HSC ASSESSMENT POLICY 2026

CHERRYBROOK TECHNOLOGY HIGH SCHOOL

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HIGHER SCHOOL CERTIFICATE ASSESSMENTS

Introduction
This booklet outlines the assessment schedule for the cohort of students at CTHS undertaking the HSC in 2026. Dates included are correct at the time of printing, but unforeseen circumstances may result in some changes over the year.

What is an HSC?
The Higher School Certificate (HSC) is the highest educational award in NSW. It is awarded to NSW students who have satisfactorily completed Year 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the statewide HSC Examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

Eligibility for the HSC Qualification
To be eligible for the HSC certificate students must complete a prescribed pattern of study which includes:

- Satisfactorily completed at least 12 units of preliminary courses
- 6 units of Board Developed Courses
- 2 units of English
- 3 courses of 2 units or greater
- At least 4 different subjects.
- No more than 7 units of courses in Science can count towards HSC eligibility.

Being eligible for the HSC doesn't necessarily mean students are eligible for an ATAR.

It is the student's responsibility to carefully check the NESA Confirmation of Entry document, each term for the duration of Year 11 and 12 to confirm their study pattern allows them to be eligible for the HSC and/ or ATAR. It is important to carefully check any eligibility messages prior to signing the declaration that all information is correct on the Confirmation of Entry form.

Students will be asked to check their Confirmation of Entry information once every term during their HSC year.

What is an ATAR?
The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all students in their age group.

Universities use the ATAR to help them select students for their courses, and admission to most tertiary courses is based on a student's selection rank. In NSW the ATAR is calculated and released by UAC.

Students who receive an ATAR between 0.00 and 30.00 will be recorded as '30 or less'. Students who haven't met the requirements of the ATAR will be recorded as 'not eligible'.

Eligibility for an ATAR
To be eligible to receive an ATAR students must complete a pattern of study which includes:

- 10 units of Board developed courses
- 2 units of English
- 3 courses of 2 units or more
- At least 4 different subjects.

What Are Formal Assessment Tasks?
Assessment is the process of identifying, gathering and interpreting information about a student's learning. The key purposes of assessment in the Higher School Certificate are to provide information on student achievement and progress in each course, in relation to the syllabus standards and to report on the standard of performance attained at the end of the course.

The feedback given to students and parents is a valuable source of information on the effectiveness of student work practices and the appropriateness of course selections:

- NESA dictates all students are expected to complete all assessment tasks
- Students must make a genuine attempt if they are to be deemed as satisfactorily completing HSC course requirements.

Standards Referenced Assessment
The standards-referenced approach allows students to be assessed and reported against specified standards that are established for each course. A standards-referenced approach is an effective method of providing information to students about what they are expected to learn and the standards against which they will be assessed.

School Assessment Tasks
At the end of the HSC program, schools will provide the NSW Education Standards Authority (NESA) with a mark for each of the courses studied by each student. These marks will be formed from the performances in the school assessment tasks within each course. The marks will reflect the rank order of students within each course at CTHS.

Assessment tasks are designed to assess components of the syllabus with the required weightings. Guidance will be provided to students in the form of a notification that provides details concerning the date, time and location, a list of outcomes to be assessed and general marking guidelines if appropriate.

The internal school assessments and the external HSC examination will carry an equal weighting in the final HSC result
The School Assessment mark and the HSC Examination mark will be treated as follows:

- The School Assessment mark will be moderated (adjusted) by the HSC examination performance of the school group by NESA
- The Moderated School Assessment mark and the HSC Examination mark will be averaged
- The averaged mark will be used to align the student's result to a performance scale
- The average of the assessment mark and examination mark, after alignment to the performance scale, is then reported as the final HSC mark.

The Preliminary Course Assessment (Year 11)
The Preliminary assessment tasks will not be used in determining the HSC final assessments. However, they will be used to ascertain whether the Preliminary courses have been satisfactorily completed. VET courses will additionally have competencies and/ or work placement requirements that are to be completed in Year 11 which will contribute to the final HSC results in these subjects.

Types of Assessment Tasks
Assessment programs can include major examinations, topic tests, oral and aural activities, fieldwork, projects, experiments, performances, research tasks and in class tasks. These tasks measure knowledge, skills and understanding for a wide range of outcomes.

Teachers will provide advance notice in the form of a task notification of an upcoming task (usually 2 weeks prior) outlining the nature of the task. Students will be given results for each task. A cumulative course rank (position) in each course will be provided at reporting times.

Student Responsibilities
Students are expected to complete or submit assessment tasks which are part of the assessment program. CTHS has a policy concerning tasks that are not completed by the due date. Depending on the circumstances, a **zero** mark may be awarded, an extension of time granted or an alternative task set. If an assessment task is not going to be completed or handed in at the scheduled time, it is the student's responsibility to follow the correct process. **Students are required to make a reasonable attempt of ALL assessment tasks**. An appeals process is provided if the student believes they have been unfairly treated.

Completing Assessment Tasks
Except in exceptional circumstances approved by the Quality in Credentialling Unit, NESA, all school-based assessment tasks *must* be attempted. More than **fifty per cent (50%) of school assessment tasks must be completed** to be eligible for the HSC. If not, the student will not have satisfactorily completed the course and will receive a **ZERO** mark for the task. This means the course cannot be counted towards the 10 units required for the Higher School Certificate.

Assessment tasks provide a measure of the student's actual achievement. The NSW Education Standards Authority does not compensate students for difficulties in performing or completing assessment tasks, even when they are caused by factors outside their control.

Non-serious Attempts
NESA expects students to make a serious attempt at all school-based assessment tasks, HSC examinations, and HSC minimum standard tests. HSC students who do not make a serious attempt may not receive a result in the course concerned because they have failed to meet the eligibility requirements for the HSC. This may render some students ineligible for the award of the HSC.

Students must attend and make a serious attempt in all their school-based assessment tasks, HSC examinations and HSC minimum standards tests, respond to and demonstrate academic engagement, and answer in English, unless specifically instructed otherwise.

Non-serious attempts include but are not limited to:

- Answering only multiple-choice questions, and/ or
- Responses containing objectionable material
- Abuse directed at a member of school staff, Presiding Officer or NESA, and/ or
- Obscene symbols, drawings, or comments.

Unsatisfactory HSC Course Performance
Students in danger of not completing a course will be issued with a written N determination warning letter with sufficient time to redeem the task. If students fail to complete the requirements of a course:

- They will receive no result in that course
- The course will not appear on a student's NESA record
- The course will not count towards the student's HSC pattern.

Students who choose not to complete the HSC receive a Stage 6 ROSA
The Record of School Achievement (ROSA) is a cumulative record of achievement awarded to students who choose not to complete the HSC and includes a student's record of achievement up until the date they leave school during Year 11 or 12.

The RoSA records:

- Completed Year 11 courses and grades
- Any uncompleted Year 11 or HSC courses.

REQUESTING A LEAVE OF ABSENCE DURING THE SCHOOL TERM
Regular attendance at school for every student is essential if students are to achieve their potential and increase their career and life options. Schools, in partnership with parents are responsible for promoting the regular attendance of students. Parents must ensure students attend every day the school is open for instruction (NSW Department of Education School Attendance Policy 2024).

Poor attendance and unsatisfactory progress are closely linked. Attendance in each course needs to meet satisfactory levels in order to complete course outcomes and be eligible for the HSC. Where attendance and/or course outcome completion are of concern, the student will be notified in writing and a letter will be sent home. This will be the first official warning that the student may be withdrawn from that course if the completion of outcomes are not met. A second letter will be a final warning and will require a parent/guardian interview. Continued unsatisfactory progress will result in the student being withdrawn from the course. This may result in failure to complete the required courses for the award of the Higher School Certificate.

Parents are notified via email fortnightly concerning their child's unexplained absences requesting a reason to be provided to the school to justify these absences.

Holidays should only be booked during school breaks as students should be at school every day during school term, right from beginning to end. Missing a day here or there may not seem like much, but absences add up. Every day matters and we are here to support all students in attending and engaging with their learning every day of the term. There's about 200 days in a school year. When your child misses one day a week over a year, that's 40 days of school, 8 weeks of lessons and 2.5 years over their school life lost.

Approval for an **Application for Extended Leave - Travel** will only be determined according to the best interests of the student and course cohort, while also ensuring the integrity of any assessment tasks missed is maintained. Travel is normally not approved for students during term dates.

Patterns of absence when connected to assessment and/ or examination dates will run the risk of being considered as unauthorised. Parent-condoned absences from school to complete or prepare for an assessment task or examination will also be considered an unauthorised absence.

Exemption for Overseas Access
From the start of Term 4 2025, students will be blocked by default from accessing any Department of Education online system including their school email, Student Portal, or eLearning platforms such as Canvas from outside of Australia or when using a virtual private network (VPN).

Students who have been granted approval for leave to travel overseas during the school term and need to access school online systems while they are away, can apply for an exemption. To apply for an exemption, parents or carers can send a request to the school email address cths.school@det.nsw.edu.au. Once approved, the student will be able to access their school systems for the dates of their leave.

Important points:

- *Changes to travel:* If travel plans change or are cancelled, the school office must be contacted as soon as possible during the school term.
- *No expectation of new schoolwork:* Please note, the school is not expected to provide students with schoolwork while they are away.
- *Support during school holidays:* The school will not be providing any support (such as help from teachers or technical support) during official school holidays. Support is only available during normal school term dates.

While students are overseas, it's important they continue to stay safe online. Here are a few quick and easy tips for them:

Quick cyber safety tips for students:

- *Strong passwords:* Use a unique and strong password for all school and personal accounts.
- *Public wi-fi:* Avoid using public Wi-Fi at airports, cafes or hotels. It is unsafe to access services on these networks. It is recommended that a student's phone Wi-Fi hotspot is used instead.
- *Lock devices:* Always lock devices when not in use. This stops others from looking at personal information.
- *Be click smart:* Be cautious of strange emails, links or messages, even if they look like they're from someone a student may know. Don't open attachments or click on links from people who are not known to the student.
- *Back it up:* Before going overseas, make sure schoolwork is backed up to a secure online service, such as the school's 'cloud'. This way, work won't be lost if a device gets lost or broken.

APPLICATION FOR OVERSEAS STUDENT ACCESS

This form is for a parent, legal guardian or approved supervisor to ask for permission for a student to access school materials and online platforms while they are overseas.

Please note: If a student is away on a family holiday or extended leave, the school is not expected to provide them with new schoolwork and no support from teachers or technical staff will be provided during official school holidays.

1. Student's Details

Student's full name: _____

Year group: _____

2. Request Details

Reason for overseas access: Please briefly explain why the student needs access while overseas (for example, a family visit, temporary move, special circumstances).

_____

3. Dates of Overseas Access

Start Date:_____

End Date: _____

4. Parent/Carer's/Approved Supervisor's Details

Parent/Carer's full name: _____

Today's date: _____

For School Use Only

Request Status

- ○ Approved

_____

- ○ Not Approved

Entered into EMU (date):_____

Approved by (school staff): _____

Date: _____

QUERYING THE RESULT OF A SCHOOL ASSESSMENT TASK OR EXAMINATION
A teacher's professional judgement cannot be questioned.

Step 1 - If, on the return of an assessment task, **a student needs clarification of a result, it is their responsibility to discuss their concern with the subject teacher or relevant KLA HT at the time the paper is returned, but not more than five school days after this date**. If a student doesn't raise any issues with their assessment immediately after it has been returned, there is no recourse for a student to do so at a later date, but particularly after results of the task have been released to students.

Step 2 - If the matter cannot be resolved by following Step 1, it can be referred to the Head Teacher Stage 6 by the student following the below instructions:

Students must:

a. Submit their appeal, in writing, to the Head Teacher - Stage 6 specifically detailing the basis of the appeal
b. Provide evidence that the grade awarded in the course was inconsistent with the application of the marking criteria or
c. Procedures used for determining the mark/s do not conform with course assessment guidelines and/or marking criteria or
d. There are computational or other clerical errors in the determination of the mark/s.

Appeals will be considered by the Academic Appeals Panel consisting of the Head Teacher Stage 6 and the Deputy Principal who are the sole determinant of whether a task is invalid or unreliable. The Panel will consider the written information supplied by the appealing student, the CTHS Assessment Policy and the NESA Assessment Certification Examination manual. The Panel will inform the student of the outcome of the review in a timely manner.

DISHONESTY/MALPRACTICE
Malpractice or cheating is any dishonest behaviour and/or attempt to gain an unfair advantage over other students, and/ or knowingly assisting other students to engage in malpractice. CTHS treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA and/ or the HSC.

A good education and the HSC, provides a gateway to tertiary studies for students. Cheating in assessment tasks, whether it be HSC related or not, is a serious offence. The school and the NSW Education Standards Authority take cheating very seriously and have strict rules in place to deal with such matters. As a school, we actively discourage any student engaging in dishonest behaviour resulting in an unfair advantage. With regards to any detected malpractice, the school will make a determination regarding the extent of the malpractice evident in the student's work in order to determine if the task or part thereof will be awarded zero marks.

Honest and ethical practice is clearly outlined in the modules of work completed in the HSC: 'All My Own Work' program. These modules include aspects such as plagiarism, copying another student's work, sharing work with other students, acknowledging sources appropriately, cheating and copyright issues. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures, to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students are responsible for knowing and complying with the school's malpractice policy for all school-based assessment, and NESA's ACE Rules and policies regarding malpractice. NESA applies the above definition of malpractice in determining cases of suspected malpractice in HSC minimum standard tests and HSC exams including practical components and submitted works.

Some HSC courses require students to sign a declaration stating that:

- The work is their own
- The student has properly acknowledged anyone else's words, ideas, designs or work that have been used

Teachers will monitor and record a student's progress of a HSC submitted work. A student's teacher and the Principal must certify that the student completed the work under the teacher's supervision and that it is:

- A student's own work
- Is consistent with a student's earlier drafts and other examples of their work
- Was finished by the due date/time
- Not altered after the submission date/ time.

If teachers cannot certify a student's work, a student may receive fewer or zero marks. If a student is planning a work that they will need to complete at home, the student must seek permission from their teacher.

Misrepresentation
Is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration or omission of information.

Misrepresentation can include but is not limited to:

- Making up journal entries for a project and/or
- Submitting falsified or altered documents and/or
- Referencing incorrect or non-existent sources and/or
- Contriving false explanations to explain work not handed in by the due date.

Plagiarism
Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as their own and/or
- Using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source and/or
- Building on the ideas or words of another person without appropriate acknowledgement and/or
- Using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion
Is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes, but is not limited to:

- Sharing answers to an assessment with other students and/or
- Submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert and/or
- Contract cheating by outsourcing work to a third party and/or
- Unauthorised use of artificial intelligence technologies.

Breach of Assessment Conditions
All students undertaking a CTHS assessment task/ examination must comply with the assessment conditions set by CTHS. Malpractice is deemed to occur when a student breaches the conditions set for an assessment and/ or examination in an attempt to gain an unfair advantage.

