non-attendance / late submission of an assessable task and an N-Award Warning Letter will be sent home, unless there is an acceptable reason and the proper procedure is followed (see Section 5).
- 2.2. If a student arrives late on an assessable task day or is absent from school without an acceptable reason (see Section 3) a mark of zero will be given. This includes visiting the site for completion of a field study.
- 2.3. Students should note that where they have been given a zero they should still complete and make a serious attempt at the assessment task so that they satisfy the course requirements.

3. ACCEPTABLE REASONS FOR NON-ATTENDANCE OR LATE SUBMISSION

The only satisfactory reasons for late submission or non-attendance are:

- a) Illness on the day the task is sat / submitted, backed up by a medical certificate.
- b) Leave granted by the Principal or his/her authorised representative well before the date of the assessment task.
- c) Misadventure (accidents or extreme non-medical problems that can be documented / verified).

4. NON-SERIOUS ATTEMPT OF ASSESSABLE TASKS

For a non-serious attempt of an assessable task an N-Award Warning Letter will be sent home and a mark of zero may be given. Students should note that where they have made a non-serious attempt they should still complete and make a serious attempt at the assessment task so that they satisfy course requirements. A non-serious attempt includes only answering 1 section of an exam paper.

5. WHAT TO DO IF YOU ARE NOT AT SCHOOL ON THE DAY A TASK IS TO BE SAT / SUBMITTED WITH AN ACCEPTABLE REASON

Students absent from an assessment task due to illness must:

- a) Obtain a medical certificate that clearly states that the student has been affected by illness with specific dates stated.
- b) Ensure the doctor also completes the misadventure / illness appeal form.
- c) Advise the School reception or the relevant Head of Faculty by phone where possible, on the day of the assessment task if they are unable to attend (**do not ring the Year Advisor**).
- d) Submit the medical certificate and misadventure / illness appeal form to a Deputy Principal on the first day of return to school.

- e) Complete an Illness / misadventure form on the first day of return to School, obtained from the Head of Faculty (see attached form).
- f) On the first day of return to School, submit the assessment task or be prepared to sit for the replacement task.

6. MISBEHAVIOUR OR CHEATING DURING AN ASSESSABLE TASK

- 6.1. If a student cheats during assessable tasks or examinations, home assignments, essays, projects or tests, a mark of zero will be awarded. The same may occur if a student misbehaves during an exam or assessment task (as per school and HSC rules). The student will also be subject to the school's discipline procedures, and the student will be entered into the NESA register of malpractice.
- 6.2. No mobile phones, music players or similar electronic devices are to be brought into the room during an assessment task. If a phone rings or is seen during the task, this may be regarded as an attempt to cheat, and may result in a mark of zero.

7. PLAGIARISM

- 7.1. If students copy work from somewhere else, and do not give credit to that author, they have committed plagiarism. Any work that is plagiarised from an un-referenced source will not be accepted. If it is suspected that a student's work is not their own, they will be asked to prove that they are the author of the piece of writing and may be required to reproduce the work under exam conditions.
- 7.2. Penalties for Plagiarism: At the discretion of the Head Teacher, zero marks will be awarded and an N-Award Warning Letter will be sent home. The task will then have to be completed to the satisfaction of the teacher to avoid an N-Award in the subject. However, no marks will be awarded once this task is completed. The student will also be subject to the school's discipline procedures, and the student will be entered into the NESA register of malpractice.

8. APPEALS

- 8.1. If a misadventure / illness application is not accepted for assessment task the Deputy Principal will explain the reasons to the student. The students will be awarded a zero mark and an N-Award Warning Letter will be sent home.
- 8.2. The student may appeal against the Deputy Principal's decision by lodging and appeal in writing with the Principal within three school days of initial determination.

9. COMPLETION OF COURSE REQUIREMENTS

- 9.1. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:
 - a) Followed the course developed or endorsed by the Board; and
 - b) Applied themselves 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 outcomes.
- 9.2. Expectations of Students:
 - a) Students must attend all classes to satisfactorily complete the Preliminary courses. A minimum of 85% attendance is generally expected for students to achieve the outcomes of the course being studied.
 - b) Unexplained absences, lateness and class attendance patterns will be reviewed to ensure that the students are meeting the course completion criteria and the minimum attendance requirements.

- c) Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.
- d) Students need to work through the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations.
- e) Students must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks, otherwise they will be deemed unsatisfactory in that course.
- f) Students who do not comply with the assessment requirements in any course will have neither a moderated assessment nor an examination mark awarded for that course.

10. NUMBER AND VARIETY OF TASKS

10.1. School-based assessment:

Preliminary (commenced after Term 1 2018)	HSC (commenced after Term 4 2018)
<input type="checkbox"/> must be capped at 3 tasks	<input type="checkbox"/> must be capped at 4 tasks
<input type="checkbox"/> may only include 1 formal written examination Mathematics courses may include 1 - 2 formal written examinations	<input type="checkbox"/> may only include 1 formal written examination

(Place attachment 1 and 2 at the rear of the booklet)



Biology

Course Description: Biology provides students with a contemporary and coherent understanding of the origins, functioning and evolution of living organisms. Students participate in scientific investigations and develop knowledge of the practice of biology. The course focuses on current issues, research, developments in biology, the impact of technological advances on society, and the environment.

