

Chifley College Senior Campus HSC 2026

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Assessment Policy & Schedules



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Faculty Information

Faculty	Head Teacher
CAPA (Creative and Performing Arts)	Shannion Forrester
English	
HSIE (Human Society and Its Environment)	Dianne Harper
Mathematics	Danielle Swindle
PDHPE (Personal Development, Health & Physical Education)	Danielle Hillier
Science	Danielle Swindle
Support	Steve Price
TAS (Technical and Applied Science)	Amy Appleton
VET (Vocational & Educational Training)	Ben Coburn
Year 12 Deputy Principals	Jo Andrew Paul Eldridge
Year 12 Head Teacher Wellbeing	Rob Pecovnic
Year 12 Year Advisors	Lisa Kerr Sam Santes

Introduction

This booklet outlines the work that students must complete and the conditions that apply to assessment at the HSC level (Year 12) at Chifley College Senior Campus.

Students are reminded that the issuing of this book to each student is evidence that they have been informed of the assessment requirements. Students enrolling to do the HSC course at the start of the HSC school year confirm their pattern of study at enrolment.

Important Dates to Remember

Chifley College Senior Campus - Trial HSC Examination:

Term 3, 2026 Weeks 4 & 5

Monday 10th August - Friday 21st August, 2026

HSC Written Examination:

Term 4, 2026

Tuesday 13th October - Thursday 5th November, 2026

A. Achieving the HSC

Performance in the Higher School Certificate Assessment is as important as your performance in the Higher School Certificate Examination. NSW Education Standards Authority (NESA) has set requirements for both schools and students

Syllabus and assessment information is available on the following website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/nsw-curriculum-syllabuses>

Students must ensure they are aware of these requirements. Further information on requirements for the award of the Higher School Certificate or any other information relating to senior assessment can be obtained from the relevant Head Teacher, Deputy Principal or Principal.

Meeting the HSC eligibility requirements (ACE Rules, Section 1.2.2 as of 14.10.2024)

To be eligible for the award of the HSC, students must:

- a. have completed Year 10, and
- b. have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- c. have completed All My Own Work (AMOW) or its equivalent, and
- d. have demonstrated the minimum standard of literacy and numeracy, and
- e. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- f. undertake and make a serious attempt at the requisite HSC exams.

Pattern of study

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising of at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- a. 2 units of a Board Developed course in English
- b. at least 4 more units of Board Developed courses
- c. at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- d. at least 4 subjects.

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course.

Students are required to confirm their pattern of study and sign their HSC Confirmation of Entry form.

Additional rules apply if you want an ATAR.

Satisfactory completion of an HSC course (ACE Rules, Section 4.1.2 as of 14.10.24)

The ACE Rules also outline what is required to satisfactorily complete both **Preliminary and Higher School Certificate courses**. A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

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

To successfully complete a course, students need to participate in various activities that are important parts of the syllabus. This includes assignments, class participation, and practical work. It is necessary for students **to complete all assigned tasks, not only those for assessment**.

Entry into HSC Courses: To enter an HSC course, students must have satisfactorily completed the Preliminary course or an equivalent.

Genuine Attempt in HSC Courses: Students in an HSC course must make a genuine effort to finish the course requirements. Teachers will decide if a student has made a real attempt.

Assessment Tasks: Students must genuinely attempt assessment tasks that make up **more than 50% of the total marks**. Completing tasks worth exactly 50% is **not enough**; students must attempt tasks worth more than 50% and meet the course completion criteria.

Examinations: For HSC courses with required exams, students **must sit for and genuinely attempt the exam**.

Non-Completion Determination: If a student hasn't made a genuine attempt to complete the course requirements, the principal will note on the official documents that the course was not satisfactorily completed.

VET Industry Curriculum Framework Courses: Students in VET courses must complete the required work placement hours to be considered satisfactory.

NESA Expectations: NESA expects students to attempt all assessment tasks assigned.

Attendance: Attendance is also crucial for completing a course successfully, as there is a strong link between attendance and student performance.

HSC Minimum Standard

To qualify for the Higher School Certificate, students must show they meet basic literacy and numeracy skills. This means they need to achieve the minimum standards in reading, writing, and numeracy.

Students in Years 10 to 12 can demonstrate that they meet these standards by scoring Level 3 or higher on the NESA online tests for reading, writing, and numeracy. They have up to five years after starting their first HSC course to reach the required literacy and numeracy levels in order to receive their HSC.

It is important to note that students will still be allowed to take their HSC exams even if they have not met these standards. However, if they do not meet the standards, their results will be noted on the Record of School Achievement (RoSA).

Common Grade Scale

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

B. School Assessment

HSC School-based Assessment Program

This Assessment Booklet provides you with an assessment schedule for each of your subjects as well as written advice about the school's policies and procedures for school-based assessment, including the school's malpractice policy and procedures.

The Purpose of Assessment

Assessment refers to the process of collecting and evaluating evidence of a student's learning. It is an essential part of teaching and learning and fulfils the reporting of Year 12 assessment marks to NESA. Assessment can enhance student engagement and motivation, especially through interaction with teachers, peers, and various resources.

Assessment:

- Assists student learning by clarifying concepts and encouraging deeper understanding
- Allows teachers to gather evidence of student achievement based on syllabus outcomes.
- Gives students the chance to demonstrate their knowledge and abilities.
- Provides evidence that students' current knowledge and skills are a strong foundation for future learning.
- Provides evidence of satisfactory completion of a course for credentialling

Each assessment task should:

- Be aligned with syllabus outcomes.
- Be a valid tool for assessing the intended skills and knowledge.
- Include clear criteria for students to understand what is being assessed.
- Allow students to demonstrate their learning through different types of tasks.
- Be reliable, providing accurate information on student achievement.
- Be unbiased and accurately represent a student's knowledge and skills.
- Offer opportunities for feedback and reflection on learning.
- Be inclusive and accessible to all students.
- Be part of a continuous process that tracks progress over time.

Teacher Responsibility

Schools must give students written information outlining the assessment requirements and expectations, including:

- formal assessment schedules at the commencement of each Year 11 and Year 12 course
- each School-based assessment task.

At CCSC teachers are required to develop an assessment program for each of their courses.

The School-based assessment program must follow the course-specific requirements, including assessment schedules. This involves the following **responsibilities**:

- Number of tasks:** the number and type of assessment tasks
- Syllabus outcomes:** syllabus outcomes assessed in each assessment task
- Weighting:** the components and weightings allocated to each assessment task

- iv. **Scheduling:** when each assessment task is to be attempted or submitted
- v. **Advice to students:** notification of at **least two weeks in advance** about the school's requirements for assessment in each course.

At CCSC the **assessment advice given to students must include:**

- the components and their weightings as specified in the assessment and examination materials on NESA's website
 - the general nature of each assessment task
 - a schedule of when assessment tasks are planned to take place, including adequate notice of the timing of each assessment task
 - the weight value of each task in relation to the total weighted mark for the course
 - details of administrative arrangements associated with each task (e.g. how the school manages absences, late submissions and/or illness/misadventure)
 - details of the school's policy on malpractice in assessment tasks
 - details of the procedures to be implemented if tasks produce invalid or unreliable results
 - details of the procedures for dealing with student appeals arising from assessment tasks
- vi. **Procedures:** appropriate procedures for marking, recording and reporting students' performance on all assessment tasks
 - vii. **Warning letters:** issuing standard NESA HSC Warning letters when performance in a course is in question
 - viii. **Marking & feedback:** in the marking of School-based assessment tasks teachers will:
 - assess the student's actual performance, not potential performance, and
 - provide students with feedback on their performance in each assessment task, and indicate the student's mark in the task, relative to the outcomes. Feedback should be returned to students **within two weeks** of the assessment submission.

Marking and Feedback to Students

Feedback helps students recognise their strengths and areas for improvement, guiding them in planning their next learning steps with their teacher. At CCSC, teachers will provide formal feedback via the marking rubric upon completion of the assessment within two school weeks of submission. Effective feedback should:

- be timely, specific, and aligned with learning and assessment goals
- be constructive and provide meaningful insights in various forms
- focus on task outcomes and clarify misunderstandings
- highlight and reinforce student strengths
- offer guidance on how to improve
- encourage self-assessment and reflection throughout the learning process
- inform future teaching and learning opportunities

Forms of Feedback

The type of assessment task and the learning environment affect the kind of feedback given to students. Feedback can come in many different forms, such as digital formats and other methods. It can be either formal or informal, and it should promote conversations between teachers and students about their learning.

Assessment Checklist for Teachers

School-based Assessment program

- Use the NESAsyllabuses, assessment requirements and advice to construct teaching and learning programs that promote deep knowledge and understanding.
- School-based assessment tasks reflect the components and weightings specified in the course assessment and reporting materials.
- School-based assessment tasks are designed to focus on assessing outcomes relevant to the task.
- Measures of objectives and outcomes that address values and attitudes are not to be included in school-based assessment of student achievement.
- Measures that reflect student conduct should not be included.
- Students are provided with the opportunity to demonstrate their achievement of outcomes in a range of different task types.
- Students are provided with advance notice of the due date, and marking guidelines (where possible), for each assessment task.
- Marking guidelines for each assessment task relate to the standards, including a relationship to syllabus outcomes, relevant performance descriptions and reflect the intention of the task.
- Marks reflect the relative differences in student performances.
- School-based assessment marks are recorded by the teacher responsible for marking the task.
- Marks are transferred to a file or record containing the marks awarded for all tasks for all students in the course.
- Marks are maintained in a secure and safe location.

Feedback

- Students receive timely and meaningful feedback about what they are able to do, and what they need to do in order to improve their level of performance.
- Teachers maintain accurate records of evidence of student achievement.

Reporting

- Report student achievement to parents, in line with school and sector requirements.
- Appropriate discrimination has been applied between students in terms of their overall achievement.
- The Common Grade Scale for Preliminary Courses has been used to determine Preliminary course grades submitted to NESAs.
- Final HSC marks submitted to NESAs for each course are on a scale sufficiently wide to adequately reflect the relative differences in student performances.

Student Responsibility

Students are **responsible** for:

- Meeting all course requirements, including attendance in classes
- Applying themselves with diligence and sustained effort to the set work and experiences provided in each course. Students must make a genuine attempt to complete the course requirements
- Being aware of and following assessment requirements and procedures

- Submitting all tasks on or before the due date
- Being present for all 'in-class' tasks and examinations.
- Making a **serious attempt** at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N determination' for that course.
- Where students are studying an HSC course that includes a requisite examination, students **must sit for and make a genuine attempt at the examination**.
- Their personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged (refer to All My Own Work)
- Understanding malpractice (refer to the section on malpractice)
- Students studying VET Industry Curriculum Framework courses **must complete the mandatory work placement hours** in order to be deemed satisfactory.