When assembling for, undertaking, and leaving the examination or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their teachers.

A breach of assessment conditions includes any breach of CTHS assessment tasks and/ or examination rules and procedures including but not limited to concealing notes on their person taken into an examination room or any electronic devices as specified by NESA, such as mobile phones and smart watches of any description.

Any student who is suspected of a breach of examination rules or malpractice during an AP examination will be thoroughly investigated by the examination invigilator. Serious and deliberate acts of malpractice amount to corrupt conduct, and where appropriate the school will report matters to NESA for recording on the official Malpractice Register.

Procedures for Investigating Suspected Malpractice
If a student is suspected of malpractice, they will need to show that all unacknowledged work is entirely their own.

In consultation with Head Teacher - Stage 6, students may be required to:

- Prove and explain their work processes with diaries, journals, notes, working plans, sketches or progressive drafts that show how their ideas were developed and/or
- Answer questions about the assessment task, examination or submitted work being investigated, to demonstrate a student's knowledge, understanding and skills
- Information gathered will be presented to the Committee comprised of the Deputy Principal and Head Teacher - Stage 6 to make a final determination.

Penalties for Malpractice & Student Appeals Process

Following an investigation, and where malpractice may be determined, the student(s) and their parent(s)/carer(s) will be notified and informed of the consequences, in writing.

If the Committee decides that an academic infringement has been established, the following penalties may range from:

- No mark awarded for the component OR part(s) of the component. The candidate will still be eligible for a grade in the subject
- No final grade awarded in the subject concerned.
- In the case of an externally assessed HSC component, zero marks may be awarded for the task or task component. The task may not be certified by the school when submitted to NESA for external marking who may, as a consequence, deem a student to be ineligible for the award of the HSC in that course.
- The school will record the instance of malpractice in the NESA Malpractice Register.

The Malpractice Register allows NESA to record, assess and analyse the number and type of malpractice offences that occur across the state.

Details are recorded so that:

- Individual students cannot be identified
- Aggregated data does not identify individual schools

Where a student wishes to appeal the decision of the Committee, they must submit the appeal in writing addressed to the Principal within seven school days of the date of the correspondence.

When considering a malpractice appeal, the Principal will only consider:

- If the review process was adequate for determining the outcome
- If the conduct of the review was proper in all respects.

The Principal will not revise results awarded in individual tasks.

Copies of all records of investigation, correspondence and the assessment item or copy will be kept on the student's file.

Managing Assessment Submission Issues Related to Computer Problems

It is the student's responsibility to ensure that appropriate steps have been taken to minimise computer problems. Students should adopt the practice of saving work regularly to the 'Cloud'. All students have a One Drive account to enable this. In the event of a problem with a specific hardware device, students will still be able to access documents from the 'Cloud' at any time and from any device via an internet connection. No consideration will be made for computer problems, including (but not limited to):

- Loss of data
- Failure to print
- Corrupted files, etc
- Upload issues.

Submitting assessment tasks over the internet or networks to online services such as Canvas takes time. If there are significant numbers of submissions, or the submission being made is large, this can take in excess of 10-15 minutes. It is the responsibility of the student to allow reasonable time to submit the task. Students should consult their teacher about making early uploads and/or multiple uploads to ensure an assessment is submitted to Canvas on time.

Whilst school technical support is provided to assist students with several types of computer problems, it is not their responsibility to ensure student files are able to be submitted correctly or in a timely manner.

The school is using third party proprietary software for all online submissions.

WORK ON ASSESSMENT TASKS IN CLASS TIME
Students are not permitted to miss class or use the class time of another subject to complete assessment tasks and/or major works for other courses.

SUSPENDED STUDENTS - ASSESSMENTS
If a student is suspended when an assessment task is due they must:

- Not attend school for the duration of the suspension
- Special arrangements will be made by the school for the completion of assessment tasks
- Miss an in-school assessment task for which an alternative task may be given
- Alert the Senior Executive at the time to of the suspension interview they will be missing an assessment task scheduled for submission/ completion during the suspension period.

STUDENT LONG TERM ILLNESS - Use Notification of Long Term Illness Form
It is the student's responsibly to provide information to the Head Teacher - Stage 6 via the above form of any diagnosed long-term illness (such as glandular fever, asthma, chronic fatigue syndrome). This information is necessary to ensure students are provided with learning support in the classroom and/or provisions during assessment tasks/ examinations. There is **no provision for students who have lost assessment/ examination preparation time** as a result of their long-term illness.

Disability Provisions
Disability provisions provide students with practical support to access, read and respond to the HSC exams.

Disability provisions are one way that NESA ensures there are reasonable adjustments available to students with disability so that they can access and participate in the HSC on the same basis as students without disability.

Provisions aim to ensure that a student with a disability can read the exam questions and communicate their responses to the markers. The achievement of potential is subject to many variables outside the control of NESA, such as teaching, commitment, study and preparation for the exam.

The NSW Education Standards Authority may approve disability provisions for the HSC exams if you have a disability that would, in a normal examination situation, prevent them from:

- Reading the examination questions, and/or
- Communicating his or her responses.

Each application must provide:

- **Evidence of a diagnosed disability** - NESA medical, vision or hearing form(s) need(s) to be completed by a qualified health professional relevant to the condition(s). This must include the health professional's comments regarding the impact on the student's ability to access and respond to questions in an exam situation.
- **Functional evidence -** specific measurable data that demonstrate the level of impact in an examination situation. For example, reading results, spelling results and writing samples that meet NESA requirements as outlined on the NESA application. The evidence must be relevant to the provisions requested - for example there is no need to provide writing samples for a student with reading or spelling difficulties.

Once NESA has made a decision regarding whether the provisions are approved or declined, a decision letter will be issued to the student via the school. Please note NESA will NOT compensate students for difficulties in undertaking courses and/ or preparing for the HSC.

Students seeking to apply for Disability Provisions should discuss the matter with Mr Edinborough (Head Teacher Administration) no later than Week 8, Term 1 2026.

HSC PRACTICAL EXAMINATIONS (projects, submitted works and/or performances)
It is the student's responsibility to read and understand the assessment and reporting documents related to HSC courses with practical examinations (projects, submitted works and/ or performances) to ensure they meet all the requirements.

The development and selection of student projects, major works, exhibitions and performances **must also satisfy the below health and safety requirements**:

- Be undertaken within the operating guidelines and directives of education authorities and/or schools,
- Recognise and reflect relevant state and national legislation, regulations and standards including those relating to workplace health and safety (WHS), animal welfare, dangerous goods, hazardous substances and weapons.

Any HSC project that might be considered dangerous to health or safety may not be marked.

Prohibited weapons, replicas and related articles
Student projects, major works, bodies of work, exhibitions and performances should not produce, display or use prohibited weapons, replicas, or related articles. Plastic toys and other objects that would not be mistaken for real weapons are permissible. Students using such toys to represent a weapon in a performance must advise the markers before they begin their performance.

Examples of prohibited weapons, replicas and related articles include, but are not limited to, firearms, knives, crossbows, archery bows and arrows, catapults, kung fu sticks or nunchaku, batons, spear guns, handcuffs and self-defence sprays.

WHS Certification
Where student projects, major works, exhibitions and performances involve the production or modification of items or processes that would normally require WHS certification for sale or use in the community or workplace, they must carry appropriate certification by an accredited person in accordance with Australian Standards. Examples of situations where WHS certification should be provided include, but are not limited to, works involving electrical voltages in excess of 32 volts and/or high currents, welded structures and components under load, vehicles and trailers, pressure vessels and flammable gases.

Breaches and malpractice in HSC submitted works and practical components, HSC examinations and HSC minimum standards tests
Should a breach of exam/test rules and/or malpractice be suspected in an HSC examination or HSC minimum standard test, NESA will:

a. Notify the student of the suspected breach of examination/test rules and/or malpractice, and
b. Provide the student with an opportunity to formally respond to the suspected breach of examination/test rules and/or malpractice and may invite the student to attend a meeting with the ERC.

The Examination Rules Committee (ERC) will consider all available evidence to determine if malpractice and/or a breach of examination/test rules has occurredhttps://curriculum.nsw.edu.au/ace-rules/ace10/malpractice, the appropriate penalty to be applied, and any other actions to be taken.

Should a breach of examination/test rules and/or malpractice be suspected or established after the release of results, the ERC may conduct a retrospective review.
Where the ERC determines a student has engaged in breaches of examination rules and/or malpractice for an HSC examination, the ERC may impose penalties including:

a. Reduced marks for the examination, and/or
b. Zero marks for the examination, and/or
c. Course cancellation.

Penalties imposed by the ERC may render the student ineligible for the HSC and RoSA.

Where the ERC determines a student has engaged in breaches of test rules and/or malpractice for an HSC minimum standard test:

a. The result of the test attempt will not be used to demonstrate achievement of the HSC minimum standard, and
b. The student is prohibited from re-attempting the test in the same domain for a minimum of 30 calendar days.

Other breaches of HSC exam/HSC minimum standard test rules
All students undertaking an HSC examination or HSC minimum standard test must comply with the assessment conditions set by NESA.

When assembling for, undertaking, and leaving the examination or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

a. HSC examination rules and procedures, and
b. HSC minimum standard test rules and procedures.

DO YOU HAVE TO DO NON-ASSESSMENT ASSIGNMENTS/Examinations?

Yes! One of the conditions of completing a course satisfactorily is that the student must apply themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school (NSW Education Standards Authority ACE Manual 8019). Class work, homework and assignment work may also be based on mandatory outcomes for the course as described by the Syllabus for that course, and as such must be completed satisfactorily.

Student Work

CTHS may use student assessment task responses, including performances, language / speaking exams and submitted works, to help teachers and students understand the required standards in a course. These materials include samples of student work in printed or electronic form.

Course Completion

The Principal must certify that a student has completed the following course completion criteria:

- Followed the course
- Applied themselves with diligence and sustained effort to the set tasks and experiences that school have provided in the course
- Achieved some or all the course outcomes
- Completed the compulsory course requirements (where applicable) such as VET work placement hours.

In extreme circumstances the Principal and Director, Educational Leadership may expel a student for unsatisfactory participation in learning

The grounds for expulsion will be 'unsatisfactory participation for students aged 17 years and are at risk of receiving an 'N' determination (non-completion of course requirements) in a minimum of two courses and has received a minimum of two written 'N' warnings in each course.

The Principal will:

- Advise the student of the tasks or actions to be undertaken and alerted the student to the possible consequences of receiving two written 'N' warnings or a final 'N' determination.
- Provide the student with a formal written notice of potential expulsion for unsatisfactory participation from the school
- Provide the student with the opportunity, time and appropriate support to complete the course requirements.

Student Appeals Against Assessment Rankings Process

After students have completed their final HSC written examination, they are able to access the NSW Education Standards Authority's website via the Student Portal and check if the assessment ranks provided to the NSW Education Standards Authority in each course were correct.

Students, who consider that their placement in the order of merit for any course is not correct, on the basis of feedback on their performance during the course, may seek a school review at the time the task is returned to the student but no more than five school days after this time.

Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. As such the marks or grades awarded for individual tasks will not be subject to review as part of this process.

Appeals and any reviews undertaken as a result, are designed to correct any errors affecting the assessments for the entire school group despite, the fact an appeal may have been initiated by individual students.

The Appeals Panel consists of the Deputy Principal and the Head Teacher Stage 6. The Panel will consider the written information supplied by the appealing student and the CTHS Assessment Policy.

Students appealing a final course rank in a Stage 6 course must:

- Submit their appeal, in writing, to the Head Teacher- Stage 6 and
- Provide evidence that the course rank awarded is inconsistent with the progressive reporting from the school.

The Panel will make a prompt decision and determine whether:

- The weightings specified conform with NESA requirements
- The procedures used for determining the final assessment mark conform with the assessment program
- There are no computational or other clerical errors in the determination of the assessment mark.

The Panel will inform the student of the outcome of the review of their assessment.

Moderation of Assessment Marks

School assessment marks are moderated by the NSW Education Standards Authority to allow fair comparisons of student achievement from different schools. Moderation is achieved by using the HSC examination results from each school to adjust the assessment marks submitted for each course. It is therefore important for all students in every course to strive for their best possible result in the HSC examinations.

CTHS does not moderate course assessment marks. A student's mark is therefore commensurate with the quality of their response in relation to the marking guidelines.

How do Tertiary Institutions Treat Assessments?

Tertiary institutions give equal weight to the examination mark and the moderated assessment mark, in working out if students satisfy their entry requirements.

HSC Examinations

The HSC examinations will assess against the standards of performance by:

- Using a variety of question types
- Setting questions that are clearly worded and structured
- Using marking guidelines that are aligned with performance standards
- Awarding marks that reflect the standard achieved.

HSC Examination Timetable

NESA publishes the HSC examination timetable via their website in addition to issuing personalised student HSC timetables via *Students Online* in Term 2. It is the responsibility of the student to review this information and advise the Head Teacher - Stage 6 immediately if any courses and/ or optional examinations are missing.

Students enrolled in courses with optional HSC examinations will NOT be automatically entered into these. Students must indicate via their Confirmation of Entry form that they wish to be enrolled in the optional HSC examination.

If the published HSC timetable lists an examination clash, students and the school will be notified by NESA via email, of the adjustment in the student's personalised timetable.

Students must read the HSC timetable carefully, as misreading the timetable is not a valid grounds for an Illness/Misadventure application.

HSC Student Achievement Credential

In December students will be issued their HSC credential package which will include:

- An HSC Testamur
- Record of Achievement showing the Year 12, 11 and 10 results
- Personalised course reports for all HSC courses entered

Students can download their NESA and VET credentials as a free PDF via *Students Online*. Students will also receive their HSC results via email or SMS on the HSC release date in December. These credentials will only be available for download from *Students Online* until 30 June, the following year. Eligible students will also receive a hard copy HSC Testamur.

For most ATAR courses, NESA reports student achievement against published standards by:

- An examination mark
- A school assessment
- An HSC mark
- A performance band.

The course report describes the standard achieved in the course using performance bands and provides a graph indicating the student's position in the course candidature.

Students studying English Studies and/ or Mathematics Standard 1 will receive an final result in the form of an A to E grade. Students who elect to complete the optional HSC examination for English Studies and/ or Mathematics Standard 1 will receive an examination mark and an HSC Performance band. The final HSC mark will be the same as the examination mark.

SITUATIONS WHICH MAY ARISE REGARDING TASKS
Non-AP Assessment Task Procedures

1. ABSENCE ON THE DAY OF NOTIFICATION OF AN ASSESSMENT TASK

If a student is absent on the day of notification of the task the onus is on the student to find out about the task on their **first day back at school**.

2. LATE ARRIVAL ON THE DAY OF AN ASSESSMENT TASK

School records must show that a student attended **all timetabled classes on the day of an assessment task**. This is to ensure that no student is advantaged by using school time to work on an assessment task. Failure to attend all classes may result in a **ZERO** mark being given for the task.

