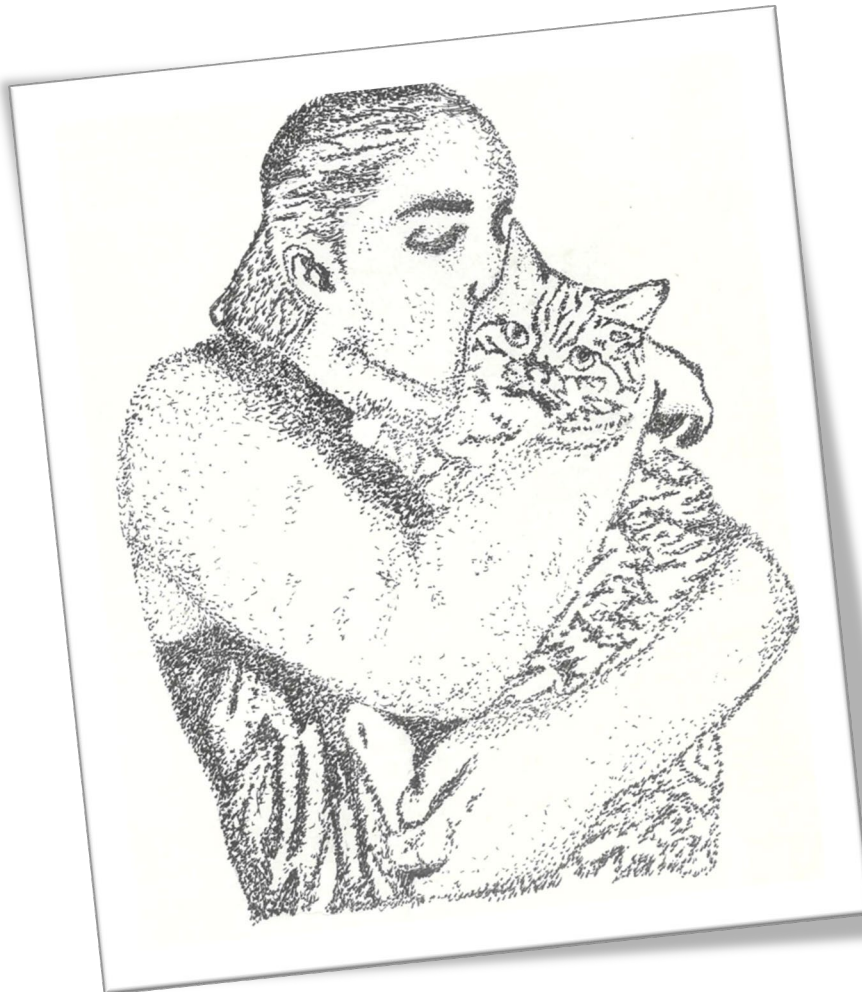


Condell Park High School



STAGE 6 - YEAR 12 ASSESSMENT POLICY & COURSE ASSESSMENT SCHEDULES 2025 - 2026



Introduction

Condell Park High School welcomes Year 12 students to their final year of high school studies in the pursuit of a Higher School Certificate. The school has high expectations of its senior students; that every student will make the most of their educational opportunities and allow others to do the same. Positive results will be achieved if students work consistently and to the best of their ability. The school supports students to achieve their academic potential in partnership with parents and the community.

At Condell Park High School, **all students are required to study 12 units in Year 11 and a minimum of 10 units in Year 12 at school. Saturday School is in addition to this.** Students may elect to undertake additional units of study via TAFE, Distance Education or Saturday School as part of the HSC.

All schools in New South Wales are required to provide an assessment of student achievement for each course presented by the candidate for the Higher School Certificate. The Higher School Certificate (HSC) issued by the NSW Education Standards Authority (NESA), reports each course's assessment mark separately from the final examination mark. **Each student's final HSC mark is a 50:50 combination of school-based assessment and external examination mark.** In the case of VET courses, the assessment of competencies is based on performance against the performance criteria set out under each element of competency. A student is assessed as either competent or not yet competent against a prescribed standard.

In cases of accident or misadventure near the time of the HSC examinations, **NESA may need to rely entirely on a student's HSC assessment marks.** It is important, therefore, that each student does his/her best in assessment tasks. NESA requires that each student makes a genuine attempt at assessment tasks that contribute in excess of 50 per cent of the available assessment marks in that course. If a student fails to do so they will not have completed the course in that subject and it will not be included in her Higher School Certificate. If it is in English, or if they do not have eight units in addition to English, they will be ineligible for a Higher School Certificate.

Students, as well as their teachers and others who guide them, must comply with NESA's requirements for upholding the integrity of HSC school-based assessment and exams. The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard represented by the award of the HSC and constitutes malpractice, or cheating.

Students and parents/carers will receive a report for each course via formal reports twice a year. It will report on the student's progress measured against each of the stated syllabus outcomes. The report will convey what the student knows and can do, and how that compares with the standard expected as stated in the syllabus. It will also suggest areas for development and how these can be developed.

This Assessment Handbook is issued to each student and outlines each subject's assessment schedule. Students will be advised **at least two weeks in advance** of any task that is to be used for assessment purposes.

Higher School Certificate

The Higher School Certificate credential requires the study of courses over two years: a minimum of 12 units in Year 11 and a minimum of 10 units in Year 12 (or equivalent).

The Higher School Certificate credential package has two components.

- The New South Wales **Year 12 Record of School Achievement** (RoSA) is available to all eligible students who satisfactorily complete a prescribed pattern and a minimum of 10 units of study.
- The New South Wales **Higher School Certificate** (HSC) is awarded to students who are eligible for a Record of School Achievement (RoSA) and have reached a minimum standard in literacy and numeracy tests (see below).

Eligibility of the Record of School Achievement

To qualify for the RoSA a student must have:

- **completed** a pattern of courses of study that satisfy the NSW Education Standards Authority's (NESA's) curriculum and assessment requirements for the RoSA
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the courses by the school; and
- **achieved** some or all of the course outcomes.

Eligibility of the Higher School Certificate and Minimum Standards

To show you meet the HSC minimum standard, students should achieve Level 3 or 4 in the [3 domains of numeracy, reading and writing](#) BEFORE the HSC exams commence. Students who achieved the minimum standard in reading, writing and numeracy tests are recognised as having met the HSC minimum standard in that area/s and will not need to sit the corresponding online test/s. Students will/have had 4 opportunities a year in Years 10, 11 or 12 to pass any tests needed. They will also be able to resit them for a few years after they leave school at NESA approved venues.

Students will be able to sit their HSC exams and receive their HSC results regardless of whether they attain the HSC minimum standard. However, **without** the minimum standard, they will only receive a Record of Achievement and **not** the Higher School *Certificate*.

Students who leave school before they get their HSC will also have the option to undertake the Literacy and Numeracy tests.

- There will be one test for literacy and one test for numeracy with concepts drawn from the Australian Core Skills Framework (ACSF) developed and endorsed by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).
- The tests, which will be offered online and under teacher supervision, will be reported separately from the RoSA credential.
- The tests will not be available to all students, only those who indicate they wish to leave school.
- Students will be able to take the tests during 'windows' of availability throughout the year (proposed to be May and November each year). They will be able to sit for the test only once during each window but can sit for them again should they decide to stay at school longer.

Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential.

Sitting for the tests after the HSC

Students who do not demonstrate the minimum standard before they complete Year 12, can apply to sit for one or more minimum standard online tests after they leave school, but will not be awarded the HSC until then.

Pattern of Study to Pathways

At Condell Park High, Year 12 patterns of study are organised within two pathways:

An **ATAR focused pathway** is designed for students who are aiming to go to university after they graduate. This can also be a pathway to direct employment or TAFE.



HSC/VET Pathway allows students to get their HSC while also gaining practical skills for their future career.



Changing subjects and pathways in year 12

- In **Year 12**, students must continue with a minimum of 10 units to meet the HSC requirements.
- In **Year 12**, a student **may drop a subject** with **parental consent**. Students and parents complete a **Change of Subject Form** from the Deputy Principal, indicating the course they wish to discontinue and a change in the number of units.
- Students may also elect to change their HSC ATAR pathway to a non-ATAR HSC with parental permission, following an interview with a Deputy Principal.

Vocational Education & Training (VET) Courses

Definition of a VET course - A course is regarded as a VET course when it meets all of the following criteria:

- it is designed to meet industry training needs;
- it has industry support in course design and delivery;
- it is based on national training packages where available;
- it is derived from national industry standards where available;
- it is written and assessed in competency-based terms;
- it provides a clearly defined pathway through recognition by TAFE and/or industry; and
- it is credentialed by NESA and is nationally recognised through the Australian Qualifications Framework.

