



**ALEXANDRIA PARK
COMMUNITY SCHOOL**

**YEAR
12**

**CURRICULUM &
ASSESSMENT
BOOKLET**

2025/26

TABLE OF CONTENTS

13/10/2025

SECTION 1: General Information and Assessment Policy and Procedures	
Welcome to Year 12, Principal's Message.....	4
Year 12 HSC Satisfactory completion of Year 12 and Pattern of Study.....	6
School Based Assessment- Formal and Informal Tasks.....	7
VET Courses.....	7
Life Skills Courses. The Assessment Program for Life Skills courses. Disability Provisions.	8
Examination Rules and Expectations.....	9
Invalid Assessments. Assessment Schedules and	10
Notifications. External Studies.....	11
Submission of Assessment Tasks.....	12-13
Technology and Assessments.	13
Absences due to Illness/ Misadventure. Non-Submission OR Non-Completion of Assessment Tasks. Non- serious attempts.....	14
Appeals.....	15
Honesty, Integrity and Malpractice.....	15-16
'N'Warning Letters. The 'N'Warning Letter and 'N'Determination Process.....	16-18
Communicating with our school.....	19
SECTION 2: HSC Course Information	
English	
English Advanced.....	21
English Standard.....	22
English as an Additional Language/Dialect (EAL/D)	23
English Studies.....	24
English Extension 1.....	25
English Extension 2.....	26
Creative and Performing Arts (CAPA) and Languages other than English (LOTE)	
Music.....	27
Visual Arts.....	28
Drama	29
Chinese Beginners	30
Chinese and Literature	31
Human Society and its Environment (HSIE)	
Aboriginal Studies.....	32

Ancient History.....	33
Business Studies.....	34
Economics.....	35
Legal Studies.....	36
Modern History.....	37
Society & Culture.....	38
Work Studies.....	39
Mathematics	
Mathematics Standard 1.....	40
Mathematics Standard 2.....	41
Mathematics Advanced.....	42
Mathematics Extension 1.....	43
Mathematics Extension 2.....	44
Science	
Biology.....	45
Chemistry.....	46
Earth and Environmental Science.....	47
Physics.....	48
Technological and Applied Studies	
Design & Technology.....	49
Engineering Studies.....	50
Software Engineering.....	51
Personal Development, Health and Physical Education (PDHPE)	
Community & Family Studies (CAFS).....	52
Health and Movement Science(HMS).....	53
Sport, Lifestyle & Recreation Studies (SLR).....	54-55
Vocational Education and Training (VET)	
Hospitality.....	56
SECTION 3: Forms and Planners	
Illness/Misadventure/Appeals Form.....	57
Academic Integrity Student Understanding Confirmation.....	58
Year 11/12 Pattern of Study. Checklist and NESA Confirmation.....	59-60
My Personal Assessment Planner 2025-2026	61
Student Notes	62

WELCOME TO YEAR 12

This booklet aims to give students, parents and caregivers information about assessment for the Higher School Certificate (HSC) course.

From Term 4 in Year 11, students will commence Year 12 assessment tasks in all subjects. The tasks will determine each student's assessment mark, which is a measure of each student's achievement relative to the performance of other students in the same course at Alexandria Park Community School.

The HSC will show two marks: The Final Examination Mark and the School Based Assessment Mark. The School Based Assessment Mark and Final Examination Mark each comprise 50% of the total HSC result.

There is a difference between qualifying for the HSC and gaining an Australian Tertiary Admission Rank (ATAR). The ATAR is a rank that is used for gaining entry to Tertiary Institutions.

Students, parents and caregivers are urged to read this booklet carefully. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with their supervising Deputy Principal or Year Adviser.



PRINCIPAL'S MESSAGE

At Alexandria Park Community School we provide a nurturing environment where our students are supported and challenged to perform their personal best. Our staff is motivated by the love of teaching and learning. Their commitment provides a diverse, quality curriculum that allows each student to achieve success in the learning process.

While this is an exciting time, the move to Year 12 is a significant one and can be an anxious time for you and your family. In your diligence to succeed and achieve your potential best in courses, you will need to consider what you want to gain from your last year at Alexandria Park and how you can maximise learning while being involved in all aspects of your school. For some of you, this year will be a preparation for a profession, skilled trade, or a wide variety of careers. In addition, the continued learning experience, participation as a school leader and the understanding that learning is a lifelong process.

To gain the most out of year 12, you must understand that the workload at school and at home will be more demanding and require more self-discipline than in the past. Whether you are planning to study at a university and need an Australian Tertiary Admission Rank (ATAR) or your HSC reflects a general education pattern of study or whether you have a combined pathway with vocational and academic courses; we know that you will graduate with honour and as a school we are very proud of your efforts.

As Principal, I will be required by the NSW Education Standards Authority (NESA) to sign to say you have met the course requirements for HSC courses. I will not be able to do this if you have not made an honest attempt to complete all set work. Excellent attendance is required for you to complete NESA requirements for your courses and to be deemed eligible for the HSC.

The staff at Alexandria Park Community are committed to supporting your learning and wellbeing and they will work diligently to help you achieve success at the HSC.

I wish you well for your Year 12 and look forward to working with you and our staff to ensure that the HSC class of 2026 strive for their personal best and gain excellent results as we prepare you for your future careers.

Debra Lade
Principal

SECTION 1

ASSESSMENT INFORMATION, PROCESSES AND PROCEDURES

YEAR 12 HIGHER SCHOOL CERTIFICATE

SATISFACTORY COMPLETION OF YEAR 12

Students must follow NSW Standards Education Authority (NESA) course requirements and show they have:

- followed the course.
 - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - Achieved some or all of the course outcomes.
 - Completed all course work.
- a. Make a **serious** attempt at assessment tasks and examinations, which contribute to more than 50% of available school assessment marks.
 - b. Complete a pattern of study requirement from NESA.

Further information can be accessed from the [NESA](#) website and the [Assessment Certification Examination \(ACE\) manual](#). All students entered in an HSC course must read [NSW Education Standards Authority's \(NESA\) Higher School Certificate \(HSC\) Rules and Procedures](#) guide.

Students are directed to the NSW Education Standards Authority (NESA) website for further information <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

PATTERN OF STUDY

To qualify for the Higher School Certificate students must complete both Preliminary (Year 11) and HSC courses. Students must complete at least **12 units of preliminary courses** and **10 units of HSC courses, including English**, to receive the HSC.

To meet HSC requirements, you must complete the following patterns of study:

- **preliminary pattern** – must include at least 12 units
- **HSC pattern** – must include at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses with 2 or more units, either Board Developed or Board Endorsed Courses
- 4 subjects.

Some courses have specific rules and prerequisites. For instance, while you can include 2 units of English Studies in your 6 units of Board Developed Courses, it will only count towards your [Australian Tertiary Admission Rank \(ATAR\)](#) if you sit the optional HSC exam.

Certain Languages courses, such as Beginners, [Language] in Context, and [Language] and Literature, have eligibility rules to ensure they match your proficiency in the language.

<https://www.nsw.gov.au/education-and-training/nesa/hsc/subject-selection#toc-meeting-hsc-eligibility-requirements>

****Students in Year 12 wishing to drop a course may submit their form in the first 2 weeks of Term 4 and MUST attend their current classes until those changes have been completed in Week 3 and the HT/teacher informs them of the change.**

Individual changes can occur after that date when forms are submitted and processed but students MUST remain in their courses until informed of change and issued a new timetable. APPENDIX 3

SCHOOL BASED ASSESSMENT- FORMAL and INFORMAL TASKS

Year 12 students complete school-based assessments as part of their HSC, which contribute **50% of their final HSC** mark for a course (except VET and Life Skills courses). **Assessment is based on mandatory weightings and components as set out in the syllabuses for each HSC course being studied.**

The assessment marks submitted by a school for each course are intended to measure students' achievements relative to each other at the end of the HSC Course. The assessment marks will be based on achievements measured at points throughout the course. This measure of students' relative achievements is based upon:

- a wider range of syllabus outcomes than may be measured by the external examination, although it must cover all the objectives measured by the examination or assessment
- multiple measures and observations made throughout the Higher School Certificate course rather than a single final examination. This increases the accuracy of the final assessment of each student's achievement by using multiple measures. It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, field work or practical skills), thus broadening the base of the assessment.

The assessment marks submitted by the school will reflect the knowledge and skills objectives of the course and the related outcomes. Assessments for the HSC will begin in Term 4 of Year 11.

NESA's Subject Manuals indicate the mandatory components for the HSC assessment and the weightings to be allocated to those components. The school determines:

- the practical and written tasks, such as tests, assignments or projects, on which assessments are to be based, and
- the weightings to be allocated to each task
- the planned timing of these tasks.

Schools are required to maintain records of marks awarded for each task identified as part of the assessment program for an HSC course. Schools are not required to retain test papers, assignments, projects, practical examinations etc. as evidence for assessments. **Teachers must assess the students' actual performance, not potential performance. Assessment marks may be estimated based on Illness and Misadventure processes (APPENDIX 1).**

Students who have an identified learning need (**Disability Provision**) may have their assessment tasks adjusted to suit their disability or current medical requirement so that they can demonstrate what they know and can do in relation to syllabus outcomes and content. A student's *Individualised Learning Plan* advises the nature of the accommodation and/or adjustment for each task. Students may choose when to access their Disability Provisions. To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted by the school to NESA via Schools Online as soon as possible.

INFORMAL TASKS

Not every task given could be used in the formal assessment scheme for a course. It is intended that only certain tasks will be specifically included in the scheme. All other tasks are still to be completed as part of the normal coursework requirements.

Non-completion of these tasks may make the student liable to an unsatisfactory progress determination in the course concerned. A student who does not satisfactorily complete two units of English Advanced or English Standard, and ten units in total, will not be eligible for the award of a Higher School Certificate.

VET COURSES

Assessment in VET courses is competency based. This means that the student needs to demonstrate that they have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Due to the specific requirements of VET courses it is recommended students speak to the VET Coordinator to ensure they are fully aware of the requirements. Students may elect to undertake the optional written HSC examination. Work placement is a mandatory HSC requirement of each VET course. For each course, a minimum number of 35 hours per year is required in the workplace.