3. AT-HOME TASKS

Unless otherwise stated by the teacher, tasks completed at home will be due at the beginning of the first period of the subject on the day determined. Late work will receive a **ZERO** mark unless there is a valid reason.

4. ABSENCE ON THE DAY OF A NON-AP ASSESSMENT TASK

Use Explanation of Absence Form

A student who is absent due to illness or other unforeseen circumstances on the day of an assessment task must:

- Upload non-examination tasks, regardless of whether it is completed, by the due date
- Complete the **Explanation of Absence student statement**, providing an explanation of how their assessment task performance was affected,
- Provide independent supporting evidence (medical or otherwise) dated the same day of the affected task,
  - For medical reasons: provide independent evidence of a claimed illness, as observed by the attending medical professional who completes the CTHS Medical Certificate proforma. CTHS will not accept a medical certificate that merely states a student is unfit for work/study.
  - For misadventure reasons: provide supporting independent evidence (police statements, statutory declarations etc) explaining how the student's performance may have been affected,
- ***Submit the above documentation on the day of the assessment task or on the first day of return to school*** following the assessment task to the relevant Head Teacher KLA. If the Head Teacher KLA is absent please submit to the Head Teacher Stage 6.

A copy of the Medical Certificate must also be provided to the student window to ensure an accurate record of attendance.

On the first day of return to school, students should arrive ready to sit in-class assessment tasks. If the reason for the absence is accepted, a substitute task may be given or an extension of time to complete the task may be granted. In exceptional circumstances, where a student cannot complete the assessment task, the Principal, with permission from the Quality in Credentialling Unit, NESA may authorise the use of an estimate mark. If a student misses an assessment task without a genuine reason, supported by written evidence, they will be given a **ZERO** mark.

Students should expect to complete non-AP examinations on the first day of their return to school.

A copy of the Medical Certificate must also be provided to the student window to ensure an accurate record of attendance.

If a student does not complete a task by the due date or attend a scheduled assessment task, and has their Explanation of Absence application declined, the school must record a zero mark for the assessment task.

5. REQUESTING A LEAVE OF ABSENCE DURING THE SCHOOL TERM

Use Explanation of Absence from an Assessment Task form

Approval for an **Application for Extended Leave - Travel** will be determined according to the best interests of the student and course cohort, while also ensuring the integrity of the task is maintained. If leave is approved, it is the student's responsibility to complete the appropriate leave application, obtained from the Student Window and to speak with the relevant Head Teacher KLA prior to the leave about the decision regarding any alternate arrangements deemed appropriate. If a suitable arrangement cannot be found then a **zero mark** will be awarded for any assessment task missed. If leave is not approved and the family decision is to still take leave, a **zero mark** will be awarded for any tasks missed.

Should special circumstances arise where a student is aware in advance they will be absent on the day of an assessment task, they should complete an Explanation of Absence from an Assessment Task Form and submit this with supporting evidence to the **relevant Head Teacher KLA**. If the reason is accepted, a substitute task and/or an alternate date will be given, whichever is appropriate.

6. ILLNESS OR MISADVENTURE ON THE DAY OF A NON-AP ASSESSMENT TASK

Use Illness or Misadventure Appeal form

If a student believes that circumstances occurring immediately prior to the day or on the day of an assessment task may have diminished their performance, they should inform the relevant KLA Head Teacher ***prior*** to the task. Students may complete an **Illness or Misadventure Appeal** form and hand it to the **HT Stage 6** with the appropriate documentation. The Appeals Panel consists of the Deputy Principal and the Head Teacher – Stage 6. The Panel will consider the written information supplied by the appealing student, the CTHS Assessment Policy and the NESA Assessment Certification Examination manual.

For illness/ misadventure applications the student must:

- Complete the illness/ misadventure student statement providing an explanation of how their assessment task performance was affected. Only if the student is incapacitated for a significant period of time can a parent/ guardian complete and submit the form on the student's behalf
- Provide independent supporting evidence dated the same day of the affected task, OR
- Provide independent evidence of the claimed illness, as observed by the attending medical professional who has completed the CTHS Medical Certificate proforma dated the same day as the task in question. CTHS will not accept a medical certificate that merely states a student is unfit for work/study.
- Provide the date of onset of the illness
- Any and all other dates of consultation in relation to the illness
- ***Submit the above documentation on the day of the assessment task or on the first day of return to school*** following the assessment task to the Head Teacher Stage 6.

No Illness or Misadventure Appeal will be considered **after results of the assessment task** have been distributed to students.

A copy of the Medical Certificate must also be provided to the student window.

For misadventure information provided must:

- Evidence explaining how the student's performance in the task/ examination may have been impacted
- Provide independent supporting evidence dated the same day of the affected task
- Specific details of the misadventure
- Date(s) and time(s) of the occurrence(s)

7. QUERYING THE RESULT OF A SCHOOL ILLNESS/ MISADVENTURE APPLICATION

If a student needs clarification of an Illness/ Misadventure determination, it is their responsibility to discuss their concern with the Head Teacher - Stage 6, not more than five school days after being provided with a determination. If a student doesn't raise any issues concerning the outcome of an Illness/ Misadventure application within this time, there is no recourse for a student to do so at a later date.

The Appeals Process

Students appealing the result of a school Illness/ Misadventure application in a Stage 6 course must:

a) Submit their appeal, in writing, to their Head Teacher - Stage 6 and
b) Provide evidence that the determination was inconsistent with the application of the Illness/ Misadventure criteria.

Appeals regarding a decision of the Academic Appeals Panel will be determined by the Principal, who will consider the written information supplied by the appealing student, the Illness/ Misadventure Panel, the CTHS Assessment Policy and the NESA Assessment Certification Examination manual.

The Principal will make a prompt decision and determine whether:

- The procedures used for determining the Illness/ Misadventure outcome conforms with the guidelines
- There are no clerical errors in the determination of the outcome.

The Principal will inform the student of the outcome of the review.

8. DISABILITY PROVISIONS FOR SCHOOL-BASED ASSESSMENT TASKS

Students must apply for Disability Provisions via the Head Teacher Administration, where a form and appropriate medical documentation needs to be provided no later than Week 10, Term 1, 2026.

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AP Examination Procedures

The AP timetable is final and individual times and dates of examinations/tasks are not subject to change so as to accommodate individual circumstances or preferences.

1. ABSENCE FROM AN EXAMINATION DURING THE AP3 OR AP4 EXAMINATION PERIOD

Use Illness or Misadventure form

The student must contact the Head Teacher Stage 6, preferably prior to or on the day of the scheduled examination, to inform them the student will not be doing the examination. Documentation should be provided no later than 48 hours after the final date listed as unfit to attend school by the medical practitioner on the medical certificate.

The student will report to the HT Stage 6 on the day or the first day they are well/available with the appropriate documentation **Illness or Misadventure** form and a **CTHS Medical Certificate** (for illness) **OR other appropriate supporting documentation** (for a non-medical reason)

The Head Teacher Stage 6 will issue a rescheduled date and time based on the student's **next available free slot within their examination timetable**.

Note:

- AP examinations will **not** be rescheduled post the advertised date unless special permission is sought by the student from the relevant KLA Head Teacher to undertake a rescheduled examination prior to the advertised date
- A student who knows they will be absent from an examination due to a sporting, family or other reason must see the HT Stage 6 ***prior*** to the examination period and provide supporting documentation
- Students sitting a rescheduled AP examination should expect to be given an alternate examination paper
- Students must follow the normal procedure by also supplying a copy of any medical certificate to the student window so their attendance can be accurately recorded.

Students who miss an examination must submit an Illness/ Misadventure form following the below requirements:

- Complete the illness/ misadventure student statement, providing an explanation of how their assessment task performance was affected. Only if the student is incapacitated for a significant period of time can a parent/ guardian complete and submit the form on the student's behalf
- Provide independent supporting evidence dated the same day of the affected task,
  - For illness reasons: provide independent evidence of the claimed illness, as observed by the attending medical professional on the day of the missed examination who must complete the CTHS Medical Certificate proforma. CTHS will not accept a medical certificate that merely states a student is unfit for work/study.
  - For misadventure reasons: provide supporting independent evidence (police statements, statutory declarations etc) dated the day of the missed examination explaining how the student's performance may have been affected,
- Provide the date of onset of the illness
- Any and all other dates of consultation in relation to the illness
- *Submit the above documentation to the Head Teacher Stage 6* ***on the day of the assessment task or by the first day the student is medically cleared to attend school.***

A copy of the Medical Certificate must also be provided to the student window to ensure an accurate record of attendance.

For misadventure information provided must:

- Evidence explaining how the student's performance in the task/ examination may have been impacted
- Specific details of the misadventure
- Date(s) and time(s) of the occurrence(s).

If a student does not complete an examination, and has their illness/misadventure application declined, the school must record a zero mark.

2. QUERYING THE RESULT OF A SCHOOL ILLNESS/ MISADVENTURE APPLICATION

If a student needs clarification of an Illness/ Misadventure determination, it is their responsibility to discuss their concern with the Head Teacher - Stage 6, not more than five school days after being provided with a determination. If a student doesn't raise any issues with the outcome of an Illness/ Misadventure application within this time, there is no recourse for a student to do so at a later date.

The Appeals Process

Students appealing the result of a school Illness/ Misadventure determination in a Stage 6 course must:

a) Submit their appeal, in writing, to their Head Teacher - Stage 6 and
b) Provide evidence that the determination was inconsistent with the application of the Illness/ Misadventure criteria, the Stage 6 Assessment policy and/ or the NESA Assessment Certification Examination manual.

Appeals concerning the determination of the Academic Appeals Panel will be determined by the Principal, who will consider the written information supplied by the appealing student, the Illness/ Misadventure Committee and the CTHS Assessment Policy.

The Principal will make a prompt decision and determine whether:

- The procedures used for determining the Illness/ Misadventure outcome conforms with the above stated guidelines
- There are no clerical errors in the determination of the outcome.

The Principal will inform the student of the outcome of the review.

3. DISABILITY PROVISIONS FOR AP EXAMINATIONS

Students must apply for Disability Provisions via the HT Administration where a form and appropriate medical documentation needs to be provided no later than Week 10, Term 1, 2026.

2026 EXPLANATION OF ABSENCE FROM AN ASSESSMENT TASK FORM

(for all NON-AP assessment tasks)

Non-AP Assessment Tasks: Take this form to the KLA HT who will then forward it to the HT Stage 6.

Note: Failure to fully complete this form or provide necessary detail and supporting documentation will result in an application being declined.

A copy of the medical certificate must also be provided to student reception

Student's name: _____ Date: _____

Course name: _____ Teacher: _____

Date of assessment task: _____ Year: ☐ 11 ☐ 12

Assessment task details: **Attach a copy of the assessment notification to this form**

Students must explain the reason for absence from the assessment task (evidence should be attached to this form).

_____

_____

_____

_____

_____

Student's signature: _____

Parent's signature: _____

Take this form to the Head Teacher KLA

For Office Use Only

Was this Assessment Task rescheduled? ☐ Yes ☐ No

Head Teacher KLA Decision:

_____

_____

Date: _____

Date student informed: _____

Please return completed form to Head Teacher Stage 6

2026 ILLNESS OR MISADVENTURE FORM

A student who believes that circumstances occurring immediately prior to or on the day of a non-AP assessment task or AP examination, which were beyond their control and consider their performance diminished by illness or misadventure should take this completed form to the **Head Teacher Stage 6, no later than the first day they are medically cleared to attend school but BEFORE the marks of an assessment task have been returned.**
A copy of the medical certificate must also be provided to the student window.

In dealing with illness/misadventure **there can be no consideration for**:

- General difficulties in preparation or general loss of preparation time, eg. due to an earlier/preexisting illness
- Alleged deficiencies in teaching, eg. extended teacher absences
- Loss of study time or facilities
- Long term illness, such as glandular fever, unless you suffer from a flare up of the condition during the task
- The same grounds under which you received disability provisions, except for other difficulties during the exam
- Misreading of the timetable, causing you to miss an examination or arrive late
- Misreading examination instructions
- Failure to enrol/enter for the examination in the correct course
- Other school commitments, such as sporting or drama, which have not been school approved
- A flat laptop battery will not be considered grounds for illness/misadventure
- Equipment failure eg calculator flat battery, will not be considered grounds for illness/ misadventure
- Matters that could have been avoided by the student

Failure to provide a completed Illness or Misadventure Form and supporting evidence, no later than 48 hours after the examination date

Note: Failure to fully complete this form or provide necessary detail and supporting documentation will result in an application being declined.

Student's name:_____ Year: ☐ 11 ☐ 12

Name of Assessment task/s or AP examination affected:_____

Original date of assessment task/s or AP examination: _____

Attach a copy of the assessment notification for a non-AP assessment task

Students must explain how they were affected by the illness or misadventure suffered. Attach independent evidence of the illness or misadventure. **DO NOT LEAVE THE BELOW BLANK.**

_____

_____

_____

Was the task attempted/on the original date? ☐ Yes ☐ No

Was the task rescheduled? ☐ Yes ☐ No What was the rescheduled date? _____

Did you notify a teacher that you were submitting an Illness or Misadventure Form immediately prior to, or during the task? ☐ Yes ☐ No If 'Yes' then who?_____

Student's signature:_____ Date: _____

Parent's signature:_____ Date: _____

Please submit this application to the Head Teacher Stage 6

For Office Use Only

Date submitted: _____ Received by:_____

Assessment Committee Decision:

2026 NOTIFICATION OF LONG TERM ILLNESS
To be lodged with the **Head Teacher Stage 6**

Student's name: _____ Year: ☐ 11 ☐ 12

Date: _____

Long term illness (brief description of illness):

_____

_____

_____

_____

_____

_____

_____

Attached a copy of your medical diagnosis and medical action plan

Student's signature: _____

Parent's signature: _____

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Cherrybrook Technology High School
28-44 Purchase Rd Cherrybrook 2126
Ph: 9484 2144

MEDICAL CERTIFICATE

Doctor's name:.....Date: .....

Address: .....

I certify that on the above date I examined .....
(student's name)

The patient is suffering from.....
(diagnosis provided with patient's consent where possible)

In my opinion this condition will affect the completion of the following: (please tick)

	In minor way	Moderately	Severely
CLASS ATTENDANCE	☐	☐	☐
WRITTEN ASSIGNMENTS	☐	☐	☐
PRACTICAL ASSIGNMENTS	☐	☐	☐
PRIVATE STUDY	☐	☐	☐

For the period: ..... to.....

EXAMINATIONS: The student is unable to sit for examinations on:.....

OTHER REMARKS:.....

.....

.....

.....
Signature of medical practitioner

Doctor stamp (include provider number)

2 September 2025

SENIOR FLEXIBLE TIMETABLES

Students in Year 12 may be eligible for a Senior Study Leave Pass which allows them to start late or finish early on certain days where they meet certain criteria.