Notification of Assessment Tasks

CCSC will provide students with at least **two weeks** written notice of an upcoming assessment task. The task notification will include:

- a. components and weightings, as per the assessment schedule, and
- b. syllabus outcomes assessed, and
- c. type of assessment task, and
- d. scheduled date and time for attempting or submitting the task, and
- e. marking criteria (where appropriate)

For a School-based assessment task with more than one part, the task notification must detail the requirements for each part, including that all parts are to be submitted and/or completed together

Note that written notification has precedence over any information listed in the assessment schedules contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task.

Absence When a Task is Notified

When students are absent, they must catch up on missed work, including assessment notifications. No automatic extensions are given for absences on the day of notification. However, for prolonged absences, students may submit an Illness/Misadventure Form with documentation to the Deputy Principal on their return..

Prior Knowledge of Absence

If a student has a clash between an assessment task and a school-approved activity or leave, they must notify the Deputy Principal and complete an Illness/Misadventure form. If a student knows in advance they will be absent on the day of task submission, they must inform their teacher well before the due date and either submit the task early or arrange for its submission on the due date. All tasks submitted after the designated time will be deemed LATE.

Note: Failure to complete more than 50% of all course and assessment requirements will result in an N-Determination in that course.

Absence from a task:

- Failure to submit or complete an assessment on the due date will result in a zero mark.
- A zero mark will be recorded as a non-attempt, and an official warning will be issued.
- Work must still be submitted to achieve outcomes, even if a zero is given.
- If no work is submitted, it will be recorded as a non-attempt.

Late submissions:

- Any task submitted after the due date will receive a zero mark.
- The result will be recorded as a non-attempt, and an official warning will be issued.
- Work must still be submitted to meet outcomes, even if a zero is recorded.
- Students are advised that it's better to submit a partially completed task for some *marks rather than submit late and receive none.*

Non genuine attempts:

- Any task deemed a non-serious attempt will receive a zero mark.
- The result will be recorded as a non-attempt, and an official warning will be issued.
- Work must be resubmitted to meet outcomes, but a zero will still be recorded.

Serious attempts

For all assessment tasks and examinations at Chifley College Senior Campus, the following will be treated as a **non-serious attempt** and a zero mark awarded:

Failure to Submit/Complete a Task on the Due Date

- Answering only the multiple-choice questions
- Responses containing objectionable material
- Abuse directed at a member of school staff, DOE or NESA, and/or
- obscene symbols, drawings, or comments
- Submitting responses that do not genuinely attempt to answer the questions, such as copying or rewording the questions or leaving multiple blanks
- Engaging in malpractice in assessments or examinations

Appealing an Assessment Decision

Students have the right to appeal. If there are concerns about a decision related to an assessment task, these must be raised when the decision is first given. Follow this process:

1. **Step 1:** Discuss your concern with your class teacher to seek clarification about the decision.
2. **Step 2:** If you're not satisfied with the teacher's explanation, approach the faculty Head Teacher within 2 days of receiving the decision.
3. **Step 3:** If the issue is still unresolved, contact your Deputy Principal within 2 days of receiving the Head Teacher's response.

If you have concerns related to decisions made by the Deputy Principal (e.g. illness/misadventure applications or assessment appeals), these must be raised with the Principal within two school days of receiving the Deputy Principal's decision. The appeal must be submitted in writing, outlining the concerns.

The Principal may then request an Appeals Panel to be formed to review the decision and make a ruling.

If you wish to further appeal, submit a written appeal to the Principal within 2 days of receiving the Panel's decision. The Principal's decision will be final.

Appeal Limitations

Appeals can only be made for the following reasons:

- incorrect calculation of marks
- incorrect weighting
- breach of school policy or NESAs rules and procedures

Appeals cannot be raised around the professional judgement of teachers.

'N' Award Warnings

If a student is not meeting the requirements, they are issued with a 'N' Award Warning Letter. A copy is emailed to the parent/carer, which outlines:

1. any issues of concern or outstanding work, and
2. a date by which students should redeem the outcomes of the missed work.

These letters give the student a chance to correct the issue by completing outstanding tasks within a specified timeframe. Failure to respond may result in an 'N' Determination, making the student ineligible for the Higher School Certificate.

The purpose of this process is to help you, not to exclude you. If you do not complete the overdue task, the warning will remain "active" and could count toward an 'N determination' in the course.

Non-completion 'N' Determinations

NESA has given principals the authority to determine whether students have satisfactorily completed each Board Developed and/or Board Endorsed Course required for the Higher School Certificate. Principals assess if students have shown diligence and sustained effort in completing the tasks and experiences provided by the school.

If a student does not meet the course requirements, the principal may issue a non-completion ('N') determination. This can result in the course not being included in the student's Preliminary or HSC record, and if the course is part of their required pattern of study, **their HSC may be withheld** until they meet the requirements.

Absences are taken seriously and may prevent students from meeting course completion criteria. If a student is at risk of an 'N' Determination teachers will send written notifications detailing the problem and consequences.

If an 'N' determination is issued, the principal must record it via Schools Online and notify the student of the decision, its consequences, and their right to appeal.

C. Illness / Misadventure -School Based Assessments

What is Illness/Misadventure?

This is help for students whose assessment performance is affected by things beyond their control, like being sick or unexpected events.

What counts as Illness or Misadventure?

- **Illness/Injury:** When a student is sick or hurt (e.g., flu, asthma attack, injury) with a medical certificate to prove it.
- **Misadventure:** Other unexpected events affecting the student (e.g., death of a family member, car accident, flood isolation).

How to Apply for Illness/Misadventure

If something stops you from doing your assessment properly, you must tell the school straight away.

Steps to follow:

1. **Contact the school on the day of the assessment** by 8:30am by phone (02 9625 9929) or email (chifcolsnr-h.school@det.nsw.edu.au).
2. **Get an Illness/Misadventure Application Form** from the Deputy Principal when you return to school.
3. **Provide proof (evidence)** showing why you couldn't do the task, like a medical certificate or other official documents. The evidence must cover the dates you missed.
4. **Fill out and submit the form with your evidence** to the Deputy Principal as soon as possible.
5. **Be ready to do the task or an alternative** when you come back, unless other arrangements are made.

Specific Situations

- **If you miss an in-school task:** Contact the school by 8:30am on the day, get the form, provide evidence, and be ready to do the task when back.
- **If you miss handing in a task:** Contact by 8:30am, try to submit it electronically or through someone else. If not, bring it when you return. Get the form, provide evidence, and submit it ASAP.
- **If you get sick during an assessment:** Tell the supervisor immediately. You can continue if you want, but no extra time is given. If you stop, you'll go to Sick Bay and may need a doctor's note. Be ready for a substitute task later.
- **If you miss an exam:** Contact the school before the exam starts. On return, see the Deputy Principal to arrange a make-up. Provide evidence and submit the form.

What Evidence is Needed?

- Provide a document from a doctor or other independent source showing your illness or event.
- It must be dated on or before the assessment day and cover the whole time you missed.
- Medical certificates must say you were unfit to attend or complete the task.
- Get this evidence as soon as possible; late certificates may not be accepted.

What Won't Be Accepted?

- Absences for holidays, routine appointments, work, driving tests, or usual sports activities usually won't count.
- Late applications after results are out will not be considered.

What Happens After You Apply?

- The teachers will review your form and evidence.
- The Deputy Principal will decide if your application is approved.
- If approved, you might get to:
 - Do the task or an alternative task later
 - Get extra time
 - Use a different way to complete the task

There is **no guarantee** your application will be approved.

If you have any questions or need help with the process, contact the Deputy Principal or your Head Teacher.

D. Malpractice Policy

What is Malpractice?

Malpractice means cheating or being dishonest in assessments, exams, or tests to get an unfair advantage. This harms the fairness and value of the HSC.

School Rules

- Schools must tell students about rules for assessments and malpractice policies.
- Students must know and follow NESA's rules about cheating, including the "All My Own Work" program, which teaches about honesty and ethical study habits.

What is Not Allowed?

- Copying someone else's work or ideas without saying where they came from (plagiarism).
- Using work done by others (friends, tutors, AI) as your own.
- Lying or giving false information to get extra time or avoid exams (misrepresentation).
- Working with others on tasks meant to be done alone or helping others cheat (collusion).
- Bringing phones or devices into exams or using unapproved help.

Examples of Malpractice:

- Copying text or images without credit.
- Submitting an essay written by someone else or by AI.
- Making up data or results.
- Faking medical certificates.
- Sharing answers during exams or letting others copy your work.
- Using phones or smartwatches during tests.

What Happens if You Are Suspected of Malpractice?

- You may need to prove the work is yours by showing your notes, drafts, or explaining your work to your teacher.
- You may be asked questions to show your understanding.
- If an allegation has been raised, either by staff or students the Head teacher of the course will investigate. This may include collecting relevant evidence, such as exam scripts, electronic communications and witness statements. The student will have an opportunity to respond. Throughout the process confidentiality is carefully maintained.

Consequences of Malpractice:

- You may get ZERO marks for the task and requested to complete an alternate task to satisfy course requirements.
- You may receive a formal warning.
- In year 12 the malpractice must be reported to NESAs.

Student appeal process:

If a student wishes to appeal they must submit a written appeal to the Deputy Principal within 2 days of receiving the malpractice decision. The Principal will convene a Review Panel composed of one Deputy Principal and one Head Teacher (from a different faculty area) whose determination will be final.

Being honest is important to keep the HSC fair and respected. If you have questions or need help, talk to your teachers or the Deputy Principal.

E. Homework Policy

Purpose

This policy outlines the approach to homework at the Senior Campus, ensuring that homework practices support student learning, are relevant to student needs, and are developed in consultation with the school community.

Policy Statement

Homework is an important component of student learning, but setting homework is not compulsory. Homework is defined as revision and work completed outside of class time, including tuition, assessment preparation, and revision.

Homework Guidelines

Relevance and Consultation:

- Homework guidelines are developed in consultation with key school community stakeholders, including staff, parents/carers, and students, to ensure they meet the needs of students.

Communication:

- Homework guidelines are communicated clearly to staff, parents/carers, and students, particularly at the time of student enrolment.

What the School Provides:

- tuition support on Thursday and Friday afternoons and during study periods
- revision programs and practice tasks
- staff support available in the library and from class teachers

Student Expectations:

- Completion of set tasks on time.
- Allocation of sufficient time to revise material outside of class.
- Recommended time allocation: a minimum of 6 hours per week outside class time, increasing up to 12 hours per week in Year 12.

Parents and carers can assist by:

- Providing a quiet study space.
- Ensuring access to the internet.
- Encouraging students to complete homework regularly.
- Liaise with the school when their child is experiencing difficulties

Additional Recommendations:

- Students, especially in Year 12, are encouraged to reduce external work commitments in Term 3 to focus on study and homework.

