



# Moorefield Girls High School

## HSC Assessment Policy and Course Schedules

For the 2025 Higher School Certificate

### Our Vision:

Moorefield Girls High School inspires our young women to achieve their full potential. We promote high expectations through learning environments which empower students to develop social responsibility and pursue academic excellence underpinned by strong literacy, numeracy and digital skills.

We value and nurture a culture of belonging to our school and the wider community to poise our students for successful futures.



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## Introduction

Congratulations on beginning your HSC year.

This booklet is designed to help you plan for the school assessment component of your Higher School Certificate. It informs you of all the tasks due, the time frame and the weighting of each task.

It is important to remember:

- School assessment marks contribute to 50% of your final HSC marks
- If for any serious reason you are not able to sit for your HSC exams, your total HSC mark may, at the discretion of the NSW Educational Standards Authority (**NESA**, sometimes referred to as “the board”), be constituted from your assessment mark.
- All assessments must be completed as they fall due. Missed or late assessments usually attract a zero mark unless a genuine case of illness and/or misadventure is demonstrated.

The Assessment Certification Examination (ACE) website indicates that a student will be considered to have satisfactorily completed a course if 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;
- (c) achieved some or all of the course outcomes.

Principals may determine that, as a result of absence, the course completion criteria may not have been met.

This means that you must complete both assessable and non-assessable tasks as well as have a satisfactory rate of attendance (usually regarded as 85% or better) to be eligible for the Principal's certification and therefore the award of an HSC.

The school offers students access to professional advice from class teachers, Student Advisers, the Careers Adviser, School Counsellor and the school's executive staff. If you are experiencing difficulties with meeting the responsibilities of your courses, seek the advice of one of these experts.

We will provide you with teacher expertise and a quality learning environment. Your commitment to achieve your personal best is essential. Together, we will ensure that attaining your HSC is a rewarding experience.

# Policy and Procedures

## HSC Assessment Overview

In order to progress to your Year 12 Higher School Certificate year, you must have completed your Year 11 course in any individual subject satisfactorily. The Principal will be asked to confirm that you have satisfactorily completed Year 11 course requirements before your entry for the HSC can be declared valid. Most school Year 11 courses will be completed by the end of Term 3. At the start of Term 4, you will begin work on your Year 12 HSC course work which will be included in your HSC examination.

## School Assessment

There are some aspects of your study which cannot be adequately assessed through examinations, such as skills in Science and art techniques in Visual Arts. Your school assessments are designed to measure these achievements as well as your achievements in examinations. Your school assessments will measure your actual performance in the whole course. In Year 12, your HSC subject assessment marks are submitted to NESA. Your assessment marks are worth 50% of your HSC.

## Satisfactory Completion of a Course

To get your HSC in a subject, the Principal must state that you have satisfied requirements. "Satisfactory completion" means that, in the Principal's view, there is sufficient evidence that you have:

- followed the course developed or endorsed by NESA
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the Year 11 or Year 12 course by the school
- achieved some or all of the course outcomes

To comply with these requirements, satisfactory attendance (of at least 85%) is expected.

In addition, school-based assessment tasks must contribute more than 50% of the available marks. Students must make a genuine attempt at these tasks in order to be considered for course completion

It is also critical to note that "N" (non-completion) determinations can be made if these requirements are not met. Principals will issue formal warnings for non-completion, outlining the steps students must take to correct the issue. Failure to act on these warnings may result in students being ineligible to receive the Higher School Certificate

## Pattern of study to qualify for the HSC

To qualify for the HSC you must study a pattern of Year 11 and 12 courses. You must check that your Year 11 pattern of study included:

- at least 12 units of which six units must be from Board-developed courses:
- at least two units of English

Your Year 12 pattern of study must include at least 10 units, including two units of English.

## Credentials

**The Higher School Certificate** is awarded to students who have completed all eligibility requirements.

**The Higher School Certificate Record of Achievement** is awarded when you leave school. If you leave school before completing the HSC your Record of Achievement will list any Year 12 courses which you have completed satisfactorily, but no marks will appear.

Your Higher School Certificate Record of Achievement will list each subject that you have studied satisfactorily in Year 11, as well as your Year 12 HSC courses. It will show marks for each Course.

A certificate and a statement of attainment are issued for each VET course studied.

## Assessment Requirements for Board Developed Courses and Board Endorsed Courses

The assessment marks submitted to the Board are devised from assessment tasks and, may include reference to performance across the year, set in accordance with the internal assessment program for each course. Marks must be calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. The assessment marks provide the rank order of students and the relative differences between students based on their performances in the assessment tasks.

## School Assessment Tasks

School-based assessment tasks are linked to standards because the tasks focus on outcomes. Tasks are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to one or more outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances, highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

At the end of each task in Year 12 you will be provided with your ranking within the course at that time.

Reports will be available on a semester basis. Each report will indicate your ranking for each course at that time.

## The HSC Assessment Marks

Moorefield Girls High School assessment marks are provided to NESA for each course studied at HSC level by each student. Assessments for Board Developed Courses are moderated by NESA against the marks gained in the HSC examination. This process ensures comparability between the assessment marks submitted by each school. The mark submitted by the school is not the mark which will appear on your HSC, but the rank order remains the same.

The school is not permitted to tell you your final assessment mark in Year 12. You will be told your rank within your course group.

## Course Assessment Schedule

It is your responsibility to check with the relevant Head Teacher if any areas of the course schedule need clarification, or if you do not have a course assessment schedule for a subject which you are studying.

The course assessment schedule is mandatory and is not negotiable. It contains information about the set tasks in each component of your course. The course assessment schedule also informs you of approximately when the various assessment tasks will be held.

Any variation to the published assessment schedule will be communicated in writing. (This includes electronically.)

## University Entry

To be eligible for an Australian Tertiary Admission Rank (ATAR) you must satisfactorily complete at least 10 units of HSIC. These courses must include:

- 8 units from Category A courses
- at least two units of English
- at least 3 Board Developed courses of 2 units
- four subject areas

The ATAR is calculated from your:

- best 2 units of English
- best 8 units from your remaining units, which can include no more than 2 category B courses

## Vocational Education and Training (VET) Courses

### ***Work Placement***

The courses in VET industry curriculum frameworks have been designed to deliver specified units of competency. The units of competency have been drawn from industry training packages.