LIFE SKILLS COURSES

Evidence of achievement of outcomes is gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes. Life Skills outcomes and content will be assessed on the student's achievement of selected outcomes and parents/carers are always able to discuss the status of their child in courses with the Head Teacher.

THE ASSESSMENT PROGRAM FOR LIFE SKILLS COURSES

Students studying Life Skills courses will follow a different assessment program. Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement and can occur in a range of situations or environments such as the school and wider community.

Evidence of achievement can be based on:

- assessment as learning (where students monitor and reflect on their own learning)
- assessment for learning (such as observation during teaching and learning or work samples)
- assessment of learning (assessment activities specifically designed to assess achievement at particular points).

DISABILITY PROVISIONS

Disability Provisions are granted by NESAs to students sitting the Higher School Certificate examinations in order to address the effects of a special need on examination performance. Regardless of the nature of the special need, the provisions granted are solely determined by the implications of that need on examination performance. Provisions include Braille papers, large print papers, use of a reader and/or writer, extra time, rest breaks, use of a personal computer etc.

The due date for Disability Provisions application forms is always the last day of **Term 1 of the HSC examination year**. In exceptional circumstances and with new information, students may receive permission at a later date. For internal assessments, the granting of Disability Provisions may be applicable based on the decisions made by NESAs for HSC students or similar standards for those in other cohorts. Students may discuss their needs with the Learning Support team if they would like to access this.

At APCS responsibilities for implementing Disability Provisions are as follows:

- Accommodations and adjustments – Head Teacher Learning and Support
- Supervision requirements – Examination Coordinator/ Head Teacher Administration/Deputy Principal, Head Teacher Learning and Support.
- NESAs application – School Counsellor and Head Teacher Learning Support.
- Administration of Learning Plans, accommodations, adjustments and Disability Provisions – Head Teacher Learning and Support, Student Learning Support Officer and the Student Support Officer.

In the case of unexpected verified special needs, consideration will be given to individual students.

IMPLEMENTING ACCOMMODATIONS AND ADJUSTMENTS

Students identified with disability provisions will be provided to staff by the Head Teacher Learning and Support. Classroom teachers are responsible for the implementation of accommodations and adjustments for students in their class.

EXAMINATION RULES AND EXPECTATIONS - EXAMINATIONS

At APCS examinations follow the same rules and expectations that apply in the Higher School Certificate along with some rules specific to APCS.

1. Full school uniform is to be worn to all examinations.
2. All students are expected to stay for the **entire duration** of each examination. All students must be **seated in the venue by the starting time** of the examinations. No extra time will be given if you miss an examination session through misreading the timetable.
3. Be present for your exams at least 15 minutes prior to their commencement.
4. Check your timetable for examination locations. Most exams will be held in **Denzil**, some practical subjects are elsewhere.
5. Remain outside the allocated room/location until a teacher instructs you to go in.
6. Bags need to be placed in the designated bag space or room.
7. Do not take any materials into the exam room except your stationery in **your hand or a clear container. Permitted items are listed below:**
 - ◆ black pens
 - ◆ pencils, erasers, sharpener (use pencils where specifically directed)
 - ◆ a ruler marked in millimetres and centimetres
 - ◆ Highlighter
 - ◆ **NESA approved calculator** for some examinations.

No other equipment is allowed unless specified for an examination. Borrowing of equipment during the exam will not be allowed.

8. **MOBILE PHONES ARE NOT PERMITTED IN THE EXAM ROOM UNDER ANY CIRCUMSTANCES.** Failure to follow procedures may incur a 'Zero' mark.
9. Writing papers for all exams will be supplied.
10. Attendance at school is required for timetabled exams only. TAFE should be attended as per requirements.
11. Supervisors will not be responsible for the safe keeping of unauthorised material and equipment that has been confiscated, including mobile phones and other electronic devices.

ON THE DAY OF THE EXAMINATION

1. No student is to enter the examination room until instructed by a teacher or supervisor who will check each student's equipment before entering the examination room.
2. No food or drink may be taken into the examination room. However, students may take a clear bottle of water with them into the examination room. Students are NOT permitted to chew gum during examinations.
3. **Once inside the examination venue, students are required to stop talking, stop interacting with other students and follow all supervisor / teacher instructions.**
4. Each student will be required to fill in an attendance slip at the beginning of each examination. Students must write their full name on examination papers and any writing booklets/answer sheets.
5. Students must not begin writing until instructed to do so by the supervisor.
6. Students must stop writing immediately when told to do so by the supervisor.
7. **All students must stay in the examination room until the stated finishing time.**
8. A Toilet Register will be used throughout the examination session. Students must sign the register before leaving the examination room to access the toilet during an examination.
9. If a student is feeling unwell during the examination, the student should notify the supervisor immediately.
10. Any behaviour that is interpreted as **cheating or disturbing other students** will **result in the cancellation of the student's paper.**
11. Students may leave the school grounds after their last examination for the day.

If you are sick immediately before an exam:

1. You must obtain a **Doctors Certificate** for that day.
2. Contact the school to advise reception that you will be absent, Phone 9869 9800
3. Present your medical certificate to **the Deputy Principal**, as soon as possible after your missed exams and Students will have to lodge an illness/misadventure/appeal form. **APPENDIX 1**
4. You will be advised if your application is successful and when an alternative exam will be arranged. If declined by the school, the student will not receive any mark for that examination paper.

INVALID ASSESSMENTS

An assessment may be deemed invalid if it meets one or more of the following criteria:

- **Procedural Errors:** Mistakes in the administration of the assessment (e.g., incorrect instructions, timing errors).
- **Academic Misconduct:** Evidence of unfair access to the assessment.
- **Content Errors:** Significant mistakes in test questions or answer keys.
- **Technical Failures:** System crashes or technical glitches during online assessments.
- **Accessibility Issues:** Failure to provide reasonable accommodations for students with disabilities.

Identification of Invalid Assessments

- **By Students:** Students who believe their assessment was invalid must report the issue to their teacher within **5 school days** of receiving their results.
- **By Teachers:** Teachers who suspect an assessment was invalid must inform the **DP** immediately.

Investigation Process

- **Step 1:** A formal review request must be submitted in writing to the **Assessment Review Committee** within **5 school days of the issue being identified**. The review committee includes the DP and another HT.
- **Step 2:** The committee will investigate by reviewing evidence, interviewing relevant parties, and consulting assessment guidelines.
- **Step 3:** A decision will be made within **5 school days** of the request.

Schools Appeals Process

- Students or teachers may appeal the decision in writing to the **Principal** within **5 school days** of the decision.
- The Principal's decision on the appeal will be final.

Reference:

<https://curriculum.nsw.edu.au/ace-rules>

ASSESSMENT SCHEDULES and NOTIFICATIONS

The policies and procedures at APCS follow those advised by NESA. An assessment schedule for each subject is provided to students in the Assessment Booklet, containing an outline of all assessment tasks for that year, the weightings of tasks, assessed outcomes and timing within the school calendar. Always refer to the APCS website "Curriculum and Assessment booklets" for any updates that may have occurred after the publication of this booklet.

Students should expect between 2 and 4 formal assessment tasks for each subject, although there is flexibility in the number and type of tasks in courses. The tasks will form the basis for the reports issued at the end of each semester and therefore they will be designed to assess a range of syllabus outcomes and course content that has been taught in class.

Assessment tasks are compulsory for all students, excluding those completing Life Skill courses. All tasks are important and regardless of the weighting for an individual task, students should do their best to meet the criteria of the task rather than allocate effort based on the weighting.

NOTIFICATIONS

A **written notification** will be issued for each assessment task, including exams. It is the student's responsibility to be alert to the notification and due date of tasks by reference to the Assessment Schedule.

Written notification of school based assessment tasks:

- You will be given at least two weeks written notice for a formal assessment task.
- You will sign for this notification which will explain:
 - the task number and type of task (e.g. in-class, submitted, performance, practical)
 - the timing of the task or the time, the day and date due
 - the weighting of the task components (e.g. 20%)
 - the outcomes being assessed
 - the description of the nature of the task describing the requirements and expectations of the task
 - the marking criteria outlining what will be assessed in relation to the outcomes
 - instructions for submission.

Feedback will be provided to students within 2-3 weeks of a task and will relate to their performance in the task that provides meaningful and useful information relative to the achievement of outcomes.

Internal school examinations follow the same procedures as outlined by APCS examination rules and follow NESA procedures. **It is the student's responsibility to seek the assessment task notification if they are absent when the notification** is issued as the assessment task schedule booklet is deemed the first notification.

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

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice or cheating. Malpractice in any form, including plagiarism, is unacceptable. APCS takes allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own work.

<https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice>

EXTERNAL STUDIES and FORMAL EXAMINATIONS

Students enrolled in external courses such as SBAT, TAFE and the School of Languages are required to be present for all formal school examinations, unless alternative arrangements are organized between the school and the external studies course providers.

This relates to Semester 1 Mid-Year and Semester 2 Final Year examinations.

The Careers Adviser or Deputy Principal will liaise with the student, external providers and family in supporting the communication process and make any alternative arrangements with organisations when required.