Tasks		Component		Outcomes Assessed	Weight	Due Date
		Knowledge & Understanding <ul style="list-style-type: none">Students develop knowledge and understanding of the structure and function of organisms.Students develop knowledge and understanding of the Earth's biodiversity and the effect of evolution.	Working Scientifically Skills <ul style="list-style-type: none">Students develop skills in applying the processes of Working Scientifically.			
1	Task 1: Depth Study: Genetics and Inheritance	15%	25%	BIO11/12-1 to BIO11/12-5, BIO11/12-7, BIO12-12	40%	Term 2 Week 9
2	Task 2: Research Investigation: Diseases	5%	25%	BIO11/12-1, BIO11/12-3 to BIO11/12-7, BIO12-15	30%	Term 3 Week 5
3	Task 3: Trial Examination	20%	10%	BIO11/12-1 to BIO11/12-7 BIO12-12 to BIO12-15	30%	Term 3 Week 7
TOTAL		40%	60%		100%	



Business Studies

Course Description: The Business Studies course encompasses the theoretical and practical aspects of business in ways students encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

The components of the course's internal assessment are divided into the following categories:

K = Knowledge and understanding of course content

S = Stimulus-based skills

I = Inquiry and research

C = Communication of business information, ideas and issues in appropriate forms

Course Structure

- **Operations:** Strategies for effective operations management
- **Finance:** Financial information in the planning and management of business
- **Marketing:** Development and implementation of successful marketing strategies
- **Human resources:** Human resource management and business performance

Tasks		Component				Outcomes Assessed	Weight	Due Date
		K	S	I	C			
1	Extended Response: Operations	10%		5%	5%	H1, H2, H5, H9	20%	Term 2 Week 5
2	Case Study: Finance	10%	5%	5%	5%	H2, H4, H5, H6, H7, H8, H9, H10	25%	Term 2 Week 9
3	Marketing Plan: Marketing	5%	5%	10%	5%	H2, H3, H5, H7, H8, H9, H10	25%	Term 3 Week 3
4	Trial Examination	15%	10%		5%	H1, H2, H3, H4, H5, H6, H9, H10	30%	Term 3 Week 7
	TOTAL	40%	20%	20%	20%		100%	



Drama

Course Description: By studying this major art form students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies that may be used to heighten dramatic presentation.

Course Structure: Australian Drama and Theatre (Core component), Studies in Drama and Theatre and The Individual Project. **Projects are due Monday 25th August 2025.**

Tasks		Component			Outcomes Assessed	Weight	Due Date
		Making	Performing	Critically Studying			
1	Task 1: Verbatim Theatre Piece	10%	10%		H1.3, H1.5, H2.2, H.2.3	20%	Term 2 Week 4
2	Task 2: Individual Project Process	20%			H1.3, H1.5, H1.9	20%	Term 2 Week 8
3	Task 3: Group Work	10%	20%		H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H2.1, H2.2, H.2.4, H.2.5	30%	Term 3 Week 4
4	Trial Examination			30%	H3.1, H3.2, H3.3, H3.4, H3.5	30%	Term 3 Week 7
	TOTAL	40%	30%	30%		100%	



English Advanced

Course Description: By studying this Advanced English course students will be assessed on their knowledge and understanding of course content (50%) and their skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes (50%).

Course Structure: Common Module: Text and Human Experiences, Module A: Textual Conversations, Module B: Critical Study of Literature and Module C: The Craft of Writing.

Tasks		Component		Outcomes Assessed	Weight	Due Date
		Knowledge & understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes			
1	Common Module: Texts and Human Experiences Critical Essay	12.5%	12.5%	EA12-1, EA12-3, EA12-5, EA12-6	25%	Term 2 Week 5
2	Module A: Textual Conversations Multimodal Presentation	12.5%	12.5%	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	25%	Term 2 Week 10
3	Module C: The Craft of Writing Creative Writing and Reflection	12.5%	12.5%	EA12-1, EA12-3, EA12-4, EA12-5, EA12-9	25%	Term 3 Week 4
4	Trial Examination	12.5%	12.5%	EA12-1, EA12-3, EA12-4, EA12-5, EA12-8	25%	Term 3 Week 7
TOTAL		50%	50%		100%	



Course Description: The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Course Structure: Module C: Texts & Society, Module A: Language and Texts in Context, Module B: Close Study of Text

Tasks		Component		Outcomes Assessed	Weight	Due Date
		Knowledge & understanding of course content.	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.			
1	Module A: Texts and the Human Experience Vodcast	12.5%	12.5%	EAL12-1A, EAL12-2, EAL12-3, EAL12-5, EAL12-6	25%	Term 2 Week 6
2	Module B: Language, Identity and Culture Textbook	10%	10%	EAL12-3, EAL12-5, EAL12-7, EAL12-8, EAL12-9	20%	Term 3 Week 1
3	Module D: Focus on Writing Writing Portfolio	12.5%	12.5%	EAL12-1B, EAL12-3, EAL12-4, EAL12-9	25%	Term 3 Week 5
4	Trial Examination	15%	15%	EAL12-1A, EAL12-1B, EAL12-3, EAL12-4, EAL12-5, EAL12-7, EAL12-8	30%	Term 3 Week 7
	TOTAL	50%	50%		100%	



English Standard

Course Description: By studying this Standard English course students will be assessed on their knowledge and understanding of course content (50%) and their skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes (50%).

Course Structure: Common Module: Text and Human Experiences, Module A: Language, Identity and Culture, Module B: Close Study of Literature and Module C: The Craft of Writing

Tasks		Component		Outcomes Assessed	Weight	Due Date
		Knowledge & understanding of course content.	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.			
1	Common Module: Texts and Human Experiences Critical Essay	12.5%	12.5%	EN12-2 EN12-3 EN12-5	25%	Term 2 Week 5
2	Module A: Language, Identity and Culture Multimodal Presentation	12.5%	12.5%	EN12-3 EN12-6 EN12-7 EN12-8 EN12-9	25%	Term 2 Week 10
3	Module C: The Craft of Writing Creative Writing and Reflection	12.5%	12.5%	EN12-1 EN12-3 EN12-4 EN12-5 EN12-9	25%	Term 3 Week 4
4	Trial Examination Common Module Modules A, B & C	12.5%	12.5%	EN12-1 EN12-3 EN12-5 EN12-6 EN12-7	25%	Term 3 Week 7
TOTAL		50%	50%		100%	



English Studies

Description: The HSC English Studies Course provides students with the opportunity to consolidate their language, literacy and literature skills through responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts. The course supports students to refine their skills and knowledge in English and empowers them to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from various contexts.