Work Placement is a mandatory HSC requirement of each course within this framework. 2U VET Courses comprise 70-hour work placement (35 hours Year 11, 35 hours HSC Courses).

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practice skills acquired off the job in a classroom or workshop
- develop additional skills and knowledge, including the key competencies

Assessment of the units of competency will be undertaken by a qualified assessor in classroom delivery.

### ***Part-time Work***

Under some circumstances, students' part-time work in an appropriate workplace may be used to fulfil work placement requirements. For further details, see your class teacher.

***The Purposes of VET Assessment***

For VET courses, assessment is to judge competence on the basis of performance against the criteria set out in the learning incomes for each module, for the purpose of achieving AQF Qualifications, Statements of Attainment and NESA requirements.

***Competency Based Assessment***

The courses within the VET Curriculum Frameworks are competency-based courses. NESA and the Vocational Education and Training Accreditation Board (VETAB) require that a competency-based approach to assessment be used for the competencies achieved.

**All students who study a VET course must register for a Unique Student Identifier (USI) at [www.usi.gov.au](http://www.usi.gov.au)**

The performance of students is based against a prescribed standard, not against the performance of other participants.

A student is judged either **competent** or **not yet competent**. This judgement is made on the basis of evidence, which may be in a variety of forms.

Students may take a maximum of three attempts at achieving an element of competency. Competency based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

When students are assessed on tasks, a number of elements of competency or even several units of competency are assessed together. Competence is the integration of a wide range of skills, knowledge and attitudes.

***Qualified Assessors***

Students will be assessed by their teachers, who are qualified assessors, or in some cases by their work placements supervisors if they are qualified workplace assessors.

***Competency Records***

Achievement of elements of competency and units of competency will be progressively recorded by the teacher.

- all performance criteria need to be met to demonstrate the achievement on an element of competency
- all elements of competency must be achieved in order to demonstrate the achievement of a unit of competency.

***Higher School Certificate Examination – VET Courses***

The Higher School Certificate examination in VET courses is optional. It will consist of a written examination. Students will nominate during the HSC year to undertake the optional examination which is mandatory if a student requires an ATAR.

The examination is independent of the competency-based assessment undertaken during VET courses and has no impact on student eligibility for AQF qualifications.

A written exam component will be included in Yearly school reports.



## Illness and Misadventure

### Student attendance on the day of an assessment task or examination

Students must be signed in for the wholeschool day according to their timetable and attend all timetabled lessons or scheduled school activities on the day of an assessment task or examination.

### Student is absent from an assessment task or examination due to sickness / misadventure

Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school the date a task was due.

Following failure to complete an assessment task at the due time, the student is to:

For illness:

- **complete an illness / misadventure form** (Appendix B), with an attached doctor's certificate, and present it to the Deputy Principal on the first day of return to school. The doctor's certificate should state: "(Student name) was not fit to attend the assessment task on..." Post-dated doctor's certificates may not be accepted. The date should include all days of absence.

For a misadventure:

- **submit an illness / misadventure form** (Appendix B), with appropriate supporting documentation, to the Deputy Principal on the first day of return to school to negotiate alternative arrangements.

Failure to submit an illness / misadventure form will result in a zero mark being awarded for that task / examination. For illness or misadventure, an extension of time may be provided or a mark may be awarded based on a substitute task. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task.

### School-based procedures:

- **notify the school office by phone** on 95876095 on the day of the task or examination. The office will pass on this information to the Deputy Principal and the relevant Head Teacher

### Students who complete the assessment task and suffer illness / misadventure

Students may lodge an illness / misadventure appeal in writing if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to **complete the Illness/ Misadventure appeal form (Appendix B) and provide documentary evidence** such as doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.

Students should submit this appeal to the Deputy Principal as soon as possible after the assessment task.



## Hand-In tasks

Hand-in tasks should be submitted to the teacher or faculty at the time and date as specified on the notification of the assessment task. Students are encouraged to submit drafts for teacher feedback, which may be used for assessment in the case of non-submission on the due date.

In the event of illness or misadventure, **any completed part of the task is to be submitted online or to the teacher/school.**

## Technology and assessment tasks

Technology and / or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly or save to cloud-based platforms such as One Drive or on the portal
- Print out copies of drafts and keep them while the assignment is in progress. Submit drafts to your teacher for feedback
- Bring a copy of the file to school by either email, USB or other device.

## Appeals surrounding the assessment procedure

### Grounds for an appeal

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

### Appeals Process

When a student feels that a decision applied to her work is not consistent with the school's assessment policy and procedures she may appeal. The **first appeal MUST be to the head teacher.**

Where a student feels that the appeal to the head teacher has not been heard appropriately, she may appeal to the Deputy Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with the NESA's requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are no computational or other clerical errors in the determination of the assessment mark.

If not satisfied with the school's decision, a student may make a subsequent appeal to NESA. NESA will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks.

## Academic Integrity

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own.

### Defining malpractice

Malpractice is any activity undertaken by a student that allows her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as one's own
- using material directly from books, journals, the Internet or other sources without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work to which another person, such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- Students are advised that they should acknowledge input from another student or teacher or tutor within their bibliography and that copies of previous tasks by other students are kept as records for future years.
- Students are made aware that sharing / showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.

### Misconduct in formal examinations and other assessment tasks

Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task.

All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the Head Teacher and/or the Principal / Deputy Principal and may be awarded a zero for that task.

## Managing Issues of Malpractice

Issues of malpractice need to be investigated by the head teacher and in more serious cases reported to the Principal / Deputy Principal.

Where the malpractice is serious and where penalty or zero mark is to be awarded, the student will be advised of the issue and the school's intention to manage a course of action. The student will be given an opportunity to appeal the outcome of this decision.

An assessment committee will be formed to review the malpractice. This committee will be made up of the Principal, Deputy Principal and a Head Teacher.

## Course requirements: N determination process

### Satisfactorily completing the course

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:

- followed the course developed or endorsed by the Board;
- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided the course by the school; and,
- achieved some or all of the course outcomes.

### Student Attendance

It could be determined by the principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal / Principal.