This policy is designed to promote effective study habits and support student success at the Senior Campus.

F. Disability Provisions

At Chifley College Senior Campus, we follow the guidelines set by the NSW Education Standards Authority (NESA) concerning Disability Provisions for both internal and external exams and assessments. Our aim is to make sure that students with documented permanent or temporary disabilities can fully access and engage in these evaluations.

Provision of Disability Adjustments

We will provide reasonable adjustments and Disability Provisions for students whose disabilities impact their performance in exams or assessments. These adjustments are designed to promote access, equity, and success for all students.

In School-based Assessments.

Students with disabilities or learning needs requiring adjustments or provisions are identified through the Academic Engagement Team (previously the Learning and Support Team). Students requiring adjustments are included in the school's NCCD process, and have been identified through transition, parental participation, or teacher identification. Students requiring adjustments or provisions, who have not been formally identified by the Academic Engagement Team, should inquire with their classroom teacher, Academic Engagement Team, Support Team and Deputy Principal.

Note: Students wishing to access adjustments and provisions for the Trial HSC Examination must ensure that they have completed the "Application Process for the HSC Disability Provisions - HSC Exam". Only students approved by NESA to have provisions in the external HSC Examination will access provisions in the trial period. These provisions will match those identified by NESA.

Application Process for Disability Provisions - HSC Examinations

Students or parents interested in applying for Disability Provisions should speak with the Deputy Principal and/or the Academic Engagement Head Teacher to start the application process. Students must have completed the application process by the END OF TERM 2. Forms are available from the Academic Engagement Team.

Identification and Documentation of Disabilities

- For diagnosed learning disabilities, students must present relevant documentation and professional assessments to justify the need for Disability Provisions.
- Medically diagnosed disabilities must be backed by proper documentation from a healthcare professional. This includes completion of documentation by a medical professional that has an ON-GOING relationship with the student, in supporting their disability. This process supports student applications for both physical health and well-being.
- Additionally, students may consider a valid Illness/Misadventure Application, ensuring fair access to assessments or exams.

Approval Process

- For all School-based assessments, the Academic Engagement Team will review the submitted evidence and documentation to approve Disability Provisions in line with NESAs guidelines.
- For the Higher School Certificate, NESAs will grant approval based on the documentation submitted by the school on behalf of the student. It is essential for students and parents to gather all necessary documents well in advance of the due date set by NESAs. Forms are required to be returned to the school by the end of Term 2.

Disability Provisions and Modifications/Adjustments

All HSC Examinations Disability Provisions will adhere to NESAs guidelines to guarantee consistency between school assessments and the HSC. These are examples of the types of provisions provided by NESAs for the HSC Examination:

Provision	Why	How it helps
Coloured paper	Vision Impairment, Dyslexia, Irlen Syndrome	Able to read writing on paper
Diabetic provisions	Diabetes	Toilet breaks, Check levels, eat, drink and recover if needed
Extra Time	Reading or Writing Disability, Slow Processing, Physical, hearing or vision impairment	Time to read, reread and comprehend questions and answers
Reader	Reading Disability, Slow Processing, Physical, hearing or vision impairment	Able to comprehend questions and answers when heard rather than read
Rest Breaks	Anxiety, ADHD, Pain	Time to regather and refocus, time to calm down and not stress
Small Groups	Anxiety, sensory issues	Space to be less distracted by others, not feel judged or pressured by what others are doing
Stand/Stretch	Pain (diagnosed reason)	Allow time to move so that pain is not caused and distracts from exam

Special Equipment (Chair, desk, etc)	For medical reasons (back, hip, etc)	Less likely for pain to be caused and distract from exam
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If a student feels that an approved provision has not been implemented at the start of an assessment task, it is their responsibility to inform the supervising teacher or invigilator immediately. Neglecting to do so may impact their ability to address the issue later.

G. About completing HSC exams

A student must complete the required HSC exams in term 4 of the HSC year for a course and:

- make a serious attempt at the exam
- write in English (unless instructed otherwise)
- follow NESA exam rules outlined in the HSC Rules and Procedures Guide
- follow the directions of the Presiding Officer, and
- the rules of the school where they sit their exam.

A student who does not comply with exam rules may have their exam paper, oral exam, performance or submitted work for that course cancelled, potentially making them ineligible for their HSC.

Assessment Task and Examination Student Conduct

In assessment tasks and the HSC examinations Students MUST:

- Follow the day-to-day rules of the school
- Always follow the supervisor's or presiding officer's instructions behaving in a polite and courteous manner
- Behave in a manner that does not disturb other students or disrupt the examination
- NESA Policy: NESA awards zero marks for scripts where only multiple-choice questions are answered, or where the student has merely copied or modified the questions. This is considered a non-attempt.
- Make a serious attempt at answering all questions in the assessment task/test
- Follow NESA exam rules outlined in the HSC Rules and Procedures guide

Students MUST NOT:

- Speak to any other person upon entering the room or at any time during the examination
- Behave in a way that disturbs other students
- Take any material or equipment into the room other than equipment allowed by the NESA
- Bring prohibited items into the examination room.

Prohibited Items:

- Mobile phones and smart watches
- Electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones, or electronic dictionaries
- Stopwatches
- Paper or printed/written material (including your exam timetable)
- Dictionaries (except in language exams, if allowed)
- Correction fluid or correction tape

Penalties: Breaking any of these examination rules may result in a penalty, including receiving a zero mark.

H. Assessment Schedules

Creative and Performing Arts Faculty

Dance

This course provides students with the opportunity to undertake a study of Dance as an art form. Students study three interrelated components: Performance, Compositions and Appreciation and develop their understanding of dance practice in relation to a wider appreciation of dance artists and their work. Students undertake an in-depth study in a major study of dance in a major study of one of the three areas of study.

Course: Dance					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Presentation of Core Performance Under Development	Presentation of Draft Core Composition Submission / Performance of Major Studies undergoing refinement	Major Study Performance & Informal performance of CP & CC	Trial Examination Written Core Appreciation	
Task Weighting	20%	30%	30%	20%	
Timing	Term 4, Wk 9	Term 1, Wk 9/10	Term 2, Wk 9	Term 3, Wk 5/6	
Outcomes Assessed	H2.1, H2.2	H3.1, H3.2, H3.4, *	*	H4.1, H4.2, H4.3, H4.4 H4.5	
Components					Weighting %
Performance	20				20
Composition		20			20
Appreciation				20	20
Major Study		10	30		40
Total %	20	30	30	20	100%

Creative and Performing Arts Faculty

Drama

This course provides students with the opportunity to engage in collaborative and individual experiences to develop skills in interpretation, communication, performance, and critical analysis. Students engage with the cultural traditions and social context of drama and theatre through critical study and experiences in practical workshop activities and performance.

Course: Drama					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Workshop Performance and Written Task	Development of Individual project	Presentation Group Performance	Trial HSC Exam	
Task Weighting	20%	20%	30%	30%	
Timing	Term 4, Wk 9	Term 1, Wk 9/10	Term 2, Wk 9	Term 3, Wk 5/6	
Outcomes Assessed	H1.1, H1.3, H1.5, H1.7, H3.1, H3.2, H3.3	H1.2, H1.3, H1.5, H3.1, H3.3 *	H1.1, H1.2, H1.4, H1.6, H2.1, H2.2, H2.3	H1.4, H1.5, H1.6, H2.1, H2.2, H2.3, H3.1, H 3.2, H3.3 *	
Components					Weighting %
Marking	10	10	10	10	40
Critically Studying	10	10		10	30
Performing			20	10	30
Total %	20	20	30	30	100%

Music 1

The Music 1 course provides students with the opportunity to study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students nominate three electives made up of any combination of performance, composition and/or musicology which reflect the three topics studied in the HSC course.

Course: Music					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Composition and Viva Voce	Performance and Aural Analysis	Presentation of Elective Options for Topic 1 and Topic 2	Presentation of Elective Option for Topic 3 and Aural Examination	
Task Weighting	20%	20%	30%	30%	
Timing	Term 4, Week 8	Term 1, Weeks 9/10	Term 2, Week 6	Term 3, Weeks 4/5	
Outcomes Assessed	H2, H3, H5, H7, H8	H1, H4, H6, H7	Outcomes determined by elective choice	Outcomes determined by elective choice Aural: H4, H6,	
Components					Weighting %
Aural		10		15	25
Composition	10				10
Musicology	10				10
Performance		10			10
Elective 1			15		15
Elective 2			15		15
Elective 3				15	15
Total %	20	20	30	30	100%

Photography

The Photography course provides students with the opportunity to develop their knowledge, skills and understanding through the making of photographs, and/or film and other time-based works and/or digital images that lead to and demonstrate conceptual and technical accomplishment. Critical and historical investigations of the work of artists/photographers/filmmakers are considered and used to inform student photographic and digital artmaking practices.

Course: Photography					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Critical and Historical Studies Video Art Research	Making Making Portfolio I (Video Art/ Imaging and Editing)	Making Making Portfolio II (Fashion Photography)	Critical and Historical Studies Yearly Examination (All topics)	
Task Weighting	10%	30%	40%	20%	
Timing	Term 4 Week 8	Term 1 Week 8	Term 3 Week 4	Term 3 Week 4	
Outcomes Assessed	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4, CH5	
Components					Weighting %
Making		30	40		70
Critical and Historical Studies	10			20	30
Total %	10	30	40	20	100%

Visual Arts

The Visual Arts course provides students with the opportunity to develop their own artworks, culminating in a 'Body of Work' in the HSC course. Students engage in critical and historical study of the artworld to investigate artists, artworks, worlds, and audiences from a range of cultural, political, historical, and social perspectives and use these to inform their own artmaking practices.

Course: Visual Arts					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Research & Extended Written Response	Body of Work Progress 1	Body of Work Progress 2	Trial HSC Exam	
Task Weighting	20%	10%	40%	30%	
Timing	Term 4, Week 8	Term 1 Week 7	Term 3 Week 4	Term 3 Week 4/5	
Outcomes Assessed	H7, H8, H9, H10	H1, H2, H3, H4,	H3, H4, H5, H6	H7, H8, H9, H10	
Components					Weighting %
Art History & Criticism	20			30	50
Artmaking Practice		10	40		50
Total %	20	10	40	30	100%

Visual Design

The Visual Design course provides students with opportunities to explore the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. Students learn to inform their own design work through critical and historical study of designed images and objects made by others.