Vocational Education Courses Available at Condell Park High School - include:

- Construction
- Hospitality (Cookery)
- Hospitality (Food and Beverage)
- Business Services

Students will be informed of the following aspects of the course by their teacher in class:

- course requirements
- work placement information (mandatory 35 hours in year 11 and year 12 = 70 hours) Work placement opportunities will be offered to all students by the school. **It is the student's responsibility** to be ready to attend a placement offered and refusal to complete this placement may result in an 'N' Award
- assessment procedures

1. Completion of Course Requirements in a VET Course

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. If at any stage a student appears to be at risk of receiving an 'N' Determination in a VET course, the Principal should follow the same procedure as for any other HSC course.

2. VET Assessment

Competency Assessment - VET courses are competency-based. This requires students to develop the competencies, skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combination of tasks listed to the standard required in the appropriate industry to be assessed as competent.

There is no mark awarded in competency-based assessment. Students are assessed as either **Competent** or **Not Yet Competent**. Students will be progressively assessed as either competent or not yet competent in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

Competency-based assessment determines the vocational qualifications that a student will receive.

The estimated mark for NESA will be made up of 40% Year 11 Yearly Examination and 60% Year 12 Trial HSC Examination. This mark is required by NESA as an estimate for the HSC Examination and may be used if an accident or misadventure occurs.

Life Skills Pattern of Study

Life Skills Students who are engaged in a Life Skills pattern of study will have their achievement measured against the Life Skills outcomes for the specific course through class and assessment work. All tasks will be planned and implemented such that students are able to demonstrate their development against these outcomes. Assessment and reporting practices such as notification, feedback and reporting to parents will remain the same, however, outcomes will be measured in accordance with NESA guidelines, that is, outcome/s achieved independently, achieved with support or not yet achieved. While formal assessment tasks are not a requirement for Life Skills students, they may be implemented as an additional measure of achievement.

NSW Students Online

NSW Students Online is an official NESA (NSW Education Standards Authority) website for NSW students, providing access to personal information, HSC study details, and results from Year 10 through the end of the HSC. NESA will publish important information here, including your HSC timetable, assessment ranks, HSC course entries and HSC results. To access NSW Students Online, use the link - <https://studentsonline.nesa.nsw.edu.au/>

Activate your account using the NESA number provided to you by the school.

Final tips:

- Get your NESA student number from your school (it is on your Confirmation of Entry) and save it somewhere you can access any time (e.g. phone)
- If it says it does not recognise the number – You may need to Activate your Account
- Once you activate your account save your NESA 6-digit PIN in a secure place
- As soon as you activate – log in – go to Personal details – fix your email to your personal email

Assessment Overview

Purpose of School Assessment

School assessment allows for the measuring of ALL the stated outcomes of the HSC courses as contained in the syllabus documents. School assessment allows for the assessing of a student's progress in Year 11 and Year 12. It allows for the assessing of practical and oral skills.

What Should Students Know about School Assessment?

- School assessment will measure the student's achievement of the course outcomes.
- School assessment will measure examinable and non-examinable course outcomes.
- The school assessment mark will be moderated against the school's performance in the external HSC examination.
- The weightings for the component parts of the course will vary from subject to subject, but not class to class.
- Students in 2-Unit and Extension courses with a 'common component' (the same basic course) will be assessed as a single unit, that is, as a 2-Unit student, then as Extension.
- VET subjects will be assessed as competencies as defined in the syllabus. These courses are based on National Training Packages that allow articulation into further education and are assessed to industry standards.
- School assessment will be based on student performance in assessment tasks undertaken during the course compared to the standards for that course.

Condell Park High School is committed to enhancing and encouraging students' learning outcomes. This Assessment Policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and to encourage students to meet their assessment deadlines.

Assessment encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- co-ordination of the assessment program to ease the load on students
- consistent application of assessment rules in line with school and NESA policies

Assessment tasks are designed to measure performance against course outcomes through a range of assessment tasks and in a wider range of objectives than may be tested in an examination.

Assessment tasks may include:

- tests which may take a written, practical and oral form
- class essays, research tasks, assignments, portfolios, logbooks
- practical tasks and major works
- field work, depth studies and projects.

School Responsibilities

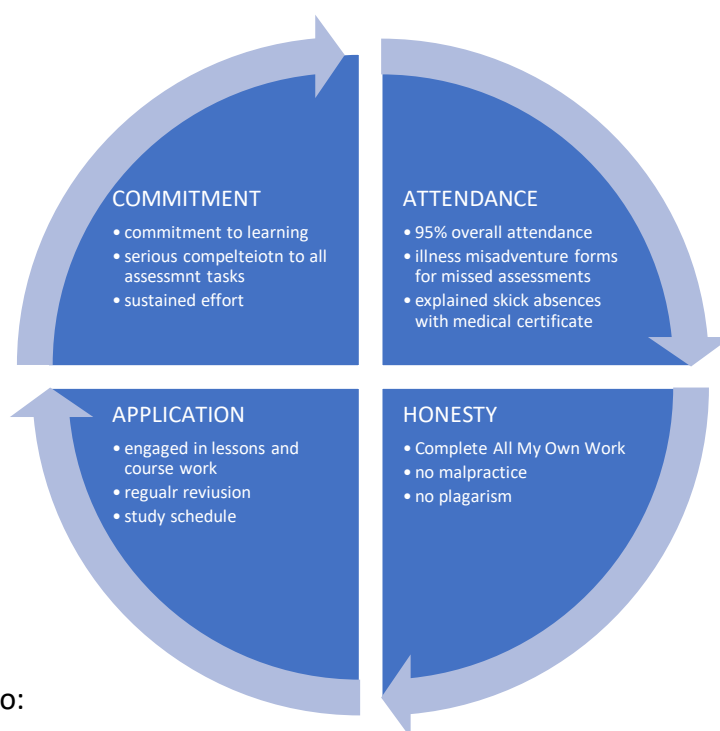
The school will provide students with the following:

- **assessment booklets** which set out the relevant policies and provide an overview of the assessment program for each course.
- **an assessment timeline** for them to map their Assessment Tasks. As far as possible the school will avoid scheduling assessment tasks on the same day as major events and will make alternative arrangements for students who are representing the school on the day of an in-class task (Students must make arrangements to submit a hand-in task).
- **written notification of assessment** - this notification outlines a more detailed explanation of the specific nature of each assessment task. This notification will be issued at least **TWO WEEKS** in advance of the date due
- **marking guidelines** for tasks to clearly identify performance standards.
- **appeals procedures** that are administered in a consistent, fair and transparent manner.

The school will communicate with parents/carers about any concerns relating to a student's performance and/or overall achievement. If required, an N-warning letter will be posted home to parents/carers outlining the areas of unsatisfactory completion of course requirements.

Student Responsibilities

The chart below summarises the Condell Park High school's expectations of a senior student in relation to their learning.



It is the student's responsibility to:

- attend all timetabled lessons. If a student is absent because of illness or for some other acceptable reason, an explanation of the absence must be provided to the school on the first day of return from absence. **STUDENTS MUST MAINTAIN AN ATTENDANCE RATE ABOVE 90% TO FULFIL HSC REQUIREMENTS. Extended absences must be justified by a doctor's certificate.**
- demonstrate sustained diligence and effort in each subject and participate in all lessons constructively

- complete all assigned work including every assessment task to demonstrate through effort and achievement that they have met the requirements of the course
- attend school and specific subjects regularly so that course completion requirements can be met. As a general rule, an attendance rate of at least 90% would be expected
- ensure that they understand the task and contact the teacher and/or Head Teacher to obtain the task notification if they are absent on the day an assessment task notification is issued
- familiarise themselves with the school's 'Assessment Booklet' including all procedures and course information contained in this handbook
- avoid plagiarism and acknowledge sources in accordance with the assessment task notification and NESA 'All My Own Work' guidelines'. They should not engage in malpractice (see below)
- comply with the behavioural expectations of examinations and in-class assessment tasks
- meet all assessment deadlines or they will be penalised in accordance with this policy
- be present for class tasks and hand in all take home tasks at the beginning of the period for that subject (or at the required time specified on the assessment notification)
- attend all lessons on the due date and the school day before for hand-in and in-class tasks
- engage fully with other lessons on the due date (ie: not do work / study for the assessment in other classes)
- attend all lessons on the school day before formal examination periods
- ensure that any questions about marks, grades or comments awarded for an individual task (or part of a task) are resolved at the time the work is returned by the teacher to the student
- understand and apply the feedback about the assessment task that is received
- maintain the integrity and confidentiality of all assessment tasks
- complete all VET work placement requirements
- complete all course requirements *see section 'Course completion requirements' below for further explanation.