Absences for overseas or interstate travel are strongly discouraged and can impact on the student's ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

Different subjects have different prerequisites, eg. practical subjects require a set number of hours of practical work. Overseas or interstate travel may have a negative impact on this.

If considering overseas or interstate travel, students are to:

- Explain to their family the impact the travel will have on the HSC;
- complete an *Application for Extended Leave – Travel* form and attached a copy of the airline ticket;
- Submit the *Application for Extended Leave – Travel* form to the Principal for approval at least three weeks in advance.

## Failure to complete or submit assessment tasks

If a student does not have a valid reason for failing to complete or submit an assessment task a zero mark may be recorded for that task. The student and her parents will be advised, in writing, of the non-completion of course outcomes.

The Principal will issue at least one warning letter if a student is at risk of not meeting course requirements. This warning will specify the tasks or actions needed for the student to rectify the issue. The student and their parent/guardian (if under 18) must acknowledge the warning in writing. This warning will advise them of the potential for an 'N' determination if the issue is not resolved. In cases where tasks contribute more than 50% of available marks, failure to submit can lead to a non-completion ('N') determination. If the problem persists, a second follow-up warning will be issued. In cases where students still fail to meet the requirements, the Principal may submit a formal non-completion ("N") determination to NESA, which will prevent the student from receiving a course credit

## Non-serious attempts

Students studying an HSC course must make a **genuine attempt to complete course requirements**. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

## Communicating course requirement concerns

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though not reported or graded against these bands. The feedback given for tasks that do not contribute to the final HSC assessment mark should assist students in preparation for tasks that are part of the HSC Assessment program.

**Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment marks for that course.**

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written warning letter must be given to the student and their parents notifying of a potential for an 'N determination' in the course. The letter will

- advise the student of the issue giving adequate time for the problem to be corrected;
- specifying details of action including a timeframe required by the student;
- alert the student to the possible consequences of an 'N' determination, and
- request from the student and his/her parent a written acknowledgement of the warning.

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued.

On the first warning letter, a student may be interviewed by the classroom teacher. On the second warning letter, the student and their parents may be required to attend an interview with the head teacher (this may involve phone contact).

**An N determination in a course may place the award of the Higher School Certificate in jeopardy and the individual course will not appear on the students' *Record of Achievement*.**

## Disability provisions for examinations

NESA may provide disability provisions for students in the Higher School Certificate examinations. <http://www.boardofstudies.nsw.edu.au/parents/hsc-support.html>

This is determined by an official application process to NESA.

Principals have the authority to decide on and to implement disability provisions for school-based assessments including tests. *ACE Manual 13.1*

Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of that need on the student's functioning in an examination situation.

*ACE Manual 13.2*

## Disability provisions at Moorefield Girls High School

Moorefield Girls High School will support students seeking disability provisions for their Higher School Certificate examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component.

If a student experiences a one-off incident which affects her examination performance and requires Disability Provisions eg a physical injury, the Principal may elect to grant Disability Provisions for an individual task. These provisions will be issued using NESA's general guidelines, however, there is no guarantee that NESA will allocate the same provisions.

Moorefield Girls High School will endeavour to provide students with access to Disability Provisions to ensure a fair process for all students. The implementation of Disability Provisions is however restricted by the resources available and remains the decision of the school.

## Student responsibilities

Students must make an appointment with the Learning and Support Teacher (LaST) or school counsellor to formalise an application for disability examination provisions. Application forms are available from the Learning Support Team Coordinator, school counsellor or Deputy Principal.

Students who have been awarded disability provisions are to check with their class teacher, the arrangements for these provisions for the upcoming task.

## Accumulates and Accelerants

### Accumulates

In cases of demonstrated need, students may accumulate HSC courses towards the Higher School Certificate over up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course.

In the case of an accumulate who is repeating a subject where a major work or project is required, the major work or project submitted and marked in a previous year cannot be resubmitted without the special permission of NESA.

## Accelerant Students

In exceptional circumstances, students may accelerate into Year 11 and/or HSC board developed courses in advance of their usual cohort. Decisions about the acceleration of Higher School Certificate students will be made by the Principal in accordance with the principles contained in the Board's Guidelines for Accelerated Progression (revised 2000).

Accelerants should complete all assessment tasks that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks.

Assessment tasks for accelerants, where possible, should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

## Students transferring to the school

For students who commence study at Moorefield Girls High School between the commencement of the assessment period and the final date of Higher School Certificate entry, the Principal may request information from the previous school. However, this information will only be used as a guide and will not form part of the assessment mark. This means that the student's Rank Order for each course will be determined on the basis of tasks which have been completed from the time of arrival of the student at the school. Performance in assessment tasks following arrival at the school and teacher professional judgement will be used to determine the final mark for the course.

## Study periods in the library

Moorefield Girls High School values the importance of good study habits in the achievement of potential. The many resources available to senior students in the library during study periods, recess and lunch include past examination papers, numerous study guides with student samples of HSC answers and examiners comments. The **rules of study periods** are:

- Senior students are expected to use the library at any time they do not have a class (optional when permission has been granted to arrive late or leave early). However, students should not be in the library in timetabled lessons unless special permission has been granted by your class teacher.
- Students must have their names marked off on the roll whenever they have a study period in the library
- The primary purpose of these periods is for study. Students are expected to work and respect the rights of others to work in this venue.
- Conversation should be kept to a low level.
- The Senior Study room is for silent work.
- The supervisors are happy to assist and advise you with any work or career-type questions or problems.
- Computers, if not booked for classes are provided for your school work. They are not to be used for playing games.
- Do not leave valuables outside.
- Students are to use their time wisely. Staff will assist all senior students with their research and study. Use it appropriately and respect the needs of others.

## Syllabus Requirements:

Students may access the NESA Webpage: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

All updates to syllabus requirements will be located on this webpage. It is updated daily and publishes the most up to date information and dates for all aspects of the HSC. For example, advice line, HSC timetables, dates for the release of marks and appeals, and copies of past papers so students can access them for home study and extra practise.