SUBMISSION OF ASSESSMENT TASKS

The following assessment rules and procedures will be followed at Alexandria Park Community School:

1. Students must demonstrate they are serious candidates for both the Preliminary and HSC Courses by their regular attendance at school and lessons to demonstrate their satisfactory completion of course work, and through their satisfactory performance in assessment tasks. They must present themselves on time at the place specified for each assessment task or hand in each assessment task at the time specified on the assessment notification. Students should ensure that their name is on each page or items of the submitted task. Students must keep a copy of all their completed assessment tasks.
2. Students are expected to have a **back-up digital copy** of any work created digitally. Technology failure is not an acceptable excuse for missing an assessment task due date. Requirements for digital submission will be clearly stated on the assessment notification sheet.
3. Examinations/Assessment tasks will NOT be rescheduled for unapproved leave such as vacations.
4. All hand-in tasks must contain a **bibliography if appropriate**.
5. Students who **fail to submit or attend an assessment task** by the due date and time, or who fail to attend an assessment task with **no valid reason presented as an Illness/Misadventure** will be given **zero**.
6. Students who **fail to submit or attend an assessment task** by the due date and time but who have a **valid reason submitted and approved through Illness and Misadventure procedures** (see **Appendix 1**) may be allocated an extension of time, an alternative task, an estimated mark or a calculated mark.
7. **Students who are absent from any assessment task** must submit an Illness and Misadventure form (see **Appendix 1**) with a written explanation for their absence. A medical certificate and/or supporting documentation will be required for any misadventure. In the case of illness, the medical certificate issued should be presented at school **within 24 hours of the illness**.
8. The Illness and Misadventure form must be handed in to the faculty Head Teacher on the **morning of the student's first day back** at school. If the faculty Head Teacher and Deputy Principal decide that the student should do the original or substitute task, the student may be required to sit for the task immediately. Failure to follow Illness and Misadventure policy may result in zero marks for that task. It is the student's responsibility to make this Illness and Misadventure application at the earliest practicable opportunity.
9. Where a student requests an extension for an assessment task due to illness and/or misadventure, an Illness and Misadventure form (see **Appendix 1**) must be completed and handed to the faculty Head Teacher prior to the due date.
10. **Where a student is going to be absent from an assessment task with prior knowledge**, the student or parent/caregiver must contact the faculty Head Teacher **before the task takes place**. In addition to leave approval from the school, **students must submit an Illness/Misadventure form**. In some circumstances (e.g. where the completion of a substitute task is not feasible or where a task is difficult to duplicate) the Head Teacher will use an estimate for that task or a calculated pro rata mark. (**APPENDIX 1**)
11. **Where a student becomes ill or suffers an accident that affects their performance during an assessment task**, the task supervisor and relevant Head Teacher then Deputy Principal should be notified immediately
12. If a student submits a task which is deemed by the teacher to be a **non-serious** attempt, then zero marks may be awarded. Non-serious attempts include tasks where the student has only attempted the multiple-choice section of a paper and/or where the responses are deemed inappropriate.
13. If a student does not **attend and participate in any timetabled lesson** on the day an assessment task is due, they may receive a zero mark for that task.
14. Students must follow all instructions provided within the Assessment Period timetable and ensure they are aware of the timing of assessments. It is the responsibility of the student to follow the schedule provided.
15. Students have the right to appeal to the school against the decision made by the subject Head Teacher or other assessment related issue by writing to the Principal/DP for the consideration of the Assessment Review Committee, consisting of the relevant faculty Head Teacher, Deputy Principal and an additional Head Teacher from another faculty.

16. Appeals may be made if the student believes:

- the weighting of the tasks did not fit NESA requirements
- the procedure of the assessment did not conform to the assessment program
- computational or clerical error was responsible for an incorrect ranking
- the conduct of the review was not proper.

Major Works Students are required to certify that any submitted works are their own. Class teachers must certify that they have been done under the teacher's supervision. If school staff cannot certify the works, students might not be awarded marks for them, or they may receive reduced marks.

Submitted works must conform to the requirements of NESA.

Reference: <https://curriculum.nsw.edu.au/ace-rules>

TECHNOLOGY AND ASSESSMENTS

Technology failure is not a valid reason for failure to submit an assessment task on time.

Students should:

- Students are to save their work in the cloud, failure to back up your work is not a valid reason for misadventure.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that data can be accessed at school.
- Check the compatibility of your home software with the school's technology.
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your student.fantastic@education.nsw.gov.au email account).
- A student presenting work produced via computer or submitting work online who experiences computer/technology difficulties or printer failure must apply for misadventure on the date the task was due by completing a misadventure form from the Deputy Principal or Head Teacher of that course and present it to the Head Teacher of that subject before school along with any documentary evidence.
- If a student chooses or is required to prepare and produce work with the use of technology, it is their responsibility to ensure backups and hard copies are made well in advance of the due date of the assessment task.

Program and software compatibility are also potential problems and need to be considered in advance. Malfunctions of computer technology, even theft, without evidence of 'work in progress' are NOT valid reasons for the late submission of an assessment task.

ABSENCES DUE TO ILLNESS OR MISADVENTURE

It is essential that students ensure that they are present for and complete all assessment tasks. If a student is absent on the day of an assessment task, they must contact the school to explain the absence, and then provide the Head Teacher of the subject with an Illness/Misadventure/Appeals Form they day they return to school. **Appendix 1**

- An illness claim **MUST** be supported by a medical certificate dated at the time of the illness specifying the nature of the illness. If a student is still away sick on days after the due date, the medical certificate must cover all days of illness **NOT** just the day of the task.
- Generally speaking 'Misadventure' is for unforeseen misfortune.
- Holidays/travel are **NOT** a valid excuse for missing an assessment task all leave must be approved by the school principal.
- If a task is submitted after the due date and time and the student has not submitted the appropriate documentation, then the student will be awarded zero for the task.

When an Illness /Misadventure Form has been upheld then the following special procedures may be implemented :

- an extension of time, or
- awarding of a mark based on completion of a substitute task, or
- where neither is feasible nor reasonable, or where the missed task is difficult to duplicate, the Head Teacher and Deputy Principal may authorise the use of an estimate for that task based on other appropriate evidence.

NB: Students who do not make a serious attempt at more than 50% of assessment tasks within a course will receive an 'N' determination for the final assessment submitted to NESA. <https://curriculum.nsw.edu.au/ace-rules>

NON-SUBMISSION OR NON-COMPLETION OF ASSESSMENT TASKS

Failure to submit or complete an assessment task will result in a N Warning letter and a zero mark for the task. Students will be required to still submit a missed task or complete an equivalent alternative task in order to resolve the N Warning letter and meet the requirements for satisfactory completion of the course. Feedback on the task will be given to the student.

NON-SERIOUS ATTEMPT OF ASSESSMENT TASKS

A non-serious attempt is considered as failing to submit a reasonable attempt at a task. This may include, but is not limited to, the following:

- Inappropriate written content submitted as part of a task.
- Inappropriate behaviour during an examination
- Failure to complete significant sections of an assessment (e.g. only attempting the multiple choice and not attempting extended response questions)

The Head Teacher of a subject and Deputy Principal will determine whether a task is a non-serious attempt. In the case of a non- serious attempt an N Warning letter will be issued and the student will be awarded a zero mark.

APPEALS

Students have the right to ask their teacher for feedback at the time a task is returned but cannot appeal against the teacher's judgement.

Students can appeal to the APCS Appeals Committee to review a student's rank order only if:

- the weightings specified in the assessment program are not those stated by NESA
- the weightings for tasks are not consistent with those specified by the published policy; and/or
- there are computational or clerical errors.

The school's Appeals Committee, comprising of the secondary Deputy Principal, the subject Head Teacher and another Head Teacher, will investigate the claim by reviewing and examining appropriate records and report its findings to the student. Students may appeal to NESA if they consider the processed of the review were not carried out properly.

Appendix 1

Reference: <https://curriculum.nsw.edu.au/ace-rules>

HONESTY, INTEGRITY AND MALPRACTICE

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice can occur in a number of ways: cheating in an examination, plagiarism (making no change or insignificant changes to a copied sentence), use of AI like Chat GPT, collusion (working with another student, including the sharing or distribution of work), disrupting an examination, or a serious breach of the rules for an examination or task. Malpractice, including plagiarism, could lead to students receiving zero marks and could jeopardise their Higher School Certificate results.

Please refer to Malpractice/NSW Curriculum/NSW Education Standards Authority link:

<https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice>

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

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

Plagiarism

Any assessment tasks submitted must be the student's own work. **Plagiarism** is the theft of someone else's work.

This includes copying the work of another person directly and intermingling it with a person's own work or simply presenting something that wasn't written by the person submitting the work.

Plagiarism may result in the student receiving **zero marks for that task**. Students who are found to have knowingly allowed their work to be copied or who have given their work to another student may also receive zero marks for that task.

Students found to have plagiarised will also receive a NESA 'N' Warning Letter. All students have the responsibility to protect their intellectual property (their own work).

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

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

The Head Teacher in consultation with the Deputy Principal will make the final determination to record a mark of zero. An N Warning letter will be issued and the student will be required to re-attempt the task or complete an alternative task.

All Stage 6 students must have completed the NESA 'All My Own Work' mandatory program at the start of Stage 6.

A Year 12 student guilty of suspected malpractice will have their name recorded on the NESA Register of Malpractice for HSC assessment tasks and a N Warning letter will be issued.

[hsc-preventing-managing-malpractice-school-based-assessment-2026.docx](#)

APPENDIX 3 (Student declaration acknowledges an understanding of academic integrity and elements of malpractice)

'N' WARNING LETTER

If a student is not meeting the course requirements or fails to complete an assessment task by the due date they are given what is termed a non-completion warning letter. A copy of the N Warning letter is issued to the student and posted home, the letter outlines:

- Any issues of concern or outstanding work including:
 - non-attempts
 - failure to complete course work and or assessment tasks
 - failure to participate in set learning tasks, experiences or coursework
 - failing to make a reasonable attempt at set tasks
 - missing an assessment task due date
 - overdue course work
 - missed Assessment Tasks
 - a malpractice incident.
- The date by which students should redeem the outcomes of the missed work, within 10 days and re/submits
- If a student is to be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course, the principal will inform NESA.

Stage 6 students are bound by the expectations set out in NESA's 'N' determination process for the RoSA and the HSC. NESA also states that students must make a genuine attempt at assessment tasks that contribute **in excess** of 50% of the available marks. Whilst a particular rate of attendance is not specified for the completion of a course, irregular attendance can clearly impact on students' application of diligence and sustained effort to the set tasks and experiences for the course. Attendance could be a significant factor leading to potential warning letters and ultimately an 'N' determination.

If you fail to comply with NESA's requirements for the Higher School Certificate, you may receive an 'N' Determination in a subject. This means that the course will not appear on your Record of Achievement and in some cases, this will mean that you will be illegible for the award of the Higher School Certificate.