HSC Modules include: Texts and Human Experiences; Module C On the Road; Module E Playing the Game; Module F MiTunes.

Tasks		Component		Outcomes Assessed	Weight	Due Date
		Knowledge and understanding of course content.	Skills in: <ul style="list-style-type: none">comprehending textscommunicating ideasusing language accurately, appropriately and effectively			
1	Mandatory Module Texts and Human Experience Extended Response Essay	10%	10%	ES12-1, ES12-5, ES12-8, ES12-9	20%	Term 2 Week 5
2	On The Road Module C Travel Blog and Reflection	15%	15%	ES12-3, ES12-4, ES12-6, ES12-9	30%	Term 2 Week 10
3	Collection of Classwork All HSC Modules	15%	15%	ES12-4, ES12-6, ES12-7, ES21-10	30%	Term 3 Week 5
4	Trial Examination	10%	10%	ES11-1, ES11-2, ES11-3, ES11-6	20%	Term 3 Week 7
TOTAL		50%	50%		100%	



Legal Studies

Course Description: Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a fair and just society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level. The components of the course's internal assessment are divided into the following categories: knowledge and understanding of content (K); Analysis and Evaluation (A) Inquiry and Research (I) and Communication of Legal Information, issues and ideas (C).

Course Structure: Core Part 1 – Crime, Core Part 2 – Human Rights, Elective Part 3 – Family & Workplace

Tasks		K	A	I	C	Outcomes Assessed	Weight	Due Date
1	Crime: Research Task	10%	5%	10%	5%	H2, H3, H7	30%	Term 2 Week 8
2	Family Law: Extended Response	20%	5%	10%	5%	H5, H6, H9	40%	Term 3 Week 4
3	Trial Examination	10%	10%		10%	H1, H4, H7, H8, H10	30%	Term 3 Week 7
TOTAL		40%	20%	20%	20%		100%	



Mathematics Advanced

Course Description: This course provides students with the opportunity to develop their knowledge, understanding and skills in mathematics and working mathematically. Students have the opportunity to develop new ways of thinking and using mathematics as a powerful tool, as well as an opportunity to view and model the real world to investigate patterns and order, to identify generality, propose solutions and identify uncertainty.

Tasks		Component		Outcomes Assessed	Weight	Due Date
		Concepts, Skills and Techniques	Reasoning and Communication			
1	Task 1: Written Test	20%	20%	MA12-1, MA12-4, MA12-5, MA12-10	40%	Term 2 Week 5
2	Task 2: Investigation Task	15%	15%	MA12-1, MA12-5, MA12-6, MA12-9, MA12-10	30%	Term 2 Week 10
3	Task 3: Trial Examination	15%	15%	MA12-1 to MA12-10	30%	Term 3 Week 7
TOTAL		50%	50%		100%	



Mathematics Extension 1

Course Description: This course provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically and in communicating calculations and solutions concisely and precisely. Students have the opportunity to develop rigorous mathematical arguments and proofs and use mathematical models extensively to solve complex problems. Students develop their awareness of the interconnected nature of mathematics, its beauty and its functionality.

Tasks		Component		Outcomes Assessed	Weight	Due Date
		Concepts, Skills and Techniques	Reasoning and Communication			
1	Task 1: Written Test	20%	20%	ME12-1, ME12-2, ME12-7	40%	Term 2 Week 5
2	Task 2: Investigation Task	15%	15%	ME12-1, ME12-3, ME12-6, ME12-7	30%	Term 2 Week 10
3	Task 3: Trial Examination	15%	15%	ME12-1 to ME12-10	30%	Term 3 Week 7
	TOTAL	50%	50%		100%	



Mathematics Extension 2

Course Description: This course provides opportunities for students to acquire knowledge, understanding and skills in relation to concepts within higher levels of mathematics and confidently make varying applications in a number of contexts. Students have the opportunity to develop strong mathematical manipulation skills and a deep understanding of the fundamental ideas of algebra and calculus.

Tasks		Component		Outcomes Assessed	Weight	Due Date
		Concepts, Skills and Techniques	Reasoning and Communication			
1	Task 1: Assessment Task	15%	15%	MEX12-1 to MEX12-4	30%	Term 2 Week 5
2	Task 2: Investigation Task	20%	20%	MEX12-5 to MEX12-8	40%	Term 2 Week 8
3	Task 3: Trial HSC Examination	15%	15%	MEX12-1 to MEX12-8	30%	Term 3 Week 7
	TOTAL	50%	50%		100%	



Mathematics Standard 1

Course Description: This course focuses on the fundamental mathematical skills and techniques applied to real world contexts and problems. This course will provide the necessary mathematics and numeracy skills necessary to meet the requirements of those particular TAFE and University courses where the study of Mathematics is a minor discipline. This course is intended for students who wish to enter occupations that require the use of basic mathematical skills and statistical techniques. Students will undertake an investigation in which they will apply learnt concepts to solve real-world problems.

Tasks		Component		Outcomes Assessed	Weight	Due Date
		Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification			
1	Task 1: Written Test	12.5%	12.5%	MS1-12-1, MS1-12-3, MS1-12-5, MS1-12-10	25%	Term 2 Week 5
2	Task 2: Investigation Task	12.5%	12.5%	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	25%	Term 2 Week 9
3	Task 3: Written Test	10%	10%	MS1-12-7, MS1-12-8, MS1-12-10	20%	Term 3 Week 4
4	Trial Examination	15%	15%	MS1-12-1 to MS1-12-10	30%	Term 3 Week 7
	TOTAL	50%	50%		100%	



Mathematics Standard 2

Course Description: This course focuses on the mathematical skills and techniques that meet the requirements of those particular TAFE and University courses where the study of Mathematics is a minor discipline. This course is intended for students who wish to enter occupations that require the use of basic mathematical skills and statistical techniques. Students will undertake an investigation in which they will apply learnt concepts to solve real-world problems.