Eligibility Criteria for a Senior Study Leave Pass
All senior students are automatically eligible for a study period on Tuesday period 6, therefore, no formal application for a Senior Study Leave Pass is required for this particular day and time. In addition to this, students may be deemed eligible for a Senior Study Leave Pass for any day in which their timetable shows study periods for:

- Period 1 **OR**
- Periods 1 **and** 2 **OR**
- Periods 3 **and** 4 **OR**
- Periods 5 **and** 6 **OR**
- Period 6
- Students must have a proven record of regular attendance to all lessons.

Please note: A Senior Study Leave Pass will **NOT** be provided for study periods in the **middle of the day** ie periods 3 or 4 and therefore students are expected and required to stay on the school grounds, either in the library study area or the senior study room to undertake homework and/or course work revision. Flexible timetables only apply to those who meet the above stated criteria.

Study Leave Pass Rules
- Students are granted this privilege at the discretion of the Deputy Principal and there is an expectation students, at the time of application, have a proven record of regular attendance at school and to their lessons
- Students must apply to the Deputy Principal in the manner stated below to take advantage of this privilege. It is **NOT** automatically granted. Each time a student's timetable changes due to the withdrawal of subjects, it is the student's responsible to re-apply to have their Senior Study Leave Pass amended.
- Students must carry their Senior Study Leave Pass on their person at all times during school days, failure to do so will suspend the permission to leave the school at the times indicated on the pass for any day the student doesn't have the pass
- Students must, when requested by school staff or Police, present their Senior Study Leave Pass to prove they are eligible to leave the school premises. Failure to present the Senior Study Leave Pass is a breach of school rules and the student will be subject to the School Discipline Code.

Senior Study Leave Pass Application Procedure
1. Students can only apply for a Senior Study Leave Pass once their dropped subjects have been removed from their timetable
2. A link to a Google application form will be emailed to parents/carers
3. Parents/carers to complete and approve the Senior Study Leave Pass Google application form
4. Students must then submit their **updated timetable** to Mrs Gatt
5. Applications are accepted twice per term **only.**

Note: Until students have applied for and received their Senior Study Leave Pass card, they must follow school procedures and attend all lessons for the whole day.

Once students have been allocated a Senior Study Leave Pass card, the rules are as follows:

Year 11
- You **MUST sign in and out** via the **student window** each time and present your **card**
- If you do **not** have a timetabled class period 1, you may attend school from period 2 onwards
- If you do **not** have a timetabled class period 6, you may leave school after period 5
- To be eligible to leave school throughout the day, you must have at least two consecutive free periods
- Single periods (from periods 2-5) do not qualify
- Senior Study Leave Pass applications occur twice per term.

Year 12

- You **MUST sign out** via the **finger swipe** machine, but **sign back in** via the **student window** each time and present your **card**
- If you do **not** have a timetabled class period 1, you may attend school from period 2 onwards
- If you do **not** have a timetabled class period 6, you may leave school after period 5
- To be eligible to leave school throughout the day, you must have at least two consecutive free periods
- Single periods (from periods 2-5) do not qualify
- Senior Study Leave Pass applications occur twice per term.

Please note: If you arrive late to school, you must sign in via the student window. Late students must *NOT* use the finger swipe machine.

If a request to withdraw from a subject has been submitted to Miss Adamou, please wait until this has been processed before the application for a Senior Study Leave Pass is submitted.

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TAFE - Delivered Vocational Education and Training (TVET) Students

Coordinator
The TVET Program at CTHS is managed and coordinated by Mrs Franchesca Arroyo, Careers Adviser. All applications, attendance, course requirements and work placements are to be forwarded to her.

Attendance
Students who are accepted into a TVET course are required to commit themselves for the whole course and should be aware they may miss some school lessons in order to meet their commitments with TAFE. It is the student's responsibility to liaise with their school teachers and catch up any classes missed whilst attending their TVET course. Please note, TAFE classes will still run on pupil free days.

Regular attendance is a requirement for the successful completion of all TVET courses and students must be prepared to attend all lessons, even during exam periods, school development days, sports carnivals, etc. An Absence Form must be completed for ***every*** full or partial absence from a TAFE class. If a student is absent due to illness, a medical certificate must be provided. This form must be returned to the TVET Coordinator, Mrs Arroyo, rather than the TAFE teacher.

If a student needs to arrive late or leave TAFE early, a note signed by parents, must be authorised by the TVET Coordinator, then given to the TAFE teacher on the day.

Students will be given a TAFE pass at the beginning of their course which allows them to leave class at a designated time to attend TAFE. Students must keep this card on their person as they are expected to show this pass to any teacher who asks to see it. Without this card, students may not be given permission to leave class. If a pass is lost, students are required to seek a replacement card from the TVET Coordinator urgently.

If a student arrives late to school they are required to indicate to staff at the student window that they are a TAFE student, which will ensure accurate attendance records.

Students who have a school assessment task or AP examination which clashes with their TAFE class, must see the TVET Coordinator prior to the date, to complete a TAFE Absence Form. Students are required to present themselves to school assessment tasks and AP examinations on the advertised date and time.

Behaviour and Course Completion Criteria
Students are required to apply diligence, sustained effort and appropriate behaviour at TAFE. If there are concerns, TAFE will issue an official warning letter detailing what is required to satisfactorily complete the course of study. This letter will be mailed to parents. The school will also be notified and the TVET Coordinator will meet with the student. If after two official letters of warning are issued and then required improvements are not made, the student will be issued with an 'N' Determination. This will mean that the student is unable to include the TVET course as units of study towards the Preliminary or HSC year.

Uniform
It is a school requirement students attend their classes in full school uniform. If a TVET course requires specific dress standards, such as protective clothing, then students can get changed at TAFE making sure they also arrive on time to class.

Work Experience
Year 11 students wishing to undertake work experience during their Preliminary year of study, must complete an application form, obtained from a Careers Advisor. They must ensure their work experience does **NOT** clash with one or more assessments tasks. They must also understand, they bear the responsibility of catching up on any missed work. Work experience can be approved during all vacation periods, except January.

TAFE Delivered HSC VET (TVET)

TVET Student Absence Notification

Instructions
Students are to complete the form below and **return to Mrs Arroyo within 24 hours**. A Medical Certificate must be attached when absent for illness. Tick the college coordinator.

	TVET College Coordinator at:	
College:	☐ Hornsby ☐ Meadowbank ☐ Castle Hill ☐ Other _____	☐ St Leonards ☐ Bradfield College ☐ Ryde
From:	**TVET School Coordinator** Franchesca Arroyo **Email:** franchesca.tenedora3@det.nsw.edu.au **Tel:** 9484 2144	
School:	**Cherrybrook Technology High School**	

Student's Details - To be completed by **student and parent**	
Student's Name:	
Year:	☐ **Year 10** ☐ **Year 11** ☐ **Year 12**
Course:	
Date: **was / is / will be** **absent on:**	
Due to: (must have Doctor's Medical Certificate if sick)	☐ **Medical Certificate is attached (if applicable)**
Signatures:	Student: .....Date:..... Parent: .....Date:.....
School TVET Contact:	Mrs Franchesca Arroyo
Signature:..... Date:	

EXAMINATION ADVICE FOR ASSESSMENT PERIOD EXAMINATIONS

Please Note the Following:

Arrival

- Arrive at least five minutes before exams. Relax. Ready yourself.

Reading Time

- Reading time is for reading. Complete Attendance Slip when instructed.
- **NO writing or highlighting may be undertaken during reading time. A staff member will advise you when you may use a pen.**

Written Examination Venue

- Please **check the school examination timetable** to determine where your exam will be held (usually the MPC, or rooms in A Block or B Block).

Lateness to Examinations

- Students may be admitted up to one hour after a written examination has started, dependent upon circumstances. Students are not allowed to leave early from an examination.

Disability Provisions Granted for Examinations

- These cannot be granted by CTHS as they are approved by the NSW Education Standards Authority. Applications for Disability Provisions must be directed to the HT Administration.

Conduct During the Examinations

- **Full school uniform must be worn to every exam.** Names of students out of uniform will be recorded but no 'Out of Uniform' slip will be issued. Students must expect to be asked by teachers on exam duty to demonstrate they are wearing full school uniform if this cannot be easily ascertained. Students are to present themselves to E2.3 the first day back after the AP period has finished to complete their uniform detention.

*You must become familiar with the sections of the **HSC Rules and procedures for the Higher School Certificate Candidates' Booklet** that relates to examination conduct. This booklet provides the expectation of students' behaviour in exams at CTHS.*

You Must NOT:

- Wear a programmable or smart watch, e.g. an Apple Watch, into the examination room
- Have your mobile phone with you in any examination. **It must be in your bag and turned off. Please note, for the HSC NO MOBILE PHONES ARE ALLOWED INTO THE EXAMINATION ROOM**
- Have any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads, etc.), music players or electronic dictionaries.
- **Wear a wristwatch in the exams** - they must be placed in a clear plastic bag that is located on the floor underneath the examination table. No plastic wristbands are permitted in any exam room
- Speak to any person other than a supervisor during an examination
- Behave in any way likely to disturb the work of any other student, or upset the conduct of the examination
- Attend an examination while under the influence of alcohol or illegal drugs
- Take into the examination room, or refer to during the examination, any books or notes, the examination timetable, any paper, or any equipment other than the equipment listed in this document
- Smoke in and around the school grounds
- Eat in the examination room except as approved by the presiding officer, e.g. for diabetic students. The only food/liquid you are permitted is water and it must be in a clear plastic bottle
- Take any writing booklets, whether used or not, from the examination room. Examination question papers may not be removed at the end of the examination
- Use liquid paper
- Take into the examination room anything other than a clear (no colour) see through pencil case or plastic bag for your equipment.

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Student Identification

- Students must place their **School ID Card** on the desk in the examination room.

Failure to follow these procedures may result in a 'zero' being awarded for the exam

A reminder, parents must follow NSW Department of Education and CTHS Policy when entering school grounds by only presenting to the Front Office. Parents are not allowed to approach examination rooms.

Student Absences from an Exam

- Refer to Page 8

Examination Equipment

- It is the student's responsibility to attend an examination with the necessary equipment, the school is unable to loan equipment
- only use a **BLACK** pen is permitted
- erasable pens are not allowed to be used
- You may only take the equipment listed for particular examinations into the examination room. No other equipment is allowed
- Any equipment brought into the examination room will be subject to inspection before and during the examination
- It is the student's responsibility to supply equipment that is in good working order. This includes calculators
- Equipment failure is not grounds for an appeal under misadventure provisions
- Supervisors will not be responsible for the safekeeping of any unauthorised material.

Equipment for all Examinations

- You are expected to provide your own pens, pencils, erasers and a ruler marked in millimetres and centimetres, for all examinations. **These are only allowed to be enclosed in a clear (no colour) pencil case, or clear (no colour) plastic bag.**
- You may use a pencil sharpener and/or highlighter pen.

The following list shows the examinations for which you are to bring specific equipment, as there may be some examination questions that require the use of this equipment. If an item is listed as optional, it means that there will be no examination questions for which the item is essential. But you may bring and use it if you wish.

All equipment you bring is subject to inspection on entry. Make sure any equipment you are allowed to bring, such as a calculator, is in good working order because an appeal under misadventure provisions for equipment failure will not be upheld.

Equipment for Specific Examinations

The following list shows the exams and the specific equipment you should bring.

- There may be questions in these exams that require the use of the equipment
- 'Optional' in this list means that there won't be exam questions for which the item is essential, but you may bring the item with you if you want
- Only those exams that require specific equipment are listed.

Exam	Equipment
Agriculture	• **NESA approved calculator** • pencil
Automotive (VET)	• **NESA approved calculator**
Biology	• **NESA approved calculator** • pencil
Business Services (VET)	• **NESA approved calculator**
Business Studies	• **NESA approved calculator**
Chemistry	• **NESA approved calculator** • pencil
Construction (VET)	• **NESA approved calculator**
Earth and Environmental Science	• **NESA approved calculator** • pair of compasses

Exam	Equipment
	• pencil • protractor • set squares
Economics	• **NESA approved calculator**
Electrotechnology (VET)	• **NESA approved calculator**
Engineering Studies	• **NESA approved calculator** • pair of compasses • pencil • protractor • set squares • circle templates • isometric/ellipse templates
Enterprise Computing	• a supported device (desktop or laptop) with the NESA lockdown browser pre-installed • full battery life to last the entire exam (for laptops) • wired headphones (no Bluetooth allowed) to listen to audio stimulus for questions • a wired or wireless physical keyboard • a mouse
Entertainment Industry (VET)	• **NESA approved calculator**
Financial Services (VET)	• **NESA approved calculator**
Geography	• **NESA approved calculator** • pair of dividers • pair of compasses • protractor • coloured pencils and/or coloured felt pens • ruler • (optional) a hand-held magnifying glass • (optional) a piece of string or thread for measuring
Hospitality (VET)	• **NESA approved calculator**
Human Services (VET)	• **NESA approved calculator**
Industrial Technology	• **NESA approved calculator** • pair of compasses • pencil • protractor • set squares
Information and Digital Technology (VET)	• **NESA approved calculator**
Investigating Science	• **NESA approved calculator** • pencil
Languages	• Unannotated monolingual and/or bilingual print dictionaries are permitted in the HSC external examination for all Modern languages courses and Latin. This includes Beginners, Continuers, Extension, [Language] in Context and [Language] and Literature courses. Bilingual print dictionaries of any language combination are permitted. • Specialist dictionaries such as grammar dictionaries, dictionaries of idioms or syllabary dictionaries are **not** permitted. • Digital dictionaries are **not** permitted.
Mathematics Standard 1, Mathematics Standard 2	• **NESA approved calculator** • ruler
Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2	• **NESA approved calculator** • ruler
Physics	• **NESA approved calculator** • pencil

Exam	Equipment
Primary Industries (VET)	• **NESA approved calculator**
Retail Services (VET)	• **NESA approved calculator**
Science Extension	• **NESA approved calculator** • a supported device (desktop or laptop) with the NESA lockdown browser pre-installed • full battery life to last the entire exam (for laptops) • wired headphones (no Bluetooth allowed) to listen to audio stimulus for questions • a wired or wireless physical keyboard • a mouse
Software Engineering	• a supported device (desktop or laptop) with the NESA lockdown browser pre-installed • full battery life to last the entire exam (for laptops) • wired headphones (no Bluetooth allowed) to listen to audio stimulus for questions • a wired or wireless physical keyboard • a mouse

View a list of NSW Education Standards Authority (NESA)-approved calculators below:

Approved: September 2025

NESA provides an approved calculator list for the purpose of ensuring the fairness and integrity of examinations.

NESA approved calculators can be used in some examinations. Examinations for which students are permitted to use an approved calculator are listed above.

The calculators in the table below are referred to as 'scientific' calculators and are approved for use in 2026. These calculators meet the requirements as listed below under calculator features.

Candidates are expected to familiarise themselves with a calculator's operation before the examination. Instruction booklets or cards (e.g. reference cards) on the operation of calculators are NOT permitted in the examination room.

Calculators must have been switched off/reset for entry into the examination room.

Approved Calculators
The following calculators are approved for 2026 HSC Exams onwards.