For more information see the NESA ACE Manual '**N**' determinations

(<https://ace.nesa.nsw.edu.au/ace-8021>)

THE WARNING LETTER PROCESS and 'N' DETERMINATION

If you are not working and if you are not attending school and classes regularly (i.e. above 85%) you may be at risk of not meeting the requirements to gain your HSC. If this is the case then teachers will give you formal warnings in writing, as follows:

Warning 1 – A 'FIRST' formal warning letter will be sent by your class teacher and the Head Teacher outlining work that is to be completed and a due date. This letter will be handed to the student and a copy posted to the parent/carer. If the work is not completed and/or there is no improvement, then:

Warning 2 – A 'SECOND' formal warning letter will be issued, and contact will be made with the Head Teacher and your parent/guardian. If this work is not completed and there is still no improvement, then:

Warning 3 – You will be interviewed by the Deputy Principal and a 'THIRD' formal warning letter will be issued. The Deputy Principal or Principal will organise an interview with your parent/carer.

If after these warnings there is still no improvement, the Principal will conduct an interview with you and your parent(s)/carer where the 'N' determination may formally be made. This means that the course will not appear on your Record of Achievement and in some cases, this will mean that you will be illegible for the award of the Higher School Certificate.

'N' WARNING LETTER DETERMINATION FLOW CHART



This process is to be followed for each course.
This flowchart is designed to assist students and parents/carers to understand the process.



1 st event - CLASSROOM TEACHER	Student concern	Intervention(s)	Teacher Actions
	Early intervention	1. Student spoken to about concern. 2. Parents / carers contacted and notified that student is not meeting course requirements or submitting tasks	Initial discussion with Student Additional discussion with parent / carer
	Classwork not completed OR Assessment task not complete/submitted on time OR Non-serious attempt.	1 st N-warning letter through: • letter of concern • telephone call 1 st N-warning letter	Will involve: • phone call home from teacher • reissuing copies of Assessment tasks/classwork/textbook work • Student acknowledgement of receiving task • If needed - providing alternative tasks • discussing requirements of the task with student • Arrange an alternative time for completion of assessment • Although zero penalty will still apply
Continual consultation to occur between teacher and HT			
2 nd event - HEAD TEACHER	Student concern	Intervention(s)	Support provided for student
	Classwork not completed Non serious attempt Assessment task not complete/submitted on time. 1 st N-warning letter not actioned	2 nd N-warning letter	Will involve: • reissuing copies of tasks/classwork/textbook work or • providing alternative tasks • discussion with HT • phone call home from HT also include: • arranging time to work with student. • review of student progress by HT of year group • discussing requirements of the task with student • Although zero penalty will still apply
Referral & consultation with Deputy Principal to initiate joint monitoring process.			
3 rd and final event - DEPUTY PRINCIPAL	Student concern	Intervention(s)	Support provided for student
	Classwork not completed Assessment task not complete/submitted on time Non serious attempt Previous N-warning letter(s) not actioned	Immediate referral to DP and 3 rd and final warning letter	Will involve: • phone call home from Head Teacher/Deputy Principal/Principal • discussion with Head Teacher/Deputy Principal/Principal • reissuing copies of tasks/classwork/textbook work and may also include: • arranging time to work with students • providing alternative tasks • discussing requirements of the task with student • Although zero penalty will still apply
OR			
Parent interview with Principal and Principal will proceed with N Determination process with NESA			

COMMUNICATING WITH OUR SCHOOL

Alexandria Park Community School values parent communication and engagement with our school and recognises the importance of having an effective system in place to assist with this process. The link below to the school community charter outlines the responsibilities of parents, carers, and school staff to ensure our learning environments are collaborative, supportive and cohesive.

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

If you would like to contact the school, you can do so by:

- Phoning the school admin office on 9698 1967
- In person – please report to the Administration Office
- By email @alexparkcs-schools.nsw.edu.au, please write the name of teacher in the subject box.

POSITION AT APCS	MATTERS THEY DEAL WITH:
Classroom Teachers	First contact for anything pertaining to that individual subject. This may include class work, homework, assignments or a specific incident that occurred in that classroom.
Head Teachers of Each Subject Area	If a parent/carer has worked with their child's classroom teacher and feels that their needs should be further addressed. If a parent/carer would like to share some positive experiences that are happening in the classroom or at home in relation to that topic.
Learning and Support Teachers	If a parent/carer feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser	Can assist with matters that are occurring outside of the classroom and with wellbeing concerns. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.
Head Teacher Learning Support/Wellbeing	Can assist with matters that are occurring outside the classroom and with wellbeing concerns that are serious in nature. Can also assist with serious ongoing medical condition notifications (diabetes, anaphylaxis).
Deputy Principal	To be notified directly with serious concerns that a parent/carer feels cannot be dealt with by other staff at the school. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.
Principal	To be notified directly with serious concerns that a parent/carer feels cannot be dealt with by the Deputy Principal. If a parent/carer would like to share some positive experiences that are happening at school or at home in relation to their child.

Year 12 has a Google Classroom that all students will join, and parents are also invited to join.

The site is a great place for the Year Adviser to communicate with the students.

Parents/Carers and students will be invited to join the APCS Sentral Portal. You will be issued with a code that allows you to access information such as school reports, the booking system for Parent Teacher Night, school newsletters and daily notices.

SECTION 2

- ENGLISH
- CREATIVE AND PERFORMING ARTS (CAPA) and
LANGUAGES OTHER THAN ENGLISH (LOTE)
- HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)
- MATHEMATICS
- PDHPE
- SCIENCE
- TECHNOLOGY AND APPLIED STUDIES (TAS)
- VOCATIONAL EDUCATION AND TRAINING (VET)
- HOSPITALITY

PLEASE NOTE:

The assessment schedules printed in this booklet for all curriculum areas are intended as a guide. Changes to these may be made during the year as timetable changes or extenuating circumstances occur.

Students will receive advance notification of assessment takes at least two weeks prior to any task. Students will sign for any alteration to the this published assessment schedule.

The website is always the most up to date reference for students.

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	Total
1	Common Module: Extended Response	Term 4 Week 9 10/12/25	EA12-1 EA12-2 EA12-7 EA12-8	10	10	20
2	Module A & Module C: Imaginative Response & Reflection	Term 1 Week 7 11/3/26	EA12-3 EA12-5 EA12-6 EA12-9	15	15	30
3	Module B: Multimodal Presentation	Term 2 Week 10 24/6/26	EA12-1 EA12-2 EA12-4 EA12-8	10	10	20
4	All Modules: Written Examination	Term 3 Trial Exam Period	All outcomes	15	15	30
				50	50	100

SUBJECT	ENGLISH STANDARD
Outcome	Description
EN12-1	Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
EN12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
EN12-3	Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning.
EN12-4	Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts.
EN12-5	Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments.
EN12-6	Investigates and explains the relationships between texts.
EN12-7	Explains and evaluates the diverse ways texts can represent personal and public worlds.
EN12-8	Explains and assesses cultural assumptions in texts and their effects on meaning.
EN12-9	Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner.

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	Total
1	Common Module: Extended Written Response	Term 4 Week 9 10/12/25	EN12-1 EN12-3 EN12-6	15	5	20
2	Module A: Multimodal Presentation	Term 1 Week 7 11/3/26	EN12-2 EN12-4 EN12-7	10	15	25
3	Module B & Module C: Imaginative response & Reflection	Term 2 Week 10 24/6/26	EN12-5 EN12-8 EN12-9	10	25	35
4	All Modules: Written Examination	Term 3 Trial Exam Period	All outcomes	15	5	20
				50	50	100

SUBJECT	ENGLISH EAL/D
Outcome	Description
EAL12-1A	responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EAL12-1B	communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
EAL12-2	uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
EAL12-3	identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning
EAL12-4	applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
EAL12-5	thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
EAL12-6	investigates and evaluates the relationships between texts
EAL12-7	integrates understanding of the diverse ways texts can represent personal and public worlds
EAL12-8	analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
EAL12-9	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	Total
1	Module A: Extended Written Response	Term 4 Week 9 10/12/25	EAL12 - 1A EAL12 - 3 EAL12 - 6	15	5	20
2	Module C: Multimodal Presentation	Term 1 Week 7 11/3/26	EAL12 - 1B EAL12 - 2 EAL12 - 4	10	15	25
3	Module B & Module D: Writing Portfolio	Term 2 Week 10 24/6/26	EAL12 - 5 EAL12 - 7 EAL12 - 8 EAL12 - 9	15	15	30
4	All Modules: Written & Listening Examination	Term 3 Trial Exam period	All outcomes	10	15	25
				50	50	100

SUBJECT	ENGLISH STUDIES
Outcome	Description
ES12-1	comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES12-2	identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES12-3	accesses, comprehends and uses information to communicate in a variety of ways
ES12-4	composes proficient texts in different forms
ES12-5	develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
ES12-6	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES12-7	represents own ideas in critical, interpretive and imaginative texts
ES12-8	understands and explains the relationships between texts
ES12-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
ES12-10	monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in comprehending texts, communicating ideas & using language accurately, appropriately and effectively	Total
1	Common Module: Multimodal Presentation	Term 4 Week 8 3/12/25	ES12-2 ES12-5 ES12-8 ES12-9	15	10	25
2	Elective Module: Imaginative Response	Term 1 Week 8 18/3/25	ES12-1 ES12-4 ES12-7	15	10	25
3	Portfolio	Term 3 Week 2 29/7/267	All Outcomes	10	25	35
4	Exam	Term 3 Trial Exam Period	All Outcomes	10	5	15
				50	50	100

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of complex texts and of how and why they are valued	Skills in complex analysis, sustained composition and independent investigation	Total
1	Common Module: Creative Response & Reflection	Term 4 Week 10 15/12/25	EE12-2 EE12-4 EE12-5	10	20	30
2	Elective Module: Extended Response	Term 2 Week 4 13/5/26	EE12-1 EE12-3 EE12-4	20	20	40
3	All Modules: Examination	Term 3 Trial Exam Period	All Outcomes	20	10	30
				50	50	100