Course: Visual Design					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Designing & Making Design Portfolio 1	Critical & Historical Study Research Task	Critical & Historical Study Yearly Examination	Designing & Making Design Portfolio 2	
Task Weighting	30%	10%	20%	40%	
Timing	Term 4 2025 Week 10	Term 1 2026 Week 6	Term 3 2026 Week 3	Term 3 2026 Week 6	
Outcomes Assessed	DM1, DM2, DM3, DM4, DM5, DM6	CH1, CH2, CH3, CH4	CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6	
Components					Weighting %
Designing and Making	30			40	70
Critical and Historical Studies		10	20		30
Total %	30	10	20	40	100%

Drama Life Skills

This course provides opportunities for students to make and perform drama to explore personal and community issues, develop social skills and self-expression. Responding to and participating in a variety of activities enhances students' understanding of drama and theatre. Through making, performing and appreciating their own dramatic works as well as those of others, students may enjoy their learning and participate in drama and theatre experiences in post-school environments

Course: Drama Life Skills			
Task Number	Task 1	Task 2	Task 3
Nature of Task/s	Workshop Performance and In-class Discussion Studies in Drama and Theatre: In-class Discussion Communicates and describes how the elements of drama can be used to convey meaning	Performance of a 2 minute Monologue Performance of a 2-minute work(s) in progress, logbook recording process, including clarification of evaluation of intentions	Making Drama Presentation of Drama Making development skills
Timing	Term 4 2025, Week 9	Term 1 2026, Week 9/10	Term 2 2026, Week 9
Outcomes Assessed	DRLS6 DRLS7	DRLS3 DRLS4 DRLS5	DRLS1 DRLS2

Music Life Skills

This course provides opportunities for students to listen and respond to a range of musical styles and to make and perform music individually and in groups. Through these learning opportunities students can develop their own musical interests in singing, playing, and composing. Music forms an integral aspect of society and provides an important means of communication and personal and cultural expression. Through performing, composing and listening to their own works and those of others, students may enjoy their learning and participate in musical experiences in post-school environments.

Course: Music Life Skills				
Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Task/s	Composition	Performance 1 and Musicology	Performance 2 & 3	Online Aural Examination
Timing	Term 4, Week 8	Term 1, Weeks 9/10	Term 2, Week 6	Term 3, Weeks 4/5
Outcomes Assessed	MLS3, MLS4, MLS8	MLS1, MLS2, MLS7	MLS1, MLS2, MLS8	MLS5, MLS6

English Advanced

The English Advanced course provides students with the opportunity to explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media, and multimedia, as well as Australian texts. Students strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts.

Course: English Advanced					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Multimodal Text Common Module	Extended Response & Crafted Response Module A: 20% Module C: 10%	Extended Response & Crafted Response Module B: 20% Module C: 10%	Trial HSC Examination	
Task Weighting	15%	30%	30%	25%	
Timing	Term 4, 2025 Week 9	Term 1, 2026 Week 10/11	Term 2, 2026 Week 9	Term 3, 2026 Week 4/5	
Outcomes Assessed	EA12-1, EA12-2, EA12-3, EA12-4, EA12-6, EA12-7	Module A: EA12-1, EA12-3, EA12-6, EA12-7, EA12-8 Module C: EA12-1, EA12-3, EA12-5, EA12-9	Module B: EA12-1, EA12-3, EA12-4, EA12-5, EA12-7 Module C: EA12-1, EA12-3, EA12-5, EA12-9	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	
Components					Weighting %
Knowledge and understanding of course content	10	15	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context	5	15	15	15	50
Total %	15	30	30	25	100%

English Standard

The English Standard course provides students with the opportunity to explore and experiment with the ways events, experiences, ideas, and processes are represented in and through a range of texts. Students strengthen their knowledge and understanding of language and literature by responding to and composing a wide variety of texts for different audiences and purposes.

Course: English Standard					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Multimodal Text Common Module	Extended Response & Persuasive/ imaginative response Module A: 20% Module C:10%	Extended Response & Persuasive response Module B: 20% Module C: 10%	Trial HSC Examination	
Task Weighting	15%	30%	30%	25%	
Timing	Term 4, 2025 Week 9/10	Term 1, 2026 Week 10/11	Term 2, 2026 Week 9	Term 3, 2026 Week 4/5	
Outcomes Assessed	EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7	Module A: EN12-1, EN12-3, EN12-6, EN12-7, EN12-8 Module C: EN12-1, EN12-3, EN12-5, EN12-9	Module B: EN12-1, EN12-3, EN12-4, EN12-5, EN12-7 Module C: EN12-1, EN12-2, EN12-3, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	
Components					Weighting %
Knowledge and understanding of course content	10	15	15	10	50
Skills in comprehending texts and communicating ideas using language accurately, appropriately and effectively	5	15	15	15	50
Total %	15	30	30	25	100%

English Studies

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

Course: English Studies					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Extended Response Common Module: Texts and Human Experiences	Extended Response Module 1: Part of a Family - English and Family Life	Multimodal Blog Module 2: On the Road - English and the Experience of Travel	Extended Response with portfolio Module 3: Playing the Game - English and Sport	
Task Weighting	25%	20%	25%	30%	
Timing	Term 4, 2025 Weeks 9/10	Term 1, 2026 Weeks 8	Term 2, 2026 Week 6	Term 3, 2026 Week 2	
Outcomes Assessed	ES12-1, ES12-4, ES12-5, ES12-6, ES12-8, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-9	ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7	ES12-1, ES12-2, ES12-5, ES12-8, ES12-9, ES12-10	
Components					Weighting %
Knowledge and understanding of course content	15	10	10	15	50
Skills in comprehending texts and communicating ideas using language accurately, appropriately and effectively	10	10	15	15	50
Total %	25	20	25	30	100%

English - EAL/D

The English EAL/D course provides students with the opportunity to develop and consolidate specific English language knowledge, understanding and skills. Through responding to and composing a range of texts and through the close study of a variety of texts students develop and refine skills in spoken and written English to become confident and effective communicators.

Course: English - EAL/D					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Multimodal Presentation material Module A: Texts and Human Experiences	Extended Response Module B: Language, Identity and Culture	Focus on Writing Portfolio & Extended Response Part A: Focus on Writing Portfolio Part B: Module C: Close Study of Text Extended Response	Trial HSC Examination Module A Module B Module C Module D Listening	
Task Weighting	20%	20%	40%	20%	
Timing	Term 4, 2025 Week 9	Term 1, 2026 Week 10/11	Term 2, 2026 Week 9	Term 3, 2026 Week 4/5	
Outcomes Assessed	EAL12-2, EAL12-3, EAL12-4, EAL12-5, EAL12-6, EA12-8	EAL12-1A, EA12-3, EA12-6, EA12-7, EAL12-8	Part A : EAL12-1A, EAL12-2, EAL12-3, EAL12-4, EAL12-5, EAL12-8, EAL12-9 Part B : EA12-1A, EA12-3, EA;12-4, EAL12-5, EAL12-8	EAL12-1A, EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-9	
Components					Weighting %
Knowledge and understanding of course content	10	10	20	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	20	10	50
Total %	20	20	40	20	100%

English - Life Skills

The English Life Skills course focuses on the development of effective communication and literacy skills to enhance students' participation in all aspects of post-school life. The course emphasises the ability to communicate effectively in a range of contexts through different modes and media. Students are provided with opportunities to comprehend and interpret a variety of texts and develop an understanding of the ways in which language forms and features shape meaning in texts. Study in this course enables students to access information, engage in a range of recreational and leisure activities and undertake further education, training, and employment.

Course: English Life Skills					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Extended Response Common Module: Texts and Human Experiences	Extended Response Module 1: Part of a Family - English and Family Life	Multimodal Blog Module 2: On the Road - English and the Experi	Extended Response with portfolio Module 3: Playing the Game - English and Sport	
Timing	Term 4, 2025 Weeks 9/10	Term 1, 2026 Weeks 8	Term 2, 2026 Week 6	Term 3, 2026 Week 2	
Outcomes Assessed	ENLS6-4, ENLS6-5, ENLS6-6, ENLS6-8, ENLS6-1	ENLS6-1, ENLS6-2, ENLS6-3, ENLS6-7, ENLS6-9, ENLS6-11	ENLS6-4, ENLS6-5, ENLS6-8, ENLS6-9, ENLS6-12	ENLS6-6, ENLS6-7, ENLS6-8, ENLS6-9, ENLS6-12	
Components					Weighting %
Knowledge and understanding of course content	15	10	10	15	50
Skills in comprehending texts and communicating ideas using language accurately, appropriately and effectively	10	10	15	15	50
Total %	25	20	25	30	100%

Aboriginal Studies

Aboriginal Studies is designed to encourage students to think critically about the historical and contemporary experiences of Aboriginal People. Students develop an understanding of the concepts of social justice and shared histories. This course includes a Major Project, utilising a variety of research and inquiry methods.

Course: Aboriginal Studies					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Global Perspective Source Analysis Task	Major Project	Comparative Study Investigation - In Class Essay	Trial HSC Examination: All topics	
Task Weighting	10%	40%	20%	30%	
Timing	Term 4 Wk 10	Term 1 Wk 10	Term 2 Wk 7	Term 3 Wk 4/5	
Outcomes Assessed	H1.2, H1.3, H3.1	H4.1, H4.2	H1.1, H3.2, H3.3, H4.1, H4.3	All course outcomes may be assessed	
Components					Weighting %
Knowledge and understanding of course content	5		5	30	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives		10	10		20
Research and inquiry methods, including aspects of the Major Project		20			20
Communication of information, ideas and issues in appropriate forms	5	10	5		20
Total %	10	40	20	30	100%

Ancient History

The Ancient History course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through archaeological and written sources, students' study of a range of features, people, places, events, and developments of the ancient world.

Course: Ancient History					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Option F: Bronze Age Societies - Minoan Crete HSC Style Structured Essay	Personality: Option I: Julius Caesar and Historical Period Option H: Fall of the Roman Republic Source Task and Essay (Historical Analysis)	Core: Cities of Vesuvius - Pompeii and Herculaneum. Topic Test	All Topics Trial HSC - Formal Written Examination	
Task Weighting	20%	30%	20%	30%	
Timing	T4, Wk9/10	T1, Wk10	T2, Wk10	T3, Wk4/5	
Outcomes Assessed	AH12-2, AH12-3, AH12-4, AH12-5, AH12-6	AH12-2, AH12-3, AH12-5, AH12-8, AH12-9	AH12-3, AH12-2, AH12-6, AH12-9, AH12-10	All outcomes may be assessed	
Components					Weighting %
Knowledge and understanding of course content	10		10	20	40
Historical Skills in the analysis and evaluation of sources and interpretation	5	15			20
Historical Inquiry and Research		15	5		20
Communication of Historical understanding in appropriate forms	5		5	10	20
Total %	20	30	20	30	100%

Business Studies

The Business Studies course provides students with opportunities to develop an understanding of how theoretical and practical aspects of business combine. Students study contemporary business issues through case studies and apply their knowledge to problems encountered in the business environment.