Tasks		Component		Outcomes Assessed	Weight	Due Date
		Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification			
1	Task 1: Written Test	12.5%	12.5%	MS2-12-1, MS2-12-3, MS2-12-5, MS2-12-10	25%	Term 2 Week 5
2	Task 2: Investigation Task	12.5%	12.5%	MS2-12-1, MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10	25%	Term 2 Week 9
3	Task 3: Written Test	10%	10%	MS2-12-8, MS2-12-10	20%	Term 3 Week 4
4	Trial Examination	15%	15%	MS2-12-1 to MS2-12-10	30%	Term 3 Week 7
	TOTAL	50%	50%		100%	



Modern History

Course Description: Modern History provides students with the opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Through various sources, students study a range of people, ideas, movements, events and developments that have shaped the modern world. K = Knowledge and understanding, S = Source-based skills, I = Historical inquiry and research and C = Communication of historical understanding.

Students:

- Undertake the process of historical inquiry
- Use historical concepts and skills to examine the modern past
- Communicate an understanding of history, sources and evidence, and historical interpretations.

Tasks		K	S	I	C	Outcomes Assessed	Weight	Due Date
1	Research Portfolio Power and Authority in the Modern World 1919-1946	5%	5%	5%	5%	MH12-3, MH12-4, MH12-6, MH12-7, MH12-9	20%	Term 2 Week 5
2	Historical Analysis & Exposition National Study: Russia	10%	5%	5%	5%	MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	25%	Term 2 Week 10
3	Oral Presentation: Peace and conflict – Cold War	10%	5%	5%	5%	MH12-2, MH12-5, MH12-7, MH12-9	25%	Term 3 Week 5
4	Trial Examination	15%	5%	5%	5%	MH12-1, MH12-3, MH12-4, MH12-5, MH12-7, MH12-9	30%	Term 3 Week 7
TOTAL		40%	20%	20%	20%		100%	



Music 1

Course Description: The purpose of this course is to provide students with the opportunity to acquire knowledge, skills and experiences and to emerge as musically sensitive and capable individuals with the capacity and desire for music to play a significant and continually developing role in their lives.

In Music 1, students will study the concepts of music through the learning experiences of performance (P), composition (C), musicology (M) and aural (A) within the context of a range of styles, periods and genres.

Tasks		Component					Outcomes Assessed	Weight	Due Date
		P	C	M	A	Elective			
1	Task 1: Presentation of Performance & viva Voce	10%		10%			H3, H4, H5, H6, H7, H8, H10, H11	20%	Term 2 Week 5
2	Task 2: Composition Portfolio		10%		10%		H1, H2, H5, H7, H9, H10, H11	20%	Term 2 Week 10
3	Task 3: Elective 1 & 2					30%	H1, H2, H3, H4 H5, H6, H7, H8, H9, H10, H11	30%	Term 3 Week 5
4	Task 4: Trial HSC Examination including Elective 3				15%	15%	H1, H2, H3, H4 H5, H6, H7, H8, H9, H10, H11	30%	Term 3 Week 7
	TOTAL	10%	10%	10%	25%	45%		100%	



Course Description: Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

Tasks		Component		Outcomes Assessed	Weight	Due Date
		Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating			
1	Task 1: In class open book response	20%	20%	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H14, H15, H16	40%	Term 2 Week 4
2	Task 2: Analysis Report - Health Priorities in Australia	10%	20%	H1, H2, H3, H4, H5, H14, H15, H16	30%	Term 3 Week 2
3	Trial Examination	10%	20%	H1 to H17	30%	Term 3 Week 7
TOTAL		40%	60%		100%	



Physics

Course Description: Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. The HSC course provides avenues for students to apply the concepts they were introduced to in the Preliminary course to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

Tasks		Component		Outcomes Assessed	Weight	Due Date
		Knowledge and understanding of course content	Skills in working scientifically			
1	Practical Investigation: Rocket Launch	10%	25%	PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-12	35%	Term 2 Week 4
2	Depth Study: Making & Testing a Motor/Generator	10%	30%	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH12-13	40%	Term 2 Week 9
3	Trial Examination	20%	5%	PH12-1 to PH12-9, PH12-12 to PH12-15	25%	Term 3 Week 7
	TOTAL	40%	60%		100%	



Software Engineering

Course Description: The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills.

Knowledge and understanding of course content, Knowledge and skills in the practical application of the content.

Tasks		Component		Outcomes Assessed	Weight	Due Date
		Knowledge & understanding of course content	Knowledge and skills in the design and development of software solutions			
1	Task 1: Research Task: Secure software architecture	10%	10%	SE-12-01, to SE-12-05	20%	Term 2 Week 4
2	Task 2: Web Dev project Programming Task	10%	10%	SE-12-01, to SE-11-09	20%	Term 2 Week 7
3	Task 3: Software Engineering Project	10%	20%	SE-12-01, to SE-11-09	30%	Term 3 Week 4
3	Trial HSC Examination	20%	10%	SE-12-01, to SE-11-09	30%	Term 3 Week 7
TOTAL		50%	50%		100%	



Sport, Lifestyle & Recreation Studies

Course Description: The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students should be given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive. School programs should provide a balance between offering experience in a range of movement contexts and the opportunity to specialise in a specific sport or recreational activity.

Tasks		Component		Outcomes Assessed	Weight	Due Date
		Knowledge and Understanding	Skills			
1	Task 1: Group Assignment	15%	15%	1.3, 2.5, 3.6, 5.1	30%	Term 2 Week 4
2	Task 2: Session Design & Delivery	20%	20%	1.1, 1.3, 1.6 3.1, 3.2, 4.1 4.4, 5.4	40%	Term 3 Week 2
3	In class test	15%	15%	3.6, 2.5, 4.5	30%	Term 3 Week 6
	TOTAL	50%	50%		100%	



Visual Arts

Course Description: The HSC course provides student experience for various interpretations of the visual arts that are both contemporary and historical. Acknowledging that visual arts encompass the areas of art, craft and design, that the subject is theoretically and practically sustained by practice, the frames, and a conceptual framework about art.