Brand	Product
Abacus	• SX-II MATRIX a • SX-II MATRIX n
Canon	• F717SGA • F-715SG • F-730SX
Casio	• fx-82AU • fx-82AU PLUS • fx-82AU PLUS II 1st or 2nd Edition • fx-8200AU • fx-85MS • fx-100AU • fx-100AU PLUS 1st or 2nd Edition • fx-350MS
Hewlett-Packard	• HP10S • HP10S+ • HP300S+ • HP 10sll

Brand	Product
Jastek	• JasCS1 • JasCS EVO • JasCS2 EVO
RSB	• FB 350MS
Scholar	• SC-250MX
Sharp	• EL-531TH • EL-531THB-GR • EL-531THB-WH • EL-531VH • EL-531WH • EL-531X • EL-531XH • EL-W531HA • EL-W532TH • EL-W532THB-WH • EL-W532XH
Texas Instruments	• TI-30XB MultiView • TI-30X Plus MathPrint

Accessible Calculators
The following accessible calculators have been approved for use in examinations by students with low vision or vision impairment.

NESA-approved accessible scientific calculator list (2026 HSC)	
Brand	**Model**
SciPlus	SciPlus -2200
SciPlus	SciPlus -2300*
Texas Instruments	Orion TI-30XS Multiview*

*Students wishing to use the speech output function of these calculators will be required to apply through NESA's HSC Disability Provisions program, please see Mr Edinborough.

Students who are unable to use the accessible scientific calculators listed above, may apply to NESA's HSC Disability Provisions program to use an appropriate alternative.

Features of Approved Calculators
In addition to the features commonly available on calculators, the NESA-approved scientific calculators can typically:

- Calculate in scientific notation: EXP or $\times 10^x$
- Calculate powers and roots: x^2 and $\sqrt{x}$; x^3 and $\sqrt[3]{x}$; x^n and $\sqrt[n]{x}$
- Calculate reciprocals: x^{-1} or $\frac{1}{x}$
- Evaluate logarithms and exponentials: ln x and e^x; $\log_{10} x$ and 10^x
- Calculate trigonometric and inverse trigonometric values: sin x, cos x, tan x, $\sin^{-1}x$ $\cos^{-1}x$ and $\tan^{-1}x$
- Calculate permutations and combinations: ${}^nP_r$ and ${}^nC_r$
- Convert between polar and Cartesian form
- Perform basic statistical operation to obtain measures such as mean, median lower and upper quartiles and standard deviation
- Perform linear regression.

Calculator Features that are not Permitted

A NESA approved calculator may NOT:

- Be programmable (a calculator is considered programmable if it can have a sequence of steps entered by the user, and then stored to be executed by the calculator)
- Have graphing capability (A calculator with graphing capability is able to graph data or store, manipulate and graph functions)
- Have computer algebraic system (CAS) functionality. This functionality includes:
  - Differentiation and integration, and the solution of equations
  - Symbolic manipulation such as addition of algebraic expressions and binomial expansion
- Have inbuilt financial functions such as for the calculation of depreciation, annuities, simple and compound interest and break-even point.

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CREATIVE AND PERFORMING ARTS
Dance
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Week 9	Term 1	Term 2, Week 5	Term 3
Type of Task		**Presentation of Core Performance Under Development** Including process diary, critical analysis and evaluation of performance quality, interpretation and style and submission of safe dance practice journal.	AP3 **Submission/Performance of Major Study** Presentation of work in progress including formal elaboration and process diary analysis of process, decisions and problem solving.	**Written Core Appreciation Questions** TWO extended response questions, prescribed artists and their works.	AP4 Presentation Core Composition performance work in progress, process diary including record of research and analysis of problem solving and decision making specific to concept and intent. Major Study Submission/ Performance Presentation of Major Study Elective under development, formal interview and process diary.
Outcomes		H1.1, H2.1, H2.2	*Teacher will select the appropriate outcomes based on the Major Study option selected by each student.	H1.3, H4.1, H4.2, H4.4	H3.1, H3.2, H3.4*
Performance	**20**	20			
Composition	**20**				20
Appreciation	**20**			20	
Major Study	**40**		30		10
Total	**100**	**20**	**30**	**20**	**30**

HSC Course Outcomes

A student:
H1.1 Understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
H1.2 Performs, composes and appreciates dance as an artform
H1.3 Appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
H2.1 Understand performance quality, interpretation and style relating to dance performance
H2.2 Performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
H2.3 Values the diversity of dance performance

H3.1 Identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent
H3.2 Demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent
H3.3 Recognises and values the role of dance in achieving individual expression
H4.1 Understand the concept of differing artistic, social and cultural contexts of dance
H4.2 Recognises, analyses and evaluates the distinguishing features of major dance works
H4.3 Utilises the skills of research and analysis to examine dance as an artform
H4.4 Demonstrate, in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
H4.5 Acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

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Drama
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Week 9	Term 1	Term 2 Week 9	Term 3 Week 2
Type of Task		Individual Project/ Performance Oral Presentation Work in Progress 1, logbook incl preliminary drafts and research	Performance essay Studies in Drama and Theatre Submission Performance based on workshop activities	Group Performance Work in Progress & Logbook Interview	AP4 Individual Project Performance or Submission Group Performance Written Examination Studies in Drama & Theatre
Outcomes		H1.2, H1.5, H1.3, H1.6, H1.7, H3.1, H3.2, H3.3	*Outcomes relevant to each Individual project	H1.1, H1.2, H1.4, H1.5, H1.6, H2.2	H3.1, H3.2, H3.3, H1.4, H1.5, H2.1, H2.2, H2.3
Making	**40**	10	10	10	10
Performing	**30**		10	10	10
Critically Studying	**30**	10	10		10
Total	**100**	**20**	**30**	**20**	**30**

Syllabus Outcomes

H1.1 Uses acting skills to adopt and sustain a variety of characters and roles
H1.2 Uses performances skills to interpret and perform scripted and other material
H1.3 Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group work
H1.4 Collaborates effectively to produce a group-devised performance
H1.5 Demonstrates directorial skills
H1.6 Records refined group performance work in appropriate form
H1.7 Demonstrates skills in using the elements of production
H2.1 Demonstrates effective performance skills
H2.2 Uses dramatic and theatrical elements effectively to engage an audience
H2.3 Demonstrated directorial skills for theatre and other media
H3.1 Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H3.2 Analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H3.3 Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

* Teachers will select the appropriate outcomes based on the Individual Project option selected by each student.

Music 1
Assessment Schedule 2026

	Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing			Term 4 2025 Week 9	Term 1	Term 2 Week 5	Term 3
Type of Task			Composition	AP3 Aural & Elective 1 & Core	Research & Viva Voce	AP4 Aural Elective 2 & 3
Outcomes						
H2, H5, H6, H7, (H10, H11)	Musicology (Core)	**10**			10	
H4, H6, H8, (H10, H11)	Aural (Core)	**25**		15		10
H1, H2, H5, H7, (H9, H10, H11)	Performance (Core)	**10**		10		
H3, H5, H7, H8, (H10, H11)	Composition (Core)	**10**	10			
H1, H3, H4, H5, H6, H7	Elective 1 Performance or Composition or Musicology	**15**		15		
H1, H3, H4, H5, H6, H7	Elective 2 Performance or Composition or Musicology	**15**				15
H1, H3, H4, H5, H6, H7	Elective 3 Performance or Composition or Musicology	**15**				15
Total		**100**	**10**	**40**	**10**	**40**

Syllabus Outcomes

H1 Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
H2 Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
H3 Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H4 Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H5 Critically evaluates and discusses performances and compositions
H6 Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H7 Understands the capabilities of performing media, incorporates technologies into composition and performances 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.

Music 2
Assessment Schedule 2026

	Components	Total Weightings %	Task 1	Task 2	Task 3	Task 4
Timing			Term 4, 2025 Week 8	Term 1	Term 2 Week 6	Term 3
Type of Task			Musicology	AP3 Aural Performance	Composition	AP4 Aural Musicology Composition Performance
H2, H6, H7, H9	**Core** Musicology	**20**	10%	Aural		10
H2, H6, H9	**Core** Aural Skills	**20**		10		10
H2, H3, H4, H8, H9	**Core** Composition	**20**	5		15	
H1, H10	**Core** Performance	**20**		20		
H1-H11	**Elective** Musicology or Composition or Performance	**20**				20
Total		**100**	**15**	**30**	**15**	**40**

Syllabus Outcomes

H1 Performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
H2 Demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
H3 Composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
H4 Stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
H5 Analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
H6 Discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
H7 Critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
H8 Understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
H9 Identifies, recognises, experiments with, and discusses the uses and effects of technology in music
H10 Performs as a means of self-expression and communication
H11 Demonstrates a willingness to participate in performance, composition, musicology and aural activities.

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Music Extension - 1 Unit
Assessment Schedule 2026

Students will specialise in ONE of the learning experiences of performance or composition or musicology.

Components	Task 1	Task 2	Task 3
Timing	AP3	Term 2, Week 6	AP4
Type of Task	Performance Practical examination OR Composition Diary submission Or Musicology Progress Diary submission	Critical Appraisal	Performance Practical examination OR Composition Score submission Or Musicology Research Essay
Outcomes	1,4,6	2,3,6	1,4,5
Weighting %	**30**	**30**	**40**

Syllabus Outcomes

Performance Outcomes	Composition Outcomes	Musicology Outcomes
Through performance and related activities, a student: 1. Performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member	Through composition and related activities, a student: 1. Composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style	Through musicology and related activities, a student: 1. Presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
2. Leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others	2. Leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others	2. Leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
3. Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed	3. Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style	3. Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
4. Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed	4. Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed	4. Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
5. Presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction	5. Presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition	5. Presents, discusses and evaluates the problem-solving process and the development and realisation of a research project
6. Critically analyses the use of musical concepts to present a stylistic interpretation of music performed	6. Critically analyses the use of musical concepts to present a personal compositional style	6. Critically analyses the use of the musical concepts to articulate their relationship to the style analysed

Visual Arts
Assessment Schedule 2026

Outcomes	Components	Weighting %	Task 1	Task 2	Task 3	Task 4
H1, H2, H3, H4, H5, H6	Art Making	**50**			Term 2 Week 2 VAD+ VIVA+ BOW	Term 3 Week 2 20% Final BOW
H7, H8, H9, H10	Art Studying	**50**	Term 1, Week 2 Gallery Hop Critical Review	Term 1 Week 8-10 AP3		Term 3 Weeks 3-5 AP4
Total		**100**	**10**	**20**	**30**	**40**

Syllabus Outcomes

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, artworld, 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 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 Applies their understanding of the relationships among the artist, artworld, world and audience
H10 Constructs a body of significant art histories, critical narratives and other documentary accounts of the representation in the visual arts.

ENGLISH
English EAL/D
HSC Assessment Schedule 2026

Students educated overseas or in an Australian educational institution may study the English EAL/D course if they have been educated with English as the language of instruction for five years or less prior to commencing the Preliminary course.

Students must:

a. Provide evidence of their previous schooling and language(s) of instruction for each school year and
b. Complete the English as an additional language or dialect (EAL/D) Eligibility Declaration form.

Task	Task 1	Task 2	Task 3	Task 4	Task 5
Timing	Term 4, 2025 Approx Week 9	Term 1 Approx Week 8	Term 2 Approx week 5	Term 2 Approx Week 10	Term 3 Approx Week 4
Type of task	Multimodal task + listening	AP3 Informal examination* Short answer Mod A Essay Mod B Essay *with quote sheets/questions given in advance	Written portfolio FOW Task: Imaginative/ Discursive/ Persuasive/Informative	In class task	AP4 Formal examination Mod A Essay Mod B essay Mod C essay FOW Listening
Module	Module A: Texts and Human Experiences	Module A: TAHE and Module B: Language, Identity and Culture	Module D: Focus on Writing	Module C: Close Study of a Text	Module A Module B Module C FOW Listening
Text	*Past the Shallows* + *Student's related text – must contain a listening component eg, film, speech, podcast, interview*	*Past the Shallows, Contemporary Asian Australian Poets*	*Task related to one or more of: PTS, CAAP, Truman Show*	*The Truman Show*	All texts will be examined
Mod A	20	5			5
Mod B		15			5
Mod C				15	5
Mod D			25		2.5
Listening					2.5
Total Weighting %	**20**	**20**	**25**	**15**	**20**

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NSW Education Standards Authority

English as an additional language or dialect (EAL/D) Eligibility Declaration

Information and Declaration Form

Entry requirements for the HSC English EAL/D course

The English EAL/D course may be studied by any student who has been educated overseas or in an Australian educational institution with English as the language of instruction for five years or less prior to commencing the Year 11 course. This includes Aboriginal and Torres Strait Islander students from remote Indigenous communities where Standard Australian English is not the language of instruction.

The onus is on students to provide evidence of their previous schooling.

In order to apply the above criterion, the principal must determine the main language of instruction at previous schools attended by the student.

An English EAL/D Eligibility Declaration must be completed (by the school and the student) for any student seeking entry to the course. This form is kept by the principal.

For a student who has had a substantially interrupted education, approval may be sought to extend the period of instruction in English to six years or less. The **principal is required to send a submission**, including the completed declaration form to NESA, providing evidence of the student's individual circumstances.

English as an additional language or dialect (EAL/D) Eligibility Declaration

Stage 6 English EAL/D student submission

Student Number: | | | | | | | | |

Student's Name: _____

School / Institute: _____

Section 1A: School background

Write the required information in the columns below. FILL IN ALL THE BLANKS. If you did not attend school in any of these years, indicate by writing the word 'none' in the column. Principals should sight evidence from the student to support the information given on this form. This evidence could include certificates, school reports or letters from the student's overseas schools.

School year	Name of school attended	Country in which school was attended	Language(s) of instruction? *If more than one language, not including English language lessons, please also complete Section 1B*
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
K			

Section 1B: Languages of instruction

This section is only for students who attended a school that delivered the curriculum in more than one language, such as a bilingual or international school. This does **not** include English **language** lessons.

For each year that you attended a school with a bilingual program, as indicated in Section 1A, list the languages and the courses delivered in each language. Principals should sight evidence from the student to support the information given in this section.

School year	Language	Courses delivered in that language
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		
K		

Section 2: Student declaration

Please check carefully all the information you have provided before you sign this statement.

I declare that I have checked the information provided in Section 1 and certify these details are correct.

Student's Name: _____

Student's Signature: _____ Date: ____/____/____

Section 3: School / institute statement

This section is to be completed by the school / institute at which the student is enrolling in the Stage 6 English EAL/D course.

The information supplied by the student is, to the best of my knowledge, true and correct.

The student should be enrolled in the Stage 6 English EAL/D course for the reasons below. Please attach additional sheets if required.

Teacher's details

Name: _____

Email: _____

Signature: _____ Date: ____/____/____

Principal's details:

Name: _____

Email: _____

Signature: _____ Date: ____/____/____

Please ensure that all sections in this application are completed and that any supporting documentation (as appropriate) is attached.