Course: Business Studies					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Topic Test	Marketing and Business report Topic Tes	Calculation of business performance in class task with candidates	Trial Exam	
Task Weighting	20%	30%	20%	30%	
Timing	Term 4 Wk 9	Term 1 Wk 9/10	Term 2 Wk 7	Term 3 Wk 4/5	
Outcomes Assessed	H2 H4 H5 H6 H8	H2 H4 H5 H8 H9	H4 H5 H9 H10	All outcomes can be assessed	
Components					Weighting %
Component: Knowledge and understanding of course content	10	5	10	15	40
Stimulus based skills		5	5	10	20
Inquiry and research	10	10			20
Communication of information and issue in appropriate forms		10	5	5	20
Total %	20	30	20	30	100%

Geography

The Geography course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, ecosystems and global biodiversity.

Course: Geography					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Global Sustainability Topic Test	Rural and Urban Places HSC Style task	Ecosystems and biodiversity Topic Test	Formal Examination	
Task Weighting	20%	30%	20%	30%	
Timing	Term 4 Wk 9	Term 1 Wk 9-10	Term 2 Wk 7	Term 3 Wk 4/5	
Outcomes Assessed	GE2 GE4 GE5 GE6 GE8	GE2 GE4 GE5 GE8 GE9	H4 H5 H9 H10	All outcomes can be assessed	
Components					Weighting %
Component: Knowledge and understanding of course content	10		15	15	40
Geographical skills and tools	5	5		10	20
Geographical inquiry and research, including fieldwork		20			20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	30	20	30	100%

Modern History

The Modern History course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Through various sources, students study a range of people, ideas, movements, events, and developments that have shaped the modern world.

Course: Modern History					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Core: Power and Authority. Source Analysis topic Test	National Study: Russia and the Soviet Union 1917-1941 Topic Test (In class essay)	Peace and Conflict in Indochina 1954-1979 Historical Analysis	All Topics Trial HSC Examination	
Task Weighting	20%	25%	25%	30%	
Timing	T4 Wk9/10	T1, Wk10/11	T2, Wk6	T3 Wk 4/5	
Outcomes Assessed	MH12 2 MH12-3 MH12-6 MH12-7	MH12-3- MH12-4 MH12-5 MH12-9	MH12-1 MH12-6 MH12-8 MH12-9	MH12-1 MH12-3 MH12-5 MH12-7 MH12-9	
Components					Weighting %
Knowledge and Understanding of course content	10	10	10	10	40
Source-based skills:analysis, synthesis and evaluation of historical information from a variety of sources	10	5		5	20
Historical inquiry and research including mandatory historical investigation		5	10	5	20
Communication of historical understanding in appropriate forms		5	5	10	20
Total%	20	25	25	30	100%

Legal Studies

The Legal Studies course provides students with the opportunities to develop their knowledge and understanding of the nature and functions of law and law-making, the development of Australian and International legal systems, the constitution and law reform.

Course: Legal Studies					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Human Rights Topic Test	Crime / Human Rights Topic Test	Family Essay (In class)	All topics Formal Examination - Trial HSC	
Task Weighting	20%	20%	30%	30%	
Timing	T4, Wk9/10	T1, Wk10/11	T2 Wk9	T3 Wk4/5	
Outcomes Assessed	H1, 2 3, 5,8	H1,2,3,5,8	H1,4,5,6,7,9,10	H3,4,7,8,9,10	
Components					Weighting %
Knowledge and Understanding of Course content	10	10	5	15	40
Analysis and evaluation			10	10	20
Inquiry and Research	5	5	10		20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	20	30	30	100%

Work Studies

Students learn about work in all its forms, and the central role it plays in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and the ways in which individuals engage with work. Students learn about work, and the pathways available to them.

Course: Work Studies					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Managing work and life commitments Topic Test (Skills)	Self Employment Scenario Task	Managing work and life commitments, Self Employment and Personal Responsibility Formal Examination	Preparing Job Applications Job Portfolio	
Task Weighting	20%	20%	30%	30%	
Timing	T4, Wk8	T1, Wk9	T2, Wk10	T3, Wk3	
Outcomes Assessed	2,3,7,8	1,2,3	All outcomes may be assessed	1,2,5,6	
Components					Weighting %
Knowledge and Understanding	10		20		30
Skills	10	20	10	30	70
Total %	20	20	30	30	100%

Mathematics Advanced

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty, and generality.

The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection, and reasoning.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Course: Mathematics Advanced					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Descriptive Statistics and Bivariate Data Analysis	Mid-course/ Open Book Examination	Application of Differentiation and Calculus Investigation	Trial HSC Examination	
Task Weighting	20%	25%	25%	30%	
Timing	Term 4 2025, Week 8	Term 1 2026 Week 9/10	Term 2 2026 Week 8	Term 3 2026 Week 4/5	
Outcomes Assessed	MA12-8 MA12-9 MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	All Outcomes	
Components					Weighting %
Understanding, Fluency and Communicating	15	10	10	15	50
Problem Solving, Reasoning and Justification	5	15	15	15	50
Total %	20	25	25	30	100%

Mathematics - Standard 2

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently, and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Course: Mathematics Standard 2					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Network Investigation	Mid-course Open Book Examination	Statistical Investigation	HSC Trial Examination	
Task Weighting	20%	25%	25%	30%	
Timing	Term 4 2025, Week 8	Term 1 2026 Week 9/10	Term 2 2026 Week 8	Term 3 2026 Week 4/5	
Outcomes Assessed	MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-10	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10	All Outcomes	
Components					Weighting %
Understanding, Fluency and Communicating	15	10	10	15	50
Problem Solving, Reasoning and Justification	5	15	15	15	50
Total %	20	25	25	30	100%

Mathematics - Standard 1

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently, and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate, they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Course: Mathematics Standard 1					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Network Investigative Task	Mid-Course/ Open Book Examination	Statistics Investigation	Trial HSC Examination	
Task Weighting	20%	25%	25%	30%	
Timing	Term 4 2025, Week 8	Term 1 2026 Week 9/10	Term 2 2026 Week 8	Term 3 2026 Week 4/5	
Outcomes Assessed	MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-7, MS1-12-9 MS1-12-10	All Outcomes	
Components					Weighting %
Understanding, Fluency and Communicating	10	15	10	15	50%
Problem Solving, Reasoning and Justification	10	10	15	15	50%
Total %	20	25	25	30	100%

Mathematics Extension 1

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

Course: Mathematics Extension 1					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Assignment/ investigation Topics C1, P1, V1	Open Book Assessment Topics S1.1, S1.2, T3, V1	Assignment/ investigation Topics C3, C4	Exit Examination Topics All	
Task Weighting	20%	25%	20%	35%	
Timing	Term 4 2025, Week 8	Term 1 2026 Week 9/10	Term 2 2026 Week 8	Term 3 2026 Week 4/5	
Outcomes Assessed	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-5, ME12-6, ME12-7	ME12-3, ME12-6, ME12-7, ME12-7, ME12-9, ME 12-10	All Outcomes	
Components					Weighting %
Understanding, Fluency and Communicating	10	12.5	10	17.5	50
Problem Solving, Reasoning and Justification	10	12.5	10	17.5	50
Total %	20	25	20	35	100%

Community and Family Studies

This course provides students with the opportunity to develop their understanding of the diverse nature and interdependence of families and communities within Australian society. It helps students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Course: Community and Family Studies					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Research Methodology – IRP Process research task and in-class test	Individuals and Work - Research task and in-class test	Groups in Context – Research task and in-class test	Trial Examination	
Task Weighting	20%	25%	25%	30%	
Timing	Term 4, 2025 Week 10	Term 1, 2026 Week 9/10	Term 2, 2026 Week 9	Term 3, 2026 Week 4/5	
Outcomes Assessed	H4.1, H4.2	H2.2, H2.3, H3.4, H6.2	H3.1, H3.3, H5.1, H6.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.2	
Components					Weighting %
Knowledge and understanding of course content	8	10	10	12	40
Skills in critical thinking, research methodology, analysing and communicating	12	15	15	18	60
Total %	20	25	25	30	100%

Exploring Early Childhood

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development, and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

Course:				
Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Task/s	Starting School: Childcare Teaching Resources Pack:	Promoting Positive Behaviour, Starting School, Young Children and the Law: Mid-course Examination	Child Health and Safety: Resource design	Yearly Examination All Modules
Task Weighting	20%	25%	25%	30%
Timing	Term 4, 2025 Week 9	Term 1, 2026 Week 8	Term 2, 2026 Week 8	Term 3, 2026 Week 3
Outcomes Assessed	1.3, 2.4, 6.1	1.3, 2.1, 2.2, 2.3, 2.4, 2.5	1.2, 2.4, 2.5, 6.1	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 4.1, 4.2, 4.3, 6.1, 6.2,

Health and Movement Science

Stage 6 Health and Movement Science explores how scientific principles influence health and human movement across the lifespan. Students critically examine factors affecting health and wellbeing, including lifestyle and social justice, while also investigating the application of anatomy, physiology, biomechanics, and skill acquisition to enhance human performance. The course develops students' critical thinking, research, and communication skills and includes practical experiences, allowing for a depth of study into areas of personal interest.

Course: PDHPE					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Training for Improved Performance: In class task	Training for Improved Performance: Depth Study	Health in an Australian and Global Context: In class task	Trial Examination	
Task Weighting	25%	20%	25%	30%	
Timing	Term 4, 2025 Week 9	Term 1, 2026 Week 9/10	Term 2, 2026 Week 10	Term 3, 2026 Week 4/5	
Outcomes Assessed	HM-12-04 HM-12-06 HM-12-09	HM-12-04 HM-12-07 HM-12-08 HM-12-09	HM-12-01 HM-12-02 HM-12-03 HM-12-10	HM-12-01 HM-12-02 HM-12-03 HM-12-04 HM-12-05 HM-12-06 HM-12-07 HM-12-08 HM-12-09 HM-12-10	
Components					Weighting %
Knowledge and understanding of course content	10	5	10	15	40%
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60%
Total %	25	20	25	30	100%

Sports, Lifestyle and Recreation

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Course: Sport, Lifestyle and Recreation				
Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Task/s	Individual Games and Sports Applications: in-class task	Sports Coaching: Practical session and written plan	Games and Sports Application I and II Ongoing practical	First Aid and Sports Injuries, Games and Sports Application I and II, Sports Coaching and Training: Yearly online test
Task Weighting	15%	20%	50%	15%
Timing	Term 4, 2025 Week 9	Term 1, 2026 Week 4	Term 4 2025 (15%) Term 1 2026 (10%) Term 2 2026 (15%) Term 3 2026 (10%)	Term 3, 2026 Weeks 4/5
Outcomes Assessed	1.1, 1.3, 3.1, 4.1	1.3, 2.1, 3.1, 3.2, 4.2	1.1, 1.3, 2.1, 3.1, 4.1, 4.4	1.1, 1.3, 3.6, 4.5

Sports, Lifestyle and Recreation - Rugby League

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Course: Sport, Lifestyle and Recreation - Rugby League				
Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Task/s	Resistance Training: Program design and execution	Fitness: In class task	Games and Sports App I & Individual Games and Sports: Practical	Yearly Examination
Task Weighting	20%	20%	40%	20%
Timing	Term 4, 2025 Week 8	Term 1, 2026 Weeks 6	Term 4 (10%) Term 1 (10%) Term 2 (10%) Term 3 (10%)	Term 3, 2026 Week 4/5
Outcomes Assessed	1.3, 2.5, 4.4	2.2, 3.3, 4.1	1.1, 1.3, 3.1, 4.1, 4.4	1.1, 1.2, 2.1, 2.5, 3.1

Agriculture

Agriculture provides students with the opportunity to study the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. Agriculture is a Technical and Applied Studies (TAS) learning area.