Course Structure:

Art Criticism and Art History (CH) – 50%

Artmaking (BOW and VAPD) – 50%

Tasks		Component		Outcomes Assessed	Weight	Due Date
		Art Making	Art Criticism and Art History			
1	BOW Progress + VAPD + Research Task + Peer Critiquing	10%	30%	H1, H4, H5, H7, H8, H10	40%	Term 2 Week 6
2	BOW Progress + VAPD + Peer Critiquing	20%		H1, H2, H3, H4, H5, H6	20%	Term 3 Week 3
3	BOW Final + VAPD + Artist Statement	20%		H1, H2, H3, H4, H5, H6	20%	Term 3 Week 5
4	Trial Examination		20%	H7, H8, H9, H10	20%	Term 3 Week 7
	TOTAL	50%	50%		100%	

School Name: Liverpool Boys High School

Assessment Schedule Year 12 – 2025

Compressed Curriculum (240 Hours 4 Units x 1 Year) -

Commencing Term 4 2024

Assessment Tasks for 4BSIS30321 Certificate III in Fitness		Task 1 Working in the industry	Task 2 Planning,organising and maintaining in the fitness industry	Task 3 Preparation of client capabilities in the fitness industry
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week: 10	Week: 3	Week:11
		Term: 3	Term: 1	Term: 1
Code	Unit of Competency	Date:26/09/25	Date:21/02/25	Date:11/04/25
SISXIND011	Maintain sport, fitness and recreation industry knowledge	X		
BSBPEF301	Organise personal work priorities		X	
SISXFAC002	Maintain sport, fitness and recreation facilities		X	
HLTWHS001	Participate in workplace health and safety		X	
SISFFIT032	Complete pre-exercise screening and service orientation			X
SISFFIT033	Complete client fitness assessments			X
SISFFIT052	Provide healthy eating information			X

The possible qualification outcome is a Statement of Attainment towards 4BSIS30321 Certificate III in Fitness.

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

School Name: Liverpool Boys High School

Assessment Schedule Year 12 – 2025

Compressed Curriculum (240 Hours 4 Units x 1 Year)

Assessment Tasks for SIS30321 Certificate III in Fitness		Task 4 Using skill-based decisions for instruction in Fitness industry	Task 5 Instructing fitness clients	Task 6 Provide first aid
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week: 2 Term: 3	Week: 6 Term: 3	Week: 9 Term: 3
Code	Unit of Competency	Date: 01/08/25	Date: 29/08/25	Date: 19/09/25
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise	X		
SISFFIT035	Plan group exercise sessions	X		
SISFFIT036	Instruct group exercise sessions	X		
SISXCAI009	Instruct strength and conditioning techniques		X	
HLTAID011	Provide first aid (Online Delivery through IVET)			X

The possible qualification outcome is a Statement of Attainment towards 4BSIS30321 Certificate III in Fitness.

There is no HSC exam available for this course

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

School Name: Liverpool Boys High School

Assessment Schedule Year 12 – 2025

Compressed Curriculum (240 Hours 4 Units x 1 Year)

Commencing Term 4 2024

Hospitality

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 1 Safety in the kitchen	Task 2 Service please	Task 3 The hospitality industry
			Week: 6 Term: 1 Date: 7/03/25	Week: 8 Term: 1 Date: 21/03/25	Week: 5 Term: 2 Date: 30/05/25
Code	Unit of Competency	HSC Examinable Unit			
SITXWHS005	Participate in safe work practices	✓	X		
SITXFSA005	Use hygienic practices for food safety	✓	X		
SITXFSA006	Participate in safe food handling practices	✓	X		
SITHCCC025	Prepare and present sandwiches		X		
SITXCCS011	Interact with customers	✓		X	
SITXCOM007	Show social and cultural sensitivity			X	
SITHIND006	Source and use information on the hospitality industry				X

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

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

School Name: Liverpool Boys High school

Assessment Schedule Year 12 – 2025

Compressed Curriculum (240 Hours 4 Units x 1 Year)

Hospitality

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 4 Working in the hospitality industry	HSC Trial
Code	Unit of Competency	HSC Examinable Unit	Week: 10 Term: 3 Date:26/09/25	Week 7 Term 3
SITHFAB024	Prepare and serve non-alcoholic beverages	✓	X	Mandatory VET Workplacement: Term 1 Weeks 5-6 Term 2 Weeks 5-6
SITHFAB025	Prepare and serve espresso coffee	✓	X	
SITHFAB027	Serve food and beverages	✓	X	
BSBTWK201	Work effectively with others		X	
SITHIND007	Use hospitality skills effectively		X	

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

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

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”.



The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement. Competency assessment is graded as 'not yet competent', 'developing', 'competent'. This means a course mark is not allocated.

Assessment Tasks for SOA Towards FSK20119 Certificate II in Skills for Work and Vocational Pathways

Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.

Code		Task 1 School Rebuild	Task 2 Safety in the school	Task 3 I am an entrepreneur
		Week 9	Week 2	Week 9
		Term 2	Term 3	Term 3
		Date 27/06/25	Date 01/08/25	Date 24/09/25
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work	X		
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work	X		
FSKOCM007	Interact effectively with others at work	X		
FSKDIG003	Use digital technology for non-routine workplace tasks	X		
FSKLRG010	Use routine strategies for career planning	X		
FSKLRG009	Use strategies to respond to routine workplace problems	X		
FSKRDG009	Read and respond to routine standard operating procedures		X	
FSKOCM004	Use oral communication skills to participate in workplace meetings		X	



Education

Skills for Work and Vocational Pathways

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

Qualification: SOA Towards FSK20119 Certificate II in Skills for Work and Vocational Pathways

Cohort 2025 - 2025

Training Package FSK Foundation Skills

BSBWHS211	Contribute to health and safety of self and others		X	
BSBOPS203	Deliver a service to customers (NOT IN TAS but will cover)			X
FNSFLT211	Develop and use personal budgets			X
FNSFLT212	Develop and use a savings plan			X

A 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 provide a common language and consistent meaning in the Higher School Certificate documents.