English Standard
Assessment Schedule 2026

Schedule of Assessment Tasks and Mandatory Tasks

Mandatory Tasks are compulsory tasks that demonstrate to your teacher you are working consistently and effectively throughout the course. They do not contribute to your assessment mark or ranking. However, failure to complete these tasks by the required date will initiate the N-Award/Determination process and you will receive a warning letter about the danger of not meeting course requirements.

The times and dates for these Mandatory Tasks may vary, but you will be notified well in advance of any changes.

Timing		Tasks	Mandatory Tasks (not assessable)	Weighting %
Term 4, 2025	Week 5		**Module C:** 3 narrative proposals	
	Week 9	**Task 1 - Texts & Human Experiences Multimodal**		15
	Week 10		**Texts and Human Experiences:** Full practice essay due	
Term 1	Week 1		**Module C:** First draft of narrative	
	Week 6		**Module A:** Full practice essay due	
	Weeks 8-10	**Task 2 - AP3:** A) Texts & Human Experiences (short answer and extended response) B) Module A		25
Term 2	Week 3		**Module C:** Viva Voce	
	Week 5	**Task 3 - Module C In-Class Task**		20
	Week 10	**Task 4 - Module B in-Class Task**	**Module B**: Full practice essay due	15
Term 3	Weeks 3-5	**Task 5 - AP4:** A) Texts and Human Experiences B) Module A C) Module B D) Module C		25

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English Advanced
Assessment Schedule 2026

Schedule of Assessment Tasks and Mandatory Tasks

Mandatory Tasks are compulsory tasks that demonstrate to your teacher you are working consistently and effectively throughout the course. They do not contribute to your assessment mark or ranking. However, failure to complete these tasks by the required date will initiate the N-Award/Determination process and you will receive a warning letter about the danger of not meeting course requirements.

The times and dates for these Mandatory Tasks may vary, but you will be notified well in advance of any changes.

Timing		Tasks	Mandatory Tasks (not assessable)	Weighting %
Term 4, 2025	Week 5		**Module C:** 3 narrative proposals	
	Week 9	**Task 1 - Texts & Human Experiences Multimodal**		15
	Week 10		**Texts and Human Experiences:** Full practice essay due	
Term 1	Week 1		**Module C:** First draft of narrative	
	Week 6		**Module B:** Full practice essay due	
	Weeks 8-10	**Task 2 - AP3:** A) Texts & Human Experiences (short answer and extended response) B) Module B		25
Term 2	Week 3		**Module C:** Viva Voce	
	Week 5	**Task 3 - Module C In-Class Task**		20
	Week 8		**Module A:** Full practice essay due	
	Week 10	**Task 4 - Module A in-Class Task**		15
Term 3	Weeks 3-5	**Task 4 - AP4:** A) Texts and Human Experiences B) Module A C) Module B D) Module C		25

English Extension 1
Assessment Schedule 2026

Schedule of Assessment Tasks and Mandatory Tasks

Mandatory Tasks are compulsory tasks that demonstrate to your teacher you are working consistently and effectively throughout the course. They do not contribute to your assessment mark or ranking. However, failure to complete these tasks by the required date will initiate the N-Award/Determination process and you will receive a warning letter about your danger of not meeting course requirements.

The times and dates for these Mandatory Tasks are suggestions and designed to give you an idea about what your year will look like. See your individual class teacher for final due dates.

Timing		Tasks	Mandatory Tasks (not assessable)	Weighting %
Term 4, 2025	Week 7	**Task 1 - Creative:** Literary Worlds Creative and Reflection		10
Term 1	Week 9	**Task 2 - AP3 Task:** Multimodal presentation due during the AP3 examination period		20
	Week 11		**Prescribed Text 2:** Formative critical response due	
Term 2	Week 3		**Creative Writing:** Formative creative response due	
	Week 8		**Prescribed Text 3:** Formative critical response due	
	Week 10	**Task 2 - Portfolio:** Hand in portfolio consisting of critical, creative and reflective responses		30
Term 3	Week 1		**All texts:** Formative creative and critical responses due	
	Week 3	**Task 3 - AP4:** HSC-style examination paper based on all prescribed texts		40

English Extension 2
Assessment Schedule 2026

Objective 1: Skills in extensive independent investigation
Objective 2: Skills in sustained composition.

Tasks	Components		Weighting %	Timing
	Objective 1	Objective 2	Total	
Viva Voce addressing the proposal for the Major Work*	10	5	15	Term 1 Week 3
Literature Review - an evaluation of the core literature & the influence on the Major Work*	10	5	15	Term 2 Week 2
Critique of the Creative Process - an evaluation of how the revising and editing stages of the composition process*	10	10	20	Term 2 Week 9
Total Weighting %	**30**	**20**	**50**	

*The Journal MUST be submitted with all assessment tasks.

Compulsory Submissions for Feedback:

Term 4, Week 9: Initial Proposal and draft writing to be presented at Ext 2 Breakfast
Term 1, Day 1: Submission of first full draft*
Term 2, Day 1: Submission of second full draft*

*It is expected that you will regularly revise and rework aspects of your Major Works all the way through until the final submission date.

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HUMAN SOCIETY AND ITS ENVIRONMENT
Aboriginal Studies
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 3-5
Type of Task		Media Presentation	Major Project	In-class Essay	AP4
Outcomes		H1.2, H3.1, H3.2, H3.3, H4.1	H4.1, H4.2	H1.2, H1.3, H2.1, H2.2	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3, H4.3
Knowledge and understanding of course content	**40**		10	10	20
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	**25**	5	10	10	
Research and inquiry methods	**20**	5	10		5
Communication of information, ideas and issues in appropriate forms	**15**		10		5
Total	**100**	**10**	**40**	**20**	**30**

Syllabus Outcomes

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

Business Studies
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Week 7	Term 1 Weeks 9-10	Term 2 Week 7	Term 3 Weeks 3-6
Type of Task		Operations Extended Response	AP3 Task	In-class Task	AP4
Outcomes		H1, H2, H6, H7, H9	H1, H2, H4, H5, H6, H8, H9, H10	H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Knowledge & understanding of course content	**40**		10	5	25
Inquiry & research	**20**	10	5	5	
Stimulus-based skills	**20**		5	10	5
Communication of business information, ideas, issues in appropriate forms	**20**	5	10		5
Total	**100**	**15**	**30**	**20**	**35**

Syllabus Outcomes

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.

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Economics
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Weeks 9-10	Term 1 Weeks 8-10	Term 2 Weeks 8-9	Term 3 Weeks 3-6
Type of Task		Research Task	AP3 Task	Research Essay	AP4
Outcomes		H1, 2, 3, 8, 10, 11	H1, 2, 3, 4, 5, 6, 7, 8, 10, 11	H1, 2, 5, 6, 7, 8, 9, 10, 12	H1, 2, 3, 4, 5, 6, 7, 8, 10, 11
Knowledge & understanding of course content	**40**		15		25
Stimulus-Based Skills	**20**	10	5		5
Inquiry & research	**20**	10		10	
Communication of economic information, ideas and issues in appropriate forms	**20**		5	15	
Total	**100**	**20**	**25**	**25**	**30**

Syllabus Outcomes

H1 Demonstrates understanding of economic terms, concepts and relationships
H2 Analyses the economic role of individuals, firms, institutions and governments
H3 Explains the role of markets within the global economy
H4 Analyses the impact of global markets on the Australian and global economies
H5 Discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
H6 Analyses the impact of economic policies in theoretical and contemporary Australian contexts
H7 Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
H8 Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
H9 Selects and organises information from a variety of sources for relevance and reliability
H10 Communicates economic information, ideas and issues in appropriate forms
H11 Applies mathematical concepts in economic contexts
H12 Works independently and in groups to achieve appropriate goals in set timelines.

Geography
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Week 10	Term 1 Weeks 8-10	Term 2 Week 9	Term 3 Weeks 3-6
Type of Task		Skills & Ecosystems Topic Test	AP3 + Global Sustainability	Rural & Urban Places Fieldwork Task*	AP4
Outcomes Assessed		GE-12-01 GE-12-05 GE-12-09	GE-12-03 GE-12-04 GE-12-09	GE-12-06 GE-12-07 GE-12-09	GE-12-01 GE-12-05 GE-12-08
Knowledge & understanding of course content	**40**	10	15	5	10
Geographical tools & skills	**20**		10		10
Geographical inquiry & research, including fieldwork	**20**	5		10	5
Communication of Geographical information, ideas & issues in appropriate forms	**20**	5	5	5	5
Total	**100**	**20**	**30**	**20**	**30**

*Based on Rural & Urban Places Excursion in Term 2, 2026

Syllabus Outcomes

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.

Ancient History
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Week 8	Term 1	Term 2 Week 4	Term 3
Type of Task		Source Based Task	AP3 Historical Analysis	Research Essay	AP4
Outcomes		AH12-1, AH12-3, AH12-5, AH12-6	AH12-2, AH12-3, AH12-7, AH12-9	AH12-4, AH12-5, AH12-8, AH12-9,	AH12-1, AH12-5, AH12-9, AH12-10
Knowledge & Understanding of course content	**40**	5	5	10	20
Historical skills in analysis & evaluation of sources & interpretations	**20**	10	5		5
Historical inquiry & Research	**20**		10	10	
Communication in appropriate forms	**20**	5	5	5	5
Total	**100**	**20**	**25**	**25**	**30**

Syllabus Outcomes

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.

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History Extension
Assessment Schedule 2026

Components	Weighting %	History Project - Process	History Project - Product	Constructing History Key Questions & Case Study
Timing		Term 4, 2025 Week 9 (Proposal) Term 2, 2026 Week 6 (rest)	Term 2 Week 6	Term 3
Type of Task		Proposal, Process Log, Annotated Sources	Essay	AP4
Outcomes		HE12-2, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4
Knowledge & understanding of significant historical ideas & processes	**40**		15	25
Skills in designing, undertaking & communicating historical inquiry & analysis	**60**	30	25	5
Total	**100**	**30**	**40**	**30**

Syllabus Outcomes

HE12-1 Analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

HE12-2 Plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

HE12-3 Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

HE12-4 Constructs an historical position about an area of historical inquiry, and discusses and challenges other positions.

Modern History
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Week 7	Term 1	Term 2 Week 5	Term 3
Type of Task		Source Task	AP3 Short Answer & Essay Task	Research Essay	AP4
Outcomes		MH12-4, MH12-6, MH12-7, MH12-8	MH12-1, MH12-3, MH12-6, MH12-7	MH12-2, MH12-6, MH12-8, MH12-9	MH12-1, MH12-2, MH12-5, MH12-9
Knowledge & understanding of course content	**40**	5	5	10	20
Historical skills in analysis & evaluation of sources & interpretations	**20**	10	5		5
Historical inquiry & research	**20**		10	10	
Communication in appropriate forms	**20**	5	5	5	5
Total	**100**	**20**	**25**	**25**	**30**

Syllabus Outcomes

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

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Legal Studies
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 1 Week 2	Term 1 Weeks 9-10	Term 2 Weeks 8	Term 3 Weeks 3-6
Type of task		Human Rights Research & in class task	AP3 Source based Task	Focus Study: Research in-class Essay	AP4
Outcomes		H1, H4, H7, H8, H9	H1, H3, H6, H7, H9	H4, H5, H7, H8, H10	H1, H2, H4, H7, H9
Knowledge & understanding of course content	**40**	5	10	5	20
Analysis & evaluation	**20**	5	10	5	
Inquiry & Research	**20**	10		10	
Communication	**20**		5	5	10
Total	**100**	**20**	**25**	**25**	**30**

Syllabus Outcomes

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.

Society and Culture
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 1 Week 2	Term 1	Term 2 Weeks 1-2	Term 3 Weeks 3-5
Type of Task		Research task with in-class written response - Continuity & Change	AP3 Research & formal writing task - Concepts, Methods, Belief Systems & Ideologies	PIP Preview Panel	AP4 Continuity & Change, Belief Systems & Social Inclusion & Exclusion
Outcomes		H1, H2, H5, H9, H10	H1, H2, H3, H4, H5, H6, H9, H10	H4, H6, H7, H8, H10	H1, H2, H3, H4, H5, H6, H9, H10
Knowledge & understanding of course content	**50**	10	15	5	20
Application & evaluation of social & cultural research methods	**30**	10	5	10	5
Communication of information, ideas & issues in appropriate forms	**20**	5	5	5	5
Total	**100**	**25**	**25**	**20**	**30**

You should be finished your PIP two weeks prior to the NESA date (TBA, usually late July). Please remember that the PIP is worth 40% of your HSC **examination mark**.

Syllabus Outcomes

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

Studies of Religion II
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Week 9	Term1	Term 2 Week 8	Term 3
Type of Task		Knowledge and Source Task	AP3 Depth Study Test	Research Essay	AP4
Outcomes		H1, H2, H3, H9	H2, H4, H5, H8, H9	H6, H7, H9	H1, H2, H3, H4, H5, H6, H8, H9
Knowledge & Understanding of Course Content	**40**	5	15		20
Source-based Skills	**20**	10	5		5
Investigation & Research	**20**			20	
Communication of Information, Ideas & Issues in Appropriate Forms	**20**	5	5	5	5
Total	**100**	**20**	**25**	**25**	**30**

Syllabus Outcomes

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.

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LANGUAGES

Students need to meet specific eligibility criteria for Language courses. Students must apply for an eligibility determination by:

- Completing an Application for Eligibility Determination form including Statutory Declaration obtained from the Head Teacher LOTE
- Provide relevant additional documentation that will support their application or requested by the Head Teacher LOTE.

Submitting false, inaccurate or incomplete information could place a student's eligibility for the Higher School Certificate (HSC) at risk.