Attendance

- Attendance rates are monitored regularly by the Year Adviser, HT Welfare and the Deputy Principal. Students with low attendance will be interviewed by any of the above listed staff.
- Students are recommended to monitor their own attendance using the Student Sentral Portal.
- Parents will be notified of absences via Sentral Parent Portal and SMS service.
- To meet the Course Completion requirement, full attendance during school terms is required. Therefore, leave applications will not be approved except for approved school business activities or in case of illness.
- In certain exceptional and extreme circumstances, other leave may be approved at the Principal's discretion. In such cases, leave must first be discussed with the Deputy Principal. If applicable, students must then apply in writing to the Principal. This application must be on official Department of Education 'Exemption from Attendance' forms which are available from the School office and must be accompanied by supporting medical documentation.
 - *Note: Leave will not be approved for family holidays taken during term time.*
 - Students who take unapproved leave may be N-Determined in their courses.

Study periods

- Some students may have study periods in their timetables as they move from 12 to 10 units in their pattern of study. During these times students are required to stay in either the library, hub, outdoor classroom or the foyer to undertake quiet study.

Course Completion Requirements

To be determined to have met the requirements for the completion of a course, students must be able to provide evidence to the Principal that they have:

NESA Terminology from the Assessment, Certification and Examination (ACE) Manual	For CPHS students this means:
"Followed the course developed or endorsed by the NSW Education Standards Authority (NESA)"	• Follow NESA syllabus • Participate in all learning activities set by the teacher and faculty
"Applied him or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school"	• Attend all timetabled classes • Make a genuine attempt to complete the tasks set in class to the best of your ability • Actively participate in the learning experiences provided • Complete all mandatory practical activities
"Achieved some or all of the course outcomes"	• Demonstrate in class that you have learnt concepts (as determined by your teacher in assessment tasks and other activities in the course)

Satisfactory Progress

- Satisfactory progress for the award of the HSC is based on Course Completion Criteria given in the table above.

What happens if students do NOT make 'Satisfactory Progress'?

- Where a student is NOT making satisfactory progress in the HSC course the class teacher will inform the parents by sending out a Non-Determination Warning Letters.
- Work placement is mandatory in VET Courses and students failing to complete the mandatory hours will not satisfy the requirements of the course.

What if students have not met all the course outcomes in a subject?

- Students will receive a report based on their achievement of course outcomes and the examinations.
- Students who have not achieved some or all of the course outcomes in a particular course will receive a letter from the Principal.
- Students not proceeding from a Year 11 to the HSC Course due to unsatisfactory progress may have to repeat subjects and negotiate a pattern of study with the Deputy Principal.

Information on administrative arrangements associated with absence from an assessment task, late submission of tasks due to illness or misadventure, malpractice and invalid or unreliable tasks are available on the following pages.

Illness or Misadventure Procedures

Circumstances may arise that prevent a student from completing an assessment task. These may include personal illness, family tragedy or exceptional circumstances. These circumstances may prevent the student from:

- attending on the day of a task or the day before the due date
- performing to their ability in an examination or in-class task
- completing a hand-in task on time

In these cases, students must follow the Illness or Misadventure procedure. The illness/misadventure form can be sourced from the Faculty Head Teacher.

A mark of zero will be awarded until an Illness/Misadventure Application is approved by the Faculty Head Teacher/Deputy Principal.

Failure to follow the application process and/or failure to subsequently submit or successfully complete the task may result in the zero mark being upheld and an N warning letter being sent.

NB: In rare circumstances where the student is unable to complete the task at all (e.g. extended absence due to a severe and prolonged illness), a student's mark may be estimated by comparing their rank in previous/future tasks. In these circumstances, the student should still complete the task for outcomes to be assessed in accordance with NESA requirements.

Procedures to Follow

In-Class Tasks and Examinations (written and practical)

Immediately on their return to school:

- The student must come prepared to complete the missed task on the first day back. The student must report to their class teacher (or Head Teacher) of the subject to find out about the scheduling of the task or, if required, an alternate task
- To receive a mark for the task, the student must complete and submit the Illness/Misadventure Application Form. It should be supported by a medical certificate or (if appropriate) other documentation explaining the absence.

Hand-In Tasks

- Hand-in tasks should be submitted to the teacher in person or online on the due date at the **beginning of the lesson** in the subject concerned (or as specified on the notification of the assessment task)

- Assessment tasks may be handed in prior to the due date. Therefore, if a student knows that they will be absent and unable to submit the task on the due date, they will need to negotiate a date with their HT and will be required to **submit the task prior to the due date**.

On the day:

If a student is unable to attend on the day a hand-in task is due they should:

- make every attempt to have the task delivered to the front office or, where appropriate, submitted via an online platform, with their name, the subject and their teacher's name included.

Immediately on return to school:

- If the task was not submitted on the due date, the student must report to the relevant teacher on the **first day of their return to school and submit the task**.
- To receive a mark for the task, the student must be successful with an Illness/Misadventure Application. The application form must be submitted to the Head Teacher and supported by a medical certificate or other formal documentation explaining the reason for the absence.

Non-submission of hand-in task or non-completion of in-class task

If a student does not submit or complete an assessment task **at all** (and no alternative arrangement has been negotiated, the consequences to follow are:

- the student will be interviewed by the subject teacher or Head Teacher
- the student and their parents will be advised in writing via an N- Warning letter
- the student will still be required to submit or complete the task to assess learning outcomes and complete the course satisfactorily.

Technology and assessment tasks

Technology and/or computer equipment failure, loss of data or inability to print at school **are not valid grounds for a misadventure** application relating to the late submission of an assessment task.

To assist students in the use of technology, the following practices should be adopted:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of an equipment failure
- back-up files regularly and print out copies of drafts. Keep them until the assignment is marked and returned. Bring a copy of the file to school by either email or USB (or both).

Use of Artificial Intelligence (AI) by students - Malpractice

AI has implications for academic honesty. Unapproved use of AI in the completion of assignments is a breach of academic integrity. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately.

Turn it in is a program used by the school to assist students and teachers identify plagiarism while teaching students the importance of original work.

Extra-Curricular, Co-Curricular Events and Excursions

- If a scheduled assessment task clashes with an excursion, extra or co-curricular activity, it is the **students' responsibility** to make alternate arrangements to submit the task at or before the due date and time.
- If a scheduled assessment task clashes with school representative responsibilities, alternative arrangements can be made with the teacher **prior** to the due date and time.
- Assessment tasks take precedence over excursions, and it cannot be assumed that an in-class assessment task can be rescheduled. This requires negotiation between the student, class teacher, the Head Teacher and, if necessary, the Deputy Principal well before the event.

Approval for Extension or alternate task arrangement

- Students needing to apply for an extension for an assessment task, (e.g.: scheduled surgery, family funeral) this needs to be negotiated with the faculty Head Teacher prior to the assessment task due date.
- The student needs to bring information from their parent/carer **at least one week prior** to the due date, outlining extenuating circumstances, if they know in advance, they will not be able to meet a deadline. This will be taken into consideration by the Head Teacher in consultation with the Teacher.
- If approved, details for an alternate assessment arrangement to cover extended absence
- It is the student's responsibility to arrange for this approval and, as far as possible, to submit hand-in tasks early if they know that they will be absent on the due date. No in-class assessment or examination can be moved forward to accommodate the student.

Unapproved leave or extended absences (i.e. not illness, misadventure or approved extension)

- In Year 11 and Year 12 no approved leave will be granted for holidays or any other discretionary purpose. Applications for extended leave due to extreme circumstances (e.g.: extended serious illness or misadventure) should be discussed with the Deputy Principal.
- Students who miss or do not submit assessment tasks due to unapproved leave or extended absences automatically receive:
 - an N warning for each task missed
 - a zero result for each task missed
- Students have an opportunity to redeem the N warning if they attempt the task at the first opportunity after their return to school.
- Unless a successful Illness / Misadventure Application has occurred, the zero result will stand.

Non-serious attempts

Students must make a **genuine attempt to complete course requirements**. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements. Because a non-serious attempt does not meet course requirements, an N warning letter will be sent and remains in force until the student makes a serious attempt at the task.