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

Writing a Bibliography

- A bibliography is a **list of the sources** that you use when you research.
- All of the sources must be listed in **alphabetical order** according to author's surname.

The format for each entry of a written text in your bibliography is as follows:

1. Authors' names
2. Title of source (Italics)
3. Publisher
4. Place of publication
5. Date of publication

Eg:

JONES, Carol and PETROVIC, Sami, *Australian Indigenous Peoples*, Hodder and Stoughton, Sydney, 2002

The format for a website is:

1. Author (the person / organisation responsible for the site)
2. Site date (the date that the site was created or last updated)
3. Name and place of the sponsor of the source
4. Date of viewing the source
5. URL (web address)

Eg

The Body Shop Australia 2003, The Body Shop Australia, Mulgrave, Victoria, viewed 31 January 2003,
<<http://www.thebodyshop.com.au/>>.

In addition, you must make sure that all of the work that you include in your assignments is your own!
You must use your own words.

Preparing an Annotated Bibliography

What is an annotated bibliography?

A bibliography is a list of books, journals, newspaper articles, visual images or people used in the preparation of a research task for any subject at school. How to prepare a bibliography can found here too.

An annotated bibliography is the same but with the addition that each entry is followed by a brief (usually about 120 to 150 words) description and evaluation of the entry. The reason for annotating a bibliography is so that anyone looking at your work can appreciate the quality, relevance and accuracy of the sources you have used. It is also a way of proving that you have examined a variety of perspectives on your research task.

Creating an annotated bibliography

First, search for and select the books, journal article, newspaper articles and visual images, or choose the people you are going to interview.

Second, summarise the main point or points contained in the source demonstrating, in general terms, the theme and scope of the source.

Third, evaluate the reliability of the author by referring briefly to his or her background, expectation, knowledge and possible bias. Include reference to the intended audience, the style of presentation and include a sentence clearly stating the usefulness of the source.

A possible example may be:

Brady, Jan, Modern History in the Stage 5 Classroom: A Teachers' Guide to the options in the New Elective History Syllabus (Sydney, 2002).

The author, an experienced teacher of Modern History (background, knowledge, possible bias), provides outlines of the historical background (style of presentation) to the Options offered in the new Syllabus for teachers preparing to teach this course (audience). Each Outline includes a detailed timeline, short biographies of the main characters, and an overview of the main issues including reference to the ideas and ideologies involved (scope of the source). The guide also provides a list of written resources for each Option and a list of current websites, both academic and non-academic (scope of the source) to support the outline. This source was particularly useful in that it provided a specific overview of the topic and direct access to further, detailed information on the internet (usefulness). Through its overview, it provided thoughts and directions for further study.

THE BIBLIOGRAPHY

The bibliography is the last piece of the research essay ('essay' in this context refers to any long writing). As you read and research for the essay, you must keep an accurate record of all the books you used whether you intend using quotations from them or not. The bibliography is the full listing of all the books you have consulted. The method presented below is the most formal style. Your teacher may recommend that you use a simpler style or, a different style, but the principle remains the same.

You need to list the following.

Author. Full name as supplied on the title page IN CAPITALS. FULLER, John James is better than FULLER, J. J. If there are two authors, list them the way they appear on the title page. You might have FULLER, John James and AMBROSE, A. List Fuller first and then Ambrose even though that is not alphabetically correct. This is because Fuller is probably the main writer and Ambrose an assistant.

Title of the book. The full and proper title of the book is taken from the title page (not the jacket cover) and underlined. For instance, on one particular book the cover says the title is *The Court is Open: A Guide to the Magistrates Court* when in fact on the title page it is written as *The Court is Open*. Any other details such as volume number or series number must be noted as well.

Imprint. This is the detail as to where and when this particular edition was printed. These details are usually a place, which could be Sydney, Auckland, New York, London, or just about anywhere else; and the date of this edition, which is always the last date listed under the editions. The place of publication must be written out in full in the bibliography. If there is no date, just note 'no date'. Do not include the publication house unless you have been specifically instructed to do so.

Preparing a bibliography

When you are preparing your notes for writing up your bibliography, you must first consider the nature of your resources. The following is the order in which the types of resources should be listed. Generally in high school you do not have to divide your bibliography; however, it does not hurt to know about it.

- (a) Archives appear first. Any archival material must be listed here in alphabetical order. A typical series of entries may be:

ADELAIDE STEAMSHIP COMPANY RECORDS (Archives of Business and Labour, Canberra).

AUSTRALASIAN UNION STEAM NAVIGATION COMPANY RECORDS (Mitchell Library, uncatalogued manuscripts, part of the N. L. McKellar Collection).

In this case the company is listed as the author of the archives and it is then noted where they are held. In the case of the AUSN records they are uncatalogued but form part of a particular collection. This may mean that anyone else trying to find the references may have a problem because the documents are not catalogued.

- (b) Government publications are next. These are listed under the Department with internal alphabetical listing of publications from the same source. The word 'the' must be used where appropriate but is ignored for alphabetical listing of articles and titles.

MAIN ROAD, DEPARTMENT OF, NEW SOUTH WALES, *The Roadmakers: a History of Main Roads in New South Wales* (Sydney, 1976).

RAILWAYS, DEPARTMENT OF, NEW SOUTH WALES, *The Railways of New South Wales 1855–1955*, (Sydney, n.d.).

- (c) Then list the printed books. These are the most commonly accessible resource for students. These are listed strictly alphabetically, with internal alphabetical listings as well where there is more than one book written by a particular author. Where a book has two authors, the book is listed under the first-

mentioned author. The surname goes first and is followed by the given name or initials of the author. This, in turn, is followed by the title of the book. Any volume or series number then follows. Lastly is the imprint. Encyclopaedias are listed under their name, with the word 'The' put in lowercase letters and ignored for alphabetical listing.