Course: Agriculture					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Farm Product Study	Half-Yearly Exam	Elective Essay	HSC Trial Examination	
Task Weighting	15%	25%	30%	30%	
Timing	Term 4, 2025. Week 8	Term 1 2026, Week 9/10	Term 2, 2026, week 8	Term 3 2026, Week 4/5	
Outcomes Assessed	H1.1, H2.1, H2.2	H3.1, H3.2, H3.3, H3.4	H3.4, H4.1, H5.1	All Outcomes	
Components					Weighting %
Knowledge and understanding of course content	0	20	0	20	40
Knowledge, understanding and skills required to manage agricultural production systems	10	5	20	5	40
Skills in effective research, experimentation and communication	5	0	10	5	20
Total %	15	25	30	30	100%

Biology

This course provides students with the opportunity to learn about variations in the structures and functions of organisms and provides an understanding of the effects of the environment on living things. Students investigate reproduction, inheritance patterns and the causes of genetic variation. Applications of this knowledge in biotechnology and genetic technologies are explored.

Course: Biology					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Practical Skills and Assessment – Polypeptide Synthesis Model	Skills Assessment	Depth Study – Infectious Diseases	HSC Trial Examination	
Task Weighting	25%	15%	30%	30%	
Timing	Term: 4 2025 Week: 9	Term 1 2026 Week: 9/10	Term: 2 2026 Week: 8	Term: 3 2026 Week: 4/5	
Outcomes Assessed	BIO12-3, BIO12-5, BIO12-6, BIO12-7, BIO12-12	BIO12-4, BIO12-5, BIO12-6, BIO12-7	BIO12-1, BIO12-4, BIO12-5, BIO12-7, BIO12-14	All Outcomes	
Components					Weighting %
Skills: Working Scientifically	20	15	20	5	60
Knowledge and Understanding	5		10	25	40
Total %	25	15	30	30	100%

Chemistry

This course provides students with the opportunity to develop their knowledge, understanding and skills in relation to properties and structures of matter and a variety of chemical reactions incorporating organic compounds and acid/base equilibrium reactions.

Course: Chemistry					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Practical Investigation – Analysing Equilibrium	Skills Test – Chemical Calculations and Interpreting Data	Depth Study – Organic Analysis	Final Examination	
Task Weighting	20%	20%	30%	30%	
Timing	Term 4, 2025 Week 9	Term 1, 2026 Week 9/10	Term 2, 2026 Week 8	Term 3, 2026 Week 4/5	
Outcomes Assessed	CH12-3, CH12-4, CH12-5, CH12-12	CH12-5, CH12-6, CH12-7, CH12-12, CH12-13	CH12-1, CH12-2, CH12-6, CH12-7, CH12-14	All Outcomes	
Components					Weighting %
Skills: Working Scientifically	15	15	25	5	60
Knowledge and Understanding	5	5	5	25	40
Total %	20	20	30	30	100%

Investigating Science

This course provides students with the opportunity to develop an understanding of the ethical, social, economic, and political influences on science and scientific research in the modern world.

Course: Investigating Science					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Research Task and Review	Practical Investigation and Report – Measuring the Effect of Changes	Depth Study – Product Claims	HSC Trial Examination	
Task Weighting	10%	25%	35%	30%	
Timing	Term 4 2025 Week 10	Term 1 2026 Week 9/10	Term 2 2026 Week 8	Term 3 2026 Week 4/5	
Outcomes Assessed	INS12-5, INS12-7	INS12-2, INS12-3, INS12-4, INS12-7, INS12-13	INS12-1, INS12-5, INS12-6, INS12-7, INS12-14	All Outcomes	
Components					Weighting %
Skills: Working Scientifically	20	10	25	5	60
Knowledge and Understanding	5	0	10	25	40
Total %	25	10	35	30	100%

Marine Studies

Marine Studies provides an educational context, linked to the needs of a population base very much on its coast and waterways and which fosters links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems.

Course: Marine Studies				
Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Task/s	Practical Investigation	Skills Based Assessment Task	Depth Study	HSC Exit Examination
Task Weighting	25%	10%	35%	30%
Timing	Term 4 2025 Week 10	Term 1 2026 Week 9/10	Term 2 2026 Week 8	Term 3 2026 Week 4/5
Outcomes Assessed	2.3, 3.1, 3.2, 3.3, 5.4	2.3, 3.3	1.1, 1.2, 1.5, 2.3	All Outcomes

Physics

This course provides students with the opportunity to develop their knowledge, understanding and skills relevant to the study of motion. Students examine energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects.

Course: Physics					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Skills Assessment	Depth Study	Practical Investigation and Report – Advanced Mechanics	Trial Examination	
Task Weighting	10%	35%	25%	30%	
Timing	Term 1 2026 Week 10	Term 2 2026 Week 8	Term 4 2025 Week 10	Term 3 2026 Week 4/5	
Outcomes Assessed	PH12-5, PH12-7	PH12-1, PH12-5, PH12-6, PH12-7, PH12-14	PH12-4, PH12-5, PH12-7, PH12-12	All Outcomes	
Components					Weighting %
Skills: Working Scientifically	10	25	20	5	60
Knowledge and Understanding	0	10	5	25	40
Total %	10	35	25	30	100

Science Extension

Through designing and conducting their own scientific research, initially using small datasets, students deepen and build upon their understanding of analysing and interpreting data. They are provided with opportunities to refine and extend their skills of Working Scientifically by applying these interrelated processes to contemporary authentic scientific research reflecting the skills used by practising research scientists. Students gather, examine, model and critically assess evidence that is informed by analysis of primary and secondary-sourced data and examining this data in relation to relevant publicly available data sets

Course: Science Extension					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Research Project Proposal	Data Analysis	Scientific Research Report	Trial Examination	
Task Weighting	30%	30%	40%	0%	
Timing	Term 4 2025 Week 10	Term 1 2026 Week 9/10	Term 2 2026 Week 10	Term 3 2026 Week 4/5	
Outcomes Assessed	SE-1 SE-3 SE-6 SE-7	SE-2 SE-4 SE-5 SE-7	SE-1 SE-7	All Outcomes	
Components					Weighting %
Communicating scientifically	15	5	10	0	30
Gathering, recording, analysing and evaluating data	5	15	10	0	30
Application of scientific research skills	10	10	20	0	40
Total %	30	30	40	0	100%

Computing Applications

Computing Applications is a 'hands-on' skills-based course aimed at developing the student's abilities to use hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks that enable them to be confident users of the technology.

Course: Computing Applications					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Spreadsheet Practical Assessment	Print Media Assessment	Video Production	In-Class Assessment	
Task Weighting	20%	25%	25%	30%	
Timing	Term 4 2025 Week 10/11	Term 1 2026 Week 10/11	Term 2 2026 Week 10	Term 3 2026 Week 4/5	
Outcomes Assessed	1.3, 3.2, 3.3, 4.2, 5.1	1.2, 2.1, 3.1, 4.1	1.1, 1.3, 3.1, 3.2, 5.1	1.2, 2.2, 2.3, 4.3, 5.1	
Components					Weighting %
Skills in, and understanding of, a range of computer software and related terminology	5	10	5	10	30
Skills in demonstrating the methods, processes and application of project management techniques to solve problems in a range of contexts	10	10	10	10	40
Skills in critical evaluation of the appropriateness of computer software in a variety of contexts.	5	5	10	10	30
Total %	20	25	25	30	100

Design and Technology

The study of Design and Technology develops conceptual understanding of the design process and enables students to creatively apply this to specific technological endeavours through design projects. It also seeks to develop students' appreciation of the historical and cultural influences on design and the interrelationships of design, technology, society and the environment.

Course: Design and Technology					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Project Proposal	Written Report	Project Development and Management Report	Trial HSC Examination	
Task Weighting	20%	20%	30%	30%	
Timing	Term 4 2025 Week 10	Term 1 2026 Week 7	Term 2 2026 Week 3	Term 3 2026 Week 4/5	
Outcomes Assessed	H2.1, H4.1, H4.2	H2.1, H3.1, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.2, H3.1, H6.2	
Components					Weighting %
Knowledge and understanding of design theory and the interrelationship of design	5	10	5	10	30
Creative application of skills to design, produce and evaluate quality design projects	10		15	10	35
Skills in research, communication and management in design and production	5	10	10	10	35
Total %	20	20	30	30	100

Engineering Studies

The Engineering Studies course offers students the knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students engage with these concepts by investigating a range of applications and fields of engineering.

Course: Engineering Studies					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Civil Structures Engineering Report	Civil Structures Engineering Report	Aeronautical Engineering Report	HSC Trial Examination	
Task Weighting	20%	20%	30%	30%	
Timing	Term 4, 2025 Week 10	Term 1, 2026 Week 7	Term 2, 2026 Week 9	Term 3, 2026 Weeks 4/5	
Outcomes Assessed	H1.2, H2.1, H3.1, H3.3, H5.1	H1.1, H2.2, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H2.2, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H4.2, H4.3, H5.2, H6.1, H6.2	
Components					Weighting %
Knowledge & understanding of engineering principles and development in technology	10	10	15	15	50
Skills in research, problem solving and communication related to engineering.	5	5	10	10	30
Understanding the scope and role of engineering including management and problem solving	5	5	5	5	20
Total %	20	20	30	30	100%

Food Technology

This course provides students with the opportunity to develop broad knowledge and understanding about nutrition, diet and health in Australia, food availability and selection. Students investigate the Australian Food Industry, the production, processing, packaging, storage and distribution of food and the marketing of food products. Practical skills in developing, experimenting, planning, preparing, and presenting food are integrated throughout the course.