Malpractice

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

- Plagiarism – copying, re-wording or appropriating someone else's work or ideas in part (>10%) or in whole, and presenting it as your own or using material directly from books, journals, or the internet (e.g. ChatGPT) without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as your own
- Submitting work to which another person such as a parent, coach, subject expert or another student (current or former) has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement and permission being granted by the teacher
- Cheating of any sort, including practices identified in the 'All My Own Work' course
- Paying someone to write or prepare material
- Using electronic devices (eg: mobile phones, programmable watches) and non-approved aides during an assessment task unless specifically required
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice
- Breaching school examination rules (including possession of electronic devices)
- Persistent misconduct during an in-class assessment that disadvantages other students attempting the assessment

The standard penalty for confirmed instances of malpractice is a mark of zero for the task or relevant component of the task. In some circumstances additional school-based sanctions may be applied. In addition, for Year 12 candidates, NESA requires that instances of malpractice are officially reported.

Appeals Surrounding the Assessment Procedure

Grounds for an appeal

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

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

Appeals Process

When a student feels that a decision applied to their work is not consistent with the School's assessment policy and procedures she may appeal. The first appeal **MUST** be to the Head Teacher. Where a student feels that the appeal to the Head Teacher has not been heard appropriately, they may appeal to the Deputy Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with NESA's requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,

- there are no computational or other clerical errors in the determination of the assessment mark.

N-Warning Process

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by the NSW Education Standards Authority
and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided the course by the school
and
- achieved some or all of the course outcomes.

If a student is at risk of not meeting the assessment/course work requirements in a subject, a phone call will be made to the parent/guardian, as well as a written warning letter issued by the teacher.

The letter will:

- advise the student of the issue;
- state the task weighting;
- specify details of action required
- provide a two-week timeframe to complete the outstanding task/course work;
- alert the student to the possible consequences of an 'N' Determination, and
- request from the student and their parent a written acknowledgement of the warning

If the student still does not comply by the due date as set by NESA, the **student will be N-determined** in the course. The individual course will not appear on the students' *Record of School Achievement*. The loss of a course may also result in the Higher School Certificate not being obtained as course requirements have not been met.

If the student's appeal is unsuccessful at the school level, the Principal's Determination Form, the Student Appeal Form, the School Review Principal's Report Form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESA. The appropriate forms relating to 'N' Determinations must be submitted to NESA by the dates specified in the timetable.

'N' Determination

If course requirements are not completed satisfactorily, the following will occur:

Stage One – Warning No. 1

- Classroom teacher contacts the parent and sends an 'N' Determination Warning Letter home because of non-completion of an assessment task, non-completion of coursework due to poor attendance or poor attitude in class thus leading to non-completion of course requirements or non-completion of work placement (VET subjects only).
- A new due date for the task is recorded on the letter.
- Letter is signed by teacher, Head Teacher and Principal **then posted home.**
- Tear off slip is returned to Head Teacher or Classroom Teacher.
- Task is redeemed but a 'zero' mark recorded.

Stage Two – Warning No. 2

- Head Teacher issues a second Warning Letter if another task is not completed or if initial task has not been completed by the new due date.
- Letter is signed by class teacher, Head Teacher and **Principal and posted home.**
- Parent and student are interviewed by a Head Teacher. This is recorded on *Sentral*.
- The second letter is given to the parent at the interview. Parent signs slip to acknowledge receipt of 'N' Determination warning.
- During this interview, parents are informed that if the work is not completed on time, then a warning letter No. 3 is sent, and this will lead to unsatisfactory completion of the course if not completed by due date. This will be recorded on *Sentral*.

Stage Three – Warning No. 3

If the student has not redeemed the assessment task/s; completed course requirements; or completed over 50% of course assessment tasks (for Year 12 students)

- A third and final letter is issued by the Head Teacher.
- Letter is signed by class teacher, Head Teacher and Principal.
- Parents are invited for an interview with the Deputy Principal and informed that their child may not meet requirements in that subject for the HSC if he/she doesn't complete the required work by the allocated time on the letter. This is recorded on *Sentral*.
- If the parent fails to attend the interview, the student will not be allowed to return to school until the interview takes place.

Stage Four

- If the student has not completed the work required by the due date on Warning Letter No. 3, then a parent meeting is organised with the Principal informing the parents and the student that they will be 'N' Determined as they have not qualified to complete the course.
- Parents will have the option to appeal this process to the school Principal. If the appeal is not upheld, then parents may wish to appeal to NESAs.

Disability Provisions

Disability provisions may be provided if a student has a special need which would, in a normal examination situation, prevent students from:

- reading and interpreting the examination questions and/or
- communicating responses.

Condell Park High School will support students seeking disability provisions from NESA for the final HSC examinations. Regardless of the nature of the special need, the provisions granted by NESA will be solely determined by the implications of that need on the student's functioning in an examination situation. <https://ace.nesa.nsw.edu.au/disability-provisions>

Principals have the authority to decide on and to implement special provisions for all school-based assessments. Where it is appropriate and suitable these provisions will also be offered to students seeking disability provisions from NESA to complete their internal assessment components.

In addition, if a student experiences a temporary disability (e.g. physical injury) which affects their examination performance, the Principal may elect to grant Disability Provisions for an individual task. These provisions will be issued within the framework of the NESA general guidelines.

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

Student Responsibilities

Students must consult with the Head Teacher Learning Support to commence an application for disability provisions. Students who have been awarded disability provisions are to check with their class teacher prior to the due date about the arrangements for these provisions for the upcoming task.

Special Education

Students may be sitting subjects on a full or partial Life Skills program. Please see the Head Teacher Learning Support if you would like to discuss a Life Skills course in greater detail.

Exam/In-class Assessment Expectations

STUDENT EXPECTATIONS FOR EXAMS:

Attendance at all Examinations is compulsory regardless of study pathway

Prior to the exam

- Students are to arrive 15 minutes early for each examination and organise themselves in the assembly area. Ensure all necessary equipment is ready for smooth entry. Expect all examinations to start on time.
- Wear full school uniform
- Bring all the necessary equipment - The following items are allowed into your exams:
 - black pens (no pens with ink that can be erased)
 - pencils (must be at least 2B), erasers and a sharpener
 - a ruler marked in millimetres and centimetres
 - highlighter pens
 - a clear bottle of water with no label
 - a watch (not a programmable or smart watch), which you must take off, place on your desk in clear view and not touch during the exam)
 - Scientific calculator (approved model)
- Be responsible for being in the right place on time
- Students are encouraged to use the toilets before exams and during breaks between exams. Toilet use is at the examination supervisor's discretion and will be recorded.
- Bags must be placed external to the exam
- Stay in the hall/room for the duration of the exam, even if you finish your exam early

During each exam

- Examinations are official school activities. Students must wear full school uniform to every exam, abide by all school rules and follow all instructions given. Students must NOT SPEAK from the moment they enter the hall/call for the exam.
- Always follow the supervisors' instructions, behaving politely and courteously towards the supervisors and other students.
- Make a serious attempt at the exam by answering a range of question types (note: answering only multiple-choice questions or only some questions is not considered a serious attempt – you will have N Warning consequences)
- Cheating in any way will be dealt with seriously and may result in zero for that exam. For example, talking, looking around and using or having an electronic device may be interpreted as cheating.
- Students can only use the provided examination booklets. No other any paper is too brought into the examination room unless instructed to on the Examination Notification for that subject area.

- Severe illness or misadventure is the only reason for non-attendance. A medical certificate must be provided in the case of illness. Misadventure requires appropriate DOCUMENTARY EVIDENCE and is to be given with the illness/misadventure form to the Faculty Head Teacher upon return. Students and/or parents must notify the Deputy Principal or Examination Coordinator if they cannot attend an exam as soon as possible.
- Any bags brought will be left in the assigned area (outside the hall). NO student will be permitted to return to their bag until the end of the examination. NO ELECTRONIC DEVICE should be left in their bag - interruptions and disturbance in the examination room will not be tolerated. Students are to ensure that they have their own tissues.
- Students may not bring any food into the examination room including chewing gum. Students may bring a bottle of clear water only (no other varieties are permitted).
- Students are to ensure that they have all the equipment needed for the examination. All equipment should be in a clear zip lock bag. There is no BORROWING of equipment under any circumstances
- Students **must not** bring any of the following items into your exam room: mobile phones, programmable watches or smart watches, electronic devices (except a calculator, if allowed), earphones (e.g. Air Pods), stopwatches, paper, printed or written material (including your exam timetable), dictionaries (except in language exams, if allowed), correction fluid or correction tape, writing on your body, even if it is unrelated to the exam
- Once inside the examination room, students are to sit at their assigned desk. They are NOT to speak or communicate in any way to any other student. Any disturbance affecting other students will not be tolerated (speaking, exchanging equipment, inappropriate handling of examination booklets and gestures). Disturbances may be interpreted as cheating. No discussion will take place in the examination centre. Students who are involved will be seriously dealt with after the examination.
- Any questions are to be directed to the SUPERVISORS ONLY in an appropriate way. Any student movement will be documented
- Students will leave the examination room quietly and under the direction of supervising teachers. Examination rules still apply until they exit the room.
- Graffiti of any examination desks or examination booklets will have serious consequences.