BUTLIN, S. J. and SCHEDVIN, C. B., *War Economy 1942 to 1945*, Volume Three, Series Four, Civil, Australia in the War of 1939–1945 (Canberra, 1977).

CARROLL, B., *Hurry Back: an Illustrated Centenary History of Mayne Nickless* (Melbourne, 1986).

ENCYCLOPAEDIA BRITANNICA (Chicago, 1983).

- (d) Articles are listed by author. The title of the article is placed in inverted commas and goes first. This is followed by the name of the journal or paper in which the article appeared. The details of the volume or edition and the page numbers on which the article appeared are listed. The journal or paper is treated as the book in this instance and it is underlined as for any book.

BARKER, T. J., 'Road and Land Transport in New South Wales', *Canberra Historical Journal*, March 1976, pp. 16 to 23.

HYTTEN, T., 'The Railway and the Road Motor', *The Economic Record*, Volume Fifteen, 1929, pp. 273 to 290.

Websites There are currently many conventions regarding the listing of websites and it is important that you check with your teacher for clarification.

Generally the sites are listed in alphabetical order by URL, but if you have a specific writer of a specific document on a specific website, then it should be listed under Articles above with the URL listed as the imprint details. So you might have:

www.ozgeo.com.au, PARTRIDGE, P. T., 'Owls in Australia'.

There are also alternative and, indeed, simpler ways of writing out footnotes, endnotes and bibliographies but they are generally used at university. However, your teacher will give you an outline of the way he or she expects you to do it. This is just a beginning.



College Misadventure /Illness Appeal

- You MUST hand in the task the day you return to school
- If the task is a test or exam, you will NOT re-sit the task, if the appeal is successful; you will receive an estimate based on rank and teacher judgment. The estimate is not negotiable.
- Your appeal MUST cover every day you were absent from school
- Only a Deputy Principal can grant an appeal.
- Appeals must be lodged within 3 days of returning to school
- If the appeal is for medical reasons, your doctor must fill in section C below, and you need to attach a medical certificate
- If the appeal is for misadventure, a responsible adult must fill in section D, and you will need to provide appropriate documentation
- Faulty technology, lost school work, work commitments, family commitments and earlier illness are examples of unacceptable illness and misadventure claims.
- This form MUST be complete, incomplete forms will not be accepted. Your Year Advisor can help you complete the form.
- If you are unhappy with the appeal decision you may appeal to the Principal within 2 days of notification of the original appeal being declined

Section A – Student and Subject Details.

Name:		Task:		Subject:	
Date task due:		Date task handed in:		Teacher name	
			Teacher verification signature:		

Reason for appeal:

Student signature: _____ Date: _____

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Diagnosis of medical condition:	
Date of onset of illness:	
Date(s) and time(s) of all consultations/meetings relating to this illness:	
Please describe how the student's condition/symptoms could affect their ability to attend school to complete the assessment task.	
Any other comments or information which may assist in the assessment of the student's appeal.	
Name of Doctor and profession:	
Address	
Phone contacts	
Signature and date	

Section D – Misadventure – To be completed by a responsible adult

Nature of misadventure	
Date of misadventure	
Description of event:	
Name	
Your relationship to the student	
Address	
Phone number	
Reason you are completing form	
Signature and date	

Section E – Decision – To be completed by Deputy Principal.

A copy of this form is to be returned to the student within 7 days of receipt.

Appeal	UPHELD / DECLINED
Reason	
Name :	Signature: Date:

Assessment Tasks Planner 2025 – College

Weeks / Terms	1	2	3	4	5	6	7	8	9	10	11
2024 Term 4											
2025 Term 1											
2025 Term 2											
2025 Term 3											

Requirements of NSW 'Education Act 1990' in relation to the HSC

The following information is from the [Education Act 1990 No 8](#). In the legislation, 'the Authority' refers to NESAC. The numbers '95' and '12' refer to the corresponding sections of the legislation. More specific information is provided in Attachment 2: 2019 HSC checklist & reminders.

95 Higher School Certificate

1. Higher School Certificates are to be granted by the Authority to students:
 - (a) who have been granted a Record of School Achievement or who have attained such other qualifications as the Authority considers satisfactory, and
 - (b) who:
 - (i) have attended a government school, or
 - (ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or
 - (iii) have attended a school outside New South Wales recognised by the Authority or a TAFE establishment, and
 - (c) who have participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
 - (d) who have been accepted by the Authority as having satisfactorily completed those courses of study, and
 - (e) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment, and
 - (f) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority.
2. The requisite examination or other assessment must include a public examination conducted on a State-wide basis.
3. The Authority may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of the Authority, be justified.

12 Curriculum for Higher School Certificate candidates

1. The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:
 - (a) courses of study of a general description determined by the Minister on the recommendation of the Authority are to be provided for each student in each Year,

- (b) those courses of study are to include a course of study in English,
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Authority,
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.

2025 HSC checklist and reminders

For senior executives, head teachers, teachers, students and parents/carers.

Pattern of study checklist

Students who will complete the HSC in 2019 should meet the following pattern of study requirements:

- ☐ at least 12 units of Year 11 courses and
- ☐ at least 10 units of Year 12 courses.

Check that both patterns include:

- ☐ at least 6 units of Board Developed Courses
- ☐ at least 2 units of a Board Developed Course in English
- ☐ at least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed courses)
- ☐ at least 4 subjects
- ☐ a maximum of 6 Year 11 units and 7 Year 12 units from courses in science, where science is included.

Refer to:

ACE 8005: [Pattern of study for the Higher School Certificate](#)

ACE 8006: [Pattern of study for Higher School Certificate Science](#)

Also check the pattern of study to ensure:

- ☐ students meet eligibility requirements for English EAL/D and languages (see page 2)
- ☐ students have completed 'HSC: All My Own Work' (or its equivalent) (see page 2)
- ☐ there are no exclusions in the course combinations (see page 2)
- ☐ students seeking an ATAR meet eligibility requirements (see page 3)
- ☐ Board Endorsed Courses (BEC) have current endorsement.