## For Parents:

The parent section of the NESA website is very informative, especially in terms of support: <https://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide/high-school-hsc>

## Students Online

The student portal can be found at <https://studentonline.nesa.nsw.edu.au/>

All students should be actively accessing Students Online regularly. Students use the pin number sent to the email they registered with NESA in year 10 to access the portal. A new pin can be requested if the original has been lost.

Here students can:

- keep personal details up-to-date
- check subject details
- check and print personalised HSC examination timetables

Other good resources for students are:

- Universities Admission Centre:  
<http://www.uac.edu.au/>
- Job Jump, for information on careers, degrees and ATAR:  
<https://www.jobjump.com.au/>
- Moorefield Girls Careers website: <https://www.moorefieldgirlshighcareers.com/>





## The Higher School Certificate – glossary of key directional verbs

The NSW Educational Standards Authority (NESA) has published a glossary of words that are often used in examinations. Students will be expected to have a clear understanding of what they are required to do in each question in an assessment task or examination.

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

## Ancient History

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
TOPICS Core Study (Pompeii and Herculaneum) Society Historical Period Personality		Oral/Multimodal Pompeii & Herculaneum  Topic 1	Short Answer & Extended Response Bronze Age Crete  Topic 2	Historical Analysis Akhenaten  Topic 3	Trial Examination  Topic 1 - 4
		Term 4 - 2024 Week 10	Term 1 - 2025 Weeks 9	Term 2 - 2025 Week 9	Term 3 - 2025 Trial Exam Period
Outcomes assessed		AH12-2, AH12-3, AH12-4, AH12-7, AH12-9	AH12-2, AH12-6, AH12-7, AH12-9	AH12-2, AH12-3, AH12-4, AH12-6, AH12-7, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-9
Knowledge and understanding of course content	40	5	5	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	5	5
Historical inquiry and research	20	5	10	5	
Communication of historical understanding in appropriate forms	20	5	5	5	5
<b>Weighting (%)</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## Biology

	Task 1	Task 2	Task 3	Task 4	Weighting (%)
<b>Task</b>	<b>Working Scientifically</b>	<b>Processing Data</b>	<b>Depth Study</b>	<b>Trial Examination</b>	
<b>Date</b>	Term 4 Week 7	Term 1 Week 10	Term 2 Week 5-7	Term 3 Exam Period	
<b>Outcomes assessed</b>	BIO12-5, BIO12-6, BIO12-12	BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13	BIO12-1, BIO12-3, BIO12-4, BIO12-5, BIO12-7, BIO12-14	BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13 BIO12-14, BIO12-15	
<b>Knowledge and Understanding</b>	5	5	5	25	<b>40</b>
<b>Skills in working scientifically</b>	15	15	25	5	<b>60</b>
<b>Weighting (%)</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Business Studies

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
TOPICS 1. Operations 2. Marketing 3. Finance 4. Human Resources  Outcomes assessed		Research Task  Topic 1	Marketing Stimulus Essay  Topic 2	Financial Statement Analysis  Topic 3	Trial HSC Examination  Topics 1-4
		Term 4 - 2024 Week 7	Term 1 – 2025 Week 7	Term 2 - 2025 Week 8	Term 3 - 2025 Trial Exam period
		H2, H4, H5, H7 H9	H4, H6, H8, H9	H5, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10
Knowledge and understanding of course content	40	5	10	10	15
Stimulus-based skills	20	5	5		10
Inquiry and research	20	5	5	10	
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
<b>Weighting (%)</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## Chemistry

	Task 1	Task 2	Task 3	Task 4	Weighting (%)
<b>Task</b>	<b>Processing data</b> Equilibrium	<b>Conducting investigations and analysing data task</b> Acid-base titrations	<b>Depth Study</b> Alcohols	<b>Trial Examination</b>	
<b>Date</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Weeks 6-8	Term 3 Examination weeks	
<b>Outcomes assessed</b>	CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-12	CH12-4, CH12-5, CH12-6, CH12-7 CH12-13	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-7, CH12-14	CH12-4, CH12-5, CH12-6, CH12-7 CH12-12, CH12-13, CH12-14, CH12-15	
<b>Knowledge and understanding of course content</b>	5	5	10	20	<b>40</b>
<b>Skills in working scientifically</b>	15	15	20	10	<b>60</b>
<b>Marks</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Community and Family Studies

	Task 1	Task 2	Task 3	Task 4	
	<b>Groups in Context</b> Investigation: Community attitudes towards a group	<b>Research Methodologies</b> Independent Research Project	<b>Parenting &amp; Caring</b> Critical analysis - Support for parents and carers	<b>Trial HSC Examination</b>	
	Term 4 Week 9	Progressively marked Final report, diary & in class response Term 1 Week 10	Term 2 Week 9	Term 3 Week 5/6	
<b>Component</b>	H1.1, H2.2, H2.3, H3.1, H5.1, H6.2, H7.1	H4.1, H4.2	H2.2, H3.2, H5.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2, 7.1, 7.2, 7.3, 7.4	<b>Weighting (%)</b>
Knowledge and understanding of course content	10	5	10	15	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	<b>60</b>
<b>Marks</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Drama

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Studies in Drama and Theatre – Verbatim Theatre</b>  Performance essay and written response	<b>Australian Drama and Theatre – Contemporary Australian Theatre Practice</b>  Workshop/performance and written response	<b>Individual Project in Progress Performance or Submission &amp; Group Performance in Progress</b>  Performance/Submission and logbook submission	<b>Formal Trial Examination</b>  Group performance Individual Project Performance/Submission Written examination	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 8	Term 3 (during trial exam period)	
	H1.1, H1.2, H1.5, H1.7, H2.1, H2.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.5 H2.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1. H2.1, H2.2	H1.1, H1.3, H1.4, H1.7 H2.1, H2.2, H3.1, H3.2, H3.3	
Making	5	5	20	10	40
Performing	5	5	10	10	30
Critically Studying	10	10		10	30
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



## English Advanced

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<b>Extended Response</b> (includes related text) Common Module Texts and Human Experiences	<b>Essay</b>  Module B Critical Study	<b>Multimodal Presentation</b>  Module C The Craft of Writing	<b>Trial HSC Examination</b> Common Module Module A Module B Module C	
Assessment timing	Term 4 – 2024 Week 9	Term 1 – 2025 Week 7	Term 2 – 2025 Week 10	Term 3,- 2025 Week 5/6 As per examination timetable	
Outcomes assessed	EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-6, EA12-7, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	
Components					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
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## English EAL/D