It is expected that you behave politely and take exams seriously

Supervisors can ask you to leave the exam if you do not follow these rules. You will then be reported to the DP. Students in breach of these exam conditions could get zero marks for the exam, which will result in ineligibility for the HSC.

HSC Information Subject Checklist for Students

Tick the boxes below to ensure you meet eligibility requirements.

REQUIREMENTS FOR THE AWARD OF THE HSC

You must have completed [a minimum of 12 units in Year 11](#) and a minimum of 10 units in the HSC course. Both the Year 11 and the HSC courses must include the following:

Both the Year 11 and Year 12 pattern of study must include:

- ☐ 2 units of **compulsory English**
- ☐ at least **6 units** of Board Developed Courses
- ☐ at least **3 courses** of **2 units** value or greater
- ☐ at least **4 subjects** (including English)
- ☐ a maximum of **6 units** of Science may be included in the Year 11 pattern of study
- ☐ a maximum of **7 units** of Science may be included in the Year 12 pattern of study.

If you wish to be awarded the HSC:

- you must complete the practical, oral or project works required for specific courses and the assessment requirements for each course;
- To be eligible for an HSC you need to demonstrate you have met a minimum standard in literacy and numeracy. [HSC Minimum Standards](#) in writing, reading and numeracy will determine your ability.
- successful completion of work placement for VET courses.
- you must have sat for, and made a serious attempt at, the required Higher School Certificate examinations;

Will you meet these requirements?

Condell Park High School



Assessment Task Illness/Misadventure Form

Submit this form to the HEAD TEACHER on the FIRST DAY OF YOUR RETURN TO SCHOOL

Name of Student: _____ Year: _____

Task: _____ Course: _____ Due Date: _____

Reason for missing the task/misadventure:

Parent/Caregiver Signature: _____ Date: _____

Student Signature: _____ Date: _____

Doctor's Certificate attached? YES/NO

(Doctor's Certificate MUST be attached to this form if your reason is **ILLNESS**)

Other supporting documentation provided? YES / NO

If you were sick DURING an assessment, did you notify the teacher immediately? **YES / NO**

HEAD TEACHER RECOMMENDATION: _____

Head Teacher Signature: _____ Date: _____

DEPUTY PRINCIPAL DECISION: _____

Deputy Principal (*in charge of year*): _____ Date: _____

OFFICE USE ONLY

Copy to:

☐

Student

Print room Student File

☐

Head Teacher

☐

Assessment Schedules

Year 12 Term 4 2025 – Year 12 Term 3, 2026

The following assessment schedules provide students with information about the types of formal assessment tasks that will be used to assess student progress and achievement in each subject.

Students will be given at least two weeks' notice before each assessment task is due. If a student is absent on the day the assessment task is issued, it will not alter the due date unless an illness/misadventure process has been completed and approved.

Sometimes more than one task may be due on a given day. This cannot always be avoided and will not be grounds for appeal as long as two weeks' notice is given for each task. Students should start tasks early to ensure completion by the due date.

Tasks are marked according to success criteria which is provided to students with the assessment task notification.

All work on assessment tasks must be the student's own work and efforts. Students must ensure that they are aware of the rules regarding plagiarism, which are found in this handbook.

Students must learn to organise their time so that deadlines are met and do not cause unnecessary stress. If problems arise, students must seek assistance from the key staff members in the school, the Year Adviser, the class teacher or Head Teacher, the Librarian, or the Learning Support Team.

The schedules outline the expected time that the assessment will occur, exact dates will be provided to students on the Assessment Task Notifications. At times, there may be unforeseen circumstances that delay the assessment task due date. If this occurs, students will be notified and given 2 weeks' notice of the new due date. Please note that tasks will never be scheduled earlier than the assessment schedules in this handbook.

Satisfactory completion of classwork and assessable tasks is mandatory for students to continue to the HSC. Unsatisfactory completion or failure to submit assessable tasks may result in an 'N' Determination being issued in the course.

STUDENT INSTRUCTIONS

- ❖ *Refer to the Assessment Schedules for all your Year 12 courses.*
- ❖ *Tear off back page and highlight the courses in your pattern of study. This will help you to immediately see when tasks are due, and therefore, help you with your organisation.*
- ❖ *Keep Assessment Handbook for future reference.*
- ❖ *Remember: All efforts should be made to complete all assessment tasks by the due date. Absence from an assessment task will require a doctor's certificate as per NESA regulations.*

Ancient History

(Board Developed Course – 2 Units)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Combined task In-class Source Analysis	Combined task In-class Exam	Combined task – Historical Analysis essay combined with oral presentation	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3 & 4	
	Outcomes Assessed AH 12-1 AH 12-5 AH 12-6	Outcomes Assessed AH 12-3 AH 12-4 AH 12-5	Outcomes Assessed AH12-7 AH12-8 AH12-9	Outcomes Assessed AH12-1 AH12-2 AH12-3 AH12-4 AH12-5 AH12-6 AH12-7 AH12-8 AH12-9 AH12-10	
Knowledge and understanding of course content	10	10	10	10	40
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	20
Historical inquiry and research	5	10		5	20
Communication of historical understanding in appropriate forms		5	10	5	20
Total %	20	25	25	30	100

Outcomes for the Ancient History HSC Course

A student:

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

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Task	Half Yearly Task	Depth Study	Trial HSC Examination	
	Term 4 Week 6	Term 1 Week 9	Term 2 Week 4	Term 3 Weeks 3 & 4	
	Outcomes Assessed BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-15	Outcomes Assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-14	Outcomes Assessed BIO11/12-1 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-15	Outcomes Assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Skills in working scientifically	15	15	20	10	60
Knowledge and understanding of course content	5	5	10	20	40
Total %	20	20	30	30	100

Outcomes for the Biology HSC Course

A student:

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation.

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information.

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.

BIO11/12-5 analyses and evaluates primary and secondary data and information.

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

BIO 12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO 12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO 12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Business Studies

(Board Developed Course – 2 Units)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Hand-In Report	In-class Essay	Finance in-class test	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3 & 4	
	Outcomes Assessed H1 H2 H3 H4 H5	Outcomes Assessed H7 H8 H9	Outcomes Assessed H8 H9 H10	Outcomes Assessed H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills	5	5	5	5	20
Inquiry and research	5	5	5	5	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Outcomes for the Business Studies HSC Course

A student:

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

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Depth Study	Half Yearly Task	Research Task	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 3 & 4	
	Outcomes Assessed CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-15	Outcomes Assessed CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13	Outcomes Assessed CH11/12-1 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14	Outcomes Assessed CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Skills in working scientifically	20	15	15	10	60
Knowledge and understanding of course content	10	5	5	20	40
Total %	30	20	20	30	100

Outcomes for the Chemistry HSC Course

A student:

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 analyses and evaluates primary and secondary data and information

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems

CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models

CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds

CH12-15 describes and evaluates chemical systems used to design and analyse chemical process

Community & Family Studies (CAFS)

(Board Developed Course – 2 Units)

Year 12 2026 HSC Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class Writing task Parenting and Caring	Half Yearly Task	In-class Writing task Groups in Context	Trial HSC Examination	
	Term 4 Week 7	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3 & 4	
	Outcomes Assessed H2.1, H2.2, H3.2	Outcomes Assessed H3.4, H4.1, H4.2	Outcomes Assessed H3.1, H5.1, H3.3	Outcomes Assessed H1.1, H2.3, H3.3	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research methodology, analysing and communicating	10	15	15	20	60
Total %	20	25	25	30	100

Outcomes for the Community & Family Studies HSC Course

A student:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
- 7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- 7.2 develops a sense of responsibility for the wellbeing of themselves and others
- 7.3 appreciates the value of resource management in response to change
- 7.4 values the place of management in coping with a variety of role expectations