Courses	Target Candidature	Eligibility Criteria
Beginners	Students are learning the language as a second (or additional) language. Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language for 100 hours or less in Stage 4 or Stage 5.	• Students have had no more than 100 hours' study of the language at the secondary level (or the equivalent). • Students have little or no previous knowledge of the language. For exchange students, a significant in-country experience (involving experiences such as homestay and attendance at school) of more than three months renders a student ineligible.
Continuers (Where there are In Context and/or [Language] and Literature courses)	Students are learning the language as a second (or additional) language. Students typically have studied the language for 200-400 hours at the commencement of Stage 6. (In languages where Extension courses are offered, the Extension courses are available to HSC Continuers course candidates only.)	• Students have had no more than one year's formal education from the first year of primary education (Year 1) in a school where the language is the medium of instruction. • Students have had no more than three years residency in the past 10 years in a country where the language is the medium of communication.
In Context (Where there is a [Language] and Literature course)	Students typically have been brought up in a home where the language is used, and they have a connection to that culture. These students have some degree of understanding and knowledge of the language. They have received all or most of their formal education in schools where English (or another language different from the language of the course) is the medium of instruction. Students may have undertaken some study of the language in a community, primary and/or secondary school in Australia. Students may have had formal education in a school where the language is the medium of instruction up to the age of 10.	• Students have had no formal education in a school where the language is the medium of instruction beyond the year in which the student turns 10 years of age (typically Year 4 or 5 of primary education).
[Language] and Literature	Students have a cultural and linguistic background in the language.	• No eligibility criteria

Chinese, French and Japanese Continuers
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Week 8	Term 1	Term 2 Weeks 9-10	Term 3
Type of Task		Listening & Speaking	AP3 Writing & Reading	Conversation	AP4
Outcomes		1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 4.1, 4.2	1.2, 1.4, 3.2, 3.3, 4.1, 4.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2	All except Speaking
Speaking	**20**	5		15	
Listening & responding	**30**	20			10
Reading & responding	**30**		PA 15, PB 5		PA 5, PB 5
Writing	**20**		10		10
Total	**100**	**25**	**30**	**15**	**30**

Syllabus Outcomes

1.1 Uses a range of strategies to maintain communication
1.2 Conveys information appropriate to context, purpose and audience
1.3 Exchanges and justifies opinions and ideas on known topics
1.4 Reflects on aspects of past, present and future experience
2.1 Applies knowledge of language structures to create original text
2.2 Describes, narrates and reflects on real or imaginary experiences in the past, present or future
2.3 Structures and sequences ideas and information
3.1 Identifies and conveys the gist, main points, supporting points and detailed items of specific information
3.2 Summarises, interprets and evaluates information
4.1 Recognises and employs language appropriate to different social contexts
4.2 Identifies values, attitudes and beliefs of cultural significance
4.3 Reflects upon significant aspects of language and culture

French and Japanese Extension
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3
Timing		Term 1	Term 2 Weeks 9-10	Term 3
Type of Task		AP3 Reading & Writing & Speaking	Monologue Writing & Speaking	AP4
Outcomes		1.1, 1.2, 2.1, 2.2, 2.3	1.1, 1.2	1.1, 1.2, 2.1, 2.2, 2.3
Speaking Prescribed	**20**	5	15	
Analysis of Text	**25**	15		10
Response to Prescribed Text	**15**	10		5
Writing (Prescribed Issues)	**40**	10	15	15
Total	**100**	**40**	**30**	**30**

Syllabus Outcomes

1.1 Discusses attitudes, opinions and ideas
1.2 Formulates and justifies a written or spoken argument
2.1 Evaluates and responds to text personally, creatively and critically
2.2 Analyse how meaning is conveyed
2.3 Analyses the social, political, cultural and / or literary contexts.

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MATHEMATICS
Mathematics Standard 1
Assessment Schedule 2026

Components	Task 1	Task 2	Task 3	Task 4
Timing	Term 4 Week 7, 2025	Term 1 Weeks 9-11	Term 2 Week 7	Term 3 Weeks 3-5
Type of Task	Assignment	Assignment	In-class open book test	AP4
Outcomes	MS1-12-6 MS11-6 MS11-8	MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-5	All
Understanding, fluency & communication	10	10	15	15
Problem solving, reasoning & justification	10	10	15	15
Total weighting %	**20**	**20**	**30**	**30**

Mathematics Standard 1 Outcomes for the Year 12 Course

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.

In Year 12, students can elect to study either the Mathematics Standard 1 course or the Mathematics Standard 2 course.

Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination, however, if a student has a study pattern of less than 12 units, and they wish to qualify for the HSC and/ or ATAR, the HSC Mathematics Standard 1 examination must be completed by making an indication on their Confirmation of Entry.

All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

Mathematics Standard 2
Assessment Schedule 2026

Components	Task 1	Task 2	Task 3	Task 4
Timing	Term 4, 2025 Week 7	Term 1 Weeks 9-11	Term 2 Week 7	Term 3 Weeks 3-5
Type of Task	Assessment task	AP3	Assessment task	AP4
Outcomes	MS2-12-6 MS11-6 MS11-8	MS2-12-3 MS2-12-4 MS2-12-7 MS2-12-8	MS2-12-5 MS2-12-7 MS2-12-8	All
Understanding, fluency & communication	10	15	10	15
Problem solving, reasoning & justification	10	10	15	15
Total weighting %	**20**	**25**	**25**	**30**

Mathematics Standard 2 Outcomes for the Year 12 Course

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 recognise appropriate times and methods for such use
MS2-12-10 Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response.

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Mathematics Advanced
Assessment Schedule 2026

Components	Task 1	Task 2	Task 3	Task 4
Timing	Term 4, 2025 Week 7	Term 1 Weeks 9-11	Term 2 Week 7	Term 3 Weeks 3-5
Type of Task	Assessment task	AP3	Assessment task	AP4
Outcomes	MA12-4 MA12-8 MA12-10	MA12-1 MA12-3 MA12-5 MA12-6 MA12-7	MA12-3 MA12-7 MA12-8	All
Understanding, fluency & communication	10	15	10	15
Problem solving, reasoning & justification	10	10	15	15
Total weighting %	**20**	**25**	**25**	**30**

Mathematics Outcomes for the Year 12 Course

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.

Mathematics Extension 1
Assessment Schedule 2026

Components	Task 1	Task 2	Task 3	Task 4
Timing	Term 4, 2025 Week 9	Term 1 Weeks 9-11	Term 2 Week 9	Term 3 Weeks 3-5
Type of Task	Assessment task	AP3	Assessment task	AP4
Outcomes	ME11-5 ME12-1 ME12-7	ME12-1 ME12-2 ME12-3	ME12-1 ME12-2 ME12-4 ME12-5	All
Understanding, fluency & communication	10	13	13	15
Problem solving, reasoning & justification	10	12	12	15
Total weighting %	**20**	**25**	**25**	**30**

Mathematics Extension 1 Outcomes for the Year 12 Course

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.

Mathematics Extension 2
Assessment Schedule 2026

Components	Task 1	Task 2	Task 3	Task 4
Timing	Term 4, 2025 Week 8	Term 1 Weeks 9-11	Term 2 Week 8	Term 3 Weeks 3-5
Type of Task	Assessment task	AP3	Assessment task	AP4
Outcomes	MEX12-1 MEX12-4 MEX12-7	MEX12-2 MEX12-4 MEX12-8	MEX12-3 MEX12-5	All
Understanding, fluency & communication	10	15	10	15
Problem solving, reasoning & justification	10	10	15	15
Total weighting %	**20**	**25**	**25**	**30**

Mathematics Extension 2 Outcomes for the Year 12 Course

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

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Health and Movement Science
Assessment Schedule 2026

Task Number	Type of Task	Content	Weighting %	Timing
1	Depth Study Research & in-class task	FA1 - Health in an Australian & global context	20	Term 4 Weeks 9-10
2	AP3 Limited Scope Test	FA1 - Health in an Australian & global context	25	Term 1 Weeks 8-10
3	Depth Study Excursion, Research & in-class task	FA2 - Training for Improved Performance	25	Term 2 Weeks 8-10
4	AP4	FA1 & FA2	30	Term 3 Weeks 3-5

Syllabus Outcomes

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

SCIENCE
Biology
Assessment Schedule 2026

Components	Total Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Week 7-8	Term 1 Weeks 8-10	Term 2 Week 5-8	Term 3 Weeks 3-5
Type of Task		Skills	AP3	Depth Study	AP4
Outcomes Assessed in Skills in Working Scientifically		BIO11/12 4,5,6,7	BIO11/12 2,4,5,6,7	BIO11/12 1,2,3,4,5,6,7	BIO11/12 1,4,5,6,7
Outcomes Assessed in Knowledge & Understanding		BIO12 12	BIO12 13	BIO12 14	BIO12 12,13,14,15
Skills in Working Scientifically	**60**	15	15	10	20
Knowledge & Understanding	**40**	5	10	10	15
Total	**100**	**20**	**25**	**20**	**35**

Objectives and Outcomes - Students develop skills in the process of Working Scientifically

BIO11/12-1: Questioning and Predicting develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2: Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3: Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4: Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5: Analysing data and information analyses and evaluates primary and secondary data and information
BIO11/12-6: Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7: Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Students develop knowledge and understanding of heredity and genetic technologies
BIO12-12: 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
Students develop knowledge and understanding of the effects of disease and disorders
BIO12-14: Analyses infectious disease in terms of disruption to homeostatic mechanisms and the organism's response, including the human immune system
BIO12-15: Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease.

Please note: The online learning platform, Atomi will be used to support learning and provide additional homework. There is a fee associated with Atomi

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Chemistry
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Weeks 7-10	Term 1 Weeks 8-10	Term 2 Weeks 4-5	Term 3 Weeks 3-5
Type of Task		Depth study	AP3	Prac task	AP4
Outcomes Assessed in Skills in Working Scientifically		CH11/12 1,2,4,5,6,7	CH11/12 1,2,4,5,6,7	CH11/12 1,2,3,4,5,6,7	CH11/12 1,2,4,5,6,7
Outcomes Assessed in Knowledge & Understanding		CH12 14	CH12 15	CH12 12	CH12 12,13,14,15
Skills in Working Scientifically	**60**	20	15	15	10
Knowledge & Understanding	**40**	5	10	5	20
Total	**100**	**25**	**25**	**20**	**30**

Objectives and Outcomes - Students develop skills in the process of Working Scientifically

CH11/12-1: Questioning and Predicting develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2: Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3: Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4: Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5: Analysing data and information analyses and evaluates primary and secondary data and information
CH11/12-6: Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7: Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Students develop knowledge and understanding of equilibrium and acid reactions in chemistry
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
Students develop knowledge and understanding of the applications of chemistry
CH12-14: Analyses the structure of, and predicts reactions involving carbon compounds
CH12-15: Describes and evaluates chemical systems used to design and analyse chemical processes.

Please note: There will be a fee for the online learning platform, Atomi

Assumed knowledge: This course requires a good working knowledge of Mathematics Advanced principles due to the complicated Mathematical skills related to algebra, ratios, equations and graphing. Students who do not attain a strong result in Year 10 Mathematics (10A) are strongly advised to select another Science course.

Earth & Environmental Science
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Week 8	Term 1 Weeks 9-11	Term 2 Week 7-10	Term 3 Weeks 3-5
Type of Task		Research/Data Analysis	AP3	Depth Study	AP4
Outcomes Assessed in Skills in Working Scientifically		EES11/12 1,2,4,5,6,7	EES11/12 1,2,4,5,6,7	EES11/12 1,2,3,4,5,7	EES11/12 1,2,4,5,6,7
Outcomes Assessed in Knowledge & Understanding		EES12 13	EES12 12	EES12 12,13,14,15	EES12 12,13,14,15
Skills in Working Scientifically	**60**	20	15	15	10
Knowledge & Understanding	**40**	5	5	10	20
Total	**100**	**25**	**20**	**25**	**30**

Objectives and Outcomes - Students develop skills in the process of Working Scientifically

EES11/12-1: Questioning and Predicting develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2: Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3: Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4: Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5: Analysing data and information analyses and evaluates primary and secondary data and information
EES11/12-6: Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7: Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Students develop knowledge and understanding of the evolving Earth
EES12-12: Describes and evaluates the models that show the structure and development of the Earth over its history
EES12-13: Describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
Students develop knowledge and understanding of the impacts of living on the Earth
EES12-14: Analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
EES12-15: Describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems.

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Extension Science
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3
Timing		Term 1 Week 2	Term 2 Week 10	Term 3 Weeks 3-5
Type of Task		Literature Review	Scientific Report	AP4
Outcomes		SE-1, SE-3, SE-6, SE-7	SE-1, SE-2, SE-3, SE-4, SE-6, SE-7	SE-1, SE-2, SE-3, SE-4, SE-6, SE-7
Communicating Scientifically	**30**	15	10	5
Gathering, recording, analysing & evaluating data	**30**	5	10	15
Application of scientific research skills	**40**	10	20	10
Total	**100**	**30**	**40**	**30**

Objectives and Outcomes

SE-1: Refines and applies the Working Scientifically processes in relation to scientific research
SE-2: Analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
SE-3: Interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
SE-4: Uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
SE-5: Analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
SE-6: Analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
SE-7: Communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report.

Investigating Science
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025	Term 1	Term 2	Term 3
Type of Task		Depth Study 1	AP3	Depth Study 2	AP4
Outcomes Assessed in Skills in Working Scientifically		IS11/12 2,3,4,5,7	IS11/12 1,2,4,5,6,7	IS11/12 1,2,3,4,5,6,7	IS11/12 1,2,4,5,6,7
Outcomes Assessed in Knowledge & Understanding		IS12 12	IS12 14	IS12 13	IS12 12,13,14,15
Skills in Working Scientifically	**60**	20	15	15	10
Knowledge & Understanding	**40**	5	5	10	20
Total	**100**	**25**	**20**	**25**	**30**

Objectives and Outcomes - Students develop skills in the process of Working Scientifically

IS11/12-1: Questioning and Predicting develops and evaluates questions and hypotheses for scientific investigation
IS11/12-2: Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information
IS11/12-3: Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information
IS11/12-4: Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
IS11/12-5: Analysing data and information analyses and evaluates primary and secondary data and information
IS11/12-6: Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
IS11/12-7: Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Develop knowledge and understanding of science and technology
INS12-12: Develops and evaluates the process of undertaking scientific investigations
INS12-13: Describes and explains how science drives the development of technologies
Develop knowledge and understanding of contemporary issues involving science
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

Please note: The online learning platform, Atomi will be used to support learning and provide additional homework. There is a fee associated with Atomi

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Physics
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Weeks 3-5	Term 1 Weeks 8-10	Term 2 Weeks 4-6	Term 3 Weeks 3-5
Type of Task		Depth Study	AP3	Research	AP4
Outcomes Assessed in Skills in Working Scientifically		PH11/12 1,2,3,4,5,6,7	PH11/12 1,2,4,5,6,7	PH11/12 1,2,4,5,6,7	PH11/12 1,2,4,5,6,7
Outcomes Assessed in Knowledge & Understanding		PH12 12	PH12 13	PH12 14,15	PH12 12,13,14,15
Skills in Working Scientifically	**60**	20	15	10	15
Knowledge & Understanding	**40**	10	5	10	5
Total	**100**	**30**	**20**	**20**	**30**

Objectives and Outcomes - Students develop skills in the process of Working Scientifically

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

Please note: The online learning platform, Atomi will be used to support learning and provide additional homework. There is a fee associated with Atomi.

Assumed knowledge: This course requires a good working knowledge of Mathematics Advanced principles due to the complicated Mathematical skills related to algebra, geometry, trigonometry, deriving equations and graphing. Students who do not attain a good result in Year 10 Mathematics (10A) are strongly advised to select another Science course.

TECHNOLOGICAL AND APPLIED STUDIES
Community and Family Studies
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Week 9	Term 1 Week	Term 2 Week 10	
Type of Task		Research Methodology Independent Research Project	AP3 Media File/Exam-Type Questions	Parenting & Caring Assignment	Term 3 AP4
Outcomes		H1.1, H2.1, H2.2, H3.2, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1	H2.2, H2.3, H3.1, H3.3, H5.1, H6.2		All syllabus topics & outcomes
Knowledge and understanding of how resource management, positive relationships, societal factors, groups, families & communities impact on wellbeing	**40**	15	10		15
Skills in applying the management process and prompting wellbeing	**25**	10	10		5
Knowledge and understanding of research methodology and skills in researching, critical thinking, analysing & communicating	**35**	5	5	20	5
Total	**100**	**25**	**20**	**25**	**30**

Syllabus Outcomes

1.1 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.