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<b>Response task using prescribed text and related text</b>  Module A: Texts and Human Experiences	<b>Analytical response using prescribed text</b>  Module B: Language, Identity and Culture	<b>Multimodal presentation including listening</b>  Module C: Close Study of Text	<b>Trial HSC Examination</b> Module A Module B Module C Focus on Writing	
Assessment Timing	Term 4 – 2024 Week 9	Term 1 – 2025 Week 8	Term 2 – 2025 Week 8	Term 3 – 2025 Week 5/6	
Outcomes assessed	EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7	EAL12-1A, EAL12-3, EAL12-4, EAL12-5, EAL12-7	EAL12-1A, EAL12-1B, EAL12-2, EAL12-3, EAL12-4, EAL12-8	EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9	
Components	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	10	10	15	15	50
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## English Standard

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<b>Short Answer Task</b> (including question on related text)  Common Module Texts and Human Experiences	<b>Extended Response</b>  Module B Close Study of Literature	<b>Multimodal Presentation</b>  Module C The Craft of Writing	<b>Trial HSC Examination</b>  Common Module Module A Module B Module C	
Assessment timing	Term 4 – 2024 Week 9	Term 1 – 2025 Week 7	Term 2 – 2025 Week 10	Term 3 – 2025 Week 5/6 As per examination timetable	
Outcomes assessed	EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7	EN12-3, EN12-5, EN12-7, EN12-8	EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	
Components					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
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## English Studies

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<b>Writing Task</b>  Mandatory Module: Texts and Human Experiences	<b>Short Answer Task</b>  Elective Module 1	<b>Multimodal Task</b>  Elective Module 2	<b>Collection of classwork</b>  All modules	
Timing	Term 4 – 2024 Week 9	Term 1 – 2025 Week 9	Term 2 – 2025 Week 9	Term 3 – 2025 Week 3	
Outcomes assessed	ES12-1, ES12-4, ES12-7, ES12-8	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10	
Components	Weighting (%)				
Knowledge and understanding of course content	15	10	10	15	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	10	10	15	15	50
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## English Extension 1

	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Imaginative response and reflection</b>	<b>Critical response with related text</b>	<b>Trial HSC Examination</b>	
<b>Date</b>	Term 1, Week 6 2025	Term 2, Week 9 2025	Term 3, Week 5/6 2025	
<b>Outcomes assessed</b>	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
<b>Component</b>				<b>Weighting %</b>
Knowledge and Understanding of texts and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis composition and investigation	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## English Extension 2

	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Viva Voce</b>	<b>Literature Review</b>	<b>Critique of the Creative Process</b>	
<b>Date</b>	Term 4, Week 9 2024	Term 1, Week 9 2025	Term 2, Week 9 2025	
<b>Outcomes assessed</b>	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
<b>Component</b>				<b>Weighting %</b>
Skills in extensive independent research	15	20	15	<b>50</b>
Skills in sustained composition	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

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

## Enterprise Computing

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Data Analysis Task</b> Data Science – Processing and presenting data	<b>Design Task</b> Data Visualisation	<b>Enterprise Project</b>	<b>HSC Trial Examination</b>	
<b>Due date</b>	Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 1-2	
<b>Outcomes assessed</b>	EC-12-02, EC-12-04, EC-12-05	EC-12-01, EC-12-05, EC-12-06, EC-12-11	EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11	EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11	
<b>Knowledge and understanding of course content</b>	10	10	15	15	<b>50%</b>
<b>Knowledge and skills in the practical application of the content</b>	10	10	15	15	<b>50%</b>
<b>Total task weighting</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>



## Exploring Early Childhood

Topic Area	Weighting %	Task 1	Task 2	Task 3	Task 4
		Children's Literature Research Task and Project	Play and the developing child	Food and Nutrition	The Children's Service Industry
		Term 4 2024	Term 1 2025	Term 2 2025	Term 3 2025
		Week 6  Research and project week 6	Week 10  Research 14/4 P3 Project 2/4 P1	Week 7  Practical 3/7 Research 11/6 P1	Week 5  Research 22/8 P4
<b>Outcomes</b>		1.1,5.1 , 6.2	1.4, 5.2, 6.1	1.1, 5.1,6.1,5.2,4.1	1.4, 2.1,2.4.4.1,6.1
<b>Children's Literature</b>		25			
<b>Play and the Developing Child</b>			25		
<b>Food and Nutrition</b>				25	
<b>The Children's Service Industry</b>					25
<b>Total %</b>	100	25	25	25	25

## History Extension 1

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3
<p>TOPICS</p> <p>What is History? Case Study</p>		<p>Historical Process (Proposal)</p> <p>History Project</p>	<p>Essay</p> <p>History Project</p>	<p>Trial HSC Examination</p> <p>What is History? Case Study</p>
		Term 1 - 2025 Week 8	Term 3 - 2025 Week 1	Term 3 - 2025 Trial Exam Period
		HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-3, HE12-4
Outcomes assessed				
Knowledge and understanding about significant historical ideas and processes	40	10	15	15
Skills in designing, undertaking and communicating historical inquiry and analysis	60	20	25	15
<b>Total %</b>	<b>100</b>	30	40	30

## Hospitality Certificate II (Food and Beverage)

School Name: Moorefield Girls High School

Assessment Schedule Year 12 - 2025

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 3 The hospitality industry	Task 4 Beverage making 101	HSC TRIAL EXAM
Code	Unit of Competency	Term 4 2024 – 31/3/2025	Term 2 2025 – Term 3 2025	Week 5&6 Term 3, 2025
SITHIND006	Source and use information on the hospitality industry			
SITHFAB024	Prepare and serve non-alcoholic beverages	X	X	
SITHFAB025	Prepare and serve espresso coffee		X	
SITHFAB027	Serve food and beverages		X	
BSBTWK201	Work effectively with others		X	
SITHIND007	Use hospitality skills effectively		X	

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

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using the following weighting - 20% Preliminary 80% HSC Trial 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”.