Design & Technology

(Board Developed Course – 2 Units)

Year 12 2025 HSC Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Project Proposal Presentation	Innovation and Emerging Technology Case Study	Project Development and Management Report	Trial HSC Examination	
	Term 4 Week 4	Term 1 Week 4	Term 2 Week 5	Term 3 Weeks 6 & 7	
	Outcomes Assessed H2.1, H4.1, H4.2	Outcomes Assessed H2.2, H3.1, H3.2, H6.2	Outcomes Assessed H4.3, H5.1, H5.2, H6.1	Outcomes Assessed H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Knowledge and understanding of course content	5	20		15	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	60
Total %	25	20	30	25	100

Outcomes for the Design & Technology HSC Course

A student:

- H1.1 critically analyses the factors affecting design and the development and success of design projects
- H1.2 relates the practices and processes of designers and producers to the major design project
- H2.1 explains the influence of trends in society on design and production
- H2.2 evaluates the impact of design and innovation on society and the environment
- H3.1 analyses the factors that influence innovation and the success of innovation
- H3.2 uses creative and innovative approaches in designing and producing
- H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2 selects and uses resources responsibly and safely to realise a quality major design project
- H4.3 evaluates the processes undertaken and the impacts of the major design project
- H5.1 manages the development of a quality major design project
- H5.2 selects and uses appropriate research methods and communication techniques
- H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
- H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development

English Advanced

(Board Developed Course – 2 Units)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Analytical Essay Common Module	Half Yearly Task Common Module Module A Module C	In class Portfolio Module B Module C	Trial HSC Examination Common Module, Module A Module B Module C	
	Term 4 Week 10	Term 1 Weeks 9 & 10	Term 2 Week 10	Term 3 Weeks 3 & 4	
	Outcomes Assessed EA12-1, EA12-3, EA12-6, EA12-7, EA12-8	Outcomes Assessed EA12-1, EA12-2, EA12-4, EA12-6, EA12-7, EA12-8, EA12-9	Outcomes Assessed EA12-5, EA12-7, EA12-8, EA12-9	Outcomes Assessed EA12-1, EA12-2 EA12-3, EA12-4 EA12-6, EA12-7 EA12-8, EA12-9	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Total %	20	30	20	30	100

Outcomes for the English Advanced HSC Course

A student:

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

English EAL/D

(Board Developed Course – 2 Units)

Year 12 2026 HSC Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Analytical Essay Module A	Half Yearly Task Module A Module C Module D	In class Portfolio Module B Module D	Trial HSC Examination Module A Module B Module C Module D Listening	
	Term 4 Week 10	Term 1 Weeks 9 & 10	Term 2 Week 10	Term 3 Weeks 3 & 4	
	Outcomes Assessed EAL12-1A EAL12-1B EAL12-2 EAL12-3 EAL12-5 EAL12-6 EAL12-7 EAL12-8	Outcomes Assessed EAL12-1A EAL12-1B EAL12-2 EAL12-3 EAL12-4 EAL12-5 EAL12-6 EAL12-7 EAL12-8 EAL12-9	Outcomes Assessed EAL12-1A EAL12-2 EAL12-3 EAL12-5 EAL12-6 EAL12-7 EAL12-8	Outcomes Assessed EAL12-1A EAL12-1B EAL12-2 EAL12-3 EAL12-4 EAL12-5 EAL12-6 EAL12-7 EAL12-8 EAL12-9	
Knowledge and understanding of course content	5	15	10	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	15	15	15	50
Total %	10	30	25	35	100

Outcomes for the English EAL/D HSC Course

A student:

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

English Standard

(Board Developed Course – 2 Units)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Analytical Essay Common Module	Half Yearly Task Common Module Module B Module C	In class Portfolio Module A Module C	Trial HSC Examination Common Module, Module A Module B Module C	
	Term 4 Week 10	Term 1 Weeks 9 & 10	Term 2 Week 10	Term 3 Weeks 3 & 4	
	Outcomes Assessed EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7	Outcomes Assessed EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	Outcomes Assessed EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	Outcomes Assessed EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-9	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Total %	20	30	20	30	100

Outcomes for the English Standard HSC Course

A student:

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

English Studies

(Board Developed Course – 2 Units)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Analytical Essay Common Module	Half Yearly Task Common Module Elective Module- We are Australian Writing Skills	In class Portfolio Common Module Writing Skills	Trial HSC Examination Common Module Elective Module- We are Australian Writing Skills	
	Term 4 Week 10	Term 1 Weeks 9 & 10	Term 2 Week 10	Term 3 Weeks 3 & 4	
	Outcomes Assessed ES12-1, ES12-4, ES12-5, ES12-7, ES12-9	Outcomes Assessed ES12-1, ES12-2, ES12-3, ES12-6, ES12-7, ES12-8	Outcomes Assessed ES12-1, ES12-4, ES12-9, ES12-10	Outcomes Assessed ES12-3, ES12-3, ES12-4, ES12-5, ES12-9, ES12-10	
Knowledge and understanding of course content	10	15	10	15	50
Skills in - comprehending texts - communicating ideas - using language accurately appropriately and effectively	10	15	10	15	50
Total %	20	30	20	30	100

Outcomes for the English Studies HSC Course

A student:

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

Engineering Studies

(Board Developed Course – 2 Units)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Civil Engineering Solution and Report	Half-Yearly Task	Aeronautical Engineering as a profession Research	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 9	Term 2 Week 5	Term 3 Weeks 3 & 4	
	Outcomes Assessed H2.1, H4.1, H4.2	Outcomes Assessed H2.2, H3.1, H3.2, H3.3, H6.2	Outcomes Assessed H4.3, H5.1, H6.1	Outcomes Assessed H1.1, H1.2, H4.3, H5.2,	
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in research, problem solving, and communication related to engineering practice	15	10	5	10	40
Total %	25	25	20	30	100

Outcomes for the Engineering Studies HSC Course

A student:

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

Exploring Early Childhood (EEC)

(Content Endorsed Course – 2 Units Non-ATAR)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Case Study Promoting Positive Behaviour	Half Yearly Task	Presentation Learning Experiences for Young Children	Trial HSC Examination	
	Term 4 Week 6	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3 & 4	
	Outcomes Assessed 1.2, 3.1, 4.3	Outcomes Assessed 1.3, 1.4, 1.5	Outcomes Assessed 2.1, 6.1	Outcomes Assessed 2.4, 6.2, 2.2	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	10	15	15	20	60
Total %	20	25	25	30	100

Outcomes for the Exploring Early Childhood (EEC) HSC Course

A student:

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood – infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Global Sustainability: In-class stimulus-based task	Rural and Urban Places: Field Work in-class task	Ecosystems and Global Biodiversity: In-class topic test	Trial Examination	
	Term 4 Week 9	Term 1 Week 9		Term 3 Weeks 3 & 4	
	Outcomes assessed GE-12-01 GE-12-02 GE-12-05 GE-12-09	Outcomes assessed GE-12-01 GE-12-05 GE-12-06 GE-12-09	Outcomes assessed GE-12-03 GE-12-04 GE-12-07 GE-12-09	Outcomes assessed GE-12-01 GE-12-02 GE-12-03 GE-12-08	
Knowledge and understanding of course content	10	10	10	10	40
Stimulus-based skills	5		5	10	20
Inquiry and research	5	10		5	20
Communication of geographical information, ideas and issues in appropriate forms		5	10	5	20
Total %	20	25	25	30	100

Outcomes for the Geography HSC Course

A student:

GE-12-01 analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time

GE-12-02 analyses geographical processes and influences, at a range of scales, that form and transform places and environments

GE-12-03 assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management

GE-12-04 evaluates responses and management strategies, at a range of scales, for sustainability

GE-12-05 synthesises and evaluates relevant geographical information from a variety of sources

GE-12-06 justifies geographical methods used in geographical inquiry and their relevance in the contemporary world

GE-12-07 selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments

GE-12-08 applies mathematical ideas and techniques to analyse complex geographical data

GE-12-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Health and Movement Science (HMS)

(Board Developed Course – 2 Units)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class Writing task Health in Australian and Global context	Half Yearly Task	In-class Writing task Training for improved performance	Trial HSC Examination	
	Term 4 Week 7	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 3 & 4	
	Outcomes Assessed HM12-01 HM12-09	Outcomes Assessed HM12-02 HM12-08 HM12-10	Outcomes Assessed HM12-04 HM12-06	Outcomes Assessed HM12-03 HM12-05 HM-12-07	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	10	15	15	20	60
Total %	20	25	25	30	100