Please note information on:

- ☐ new school-based assessment and reporting requirements (see page 3)
- ☐ students with disability (see page 4).

Refer to:

School BEC decision letters or check BEC decisions via [Schools Online](#)
[Syllabuses A-Z](#) for course descriptions of relevant syllabuses

HSC: All My Own Work

To be eligible for the HSC, students must complete the program 'HSC: All My Own Work' (or its equivalent) before they submit any work for Year 11 or Year 12 courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. This includes students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses.

If a student with disability has difficulty accessing the program 'HSC: All My Own Work', the school should devise an appropriate equivalent program if the student is undertaking a Year 11 or Year 12 course that is not a Life Skills course.

Refer to:

ACE 8006: [Eligibility requirements for the Higher School Certificate](#)

NESA: [HSC All My Own Work program](#)

Eligibility for English EAL/D and languages

Check that students meet eligibility requirements and have completed the NESA eligibility form, and that all documentation is retained by the school for:

- ☐ English EAL/D
- ☐ Continuers courses in those languages which also offer [Language] in Context courses and [Language] and Literature courses
- ☐ Beginners courses
- ☐ [Language] in Context courses.

Refer to:

ACE 8007: [Entry requirements for the HSC English as an additional language or dialect \(EAL/D\) course](#)

NESA: [Eligibility for Stage 6 Languages courses](#)

ACE 8002: [Eligibility for Stage 6 Languages courses criteria](#)

Exclusion of course combinations

Some course combinations are excluded by NESA as stated in the course descriptions, under 'exclusions'. Check for NESA exclusions of course combinations for:

- ☐ Board Developed Courses (BDCs)
- ☐ Content Endorsed Courses
- ☐ TAFE delivered VET HSC Courses
- ☐ Board Endorsed Courses (BECs).

Refer to:

ACE 8011: [Exclusions for HSC courses: Industrial Technology, Languages, Mathematics, Science, Studies of Religion](#)

ACE manual exclusions index: [Exclusions](#)

[Syllabuses A-Z](#) to access the most up to date information on exclusions included with each course description.

New school-based assessment and reporting requirements

The 'Assessment and Reporting' documents for each syllabus outline the mandatory components and weightings for new school-based assessment requirements for BDCs.

In addition, school-based assessment:

Year 11 (commenced Term 1 2018)	Year 12 (commence Term 4 2018)
<input type="checkbox"/> must be capped at 3 tasks	<input type="checkbox"/> must be capped at 4 tasks
<input type="checkbox"/> may only include 1 formal written examination Mathematics courses may include 1 - 2 formal written examinations	<input type="checkbox"/> may only include 1 formal written examination

English Studies and Mathematics Standard 1

From 2019, NESA credentials will use grades to report student achievement in school-based assessment for the Year 12 English Studies and Mathematics Standard 1 courses.

- ☐ To award grades, use the new [English Studies Achievement Level Descriptions](#) and [Mathematics Standard 1 Achievement Level Descriptions](#).
- ☐ Upload Year 12 work samples in Schools Online (for grade monitoring purposes).
- ☐ For the optional HSC examinations, enter students separately and submit an estimated examination mark.

ATAR eligibility

Students seeking an Australian Tertiary Admission Rank (ATAR) in 2019 must complete at least 10 units of BDCs for which there are formal examinations conducted by NESA, including:

- ☐ at least 2 units of English
- ☐ at least 8 units of Category A courses.

Only 2 units of Category B courses can contribute to an ATAR. Students must sit the optional HSC examination for the Category B course to contribute to the ATAR. Note that both English Studies and Mathematics Standard 1 are Category B courses. Courses completed must include at least 3 BDCs of 2 units or greater and at least 4 subjects. Refer to the list of Category A and Category B courses published on the UAC website.

Students studying English Studies and seeking an ATAR must sit the optional HSC examination. A student can sit the optional HSC examinations in both English Studies and Mathematics Standard 1, but in this case only the English Studies examination will contribute to the ATAR. Life Skills Courses, Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, do not satisfy requirements for the ATAR.

Refer to:

[UAC](#) in particular: [HSC courses that can be used in the ATAR calculation](#)

Syllabus documents for [English Studies](#) and [Mathematics Standard 1](#)

Students with disability

Identifying and responding to the personalised learning and support needs of students with disability should be addressed through a collaborative planning process and should not be reliant on requests for support from the student, parents or carers. Planning should include course options, provision of reasonable adjustments and HSC disability provisions and be an ongoing process. Adjustments should enable equitable participation in the full range of education activities. The NESA website provides information about [HSC disability provisions](#), including the application process and the due date in Term 1.

Students with disability can meet the requirements for the award of the HSC by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Year 11 and Year 12 entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a collaborative planning process that addresses the student's transition from school to adult life.

Refer to:

ACE: [Studying HSC Life Skills courses](#)

NESA: [Disability Provisions](#)

Reminders

- ☐ Schools are responsible for overseeing the delivery of courses by outside tutors (defined in ACE 8060) and external providers (including VET courses).
- ☐ Ensure that NESA requirements are met:
 - for commencement of Year 11 and Year 12 courses
 - for credit transfer and recognition of prior learning
 - for accumulation, acceleration and repeating
 - for satisfactory completion and non-completion of courses.
- ☐ Additional departmental curriculum requirements in the [policy standards](#) (e.g. Life Ready, religious education, physical activity including sport) or conditions of enrolment at individual schools are not requirements for NESA HSC credentialing.
- ☐ Consider the wellbeing of students when formulating assessment schedules including trial examinations, particularly in consideration of the completion of major works and performance examinations.

Refer to:

ACE: [Course commencement](#)

ACE 8060: [study with an outside tutor](#)

ACE 8061: [study with an external provider](#)

ACE: [Credit transfer and recognition of prior learning](#)

ACE: [Accumulation, accelerating and repeating](#)

ACE: [Satisfactory completion and non-completion](#)