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Skills in extensive independent research	Skills in sustained composition	Total
1	Proposal Viva Voce & Major Work Journal Submission	Term 4 Week 10 15/12/25	EEX12-1 EEX12-3 EEX12-4	10	20	30
2	Literature Review & Major Work Journal Submission	Term 1 Week 7 11/3/26	EEX12-1 EEX12-2 EEX12-3 EEX12-4	20	20	40
3	Critique of the Creative Process & Major Work Journal Submission	Term 2 Week 8 10/6/26	All Outcomes	20	10	30
				50	50	100

CREATIVE AND PERFORMING ARTS (CAPA)

LANGUAGES OTHER THAN ENGLISH (LOTE)

SUBJECT	MUSIC ALTERED 11/10/25
Outcome	Description
H1	performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
H2	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
H3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H5	critically evaluates and discusses performances and compositions
H6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H8	identifies, recognises, experiments with, and discusses the use and effects of technology in music
H9	performs as a means of self-expression and communication
H10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
H11	demonstrates a willingness to accept and use constructive criticism

Outcome	Assessment Description								
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components					
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Perform	Comp	Music	Aural	Elective	Total
1	Music of the 20th & 21st Century Core Performance & Viva Voce	2025 Term 4 Week 9	H1(P) H5(M) H9(P)	10		10			20
2	Australian Music Composition & Aural	2026 Term 1 Week 8	H2(A) H3 (C) H8 (C)		10		10		20
3	An Instrument & its Repertoire Electives 1&2	2026 Term 2 Week 8	H1 (P) H7 (P) H10 (P)					30	30
4	Trial Exam Aural Paper & Elective 3	2026 Term 3 Trial Exams	H4(A) H6(A) H9(P) H11(P)				15	15	30
				100					

SUBJECT	VISUAL ARTS
Outcome	Description
H1	initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
H2	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
H3	demonstrates an understanding of the frames when working independently in the making of art
H4	selects and develops subject matter and forms in particular ways as representations in artmaking
H5	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
H6	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
H7	applies their understanding of practice in art criticism and art history
H8	applies their understanding of the relationships among the artist, artwork, world and audience
H9	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
H10	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessment tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Art Criticism/ Art History	Artmaking	Total
1	Development of the Body of Work	2025 Term 4 Week 9	H1, H3, H4		20	20
2	Art Critical and Historical Studies. Extended Response.	2026 Term 1 Week 9	H7, H8, H9, H10	25		25
3	Artmaking: Resolving the Body of Work	2026 Term 3 Exact date TBA 2026 based on NESA	H1, H4, H5, H6		30	30
4	Trial Examination	2026 Term 3 Weeks 4/5 Trial Exam period	H7, H8, H9, H10	25		25
				50	50	100

COURSE	DRAMA
Outcome	Description
H1.1	uses acting skills to adopt and sustain a variety of characters and roles
H1.2	uses performance skills to interpret and perform scripted and other material
H1.3	uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
H1.4	collaborates effectively to produce a group-devised performance
H1.5	demonstrates directorial skills
H1.6	records refined group performance work in appropriate form
H1.7	demonstrates skills in using the elements of production
H1.8	recognises the value of the contribution of each individual to the artistic effectiveness of productions
H1.9	values innovation and originality in group and individual work
H2.1	demonstrates effective performance skills
H2.2	uses dramatic and theatrical elements effectively to engage an audience
H2.3	demonstrates directorial skills for theatre and other media
H2.4	appreciates the dynamics of drama as a performing art
H2.5	appreciates the high level of energy and commitment necessary to develop and present a performance
H3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H3.2	analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H3.2	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
H3.3	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
H3.4	appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
H3.5	appreciates the role of the audience in various dramatic and theatrical styles and movements

Outcome	Assessment Description						
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components			
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Making	Performing	Critically Studying	Total
1	Performance (10%) and Extended Response (10%): Australian Drama and Theatre	4/12/2025 Thursday	H1.3, H1.6, H3.1, H3.2, H3.3	10		10	20
2	Individual Project: Submission or Performance (15%) of Work Under Development and Logbook (5%)	19/3/2026 Thursday	Teacher will select appropriate outcomes based on the Individual Project option selected by each student.	10		10	20
3	Presentation of Group Performance in Progress (20%) and Logbook (10%)	18/6/2026 Thursday	H1.1, H1.2, H1.4, H1.5, H2.2	10	20		30
4	Trial HSC Examination Part 1 Written Examination Part 2: Group Performance, formal interview/logbook Part 3: Submission/performance of Individual Performance with Rationale.	Trial period	H3.1, H3.2, H3.3, H1.4, H1.5, H2.1, H2.2, H2.3	10	10	10	30
				40	30	30	100

COURSE : Chinese Beginners						
Outcome & Description						
1.1 Establishes and maintains communication in Chinese 1.2 Manipulates linguistic structures to express ideas effectively in Chinese 1.3 Sequences ideas and information 1.4 Applies knowledge of the culture of Chinese-speaking communities to interact appropriately. 2.1 Understands and interprets information in texts using a range of strategies 2.2 Conveys the gist of and identifies specific information in texts 2.3 Summarises the main points of a text 2.4 Draws conclusions from or justifies an opinion about a text 2.5 Identifies the purpose, context and audience of a text 3.1 Identifies and explains aspects of the culture of Chinese-speaking communities in texts. 3.1 Produces texts appropriate to audience, purpose and context 3.2 Structures and sequences ideas and information 3.3 Applies knowledge of diverse linguistic structures to convey information and express original ideas in Chinese 3.4 Applies knowledge of the culture of Chinese-speaking communities to the production of texts.						
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Course content	Skills	Total
1	Class Task	Week 5-7, Term 4, 2025 26/11/25	2.1, 2.2, 2.4, 2.6, 3.1, 3.3	Home, Neighbourhood and Lifestyle	Reading, Writing	R: 20% W: 10%
2	Class Task	Week 5-7, Term 1, 2026	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5	Holidays, travel and tourism; People, place, communities	Speaking, Listening	L: 20% S: 10%
3	Oral presentation	Week 6-8, Term 2, 2026	1.1, 1.2, 1.3	Future plan and aspiration	Speaking	S: 10%
4	Trial examination	Week 4-5, Term 3, 2026*	1.1,1.2,1.3,1.4,2.1,2.2,2.3,.2.4,2.5,2.6,3.1,3.2,3.3,3.4	All syllabus topics	Listening, Reading, Writing	L: 10% R: 10% W: 10%
Listening: 30% Reading: 30% Writing: 20% Speaking: 20% *Refer to the 2026 Examination calendar for the actual date						100

COURSE:	Chinese & Literature
Outcome	Description
	1.1 Conveys information, opinions and ideas appropriate to context, purpose and audience 1.2 Exchanges and justifies opinions and ideas 1.3 Uses appropriate features of language in a variety of contexts 2.1 Sequences and structures information and ideas 2.2 Uses a variety of features to convey meaning 2.3 Produces texts appropriate to context, purpose and audience 2.4 Produces texts which are persuasive, creative and discursive. 3.1 Identifies main points and detailed items of specific information 3.2 Summarises and interprets information and ideas 3.3 Infers points of view, values, attitudes and emotions from features of language in texts 3.4 Compares and contrasts aspects of texts 3.5 Presents information in a different form and/or for a different audience 3.6 Explains the influence of context in conveying meaning 3.7 Recognises, analyses and evaluates the effectiveness of a variety of features in texts 3.8 Responds to texts personally and critically 4.1 Examines and discusses sociocultural elements in texts 4.2 Recognises and employs language appropriate to different sociocultural contexts 4.3 Compares and contrasts Australian and Chinese communities

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Course Content	Skills	Total
1	Class Task	Week 6-8, Term 4 2025	3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 4.1	Selected prescribed Texts, All Prescribed themes	Reading & Responding	R: 15% (30 marks)
2	Oral presentation, Written analysis	Week 5-7, Term 1 2026	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.5,	Selected prescribed Texts and all prescribed themes	Speaking, Listening & Responding	S: 10% (10 marks) L: 10% (10 marks)
3	Class Task	Week 6-8, Term 2	2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	Selected prescribed Texts and all prescribed themes	Reading & Responding, Writing	R: 15% W: 15%
4	Trial Examination	Week 4-5, Term 3 2026*	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	All prescribed Texts and prescribed themes	Listening & Responding, Reading & Responding, Writing	L: 10% R: 10% W: 15%
Listening: 20 / Reading: 40 /Writing: 30 / Speaking: 10 *Refer to the 2026 examination calendar for the actual date						100

HUMAN SOCIETY and ITS ENVIRONMENT (HSIE)

SUBJECT	ABORIGINAL STUDIES
Outcome	Description
H1.1	evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
H1.2	analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
H1.3	assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
H2.1	examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
H2.2	analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
H3.1	assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
H3.2	evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
H3.3	evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
H4.1	plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
H4.2	undertakes community consultation and fieldwork and applies ethical research practices
H4.3	investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

Outcome	Assessment Description							
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components				
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course, content	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	Research and inquiry methods, including aspects of the Major Project	Communication of information, ideas and issues in appropriate forms	Total
1	Heritage and Identity in Class Task	Thursday 11/12/25 Term 4 Week 9 2025	H1.1, H2.1, H3.1	15	5			20
2	Major Project Including Logbook	Week 2 Term 2 2026	H4.1, H4.2	5	15	15	5	40
3	Social Justice and Human Rights Research/ Validation	Week 10 Term 2 2026	H1.1, H1.2, H3.3	5	5	5	5	20
4	Trial Examination	Weeks 4 and 5 Term 3 Trial Examination Period	H1.1, H2.2, H3.3	15			5	20
				40	25	20	15	100

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

Outcome	Assessment Description							
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components				
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms	Total
1	Core Study: Cities of Vesuvius – Pompeii and Herculaneum-Source Analysis Task	Term 4 Week 8 Thursday 4/12/25	AH12-6 AH12-9	10	10		5	25
2	The Greek World 500–440 BC Research and Validation	Term 1 Week 8	AH12-2 AH12-8	5		15	5	25
3	The Near East – Xerxes Historical Analysis	Term 2 Week 8	AH12-4 AH12-7	5	5	5	5	20
4	Trial Examination	Weeks 4 and 5 Term 3 Trial Examination Period	AH12-1 AH12-5 AH12-9 AH12-10	20	5		5	30
				40	20	20	20	100