Outcomes for the Health and Movement Science HSC Course

A student:

HM-12-01 Analyses the health status of Australians at a national and international level

HM-12-02 Examines how technology and data can achieve better health for all Australians

HM-12-03 Evaluates how the Sustainable Development Goals can be used to improve the health of a community

HM-12-04 Investigates factors that impact movement and performance

HM-12-05 Analyses individual and group training programs to improve performance

HM-12-06 Analysis: critically analyses the relationships and implications of health and movement concepts

HM-12-07 Communication: communicates health and movement concepts using modes appropriate to a range of audiences and contexts

HM-12-08 Creative thinking: generates and assesses new ideas that are meaningful and relevant to health and movement contexts

HM-12-09 Problem solving: proposes and evaluates solutions to complex health and movement issues

HM-12-10 Research: analyses a range of sources to make conclusions and judgements about health and movement concepts

Investigating Science

(Board Developed Course – 2 Units)

Year 12 2025 HSC Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Depth Study	Skills Test	Research Task	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 3 & 4	
	Outcomes Assessed INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-7 INS12-12	Outcomes Assessed INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-13 INS12-12	Outcomes Assessed INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-14 INS12-15	Outcomes Assessed INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-13 INS12-14 INS12-15	
Skills in working scientifically	20	10	25	10	60
Knowledge and understanding of course content	10	10	5	20	40
Total %	30	20	20	30	100

Outcomes for the Investigating Science HSC Course

A student:

INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS12-12	develops and evaluates the process of undertaking scientific investigations
INS12-13	describes and explains how science drives the development of technologies
INS12-14	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12-15	evaluates the implications of ethical, social, economic and political influences on science

Legal Studies

(Board Developed Course – 2 Units)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-Class Task Crime Topic Test	Research Task Human Rights Contemporary Issue	Research media file (hand-in and in-class essay)	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 3 & 4	
	Outcomes Assessed H1, H6, H7, H8, H10	Outcomes Assessed H1, H2, H3, H4, H5, H6, H8, H9, H10	Outcomes Assessed H1, H4, H5, H7, H9, H10	Outcomes Assessed H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Knowledge and understanding of course content	5	10	10	15	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	5	5	5	5	20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Outcomes for the Legal Studies HSC Course

A student:

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

Mathematics Advanced

(Board Developed Course – 2 Units)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Stimulus Activity Topics S1.2, E1, S2.1, S2.2, F2	Half Year Test Topics T3, C2.1, C2.2, C4.1, C4.2	Investigation Topics S3.1, S3.2, C3.1, C3.2	Trial HSC Examination All Topics	
	Term 4 Week 7	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 3 & 4	
	Outcomes Assessed MA12-1 MA12-8 MA12-9 MA12-10	Outcomes Assessed MA12-1 MA12-3 MA12-5 MA12-6 MA12-9 MA12-10	Outcomes Assessed MA12-3 MA12-6 MA12-8 MA12-9 MA12-10	Outcomes Assessed MA12-1, MA12-2 MA12-3, MA12-4 MA12-5, MA12-6 MA12-7, MA12-8 MA12-9, MA12-10	
Understanding fluency and communication	5	15	10	20	50
Problem solving, reasoning and justification	15	10	15	10	50
Total %	20	25	25	30	100

Outcomes for the Mathematics Advanced Year 12 Course

A student:

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

Content/Topic Codes:

- F** Functions
- T** Trigonometric Functions and Graphs
- C** Calculus
- M** Financial Mathematics
- S** Statistical Analysis

Mathematics Extension 1

(Board Developed Course – 2 Units)

Year 12 – Stage 6 2026 Assessment Schedule

	Stimulus Activity Topics C1, P1	Half Year Test Topics P1, T3, V1.3, C2, C3.1, C3.2	Investigation Topics C2, V1.1, V1.2	Trial HSC Examination All Topics	
	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 3 & 4	
	Outcomes Assessed ME12-1 ME12-6 ME 12-7	Outcomes Assessed ME12-1 ME12-2 ME12-3 ME12-4 ME12-6 ME12-7	Outcomes Assessed ME12-1 ME12-2 ME12-4 ME12-6 ME12-7	Outcomes Assessed ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7	
Understanding, fluency and communication	5	15	10	20	50
Problem solving, reasoning and justification	15	10	15	10	50
Total %	20	25	25	30	100

Outcomes for the Mathematics Extension 1 HSC Course

A student:

ME12-1 applies techniques involving proof or calculus to model and solve problems

ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems

ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME12-5 applies appropriate statistical processes to present, analyse and interpret data

ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts

ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Content/Topic Codes:

- F** Functions
- T** Trigonometric Functions
- C** Calculus
- A** Combinatoric

Mathematics Standard 1

(Board Developed Course – 2 Units)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Stimulus activity	Half Year Test	Investigation	Trial HSC Examination All Topics	
	Topics M2, A2, S2	Topics M4, M5, S3.1, S3.2, N1.1, N1.2	Topic M3, M4, M5, N1.1, N1.2, F2	All Topics	
	Term 4 Week 7	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 3 & 4	
	Outcomes Assessed MS1-12-9 MS1-12-10	Outcomes Assessed MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-7 MS1-12-8 MS1-12-9 MS1-12-10	Outcomes Assessed MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-8 MS1-12-9 MS1-12-10	Outcomes Assessed MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-9 MS1-12-10	
Understanding, fluency and communication	5	15	10	20	50
Problem solving, reasoning and justification	15	10	15	10	50
Total %	20	25	25	30	100

Outcomes for the Mathematics Standard 1 HSC Course

A student:

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

Content/Topic Codes:

- F** Financial Mathematics
- A** Algebra
- M** Measurement
- S** Statistical Analysis

Mathematics Standard 2

(Board Developed Course – 2 Units)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Stimulus Activity	Half Year Test	Investigation	Trial HSC Examination All Topics	
	Topics S1, M2, A2	Topics S2, N2.1, N2.2, F4.1, F4.2, M6	Topics N2.1, N2.2, M6, M7, F5, S4		
	Term 4 Week 7	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 3 & 4	
	Outcomes Assessed MS2-12-9 MS2-12-10	Outcomes Assessed MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-8 MS2-12-9 MS2-12-10	Outcomes Assessed MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10	Outcomes Assessed MS2-12-1, MS2-12-2 MS2-12-3, MS2-12-4 MS2-12-5, MS2-12-6 MS2-12-7, MS2-12-8 MS2-12-9, MS2-12-10	
Understanding, fluency and communication	5	15	10	20	50
Problem solving, reasoning and justification	15	10	15	10	50
Total %	20	25	25	30	100

Outcomes for the Mathematics Standard 2 HSC Course

A student:

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

Content/Topic Codes:

- F** Financial Mathematics
- A** Algebra
- M** Measurement
- S** Statistical Analysis

Modern History

(Board Developed Course – 2 Units)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research/ source analysis task Historical Analysis	Take home research, in-class essay	Research task In-Class Essay	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 3 & 4	
	Outcomes Assessed MH12-1 MH12-2 MH12-3 MH12-9	Outcomes Assessed MH12-6 MH12-8 MH12-9 MH12-10	Outcomes Assessed MH12-5 MH12-6 MH12-8 MH12-9	Outcomes Assessed MH12-3 MH12-4 MH12-6 MH12-7	
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5	5	5	5	20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Outcomes for the Modern History HSC Course

A student:

- MH12-1 accounts for the nature of continuity and change in the modern world
- MH12-2 proposes arguments about the varying causes and effects of events and developments
- MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12-4 analyses the different perspectives of individuals and groups in their historical context
- MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7 discusses and evaluates differing interpretations and representations of the past
- MH 12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Year 12 – Stage 6 2026 Assessment Schedule

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Composition and Aural Exam Topic 1 Music of the 20th and 21st Century Submission of composition (re-arrangement) and in-class viva voce based on performance repertoire demonstrating the concepts of music	Presentation of Performance and Viva Voce Topic 2 Music for Small Ensembles Solo or ensemble performance and aural exam with reference to concepts of music relevant to the chosen topic	Presentation of 1 Elective Option for Topic 3 Own Choice Presentation of one performance and/or composition portfolio and/or musicology outline and viva voce	Trial HSC Examination Aural Skills Examination Presentation of 3 chosen electives and Core Performance representing the 3 different topics.	
	Term 4 Week 7	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3 & 4	
	Outcomes assessed H2, H4, H5, H6, H7, H8, H10	Outcomes assessed H1, H2, H4, H5, H6, H11	Outcomes assessed H1–11	Outcomes assessed H1–11	
Performance		10			10
Composition	10				10
Musicology	10				10
Aural		10		15	25
Electives			15	30	45
Total %	20	20	15	45	100