## Legal Studies

Syllabus Components	Weighting %	Task 1	Task 2	Task 3	Task 4
<b>TOPICS</b> 1. Crime 2. Human Rights 3. Family 4. Consumers		Crime: Research task	Human Rights: Class test	Family Research task and in-class report	Trial HSC Examination
		Term 4 - 2024 Week 9	Term 1 - 2025 Week 9	Term 2 - 2025 Week 9	Term 3 - 2025 Trial Exam Period
		H1, H7, H8, H9,	H1, H2, H3,	H1, H4, H5, H8, H9, H10	H1, H4, H5, H6, H9
Outcomes assessed					
Knowledge and understanding of course content	40	5	10	5	20
Analysis and evaluation	20	5	5	5	5
Inquiry and research	20	10		10	
Communication of legal information, issues and ideas in appropriate forms	20		10	5	5
<b>Weighting (%)</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## Mathematics Advanced

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	<b>Class test</b> Topics: C2, C3, C4	<b>Class test</b> Topics: C4, F2	<b>Class test</b> Topic: S2, S3 T3	<b>Trial HSC Examination</b> Topics: F2, T3, C2, C3, C4, M1, S2, S3	
	Term 4 – 2024 Week 8	Term 1 – 2025 Week 8	Term 2 – 2025 Weeks 8	Term 3 – 2025 Week 5-6	
Outcomes assessed	MA12-3 MA12-6 MA12-7 MA12-9 MA12-10	MA12-1 MA12-3 MA12-7 MA12-9 MA12-10	MA12-5 MA12-8 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	
Understanding, fluency and communication	15	10	10	15	<b>50</b>
Problem solving, reasoning and justification	10	15	10	15	<b>50</b>
<b>Weighting (%)</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Mathematics Standard 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Assignment	Assignment	Assignment	Class Task	
	Weeks 3-9 Term 4 - 2024	Weeks 3-9 Term 1 - 2025	Week 3-9 Term 2 - 2025	Week 7 Term 3 - 2025	
	M4 Rates M5 Scale Drawing M3 Right-angled Triangles	F2 Investment F3 Depreciation & Loans	S3 Further Statistical Analysis	A3 Types of Relationships N1 Networks and Paths	
Outcomes assessed	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10,	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	
Understanding, fluency and communication	15	10	15	10	50
Problem solving, reasoning and justification	10	15	10	15	50
Weighting (%)	25	25	25	25	100

## Mathematics Standard 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Class test	Class test	Class test	Trial HSC Examination	
	Week 8 Term 4 - 2024	Week 8 Term 1- 2025	Week 8 Term 2 - 2025	Week 5-6 Term 3 - 2025	
	Rates and Ratios M7 Non-Right -angled triangles M6	Annuities F5 Investments and Loans F4	Bivariate Data Analysis S4 The normal distribution S5	All Topics: A4, M6, M7, F4, F5, S4, S5, N2, N3	
Outcomes assessed	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-7 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	
Understanding, fluency and communication	10	10	15	15	<b>50</b>
Problem solving, reasoning and justification	10	15	10	15	<b>50</b>
<b>Weighting (%)</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## Mathematics Extension 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	<b>Class test</b> Topic: P1, V1.1, V1.2	<b>Class test</b> Topic: C2, C3	<b>Class Test</b> Topic: S1, T3	<b>Trial HSC Examination</b> Topics: P1, V1, T3, C2, C3, S1	
	Term 4 – 2024 Week 9	Term 1 – 2025 Week 9	Term 2 – 2025 Week 9	Term 3 – 2025 Week 5-6	
Outcomes assessed	ME12-1 ME12-6 ME12-7	ME12-2 ME12-6 ME12-7	ME12-3 ME12-5 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7	
Understanding, fluency and communication	15	10	10	15	50
Problem solving, reasoning and justification	10	15	10	15	50
<b>Weighting (%)</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Mathematics Extension 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	<b>Class test</b> Topic: Complex Numbers MEX-N1	<b>Class test</b> Topic: Proofs, Vectors MEX-P1 MEX-V1	<b>Class test</b> Topic: Further Integration, Mechanics MEX-C1, MEX-M1	<b>Trial HSC Examination</b> Topics: Complex Numbers, Proofs, Vectors, Calculus, Mechanics P1,P2,V1,N1,N2,C1,M1	
	Term 4 – 2024 Week 10	Term 1 – 2025 Week 10	Term 2 – 2025 Week 10	Term 3 – 2025 Week 5-6	
Outcomes assessed	MEX-12-1 MEX-12-4 MEX-12-7 MEX-12-8	MEX-12-1 MEX-12-2 MEX-12-3 MEX-12-7 MEX-12-8	MEX-12-1 MEX-12-5 MEX-12-6 MEX-12-7 MEX-12-8	MEX-12-1 MEX-12-2 MEX-12-3 MEX-12-4 MEX-12-5 MEX-12-6 MEX-12-7 MEX-12-8	
Understanding, fluency and communication	15	10	10	15	<b>50</b>
Problem solving, reasoning and justification	10	10	15	15	<b>50</b>
<b>Weighting (%)</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Modern History

Syllabus Components	Weighting %	Task 1	Task 2	Task 3	Task 4
<b>TOPICS</b>  1. Power and Authority 2. National Study 3. Peace and Conflict 4. Change in Modern World		Research and Presentation Power and Authority in the Modern World 1919-1946	Historical Analysis National Studies USA1919-1941	Oral Presentation Peace and Conflict in the Pacific	Trial HSC Examination All Topics
		Term 4 -2024 Week 9	Term 1 - 2025 Week-6	Term 2 - 2025 Week 6	Term 3 - 2025 Trial Exam Period
Outcomes assessed		MH12.3, 12.4, 12.6, 12.7, 12.9	MH12.2, 12.3, 12.4, 12.5, 12.8, 12.9	MH12.2, 12.5, 12.7, 12.8	MH12.2, 12.3, 12.4, 12.5, 12.7, 12.9
Knowledge and understanding of course	<b>40</b>	5	10	10	15
Historical skills in the analysis and evaluation of sources and interpretations	<b>20</b>		5	5	10
Historical inquiry and research	<b>20</b>	10	5	5	
Communication of historical understanding in appropriate forms	<b>20</b>	5	5	5	5
<b>Weighting (%)</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## MUSIC 1