Course: Food Technology					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Case study and practical task	Mid-course assessment: Written task	Research task	Trial HSC Examination	
Task Weighting	15%	20%	35%	30%	
Timing	Term 4 2025 Week 9	Term 1 2026 Week 10/11	Term 2 2026 Week 10	Term 3 2026 Week 4/5	
Outcomes Assessed	H1.4, H3.1	H1.1, H1.2, H1.4, H3.1, H4.1	H2.1, H3.2, H4.1, H4.2, H5.1	All outcomes may be assessed	
Components					Weighting %
Knowledge and understanding of course content		10	5	25	40
Knowledge and skills in designing, researching, analysing and evaluating	5	10	10	5	30
Skills in experimenting with and preparing food by applying theoretical concepts	10		20		30
Total %	15	20	35	30	100%

Industrial Technology - Multimedia

The Industrial Technology, Multimedia course develops practical skills in creating multimedia projects by working with text, graphics, audio, video, animation, and web technologies. Students learn to plan, design, and produce projects using industry-standard software and hardware while considering ethical, legal, and safety responsibilities. This prepares them to confidently create and evaluate multimedia presentations and major projects. Students select and apply appropriate design, management, and production skills in the development of a Major Project and supporting documentation.

Course: Industrial Technology - Multimedia					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Designing and Planning	Industry Study	Project Development and Management	HSC Trial Examination	
Task Weighting	20%	10%	40%	30%	
Timing	Term 4, 2025 Week 10	Term 1, 2026 Week 9	Term 3, 2026 Week 4	Term 3, 2026 Weeks 4/5	
Outcomes Assessed	H3.1, H3.2, H3.3, H5.1, H5.2 Life skills outcomes: ITLS10, ITLS4, ITLS3, ITLS5, ITLS1	H1.1, H1.2, H6.1, H6.2, H7.1, H7.2 Life skills outcomes: ITLS8, ITLS7, ITLS11	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2 Life skills outcomes: ITLS9, ITLS6, ITLS2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2 Life skills outcomes: ITLS8, ITLS7, ITLS6, ITLS2, ITLS11	
Components					Weighting %
Knowledge & understanding of course content		10		30	40
Knowledge & skills in the design, management & communication of a major project	20		40		60
Total %	20	10	40	30	100%

Industrial Technology - Timber

The Industrial Technology - Timber provides students with the opportunity to learn about timber, hardware, adhesives, and other materials, and how to select and use them in practical projects. They develop skills in planning, preparing, and constructing timber components with various joints and techniques, including manufactured boards. Safe use and maintenance of tools and machines, alongside environmental and safety considerations, are essential throughout their projects. Students select and apply appropriate design, management, and production skills in the development of a Major Project and supporting documentation.

Course: Industrial Technology - Timber					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task/s	Designing and Planning	Industry Study	Project Development and Management	HSC Trial Examination	
Task Weighting	20%	10%	40%	30%	
Timing	Term 4, 2025 Week 10	Term 1, 2026 Week 9	Term 3, 2026 Week 4	Term 3, 2026 Weeks 4/5	
Outcomes Assessed	H3.1, H3.2, H3.3, H5.1, H5.2 Life skills outcomes: ITLS10, ITLS4, ITLS3, ITLS5, ITLS1	H1.1, H1.2, H6.1, H6.2, H7.1, H7.2 Life skills outcomes: ITLS8, ITLS7, ITLS11	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2 Life skills outcomes: ITLS9, ITLS6, ITLS2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2 Life skills outcomes: ITLS8, ITLS7, ITLS6, ITLS2, ITLS11	
Components					Weighting %
Knowledge & understanding of course content		10		30	40
Knowledge & skills in the design, management & communication of a major project	20		40		60
Total %	20	10	40	30	100%

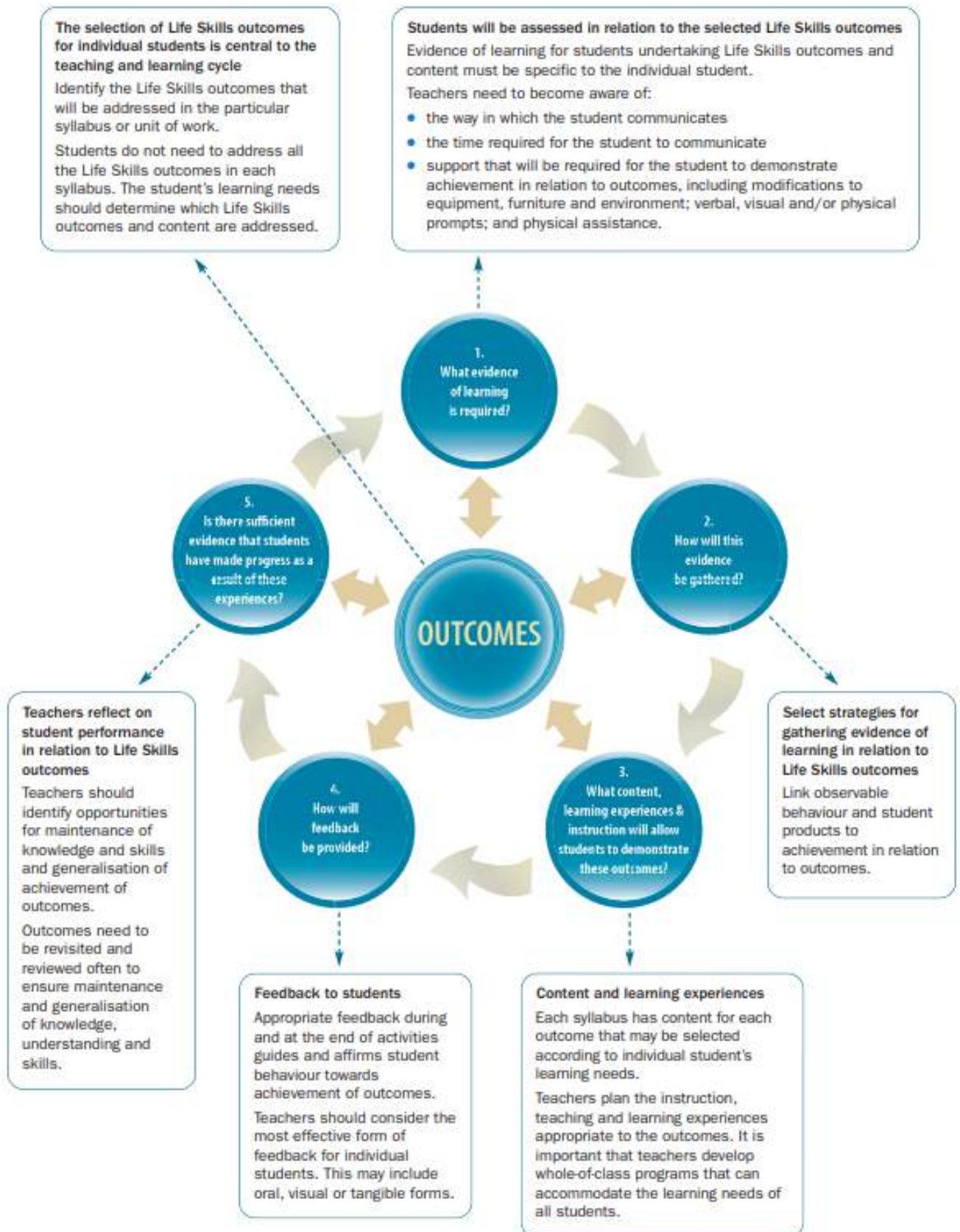
Developing integrated teaching, learning and assessment activities

After selecting the appropriate Life Skills outcomes, teachers should:

- determine the evidence of learning that needs to be collected in relation to the outcomes for individual students
- determine how the evidence of learning in relation to outcomes will be gathered
- plan teaching, learning and assessment activities that address the learning needs of all students in the class
- provide appropriate feedback to students in relation to their learning
- reflect on the student's performance in relation to the selected Life Skills outcomes
- adjust teaching strategies accordingly.

The diagram overleaf demonstrates a model for developing programs based on Life Skills outcomes and content that incorporates ongoing assessment.

Developing integrated teaching, learning and assessment activities





Education

Business Services
 Qualification: BSB30120 Certificate III in Business
 Cohort 2025 - 2026
 Training Package BSB Business Services Training Package

RTO - NSW Department of Education - 90333

School Name: Chifley College Senior Campus

Assessment Schedule Year 12 – 2026

Assessment Task for			Task 4	Task 5	Task 6	Task 7	TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Wellbeing	Mastering document design	Sharing is caring	Thinking critically	
Code	Unit Name	HSC Examinable	Week: 3 Term: 4 Date: TBA	Week: 7 Term: 1 Date: TBA	Week: 9 Term: 2 Date: TBA	Week: 9 Term: 3 Date: TBA	Week: 4/5 Term: 3 Date: TBA
BSBPEF201	Support personal wellbeing in the workplace	Yes	X				Mandatory Focus Areas: Innovation & Technology Safety & wellbeing Sustainability Working in the business services industry & workplace
BSBPEF301	Organise personal work priorities	Yes		X			
BSBTEC301	Design and produce business documents	No		X			
BSBSUS211	Participate in sustainable work practices	Yes			X		
BSBTWK301	Use inclusive work practices	Yes			X		
BSBTEC303	Create electronic presentations	No			X		
BSBCRT311	Apply critical thinking skills in a team environment	Yes				X	
BSBOPS301	Maintain business resources	No				X	

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

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

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



Education

Construction
 Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)
 Cohort 2025 - 2026
 Training Package CPC Construction, Plumbing and Services Training Package

RTO - NSW Department of Education - 90333

School Name: Chifley College Senior Campus

Joinery

Assessment Schedule Year 12 – 2026

Assessment Task for			Task 5	Task 6	Task 7	TRIAL EXAM
CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			Joinery	Project planning	Group project	
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Week: 10	Week: 7	Week: 9	Week: 4/5
			Term: 4	Term: 1	Term: 3	Term: 3
			Date: TBA	Date: TBA	Date: TBA	Date: TBA
Code	Unit Name	HSC Examinable				Mandatory Focus Areas: Safety Skills in Construction Tools of the Trade Working in the Industry
CPCJN2001	Assemble components	No	X			
CPCJN3004	Manufacture and assemble joinery components	No	X			
CPCCOM2001	Read and interpret plans and specifications	Yes		X		
CPCCOM1013	Plan and organise work	Yes		X		
CPCCVE1011	Undertake a basic construction project	No			X	
CPCCOM1012	Work effectively and sustainably in the Construction Industry	Yes			X	

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

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

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



Education

Entertainment Industry
 Qualification: CUA30420 Certificate III in Live Production and Technical Services
 Cohort 2025 - 2026
 Training Package CUA Creative Arts and Culture

RTO - NSW Department of Education - 90333

School Name: Chifley College Senior Campus

Assessment Schedule Year 12 – 2026

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 4 – Bump in the light	Task 5 – Work in the industry	Task 6 - To project and serve	Task 7 - Showtime	TRIAL EXAM
Code	Unit Name	HSC Examinable	Week: 3 Term: 4 Date: TBA	Week: 5 Term: 1 Date: TBA	Week: 4 Term: 2 Date: TBA	Week: 9 Term: 3 Date: TBA	Week: 4/5 Term: 3 Date: TBA
CUALGT311	Operate basic lighting	Yes	X				Mandatory Focus Areas: Audio Customer Service Lighting Safety Staging Vision Working in the entertainment industry & workplace
CUASTA212	Assist with bump in and bump out of shows	No	X				
CUAIND311	Work effectively in the creative arts industry	Yes		X			
SITXCCS006	Provide service to customers	Yes			X		
CUASOU306	Operate sound reinforcement systems	No			X		
CUAVSS312	Operate vision systems	Yes			X		
CUASTA311	Assist with production operations for live performances	Yes				X	
CUASMT311	Work effectively backstage during performances	No				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment toward CUA30420 Certificate III in Live Production and Technical Services.