Outcomes for the Music HSC Course

A student:

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

Numeracy CEC

(Content Endorsed Course – 2 Units)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Stimulus Activity	Half Year Test	Investigation	Trial HSC Examination	
	Topics Module 3.1 Module 3.2 Module 3.3	Topics Module 3.4 Module 3.5	Topic Module 4.1 Module 4.2	All Topics	
	Term 4 Week 7	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 3 & 4	
	Outcomes Assessed N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.4, N6-2.5, N6-3.1, N6-3.2	Outcomes Assessed N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-2.5, N6-3.1, N6-3.2	Outcomes Assessed N6-1.1, N6-1.2, N6-1.3, N6-2.3, N6-3.1, N6-3.2	Outcomes Assessed N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-2.6, N6-3.1, N6-3.2	
Understanding, fluency and communication	5	15	10	20	50
Problem solving, reasoning and justification	15	10	15	10	50
Total %	20	25	25	30	100

Outcomes for the Numeracy CEC HSC Course

A student:

- N6-1.1** recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2** applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3** determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1** chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2** chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3** chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4** chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5** chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-2.6** chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
- N6-3.1** chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2** chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Content/Topic Codes:

N6 Numeracy in Stage 6

Sport, Lifestyle & Recreation (SLR)

(Content Endorsed Course – 2 Units)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Case Study Fitness	Half Yearly Task	Practical Assessment Games and Sport Applications	Trial HSC Examination	
	Term 4 Week 6	Term 1 Week 9	Term 2 Ongoing	Term 3 Weeks 2 & 3	
	Outcomes Assessed 1.2, 2.2, 3.2	Outcomes Assessed 1.3, 2.1, 2.2	Outcomes Assessed 1.1, 3.1, 4.4	Outcomes Assessed 2.4, 2.5, 4.5	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	10	15	15	20	60
Total %	20	25	25	30	100

Outcomes for the Sport, Lifestyle & Recreation HSC Course

A student:

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

Values and Attitudes

- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance

Studies of Religion II

(Board Developed Course – 2 Units)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class topic test Religion and Belief Systems in Australia – Post 1945	Combined Task (take home research/in-class essay + stimulus provided) Religious Tradition Study	Combined Task (inquiry question and in-class essay) Religion and Peace	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 3 & 4	
	Outcomes Assessed H1, H2, H3, H4, H5, H6, H8, H9	Outcomes Assessed H1, H2, H4, H5, H6, H7, H8, H9	Outcomes Assessed H1, H2, H5, H6, H7, H8, H9	Outcomes Assessed H1, H2, H3, H4, H5, H6, H7, H8, H9	
Knowledge and understanding of course content	5	10	5	20	40
Source-based skills	5	5	5	5	20
Investigation and research	5	5	10		20
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Outcomes for the Studies of Religion II HSC Course

A student:

- H1 explains aspects of religion and belief systems
- H2 describes and analyses the influence of religion and belief systems on individuals and society
- H3 examines the influence and expression of religion and belief systems in Australia
- H4 describes and analyses how aspects of religious traditions are expressed by their adherents
- H5 evaluates the influence of religious traditions in the life of adherents
- H6 organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7 conducts effective research about religion and evaluates the findings from the research
- H8 applies appropriate terminology and concepts related to religion and belief systems
- H9 coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Visual Arts

(Board Developed Course – 2 Units)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	BOW Progress & Case study	BOW Progress & Unseen images	Final BOW Assessment	Trial Examination & BOW Submission	
	Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 3 & 4	
	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	
	H1	H1	H1	H7	
	H2	H2	H2	H8	
	H3	H3	H3	H9	
	H4	H4	H4	H10	
	H5	H5	H5		
	H6	H6	H6		
	H8	H7			
	H10	H9			
Artmaking	10	10	30		50
Art Criticism and History	10	10		30	50
Total %	20	20	30	30	100

Outcomes for the Visual Arts Year 12 Course

A student:

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

Work Studies

(Content Endorsed Course – 2 Units Non-ATAR)

Year 12 – Stage 6 2026 Assessment Schedule

Component	Task 1	Task 1	Task 3	Task 4	Weighting %
	Work-ready program and Work placement	Research In-class response	Career planning	Trial HSC Examination	
	Term 4 Week 7	Term 1 Week 9	Term 2 Week 3	Term 3 Weeks 3 & 4	
	Outcomes Assessed 1, 2, 3, 5, 6	Outcomes Assessed 4, 5, 9	Outcomes Assessed 1, 3, 4	Outcomes Assessed 2, 4, 7, 8, 9	
Development of skills in decision making, organising and presenting information	10	5	5	15	35
Knowledge and understanding (objectives relate to the course as a whole)	5	5	10	10	30
Development of skills in the major elements of the job seeking process	5	5	10	15	35
Total %	20	15	25	40	100

Work placement is a compulsory part of this course. Every student MUST arrange a one-week work placement in Term 1. Written documentation must be completed and discussed with the Work Studies teacher and Careers Adviser beforehand.

Outcomes for the Work Studies HSC Course

A student:

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



Education

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

RTO - NSW Department of Education, RTO 90333

Training Package BSB Business Services Training Package

School Name: Condell Park High School

Assessment Schedule Year 12 - 2026

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

**School Name: Condell Park High School****Tiling****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)			Tiling	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 8	Week 8	Week 10	Week 2&3
			Term 5	Term 6	Term 6	Term 7
Code	Unit Name	HSC Examinable				
CPCCWF2002	Use wall and floor tiling tools and equipment		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCOM2001	Read and interpret plans and specifications	✓		X		X
CPCCOM1013	Plan and organise work	✓		X		X
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainably in the Construction Industry	✓			X	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

Hospitality

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2025 - 2026

Training Package SIT Tourism, Travel and Hospitality

RTO - NSW Department of Education, RTO 90333

School Name: Condell Park High School

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 6	Week 8	Week 2&3
			Term 5	Term 6	Term 7
Code	Unit Name	HSC Examinable			
SITHIND006	Source and use information on the hospitality industry		X		
SITHFAB024	Prepare and serve non-alcoholic beverages	X		X	X
SITHFAB025	Prepare and serve espresso coffee	X		X	X
SITHFAB027	Serve food and beverages	X		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

Cookery
Qualification: SIT20421 Certificate II in Cookery
Cohort 2025 - 2026
Training Package SIT Tourism, Travel and Hospitality

RTO - NSW Department of Education, RTO 90333

School Name: Condell Park High School

Assessment Schedule Year 12 - 2026

Assessment Task for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Task 3	Task 4	Task 5	TRIAL EXAM
Code	Unit Name	HSC Examinable	Week 8 Term 5	Week 7 Term 6	Week 9 Term 8	Week 2 & 3 Term 7
SITHKOP009	Clean kitchen premises and equipment	X	X			X
SITXINV006	Receive, store and maintain stock		X			
SITHCCC026	Packaged prepared foodstuffs			X		
SITHCCC023	Use food preparation equipment	X			X	X
SITHCCC024	Prepare and present simple dishes				X	
SITHCCC027	Prepare dishes using basic methods of cookery	X			X	X
SITHCCC034	Work effectively in a commercial kitchen				X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

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".

My HSC Assessment Calendar T4 2025/T3 2026

TM/WK	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11
T4 2025			Business Services		HMS	Biology SLR EEC	CAFS Work Studies Music Maths Std 1 Maths Std 2 Maths Adv Numeracy	Business studies Chemistry Visual Arts Modern History Legal Studies Engineering	Ancient History Studies of Religion Maths Ext 1 Investigating Science	English Adv English EALD English Std English Studies	
T1 2026									Half Yearly assessment Week		
T2 2026	SLR Ongoing		Work Studies	Biology Business Services	Engineering	Chemistry Maths Std 1 Maths Std 2 Maths Adv Numeracy	HMS Visual Arts Maths Ext 1	Ancient History Business Studies CAFS EEC Music	Studies of Religion Modern History Legal Studies Investigating Science	English Adv English EALD English Std English Studies	
T3 2026			Trial HSC Examination								