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Composition Portfolio and Aural Analysis</b> <i>Music of the 20<sup>th</sup> &amp; 21<sup>st</sup> Centuries</i> Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic	<b>Presentation of Performance and Viva Voce</b> <i>An Instrument &amp; its Repertoire</i> Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic	<b>Presentation or Submission: Electives 1 &amp; 2</b> <i>Popular Music</i> Presentation of performance and/or composition portfolio and/or musicology outline and viva voce	<b>Trial HSC Examination</b> Aural Skills Examination Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3	
	Term 4, Week 7	Term 1, Week 6	Term 2, Week 8	Term 3 Trial Period	
	<b>Outcomes assessed</b> H2, H4, H5, H6, H7, H8	<b>Outcomes assessed</b> H1, H2, H4, H5, H6	<b>Outcomes assessed</b> H1–9*	<b>Outcomes assessed</b> H1–9*	
Performance		10			<b>10</b>
Composition	10				<b>10</b>
Musicology		10			<b>10</b>
Aural	10			15	<b>25</b>
Electives			30	15	<b>45</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

\* Outcomes assessed are dependent on student's chosen elective

## PDHPE

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Option 3 – Sports Medicine Investigation & oral presentation	Core 1 – Health Promotion Initiative Presentation	Core 2- Factors Affecting Performance Report	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 7	Term 2 Week 8	Term 3 Exam period	
	H8, H13, H16, H17	H1,H2, H3, H4, H5, H14, H15, H16	H7, H8, H9, H10, H11, H16	H1, H2, H3, H4, H5, H6, H7, H8, H9, H13, H14, H15, H17	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	10	15	15	20	60
<b>Marks</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Physics (JCBTHS)**  
**Year 12 Course Assessment Schedule 2025**

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Advanced Mechanics  Practical Exam	Electromagnetism and the Nature of Light  Depth Study	From the Universe to the Atom  Research Task	Trial HSC  Examination	
Timing	Term 4 Week 8	Term 2 Week 2	Term 2 Week 8	Term 3 Weeks 5 - 6	
Outcomes assessed	PH12-3, PH12-5, PH12-6, PH12-12	PH12-1, PH12-2, PH12-3, PH12-7 PH12-13 PH12-14	PH12-4, PH12-5, PH12-7, PH12-14	PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15	
Components					Weighting %
Knowledge and understanding		10%	10%	20%	40%
Working Scientifically skills	20%	20%	10%	10%	60%
Total %	20%	30%	20%	30%	100%

**NSW Education Standards Authority Syllabus Information**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics-2017>

## SIR30216 Certificate III in Retail

School Name: Moorefield Girls High School

Assessment Schedule Year 12 - 2025

<u>Assessment Tasks for</u> SIR30216 Certificate III in Retail		<b>Task 4</b> Sales and Security	<b>Task 5</b> Retail General Selling	<b>Task 6</b> Stock Control
		Week 10	Week 10	Week 10
		Term 4	Term 5	Term 6
Code	Unit of Competency	Date 16/10/2024	Date TBA	Date TBA
SIRXSL001	Sell to the retail customer	X		
SIRXSL002	Follow point of sale procedures	X		
SIRXRSK001	Identify and respond to security risks	X		
SIRRMER001	Produce visual merchandise displays		X	
SIRXPDK001	Advise on products and services		X	
SIRRINV002	Control stock			X
SIRRINV001	Receive and handle retail stock			X

<b>EXAM</b> (Optional)
Week 5/6
Term 3
Date As per exam timetable
20% Year 11 Yearly Examination 80% Year 12 Trial HSC Examination

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

**The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements.**

**\* 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”.

## Sport, Lifestyle and Recreation Studies

Component	Task 1	Task 2	Task 3	Weighting
	Module – 2 Games and Sport Application II	Module - 7 Athletics	Module - 5 Fitness	
	Term 1 Weeks 7	Term 2 Weeks 1-4	Term 2 & 3 T2 Week 8 - T3 Week 3	
	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.1, 1.3, 1.6, 4.2, 4.4	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	
Knowledge and understanding of course content	15	15	20	50%
Skills in critical thinking, research, analysis and communicating	15	15	20	50%
Marks	30	30	40	100%



## Society and Culture

Syllabus Component	Task 1	Task 2	Task 3	Task 4	TOTAL
Topics: 1. Core <ul style="list-style-type: none"> <li>- Personal Interest Project</li> <li>- Social and Cultural Continuity and change</li> </ul> Depth Studies 2. Conformity & Non-Conformity 3. Belief Systems and Ideologies	PIP Proposal Presentation	Conformity & Non-Conformity In-Class Test	Belief Systems Research Task	Trial HSC Examination	
	Term 4, 2024 Week 9	Term 1, 2025 Week 10	Term 2, 2025 Week 9	Term 3, 2025 Trial Exam Period	
	H4, H6, H7, H8,	H1, H2, H3, H10	H1, H5, H7, H9,	H1, H2, H3, H9,	
Knowledge and understanding of course content	10	10	10	20	<b>50</b>
Application and evaluation of Social and Cultural research methodologies	10	5	10	5	<b>30</b>
Communication of Social and Cultural information, ideas and issues in appropriate forms		10	5	5	<b>20</b>
<b>Weighting (%)</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Textiles and Design

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Digital and Oral presentation the inspiration and plan for Major Textiles Project	ATCFAl research report	MTP management and experimentation + Industry comparison report	Trial Examination	
	Term 4 2024 Week 6B	Term 1 2025 Week 6	Term 2 2025 Week 10	Term 3 2025 Trial Examination Block	
Outcomes	H1.1, H1.2, H3.1, H4.1, H4.2	H3.2, H5.1, H5.2, H6.1	H2.1, H2.2, H2.3	H1.3, H2.1, H3.1, H3.2, H4.1, H4.2, H5.2, H6.1	
Knowledge and understanding of course content		20		30	50
Skills and knowledge in the design, manufacture and management of textiles projects	30		20		50
Weighting	30	20	20	30	100

## Visual Arts

Syllabus Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Body of Work Progress (VAPD)	In class written task Art Criticism Art History	Body of Work Final and VAPD	Trial HSC Examination Art Criticism And Art History
		Term 1 Week 2 2025	Term 2 Week 6 2025	Term 3 Week 7 2025	Term 3 Trial Exam Period 2025
Artmaking	50	20		30	
Art Criticism and Art History	50	10	20		20
Outcomes assessed		H1, H2, H3, H4, H7, H8, H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10
Weighting (%)	100	30	20	30	20

**VAPD MUST BE SUBMITTED WITH ALL BODY OF WORK ASSESSMENTS**



## APPENDIX A: Senior Examinations Rules

Please refer to your *Moorefield Girls High School Assessment Booklet*, Course Assessment Schedules and *Higher School Certificate Rules and Procedures* at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

**We are committed to supporting all of you to achieving your very best. This means you must follow the examination rules and procedures as set out below.**

### School Uniform

School uniform is to be worn for all examinations.