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

Outcome	Assessment Description							
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components				
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Knowledge and understanding of course, content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms	Total
1	Operations: McDonalds Extended Response	Week 8 Term 4, Thursday 4/12/25 2025	H1, H2, H4, H5, H7, H9	10	5	5	5	25
2	Finance Financial Ratios- multiple choice & short answer	Week 7Term 1 2026	H1, H2, H4, H6, H9	10		5	5	20
3	Human Resources Business Report	Week 8 Term 2 2026	H2, H4, H5, H6, H8, H9	10	5	5	5	25
4	Trial Examination	Weeks 4 & 5 Term 3 Trial Examination Period	H1, H3, H4, H5, H6, H8	10	10	5	5	30
				40	20	20	20	100

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

Outcome	Assessment Description							
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components				
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of economic information, ideas and issues in appropriate forms	Total
1	Case Study: China	Week 8 Thursday 4/12/25 Term 4 2025	H1, H2, H3, H4, H5, H6, H7, H8	5	5	5	5	20
2	Topic Test: Trade and Finance	Week 4 Term 1 2026	H1, H3, H4, H7, H8	10	5	5	5	25
3	Writing Task: Fiscal Policy and Economic Issues	Week 5 Term 2 2026	H6, H7, H8, H10	10	5	5	5	25
4	Trial Examination	Weeks 4 and 5 Term 3 Trial Examination Period	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12	15	5	5	5	30
				40	20	20	20	100

SUBJECT	LEGAL STUDIES
Outcome	Description
H1	identifies and applies legal concepts and terminology
H2	describes and explains key features of and the relationship between Australian and international law
H3	analyses the operation of domestic and international legal systems
H4	evaluates the effectiveness of the legal system in addressing issues
H5	explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
H6	assesses the nature of the interrelationship between the legal system and society
H7	evaluates the effectiveness of the law in achieving justice
H8	locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
H9	communicates legal information using well-structured and logical arguments
H10	analyses differing perspectives and interpretations of legal information and issues

Outcome	Assessment Description							
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components				
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, ideas and issues in appropriate forms	Total
1	Human Rights Test of Limited Scope	Monday 15/12/2025 Week 10	H1, H3, H10	15	5		5	20
2	Choice Topic 1: In Class timed response.	Term 1 2026 Week 8	H4, H5, H8	5	5	10	5	25
3	Choice Topic 2: Media File and Validation	Term 2 2026 Week 6	H4, H6, H7, H8	5	5	10	5	25
4	Trial Examination	Weeks 4 and 5 Term 3 Trial Examination Period	H2, H5, H10	20	5		5	30
				40	20	20	20	100

SUBJECT	MODERN HISTORY
Outcome	Description
MH12-1	accounts for the nature of continuity and change in the modern world
MH12-2	proposes arguments about the varying causes and effects of events and developments
MH12-3	evaluates the role of historical features, individuals, groups and ideas in shaping the past
MH12-4	analyses the different perspectives of individuals and groups in their historical context
MH12-5	assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
MH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH12-7	discusses and evaluates differing interpretations and representations of the past
MH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Outcome	Assessment Description							
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components				
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms	Total
1	Core Study: Power and Authority in the Modern World 1919–1946 Source Analysis Task	Term 4 Week 9 Thursday 11/12/25	MH12-6 MH12-9	10	10		5	25
2	Russia and the Soviet Union 1917–1941 Research and Validation	Term 1 Week 8	MH12-8 MH12-7	5		15	5	25
3	Conflict in Indochina 1954–1979 Historical Analysis	Term 2 Week 8	MH12-3 MH12-4	5	5		5	20
4	Trial Examination	Weeks 4 and 5 Term 3 Trial Exam Period	MH12-1 MH12-2 MH12-5 MH12-9	20	5	5	5	30
				40	20	20	20	100

SUBJECT	SOCIETY & CULTURE
Outcome	Description
H1	Evaluates and effectively applies social and cultural concepts
H2	Explains the development of personal, social and cultural identity
H3	Analyses relationships and interactions within and between social and cultural groups
H4	Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
H5	Analyses continuity and change and their influence on personal and social futures
H6	Evaluates social and cultural research methods for appropriateness to specific research tasks
H7	Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
H8	Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
H9	Applies complex course language and concepts appropriate for a range of audiences and contexts
H10	Communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Outcome	Assessment Description						
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components			
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Knowledge and understanding of course content	Application and evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms	Total
1	Social and Cultural Continuity and Change - Research and Test of limited Scope	Term 4 Week 9 Friday 12/12/25	H1, H5, H9	20	5	10	35
2	Social Inclusion and Exclusion - Research and Validation	Term 1 Week 10	H8, H7, H10	10	20	5	35
3	Trial Examination	Weeks 4 and 5 Term 3 Trial Examination Period	H2, H3, H9	20	5	5	30
				50	30	20	100

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to	Total
1	Personal Finance Report	Term 1 Week 7	4, 6, 7, 8, 9	10	20	30
2	Test of limited scope	Term2 Week 8	3, 5, 6, 7, 8, 9	10	20	30
3	Portfolio	Term 3 Week 8	1, 2, 3, 4, 5, 6, 7, 8, 9	13	27	40
						100

MATHEMATICS

SUBJECT	MATHEMATICS STANDARD 1
Outcome	Description
MS1-12-1	Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS1-12-2	Analyses representations of data in order to make predictions and draw conclusions
MS1-12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness
MS1-12-4	Analyses simple two-dimensional and three-dimensional models to solve practical problems
MS1-12-5	Makes informed decisions about financial situations likely to be encountered post-school
MS1-12-6	Represents the relationships between changing quantities in algebraic and graphical forms
MS1-12-7	Solves problems requiring statistical processes
MS1-12-8	Applies network techniques to solve network problems
MS1-12-9	Chooses and uses appropriate technology effectively and recognises appropriate times for such use
MS1-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Understanding and fluency	Problem solving, reasoning and justification	Total
1	In class assessment	Term 4 – Week 8 Thursday 04/12	3, 8, 10	10	10	20
2	Investigation Style Task	Term 1 – Week 8	3, 4, 5, 9, 10	10	15	25
3	In class assessment	Term 2 – Week 8	2, 3, 7, 9, 10	15	10	25
4	Trial	Trial period term 3	1, 2, 3, 4, 5, 6, 7, 8, 10	15	15	30
				50	50	100

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Understanding and fluency	Problem solving, reasoning and justification	Total
1	In class assessment	Term 4 – Week 8 Thursday 04/12	1, 4, 5, 10	10	10	20
2	In class assessment	Term 1 – Week 8	1, 3, 5, 9, 10	10	15	25
3	In class assessment	Term 2 – Week 8	2, 3, 4, 6, 7, 10	15	10	25
4	Trial	Trial period term 3	1, 2, 3, 4, 5, 6, 7, 8, 10	15	15	30
				50	50	100

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Understanding and fluency	Problem Solving, reasoning and justification.	Total
1	In-class task	Term 4 Week 8 04/12/2025	1, 4, 5, 10	10	10	20
2	In-class task	Term 1 Week 8	1, 3, 5, 9, 10	10	15	25
3	In-class task	Term 2 Week 8	2, 3, 4, 6, 7, 10	15	10	25
4	In-class task	Trial period Term 3	1, 2, 3, 4, 5, 6, 7, 8, 10	15	15	30
						100

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills	Total
1	In class assessment	Term 4 Week 7 Friday 28/11	11-3, 11-4, 12-1, 12-7	10	10	20
2	In class assessment	Term 1 Week 6	12-2, 12-6, 12-7	10	15	25
3	In class assessment	Term 2 Week 6	12-1, 12-2, 12-3, 12-4, 12-7	15	10	25
4	Trial	Trial period	12-1, 12-2, 12-3, 12-4, 12-5, 12-7	15	15	30
				50	50	100

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills	Total
1	In class assessment	Term 4 – Week 9	1, 4, 7, 8	10	10	20
2	In class assessment	Term 1 – Week 7	3, 7, 8	10	15	25
3	In class assessment	Term 2 – Week 8	1, 2, 3, 5, 7, 8	15	10	25
4	Trial	Trial period term 3	1, 2, 3, 4, 5, 6, 7, 8	15	15	30
				50	50	100

SCIENCE

COURSE	Biology
Outcome	Description
BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO 11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO 11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO 11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO 11/12-5	analyses and evaluates primary and secondary data and information
BIO 11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO 11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO 12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO 12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO 12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO 12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Outcome		Assessment Description				
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Skills in working scientifically	Knowledge and understanding of course content	Total
1	Problem-Solving Task	Term 4 Week 6	11/12-4 11/12-6 11/12-7 12-12	15	10	25
2	Data Analysis Task	Term 2 Week 3	11/12-2 11/12-4 11/12-5 12-13	15	10	25
3	Depth Study	Term 2 Week 8	11/12-1 11/12-2 11/12-3 11/12-5 11/12-6 11/12-7 12-15	15	5	20
4	Trial exam	Term 3 Trial period	11/12-1 11/12-2 11/12-5 11/12-6 11/12-7 12-12 12-13 12-14 12-15	15	15	30
				60	40	100

COURSE	Chemistry
Outcome	Description
CH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation.
CH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.
CH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information.
CH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
CH11/12-5	Analyses and evaluates primary and secondary data and information.
CH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
CH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
CH12-12	Explains the characteristics of equilibrium systems, and the factors that affect these systems.
CH12-13	Describes, explains and quantitatively analyses acids and bases using contemporary models.
CH12-14	Analyses the structure of, and predicts reactions involving, carbon compounds.
CH12-15	Describes and evaluates chemical systems used to design and analyse chemical processes.