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

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”.



Education

Hospitality
 Qualification: SIT20322 Certificate II in Hospitality
 Cohort 2025 - 2026
 Training Package SIT Tourism, Travel and Hospitality

RTO - NSW Department of Education - 90333

School Name: Chifley College Senior Campus

Assessment Schedule Year 12 – 2026

Assessment Task for			Task 3	Task 4	TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			The hospitality industry	Working in the industry	
			Week: 10	Week: 6	Week: 4/5
			Term: 1 Date: TBA	Term: 3 Date: TBA	Term: 3 Date: TBA
Code	Unit Name	HSC Examinable			
SITHIND006	Source and use information on the hospitality industry		X		Mandatory Focus Areas: Hygiene Safety Working with colleagues & customers Stream Focus Area: Food & Beverage
SITHFAB024	Prepare and serve non-alcoholic beverages	X		X	
SITHFAB025	Prepare and serve espresso coffee	X		X	
SITHFAB027	Serve food and beverages	X		X	
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills others			X	

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

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

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



Education

Information and Digital Technology
 Qualification: ICT30120 Certificate III in Information Technology
 Cohort 2025 - 2026
 Training Package Information and Communications Technology

RTO - NSW Department of Education - 90333

School Name: Chifley College Senior Campus

Assessment Schedule Year 12 – 2026

Assessment Task for ICT30120 Certificate III in Information Technology Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Task 3 Security	Task 4 Run tests provide advice	Task 5 Programming	Task 6 Social media	TRIAL EXAM
Code	Unit Name	HSC Examinable	Week: 3 Term: 4 Date: TBA	Week: 5 Term: 1 Date: TBA	Week: 6 Term: 3 Date: TBA	Week: 9 Term: 3 Date: TBA	Week: 4/5 Term: 3 Date: TBA
BSBXCS303	Securely manage personally identifiable information and workplace information	Yes	X				Mandatory Focus Areas: Innovation Protecting Data Safety Working in the industry
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	Yes	X				
ICTSAS305	Provide ICT advice to clients	Yes		X			
ICTSAS308	Run standard diagnostic tests	No		X			
ICTPRG302	Apply introductory programming techniques	Yes			X		
ICTICT214	Operate application software packages	No			X		
BSBCRT301	Develop and extend critical and creative thinking skills	Yes			X		
ICTWEB306	Develop web presence using social media	*Optional unit to achieve full qualification					

Depending on the achievement of units of competency, the possible qualification outcome is a ICT30120 Certificate III in Information Technology.

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

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



Education

Manufacturing and Engineering Introduction
 Qualification: MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways
 Cohort 2025 - 2026
 Training Package MEM - Manufacturing and Engineering

RTO - NSW Department of Education - 90333

School Name: Chifley College Senior Campus

Assessment Schedule Year 12 – 2026

Assessment Task for		Task 4	Task 5	Task 6
MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1)		Can we build it	GMAW or MMAW	Career planning
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Week: 10	Week: 9	Week: 10
		Term: 1	Term: 3	Term: 4
		Date: TBA	Date: TBA	Date: TBA
Code	Unit Name			
MEMPE006	Undertake a basic engineering project	X		
MEMPE001	Use engineering workshop machines	X		
MEMPE002	Use Electric welding machines		X	
MEMPE004	Use fabrication equipment		X	
MEMPE005	Develop a career plan for the engineering and manufacturing industry			X

Depending on the achievement of units of competency, the possible qualification outcome is a MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways.

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".



Education

Retail Services
 Qualification: SIR30216 Certificate III in Retail
 Cohort 2025 - 2026
 Training Package SIR Retail Services

RTO - NSW Department of Education - 90333

School Name: Chifley College Senior Campus

Assessment Schedule Year 12 – 2026

Assessment Task for SIR30216 Certificate III in Retail			Task 3	Task 4	Task 5	Task 6	TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Cash, count secure	Serving the customer	Going, going sold	Plan, create display	
			Week: 8	Week: 10	Week: 10	Week: 8	Week: 4/5
			Term: 4	Term: 1	Term: 2	Term: 3	Term: 3
Code	Unit Name	HSC Examinable	Date: TBA	Date: TBA	Date: TBA	Date: TBA	Date: TBA
SIRXSLS002	Follow Point-of-Sale Procedures	Yes	X				Mandatory Focus Areas: Customer Service Safety Sales & Security Working in the industry Stream Focus Area: General Selling
SIRRRTF001	Balance and secure point-of-sale terminal	No	X				
SIRXRSK001	Identify and Respond to Security Risks	Yes	X				
SIRXCEG001	Engage the Customer	Yes		X			
SIRXCEG002	Assist with Customer Difficulties	No		X			
SIRXCEG003	Build Customer Relationships and Loyalty	No		X			
SIRXPDK001	Advise on Products and Services	No			X		
SIRXSLS001	Sell to the Retail Customers	Yes			X		
SIRRMER001	Produce Visual Merchandise Displays	No				X	

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

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

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

I. Vocational Education

Course Assessment

- An assessment policy that reflects the nature of these courses is issued to all students as part of the school assessment policy.
- Teachers explain to students the dual accredited nature of these courses referring to the fact that they are competency based and students must also meet the requirements for the NSW Education Standards Authority, regarding the 'diligence and sustained effort'.
- Students must be aware that the competencies will be assessed to industry standard.
- Students are made aware of the mandatory nature of the work placement.
- In this school we require that students complete part of their work placement during their HSC years.
- Schools must follow NESAs and ASQA requirements regarding students' non completion of assessment tasks, competencies, and work placement. 'N-Award' Warning letters must be sent out.

Schools agree that students wishing to participate in the external exam are fully prepared.

Dual Accreditation

Dual accreditation means that students receive two qualifications and therefore need to satisfy the rules of both authorities to be awarded both qualifications.

1. ASQA

- Completing the units of competencies to meet AQF qualifications and recognition.
- All elements of a competency must be achieved to complete the unit of competency.
- The elements must meet INDUSTRY standards to enable them to be signed off.
- Teachers are accredited assessors to Certificate IV in training and assessment.
- The units completed are reported to the NSW Education Standards Authority, who issue the qualification on behalf of the Registered Training organisation (RTO).
- Our school is part of Public Schools NSW, Macquarie Park RTO.

2. NSW Education Standards Authority, (NESA)

Students need to meet the rules of NESA to enable the subject to be counted as units towards their HSC. The rules are outlined in NESA ACE manual. To be issued with a HSC, students must satisfactorily complete 12 preliminary units of study and 10 HSC units of study.

- To meet the requirements students must complete the course with diligence and sustained effort.
- Students must meet some of the outcomes of the course.
- In addition, for all VET Courses students must also complete mandatory work placement. Procedures to be followed are found in the Workplace Learning Handbook.

The school is responsible for setting up an assessment schedule and recording system to ensure that they can report students' achievements to NESA.

In addition, students may also decide to count the course in the calculation of the ATAR. To do this, students must sit an HSC exam in the course and have the subject scaled and used by the universities to calculate their ATAR. Schools have the responsibility of preparing students for this exam. Schools must advise NESAs with an estimated exam mark to be used in cases of illness and misadventure applications by the candidate.

VET Assessment Guide Preliminary & HSC Course

VET Courses taught at Chifley College Senior Campus:

- Business Services
- Entertainment Industry
- Construction
- Hospitality – Food and Beverage
- Information and Digital Technology
- Manufacturing and Engineering
- Retail Services

All VET courses are **dual accredited** and provide students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

These are **competency-based** courses. This means students are continually assessed on the achievement of competencies at school by a variety of methods to **industry standard**. To be deemed competent, a student must demonstrate that they are capable of performing the task and have the underpinning knowledge and skills in both familiar and new situations.

Achieving all competencies may result in the award of an AQF Certificate, which is recognised nationally. Students who do not achieve all competencies will be issued with a nationally recognised statement of attainment.

The **HSC examination** in Board Developed curriculum framework courses is **optional**. All students must also complete a Trial HSC Examination. The mark achieved in the HSC exam will be used in the calculation of the ATAR.

To be satisfactory for NESAs in the courses students **must**:

- Show diligence and sustained effort by attempting all competency-based assessments and participating actively in all class activities.
- Successfully complete work placement of 70 hours for a 240-hour Board Developed Curriculum Framework course.
- Successfully complete work placement of 35 hours for a 240-hour Board Endorsed VET course.

Term 4	Course Assessment Due
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Term 1	Course Assessment Due
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Term 2	Course Assessment Due
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Term 3	Course Assessment Due
Week 4	Trial HSC
Week 5	Trial HSC
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	



Senior Campus

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Dear Students and Parents/Carers,

As our students commence Year 12, 2026, we would like to take this opportunity to remind you of important requirements regarding attendance, course completion, and participation in the Higher School Certificate (HSC) examinations.

- Attend school and classes punctually.
- Complete all coursework and submit assessments on time.
- Follow our school's Behaviour Support and Management Plan
- Participate successfully in **HSC Examinations** during Term 4, 2026
- Wear the school uniform every day.

Students must meet these requirements to be eligible to attend the Year 12 Formal.

To qualify for the HSC, students must complete board-developed courses. If a student is at risk, the school reserves the right to adjust students' course selections to best support HSC success.

Common changes include moving from English Standard to English Studies, or from Mathematics Standard 2 to Mathematics Standard 1.

We are committed to working closely with students and families to support educational pathways that lead to successful outcomes. If you have any concerns or if your child requires additional assistance, please do not hesitate to contact their Year Adviser or the school's Academic Engagement Team.

This criterion is explained to students when they take receipt of the Year 12 assessment schedules, students will sign for both the Assessment Schedule Booklet and the expectations outlined above.

Thank you for your attention and cooperation.

Year 12 Leadership Team