Design and Technology
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task4	Task 5
Timing		Term 4, 2025 Week 7	Term 4, 2025 Week 9	Term 1 Week 7-9	Term 3 Week 1	Term 3 Week 3-5
Type of Task		Case Study of an Innovation	Report – Project proposal and management presentation	AP3	Project Development & Realisation video	AP4
Outcomes		Outcomes: H2.1, H2.2, H3.1, H6.2	Outcomes: H4.1, H4.3, H5.1, H5.2	Outcomes: H1.1, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.2, H6.2	Outcomes: H1.1, H3.2, H4.2, H5.1, H5.2, H6.1	Outcomes: H1.1, H1.2, H2.1, H2.2, H3.1, H6.2
Knowledge & understanding of course content	**40**	20	0	0	0	20
Knowledge & skills in designing, managing, producing, evaluating design projects	**60**	0	20	0	40	0
Total	**100**	**20**	**20**	**0**	**40**	**20**

Syllabus Outcomes

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 and relates these to industrial and commercial practices
H6.2 Critically assesses the emergence and impact of new technologies, and the factors affecting their development.

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Engineering Studies
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task4	Task 5
Timing		Term 4, 2025 Week 8	Term 2 Week 1	Term 1 Week 7-9	Term 2 Week 9	Term 3 Weeks 3-5
Type of Task		Prac Application – Bridge model design and testing	Personal Public Transport	AP3	Aeronautical Engineering - Engineers Report	AP4
Outcomes		Outcomes: H2.1, H3.1, H3.3, H4.2, H6.1, H6.2	Outcomes: H1.1, H2.2, P4.3, H5.2, H6.1	Outcomes: H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3	Outcomes: H1.2, H3.2, H3.3, H4.1, H5.1, H6.2	Outcomes: H1.2, H2.1, H4.2, H3.1, H3.3
Knowledge and understanding of course content	**60**	20	10	0	10	20
Knowledge and skills in research, problem solving and communication related to engineering practice	**40**	10	10	0	10	10
Total	**100**	**30**	**20**	**0**	**20**	**30**

Syllabus Outcomes

H1.1 Describes the scope of engineering and critically analyses current innovations
H1.2 Differentiates between properties of materials and justifies the selection of materials, components and processes in engineering
H2.1 Determines suitable properties, uses and applications of materials 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 Appreciates social, environmental and cultural implications of technological change in engineering and applies them to the analysis of specific problems
H5.1 Works individually and in teams to solve specific engineering problems and in the preparation of 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.

Enterprise Computing
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Week 10	Term 1 Weeks 9-10	Term 2 Week 8	Term 3
Type of Task		Data Analysis Task Data Science Processing and presenting data	Topic Test - AP3 Data Visualisation	Project work	AP4
Outcomes		EC-12-02, EC-12-04, EC-12-05	EC-12-01, EC-12-06, EC-12-11	EC-12-01, EC-12-03, EC-12-08, EC-12-09, EC-12-10	All
Knowledge and understanding of course content	**50**	10	10	15	15
Knowledge and skills in the practical application of the content	**50**	15	5	15	15
Total	**100**	**25**	**15**	**30**	**30**

EC-12-01 Explains how systems meet the needs of a range of enterprises
EC-11-02 Describes the function of data and information within enterprise computing
EC-11-03 Describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems.
EC-11-04 Describes how data is used in enterprise computing systems
EC-11-05 Applies tools and resources to analyse datasets
EC-11-06 Explains how innovative technologies have influenced enterprise computing
EC-11-07 Explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment.
EC-11-08 Selects and uses tools and resources to design and develop an enterprise computing system
EC-11-09 Documents the management and evaluates the development of an enterprise solution
EC-11-10 Investigates the effectiveness of an enterprise computing system.
EC-11-11 Communicates an enterprise computing solution to an intended audience.

Food Technology
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025	Term 1	Term 3	Term 3
Type of Task		Australian Food Industry In-depth Case Study of AFI with a Practical Task.	Food Manufacture Experimentation Report & Exam Question	Food Product Development/ Contemporary Nutrition Development of a Food Product & Nutrition Investigation	AP4
Outcomes		H1.2, H1.4, H3.1	H1.4, H4.2	H1.3, H2.1, H3.2, H4.1, H5.1	H1.1, H2.1, H1.3, H1.4, H2.1, H3.2
Knowledge & understanding of course content	**40**	10	5	5	20
Knowledge & skills in designing, research, analysing & evaluating	**30**		10	10	10
Skills in experimenting with & preparing food by applying theoretical concepts	**30**	10	10	10	
Total	**100**	**20**	**25**	**25**	**30**

Syllabus Outcomes

H1.1 Explains manufacturing processes and technologies used in the production of food products
H1.2 Examines the nature and extent of the Australian Food Industry
H1.3 Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
H1.4 Evaluates the impact of food manufacture on the individual, society and the environment
H2.1 Evaluates the relationship between food, its production, consumption promotion and health
H3.1 Investigates operations of one organization within the Australian Food Industry
H3.2 Independently investigates contemporary food issues
H4.1 Develops, prepares and presents food using product development processes
H4.2 Applies principles of food preservation to extend the life of food and maintain safety
H5.1 Develops, realises and evaluates solutions to a range of food situations.

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HSC Hospitality - Kitchen Operations Stream 2026

Education

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

RTO - NSW Department of Education - 90333

School Name: Cherrybrook Technology 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 Week: 6 Term: 1 Date: 06/02/26	Task 4 Week: 9 Term: 2 Date 26/05/26	Task 5 Week: 2 Term: 3 Date: 31/07/26	TRIAL EXAM Week: 3 - 5 Term: 3 Date: TBC
Code	Unit Name	HSC Examinable				
SITHKOP009	Clean kitchen premises and equipment	X	X			
SITXINV006	Receive, store and maintain stock		X			
SITHCCC026	Packaged prepared foodstuffs			X		
SITHCCC023	Use food preparation equipment	X			X	
SITHCCC024	Prepare and present simple dishes				X	
SITHCCC027	Prepare dishes using basic methods of cookery	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".

Industrial Technology
Timber and Furniture
Multi-Media, Graphics and Electronic Technologies
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Week 4	Term 1	Term 2 Week 7	Term 3 Weeks 3-5
Type of Task		Major Project Proposal	AP3 Industry Studies Assessment	Folio evaluation report	AP4
Outcomes		H3.1, H3.2, H3.3, H5.1, H5.2	H1.1, H1.2, H1.3, H7.1, H7.2	H5.1, H5.2, H6.1, H6.2	H1.2, H1.3, H3.1, H4.3, H7.1, H7.2
Knowledge & understanding of course content	**40**	5	15	5	15
Knowledge & skills in the management, communication and production of projects	**60**	20	10	20	10
Total	**100**	**25**	**25**	**25**	**25**

HSC Industrial Technology Project
Major projects, including folios, must be submitted to the supervising teacher by the advertised due date. Students will be advised of the exact time and date of submission when NESA releases this information. Once the project and folio are submitted, no further work on these may be undertaken. The inclusion of personal items, such as phones and computers in either project or folio, will become available to students after the conclusion of the HSC marking process as advised by NESA.

Syllabus Outcomes

H1.1 Investigates industry through the study of businesses in one focus area
H1.2 Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
H1.3 Identifies important historical developments in the focus area industry
H2.1 Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
H3.1 Demonstrates skills in sketching, producing and interpreting drawings
H3.2 Selects and applies appropriate research and problem-solving skills
H3.3 Applies and justifies design principles effectively through the production of a Major Project
H4.1 Demonstrates competence in a range of practical skills appropriate to the Major Project
H4.2 Explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H4.3 Critically applies knowledge and skills related to properties and characteristics of materials/components
H5.1 Selects and uses communication and information processing skills
H5.2 Examines and applies appropriate documentation techniques to project management
H6.1 Evaluates the characteristics of quality manufactured products
H6.2 Applies the principles of quality and quality control
H7.1 Explains the impact of the focus area industry on the social and physical environment
H7.2 Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment
H7.2 Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment.

Software Engineering
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Week 7	Term 1 AP3	Term 2 Week 8	Term 3 AP4
Type of Task		Research Task	AP3	Project work	AP4
Outcomes		SE-12-03 SE-12-04 SE-12-05	SE-12-07	SE-12-01 SE-12-02 SE-12-06 SE-12-07 SE-12-08 SE-12-09	All
Knowledge and understanding of course content	50	15	10	10	15
Knowledge and skills in the practical application of the content	50	5	10	20	15
Total	**100**	**20**	**20**	**30**	**30**

Syllabus Outcomes

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

Textiles and Design
Assessment Schedule 2026

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2025 Week 7	Term 1 Week 3	Term 2 Week 7	Term 1 Weeks 3-5
Type of Task		Designer Research Report & in-class Task	MTP - Oral Presentation	Experimentation & Investigation	AP4
Outcomes		H6.1, H5.1	H1.1, H1.2, H2.1, H2.3	H2.2, H3.1, H4.1, H4.2	H1.3, H3.2, H5.2
Knowledge & understanding of textiles & the textiles industry	**50**	10	10	5	25
Skills in design, manipulation, experimentation, analysis, manufacture & selection of textiles for specific end purposes using appropriate technology	**50**	10	15	25	
Total	**100**	**20**	**25**	**30**	**25**

Syllabus Outcomes

H1.1 Critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
H1.2 Designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
H1.3 Identifies the principles of colouration for specific end uses
H2.1 Communicates design concepts and manufacturing specifications to both technical and non-technical audiences
H2.2 Demonstrates proficiency in the manufacture of a textile item/s
H2.3 Effectively manages the design and manufacture of a Major Textiles Project to completion
H3.1 Explains the interrelationship between fabric, yarn and fibre properties
H3.2 Develops knowledge and awareness of emerging textile technologies
H4.1 Justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end uses
H4.2 Selects and justifies manufacturing techniques materials and equipment for specific end use
H5.1 Investigates and describes aspects of marketing in the Textile Industry
H5.2 Analyses and discusses the impact of current issues on the Australian textiles industry
H6.1 Analyses the influence of historical, cultural and contemporary developments on textiles.

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VOCATIONAL EDUCATION and TRAINING
PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222

Vocational Education and Training (VET) Courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package http://training.gov.au.

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on National Training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and will assist students to move to various education and training sectors and employment.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirement and include 70 hours of industry specific **mandatory work placement** or simulated workplace hours at school as specified by NESA.

Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations and therefore do not count in the calculations of the ATAR. Some Board Endorsed VET Courses have mandatory industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator, VET Teacher or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and that the course is suitable for their individual needs, knowledge and skills.

VET Assessment Policy

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:
Units towards Preliminary and HSC qualification
Competencies which can lead to a statement of Attainment, Certificate 1, 2 or 3 which is awarded under the Australian Qualifications Framework (AQF)

Students will be assessed in both areas during each VET Course.

VET courses will be listed on the HSC Certificate Record of Achievement and the AQF qualification will be assessed by the BOS separately.

1. AQF Assessment

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor (teacher) that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either competent or not yet competent.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be re assessed. There are a number of competencies that may only be offered once during the course due to their OHS requirement, cost, time frame, supervision required or resource availability. Specific information about these competencies will be issued to students when the task is issued.

2. Higher School Certificate (HSC)

As with all HSC courses, the NSW Education Standards Authority procedures apply to all VET Courses. For students who have undertaken the HSC examination, a scaled examination mark will be recorded on the HSC Certificate. No school based assessment mark will be recorded. No Assessment mark for VET Courses is required by the BOS. An estimated examination mark for students entered for the HSC written examination must be submitted this mark will be used only in the case of an illness/misadventure appeal. The estimate mark will reflect each student's achievement on the AP3 and AP4 examinations.

3. Work placement

Work placement is a mandatory HSC requirement for all VET courses. A minimum of 70 hours work placement must be completed over two work placement periods.

The school will provide students with the opportunity to complete two structured work placement in venues that will be determined in consultation with the student. Students must attend the work placement preparation meetings held prior to work placement. Students who fail to attend work placement without a valid reason or do not complete the work placement due to inappropriate or unacceptable behaviour, may receive an 'N' determination and/or disciplinary action according to the school Welfare Policy.

4. Recognition of Prior Learning

Recognition for Prior Learning (RPL) is the acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module. Students may apply for RPL and are encouraged to discuss this with their class teacher. Students must complete one of the forms on the following pages.

5. Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses.

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CTHS APPLICATION FOR RECOGNITION OF PRIOR LEARNING
Workplacement

Workplace Details ***Student/School Detail***

Company Name:..... Name:.....

Contact Name:..... School: .....

Address:..... Course:.....

..... Teacher: .....

Telephone:..... Telephone: .....

EMPLOYER STATEMENT

Dear Employer

The above named student is undertaking a Vocational Education and Training course as part of their HSC study. Mandatory work placement is a requirement of this course. The student's part-time work in a relevant industry area can be recognised as prior learning and can therefore be used to meet the workplace requirements of their course. You are asked to kindly complete the following details and sign below in order to assist the student gain this recognition:

Date when employment commenced: .....

Is the student currently employed with your organisation Yes ☐ No ☐

If not, when did the employment cease:.....

Average number of hours worked per week?.....

List of skills and duties, which the student competently performed during the employment period:

.....

.....

.....

Signed:..... Date:.....

Print Name:..... Position:.....

TEACHER STATEMENT

I certify that the above named student has met the requirements for recognition of student's employment for Work placement purposes as detailed in the Education Standards Authority ACE Manual.

Checklist:

☐	The minimum length of total hours of employment is greater than the minimum hours required for work placement
☐	The employment is being undertaken during the duration of the course
☐	The workplace supervisor has provided evidence of the range of syllabus learning outcomes and diversity of experiences that have been addressed during the student's employment
☐	The principle purpose of the employment function is related to the industry area of the course
☐	I have personally spoken to the employer to verify all the above information

Signed:..... Date:.....

Print Name:..... Position:.....

CTHS APPLICATION FOR RECOGNITION OF PRIOR LEARNING
Course Competencies

Student's Name: .....

Student's Home Address: .....

.....

Course Name:.....

School: **Cherrybrook Technology High School**

Unit of Competence/Element	Evidence Attached	RPL Granted Yes / No	Recorded in Competency Log (□)

Student's Signature: ..... Date: .....

Evidence can be:

- Previous training - attach copies of any certificate(s) and actual units/modules/subjects and results
- Work experience - attach copies of letter/testimonials from employer, which are on letterhead and can be verified
- Life experiences - attach documentary evidence that can be verified.

Assessor's Name:.....

Assessor's Signature: ..... Date: .....

VET Co-ordinator for archiving: ..... Date: .....

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