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Knowledge and Understanding	Skills in Working Scientifically	Total
1	Practical Investigation	Term 4 Week 9	11/12-1 11/12-4 11/12-5 11/12-6 11/12-7 12-12	5	15	20
2	Research Task	Term 1 Week 8	11/12-1 11/12-2 11/12-3 11/12-5 12-13	10	10	20
3	Depth Study	Term 2 Week 8	11/12-5 11/12-6 11/12-7 12-14	15	20	35
4	Trial Examination	Term 3 Trial period	11/12-2 11/12-3 11/12-4 11/12-5 11/12-6 11/12-7 12-12 12-13 12-14 12-15	10	15	25
				40	60	100

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and Components		
				Knowledge and Understanding	Working Scientifically Skills	Total
1	Module 5: Earth’s Processes Report	Term 4, Week 8, 2025	EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12	10	10	20
2	Module 7: Climate Science Data Analysis Task	Term 1, Week 8, 2026	EES11/12-1, EES11/12-2, EES11/12-4, EES11/12-5, EES12-14	15	5	20
3	Module 8: Resource Management Depth Study	Term 2, Weeks 4-7, 2026	EES11/12-3, EES11/12-5, EES11/12-6, EES11/12-7, EES12-15	25	5	30
4	All Modules Trial Examination	Trial Examination Period	All Outcomes	10	20	30
				40	60	100

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in working scientifically	Total
1	Depth Study	Term 4 Week 8	11/12-4 11/12-5 11/12-6 11/12-7 12-12	10	10	20
2	Data Analysis	Term 1 Week 7	11/12-1 11/12-2 11/12-3 11/12-4 11/12-5 12-13	10	15	25
3	Problem Solving	Term 2 Week 6	11/12-1 11/12-2 11/12-3 11/12-4 11/12-7 12-14	5	20	25
4	Trial Exam	Term 3 Trial Period	11/12-5 11/12-6 12-12 12-13 12-14 12-15	15	15	30
				40	60	100

TECHNOLOGY AND APPLIED STUDIES

SUBJECT	DESIGN & TECHNOLOGY
Outcome	Description
H1.1	Critically analyses the factors affecting design and the development and success of design projects.
H1.2	Relates the practices and processes of designers and producers to the major design project.
H2.1	Explains the influence of trends in society on design and production.
H2.2	Evaluates the impact of design and innovation on society and the environment.
H3.1	Analyses the factors that influence innovation and the success of innovation.
H3.2	Uses creative and innovative approaches in designing and producing.
H4.1	Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project.
H4.2	Selects and uses resources responsibly and safely to realise a quality major design project.
H4.3	Evaluates the processes undertaken and the impacts of the major design project.
H5.1	Manages the development of a quality major design project.
H5.2	Selects and uses appropriate research methods and communication techniques.
H6.1	Justifies technological activities undertaken in the major design project through the study of industrial and commercial practices.
H6.2	Critically assesses the emergence and impact of new technologies, and the factors affecting their development.

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Knowledge and skills in designing, managing, producing and evaluating a major design project	Total
1	Task 1: Project Proposal Creative Pitch	Term 4 Week 8 4/12/25	H1.1, H3.2,4.1, H5.1, H5.1, H5.2		20	20%
2	Task 2: Innovative Case Study (Test)*	Term 1 Week 9	H2.1, H2.2, H3.1, and H6.2	20		20%
3	Task 3: Project MDP (Portfolio and PSE)	Term 3 Week 1	H1.2, H3.2, H4.2, H4.3, H5.1, H6.1.		30	30%
4	Task 4: Trial HSC (Formal Written)	Term 3 Trial Period	A selection of outcomes will be assessed	20	10	20%
*NESA Mandatory Task				40	60	100

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Working Scientifically	Knowledge and understanding	Total
1	Engineering Report: Civil Engineering	Term 4 Week 8 4/12/2025	1.2, 3.1, 3.2, 3.3, 5.1, 6.2	15	10	25
2	Presentation: Personal and Public Transport	Term 1 Week 4	1.1, 2.2, 4.1, 4.3, 6.1	10	10	20
3	Engineering Report: Aeronautical Engineering	Term 2 Week 3	2.1, 3.2, 4.2, 4.3, 5.2, 6.1	15	10	25
4	Trial HSC Examination	Trial Exam Period	1.2, 3.1, 3.3, 4.2, 4.3, 6.2	10	20	30
				50	50	100

COURSE	Software Engineering
Outcome	Description
SE-12-01	Justifies methods used to plan, develop and engineer software solutions.
SE-12-02	Applies structural elements to develop programming code.
SE-12-03	Analyses how current hardware, software and emerging technologies influence the development of software engineering solutions.
SE-12-04	Evaluates practices to safely and securely collect, use and store data.
SE-12-05	Explains the social, ethical and legal implications of software engineering on the individual, society and the environment.
SE-12-06	Justifies the selection and use of tools and resources to design, develop, manage and evaluate software.
SE-12-07	Designs, develops and implements safe and secure programming solutions.
SE-12-08	Tests and evaluates language structures to refine code.
SE-12-09	Applies methods to manage and document the development of a software project.

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks. Students are accountable for completing all tasks, including class work, homework, and course content areas, to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Knowledge and understanding of course content	Knowledge and skills in the practical application of the content	Total
1	Secure Software architecture (Research Task)	Term 4 Week 6 20.11.25	SE-12-3, SE-12-4, SE-12-5, SE-12-6	10	10	20
2	Programming for the Web (Software Design and Programming Task)	Term 2 Week 6	SE-12-7, SE-12-8, SE-12-9	10	10	20
3	Software Engineering Project (Individual Software Development Project)	Term 3 Week 3	SE-12-1, SE-12-2, SE-12-7, SE-12-8, SE-12-9	10	20	30
4	Trial HSC Examination	Trial Exam Period	A selection of outcomes will be assessed	20	10	30
				50	50	100

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

SUBJECT	COMMUNITY & FAMILY STUDIES (CAFS)					
Outcome	Description					
H1.1	analyses the effect of resource management on the wellbeing of individuals, groups, families and communities					
H2.1	analyses different approaches to parenting and caring relationships					
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities					
H2.3	critically examines how individual rights and responsibilities in various environments contribute to wellbeing					
H3.1	analyses the sociocultural factors that lead to special needs of individuals in groups					
H3.2	evaluates networks available to individuals, groups and families within communities					
H3.3	critically analyses the role of policy and community structures in supporting diversity					
H3.4	critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities					
H4.1	justifies and applies appropriate research methodologies					
H4.2	communicates ideas, debates issues and justifies opinions					
H5.1	proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources					
H5.2	develops strategies for managing multiple roles and demands of family, work and other environments					
H6.1	analyses how the empowerment of women and men influences the way they function within society					
H6.2	formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments					
H7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society					
H7.2	develops a sense of responsibility for the wellbeing of themselves and others					
H7.3	appreciates the value of resource management in response to change					
H7.4	values the place of management in coping with a variety of role expectations					
Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills	Total
1	Core 3- Parenting and Caring: Informative video consultation to educate parents/carers	T4 Wk 8	H1.1, H2.2, H3.2, H5.1	10	15	25
2	Core 1- Research Methodologies: Individual Research Project (IRP)	T1 Wk 8	H4.1, H4.2	5	15	20
3	Core 2- Groups in Context: Informative brochure and in-class task on a community group.	T2 Wk 7	H2.2, H3.3, H4.2, H5.1, H6.2	10	15	25
4	Trial Examination	T3 Wk3-5	H1.1-H7.4	15	15	30
				40	60	100

COURSE	HEALTH and MOVEMENT SCIENCE
Outcome	Description
HM-12-01	analyses the health status of Australians at a national and international level
HM-12-02	examines how technology and data can achieve better health for all Australians
HM-12-03	evaluates how the Sustainable Development Goals can be used to improve the health of a community
HM-12-04	investigates factors that impact movement and performance
HM-12-05	analyses individual and group training programs to improve performance
HM-12-06	Analysis: critically analyses the relationships and implications of health and movement concepts
HM-12-07	Communication: communicates health and movement concepts using modes appropriate to a range of audiences and contexts
HM-12-08	Creative thinking: generates and assesses new ideas that are meaningful and relevant to health and movement contexts
HM-12-09	Problem-solving: proposes and evaluates solutions to complex health and movement issues
HM-12-10	Research: analyses a range of sources to make conclusions and judgements about health and movement concepts

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessment tasks. Teachers will use other tasks and students are accountable for completing all forms of tasks including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Day/Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in analysis, communication, creative thinking, problem-solving and research	Total
1	Case Study: Training for improved performance	Term 4, Week 8	HM-12-04 HM-12-05 HM-12-06	10%	10%	20%
2	In-Class Task: Health in an Australian and global context	Term 1, Week 9	HM-12-01 HM-12-08 HM-12-09	10%	10%	20%
3	Depth study task	Term 2, Week 8	HM-12-06 HM-12-07 HM-12-10	10%	20%	30%
4	Trial HSC examination	Term 3, Weeks 4-5	HM-12-01 HM-12-02 HM-12-03 HM-12-04 HM-12-05 HM-12-06 HM-12-07	10%	20%	30%
				40%	60%	100

SUBJECT	SPORT, LIFESTYLE & RECREATION STUDIES (SLR)
Outcome	Description
1.1	applies the rules and conventions that relate to participation in a range of physical activities
1.2	explains the relationship between physical activity, fitness and healthy lifestyle
1.3	demonstrates ways to enhance safety in physical activity
1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5	critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	describes administrative procedures that support successful performance outcomes
2.1	explains the principles of skill development and training
2.2	analyses the fitness requirements of specific activities
2.3	selects and participates in physical activities that meet individual needs, interests and abilities
2.4	describes how societal influences impact on the nature of sport in Australia
2.5	describes the relationship between anatomy, physiology and performance
3.1	selects appropriate strategies and tactics for success in a range of movement contexts
3.2	designs programs that respond to performance needs
3.3	measures and evaluates physical performance capacity
3.4	composes, performs and appraises movement
3.5	analyses personal health practices
3.6	assesses and responds appropriately to emergency care situations
3.7	analyses the impact of professionalism in sport
4.1	plans strategies to achieve performance goal
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3	makes strategic plans to overcome the barriers to personal and community health
4.4	demonstrates competence and confidence in movement contexts
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity
5.1	accepts responsibility for personal and community health
5.2	willingly participates in regular physical activity
5.3	values the importance of an active lifestyle
5.4	values the features of a quality performance
5.5	strives to achieve quality in personal performance