### Equipment for the examinations

(i) You may only take equipment listed below into the examination room, in a clear plastic bag or sleeve:

- black pens
- pencils, erasers and a sharpener (use pencils where specifically directed)
- a ruler marked in millimetres and centimetres,
- drawing equipment such as a protractor or compass
- highlighter pens.

You may also bring a bottle of water in a clear bottle. You can wear your watch in to your examinations, but once you sit down you will have to take it off and place it in clear view on your desk.

(ii) All equipment you bring may be subject to inspection on entry. You will be directed to place any unauthorised equipment or material in a designated area or into your closed school bag.

(iii) It is your responsibility to be aware of, and provide, the equipment you are allowed to bring for each examination. If you are allowed a scientific calculator, check that it is on the approved list (available on Students Online). Make sure any equipment, such as a calculator, is in good working order because an application under misadventure provisions for equipment failure will not be upheld.

You must not:

- borrow equipment during examinations

The following items are not to be brought into the examination hall or if the examination is in a classroom they must be placed into your bag and bag closed before entering the room:

- a mobile phone, programmable watch including a smartwatch
- any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (eg iPads, etc), music players or electronic dictionaries
- paper or any printed or written material (including your examination timetable)
- dictionaries, except where permitted in Languages examinations
- correction fluid or correction tape.

### Examination room procedures

It is your responsibility to make sure that the correct examination paper has been provided for the course you have entered. When asked to do so by the supervisor, you must also check your examination papers to make sure that there are no pages missing.

During reading time, you must not write, use any equipment including highlighters, or annotate your examination paper in any way. For examinations in which dictionaries are permitted, you may consult, but not annotate, your dictionary during reading time.

You must:

- read the instructions on the examination paper, as well as all questions, carefully. Teachers and supervisors are not permitted to interpret examination questions or instructions relating to questions
- write your name clearly on all writing booklets, question and answer booklets and answer sheets
- write clearly, preferably with black pen. Pencil may be used only where specifically directed
- stop writing immediately when told to do so by the supervising teacher
- arrange completed answers according to the supervising teacher's instructions and wait for the teacher to collect them
- submit all examination materials as instructed by the supervising teacher

You must not:

- begin writing until instructed to do so by the supervising teachers
- leave the examination room during the examination, except in an emergency
- remove an examination paper from the examination room. If you want to see an examination paper after the examination is over, you will need to speak to your teacher.

## **Conduct during the examinations**

You must follow the day-to-day rules of the school where you sit for your examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course, or non-award of a Higher School Certificate. Your principal has the discretion to require all students at your school to remain in the examination room until the end of each examination.

The supervising teachers are in charge of students:

- (a) when assembling before an examination
- (b) during the examination
- (c) after the examination until all students have left.

You must follow the supervising teacher's instructions at all times and behave in a polite and courteous manner towards the supervisors and other students.

You must not:

- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- eat in the examination room, except as approved by NESA, eg for diabetic students
- take any writing booklets, whether used or not, from the examination room
- answers not written in English, except where required or permitted by the question paper, will have zero marks awarded.
- speak to any person other than a supervisor during an examination

## **Examinations**

Please note: Students must attend the scheduled examinations for each course of their study.

If you do not follow the examination rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room, and you will be reported to NESA. The penalty may be cancellation of the course concerned, or of all courses, and as a consequence you may be ineligible for a Higher School Certificate.

If you do not make a serious attempt at an examination, you may not receive a result in that course. Cancellation of a course may determine your eligibility for the award of the Higher School Certificate. Examination answers that contain frivolous or objectionable material may be referred to NESA.



## APPENDIX B: Illness or Misadventure Claim Form

Attach any supporting evidence here with a staple or a pin.

### MOOREFIELD GIRLS HIGH SCHOOL ILLNESS OR MISADVENTURE CLAIM FORM

Student's name: \_\_\_\_\_ Year: \_\_\_\_\_ Roll Class: \_\_\_\_\_

Parent's name: \_\_\_\_\_ Daytime parent phone number: \_\_\_\_\_

Assessment task affected: \_\_\_\_\_

Due date of task: \_\_\_\_/\_\_\_\_/\_\_\_\_

Subject: \_\_\_\_\_ Class Teacher's name: \_\_\_\_\_

Head Teacher name: \_\_\_\_\_

Type of claim ( Please tick ✓ )     ☐ Illness     ☐ Misadventure

Describe your reasons for submitting this claim. (Describe the illness or misadventure)  
(Students must ensure they are familiar with MGHS assessment policy. Supporting evidence, such as a doctor's certificate should be attached to the top left corner of this form. Letters from parents are only applicable on compassionate grounds or in exceptional circumstances)

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Parent or Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

#### INSTRUCTIONS: (Please read the following instructions carefully.)

- This claim form, along with any supporting evidence, such as a doctor's certificate etc, should be submitted to the Deputy Principal.
- This claim form should be submitted **as soon as possible** after the examination or assessment task in question has occurred. (It may also be submitted before the task is due.)
- Failure to comply with these instructions may result in a zero assessment being recorded.

Deputy Principal's decision:

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#### Deputy Principal use only

Day & date claim received by Deputy Principal: Mo Tu We Th Fr \_\_\_\_/\_\_\_\_/\_\_\_\_

Copy forwarded to HT date: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

This claim form should be filed in the student's master file attached to a brief note describing the outcome of the claim