Outcome		Assessment Description				
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills	Total
1	Sports Coaching Module: Design and present a training session	T4 Wk 6	3.1, 3.2, 4.2, 4.5	10	15	25
2	First Aid Module: Practical assessment responding to a First Aid Scenario	T1 Wk 8	1.3, 3.6, 4.3, 5.1	10	15	25
3	Healthy Lifestyle Module: In-class examination	T2 Wk 7	1.5, 3.5, 4.3, 4.5	20	10	30
4	Games and Sports Applications I Module: Practical movement observation	T3 Wks 1-7	1.1, 3.1, 3.2, 4.1, 4.4	10	10	20
				50	50	100

VOCATIONAL EDUCATION AND TRAINING (VET)

SUBJECT	HOSPITALITY				Year 12 Component 1609
RTO - Department of Education - 90333, 90222, 90072, 90162					
Qualification: SIT20322 Certificate II in Hospitality					
Cohort 2025 - 2026					
Training Package SIT Tourism, Travel and Hospitality competence of students.					
School Name: ALEXANDRIA PARK COMMUNITY SCHOOL					
Assessment Schedule Year 12 - 2026					
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 Working in the hospitality industry	HSC TRIAL EXAM
Code	Unit of Competency		Term 4 – 2025 Weeks 4-6 Date; 3/11-21/11/25	Term 3 - 2026	60% of year 12 Trial will go to HSC estimate
SITHIND006	Source and use information on the hospitality industry		✓		
SITHFAB024	Prepare and serve non-alcoholic beverages			✓	
SITHFAB025	Prepare and serve espresso coffee			✓	
SITHFAB027	Serve food and beverages			✓	
BSBTWK201	Work effectively with others			✓	
SITHIND007	Use hospitality skills effectively			✓	
	YEAR 12 MANDATORY WORK PLACEMENT-2 ND Term 4-week 8 December 1-5, 2025				
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 (40% Preliminary 60% HSC Trial.)					
* Examinable units to be confirmed by the 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”.					
Cohort 2025 - 2026					
Stage 6 Hospitality Qualification SIT20322 Certificate II in Hospitality Training Package SIT Tourism, Travel and Hospitality					

FORMS AND PLANNER

APPENDIX 1 - ILLNESS/ MISADVENTURE/ APPEAL FORM

ALEXANDRIA PARK COMMUNITY SCHOOL ILLNESS OR MISADVENTURE APPLICATION FORM



Name: _____ Task Due Date: _____ Task number: _____
KLA/Subject: _____ Class Teacher: _____ Weighting _____
_____ %

☐ Illness ☐ Misadventure ☐ Extension ☐ Appeal

Task Description:

- ☐ Hand in task
☐ Oral Presentation
☐ Examination
☐ Other _____

Supporting Documentation *(Attach supporting documentation)*

Reason for Application *(attach any other supporting evidence)*

Signatures:

Student: _____ Parent/Carer: _____ Date: _____

Head Teacher Recommendation:

Upheld	Dismissed
☐ Estimate to be given, ranking to be maintained ☐ Alternative task to be set, rank to be maintained ☐ Alternate task to be completed, rank can improve ☐ Task to be completed ☐ Marks to be revisited ☐ Revised due date: _____ ☐ Other _____	☐ Zero marks to be awarded to completed task ☐ Marks to count ☐ Marks to be deducted ☐ Task to be completed, ranking cannot improve ☐ Other _____
Comment:	Head Teacher Signature:

Checklist:

- ☐ Medical certificate and/or supporting documentation is attached (day of student return)
☐ Submission is within timeframes outlined in the Assessment Guidelines
☐ Communication of outcomes to student and parent by Head Teacher
☐ Details of outcomes recorded in Sentral by Deputy Principal

Complete the form and submit to the Deputy Principal for final decision:

Decision: _____

Deputy Principal signature: _____ Date: _____



Academic Integrity Student Confirmation of Understanding

At Alexandria Park Community School, we believe it is essential to maintain academic integrity and ensure that all work submitted is a true reflection of the student's own understanding and abilities. This agreement outlines the expectations for students regarding the use of Artificial Intelligence (AI) and Plagiarism, in Assessment.

Understanding Malpractice

Malpractice is any attempt to gain an unfair advantage over other students. Malpractice in any form, including plagiarism, collusion, misrepresentation and breach of assessment conditions, is unacceptable (NESA). Any use of plagiarism or AI content in formal assessment tasks is considered a breach of academic integrity and a violation of school policy and departmental rules around malpractice.

Understanding AI & Plagiarism

AI and Plagiarism are forms of malpractice as NESA states that "Unapproved use of AI in the completion of assignments is a breach of academic integrity".

- Artificial Intelligence refers to any software or tool that can generate text, rephrase or manipulate text, solve problems, or provide assistance. Examples may include, chatbots, writing assistants or any other automated tools.
- Plagiarism involves using someone else's work, ideas, or intellectual property without proper attribution. This includes copying texts, images, or data from any source without acknowledgement.
- Google Classroom Assignment Feature is APCS's chosen tool for Plagiarism and AI detection and prevention to assess the originality of students' work and ensure academic integrity. Other AI or similar checks may also be used to assess the integrity of student work.

Expectations for Students

- Students must complete all assessment tasks independently and without the aid of AI tools.
- All students' assessments must be **all their own work**.
- It is the student's responsibility to ensure their submission does not contain plagiarised content.
- Where appropriate, students must correctly reference any sources used in their work following the required citation style as outlined by their Class Teacher.

Understanding of Consequences

Any breach of this declaration, ranging from unintentional failure to comply, to deliberate attempts to gain an unfair advantage, will result in consequences. This process will include:

- Identification of malpractice.
- Malpractice Investigation: The student and Class Teacher will meet to discuss concerns, explain actions, present evidence and provide context.
- Malpractice Register Review to review evidence and determine penalty. The standard penalty for mal- practice is a zero mark.
- Students may appeal the process. The student must submit a written appeal within 5 school days of the decision to the Deputy Principal.

As a Stage 5 or 6 Student at Alexandria Park Community School, I understand the above guidelines as they have been explained to me and will adhere to rules regarding the appropriate use of AI and Plagiarism in ALL forms of assessment. Sign off confirms receiving the assessment book, understanding HSC procedures at APCS and the meaning and consequences of Academic Integrity and Malpractice.

Year 11/12 Pattern of Study Checklist & NESA Confirmation

STUDENT NAME:	STUDENT NESA NUMBER:	DATE:
Step 1	Student wishes to drop from 12 Units to 10 units at start of Year 12 or change their pattern of study for HSC. Student goes to DP to get required form. DP or designated person (e.g. K.Shaw) discusses their options in terms of: data profile tracking and their strongest and weakest courses.	DP and/or designated person
Step 2	Student goes to careers adviser and discusses changes in relation to benefits or disadvantages related to career pathway e.g. pre-requisites. Career adviser checks off and advises whether the pattern of study changes will be: NON-ATAR ☐ OR ATAR ☐	Careers Adviser
Step 3	Student has parent/carer agree to the intended course change.	Parent/Carer sign next page
Step 4	Student requests FORMER subject Head Teacher of change Student requests NEW subject Head Teacher of change	Head Teacher Head Teacher
Step 5	Student returns the form to the DP to verify that they have completed STEPS 1-4	Student sign next page
Step 6	DP passes the changes onto HT Admin who makes required changes to NESA confirmation entry for student. Scans and files in appropriate Year 12 folder on shared drive.	HT Administration.
NOTE	Students in Year 12 wishing to drop a course may submit their form in the first 2 weeks of Term 4 and MUST attend their current classes until those changes have been completed in Week 3 and the student receives a new timetable. <i>Individual changes can occur after that date when forms are submitted and processed but students MUST remain in their courses until the student receives a new timetable.</i>	



ALEXANDRIA PARK
COMMUNITY SCHOOL

Change of Course Form Student to Complete

Student Name:

Student NESAs Number:

Date:

Year 11/12 Change of pattern of study for HSC	
Current courses including courses studied outside school:	1.
	2.
	3.
	4.
	5.
	6.
	7.
COURSE TO BE DISCONTINUED	
COURSE TO BE ADDED	
NEW pattern of study courses including courses studied outside school: NON-ATAR ☐ OR ATAR ☐	1.
	2.
	3.
	4.
	5.
	6.

THIS CHANGE HAS BEEN DISCUSSED AND APPROVED BY THE FOLLOWING:

PARENT/CARER signature..... DATE.....

STUDENT signature..... DATE.....

DEPUTY PRINCIPAL signature..... DATE.....

OFFICE USE ONLY

Change confirmed via email to HT/Teacher		DATE
NESA changes recorded		DATE
EDVAL and Sentral rolls amended		DATE
FORM Filed in central student file		DATE
DP copy of form in DP file		DATE

MY PERSONAL ASSESSMENT PLANNER 2025-2026

COURSE	TASK 1	TASK 2	TASK 3	TASK 4
English Standard				
English Advanced				
English EAL/D				
English Studies				
English Extension 1				
English Extension 2				
Music				
Visual Arts				
Aboriginal Studies				
Business Studies				
Economics				
Legal Studies				
Modern History				
Society & Culture				
Work Studies				
Mathematics Standard 1				
Mathematics Standard 2				
Mathematics Advanced				
Mathematics Extension 1				
Mathematics Extension 2				
Biology				
Chemistry				
Physics				
Earth and Environmental Science				
Design & Technology				
Food Technology				
Community & Family Studies (CAFS)				
Human Movement Science (PDHPE)				
Sport, Lifestyle & Recreation Studies (SLR)				
Hospitality				

STUDENT NOTES

ALEXANDRIA PARK COMMUNITY SCHOOL



📍 Park Road, Alexandria, NSW, Australia, 2015

☎ 02 9869 9800

✉ alexparkcs-c.school@det.nsw.edu.au

🌐 alexparkcs-c.schools.nsw.gov.au

📺 Follow us

Community Opportunity Success



Alexandria Park Community School is on Cadigal Land.