EAST HILLS BOYS HIGH SCHOOL

YEAR 12
2026

ASSESSMENT BOOKLET

SENIOR STUDENT AGREEMENT

I agree to abide by the following code of conduct for senior students at East Hills Boys High School.

- I will make learning my number one priority and respect the rights of other students to learn.
- I will wear the correct school uniform to and from school, whilst at school and to all school functions unless otherwise advised.
- I will set an example of appropriate behaviour to all other students.
- I will attend all lessons on time each day. If I am absent from any lesson for any reason I will submit a written explanation of my absence.
- I will complete all homework and assessment tasks set for each of my subjects.
- I will come to all lessons with the correct books and equipment.
- I will ensure I use my study periods wisely in my designated room.
- I will follow the instructions of my teachers.
- I will respect the rights and property of my fellow students.
- On the way to and from school I will conduct myself in such a way as to bring credit to me and the school.
- I will follow all school rules and procedures.

I understand that if I do not abide by this code of conduct I will be regarded as a non-serious candidate for the Higher School Certificate.

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Assessment Policy

The purpose of this document is to outline the Assessment Policy of East Hills Boys High School for the Higher School Certificate in 2026.

What is School-Based HSC Assessment?

The HSC assessment mark is a mark gained by students in each of their Higher School Certificate courses based on their performance in set assessment tasks during the HSC year. Achievement may be measured through examinations, practical tests, fieldwork, assignments, class room presentations and in other ways. The marks submitted by the school are moderated (adjusted) by performance at the HSC examination.

For most NSW Educational Standards Authority (NESA) Developed Courses, school-based assessment throughout the HSC course contributes 50% of your HSC mark, and is reported on your Record of Achievement along with your examination mark.

Why do we have HSC Assessment?

The purpose of the school assessment in reporting for the HSC is to provide an indication of a student's achievement based on:

- a wider range of syllabus outcomes than may be measured by a single HSC examination.
- multiple measures and observations made throughout the Higher School Certificate year, giving students credit for what they have achieved throughout their courses, in addition to their final examinations.

What Happens to HSC Assessment Marks?

At the conclusion of the HSC assessment program, the school submits a school-based assessment mark to NESA for each of your courses based on your performance in the tasks in the school's assessment program.

The assessment mark submitted by the school is adjusted (moderated) by NESA to produce the assessment mark that appears on your Record of Achievement. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school group's assessment marks are adjusted based on the performance of the group in the HSC examination. <u>The rank order of students as submitted by the school is not changed</u>. Final rank appeals will follow the schools' usual appeal process.

No assessment mark is reported for VET courses or courses studied with an outside tutor.

Requirements for the Award of a Higher School Certificate

To qualify for the Higher School Certificate students must **satisfactorily complete:**

- a Preliminary pattern of study comprising at least 12 units and
- a HSC pattern of study comprising at least 10 units. Both patterns must include:
  - (a) at least 6 units from NESA Developed Courses;
  - (b) at least 2 units of a NESA Developed Course in English;
  - (c) at least 3 courses of 2 units value or greater (NESA Developed or NESA Endorsed Courses);
  - (d) at least 4 subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of 7 units from courses in Science in each study pattern. (Ace Manual Section 8.2.1)

- Students must complete the **HSC: All My Own Work** program which is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

Principal's Certification of Satisfactory Completion of Course Requirements

(i) You will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that you have met the following course completion criteria:
  - (a) followed the course developed or endorsed by NESA; and
  - (b) applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  - (c) achieved some or all of the course outcomes.

(ii) For courses where school assessment marks are submitted, students must make a <u>genuine attempt</u> at assessment tasks that total more than 50% of the available school assessment marks for that course.

(iii) If the Principal determines that the above course completion criteria are not being met, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' determination (non-completion of course requirements) for that course.

(iv) You have the right to appeal to the school against this determination. If unsuccessful, you may appeal to NESA. The Principal will advise you of this right and explain the appeal process.

(v) If you receive an 'N' determination for a course, you will receive no results in that course.

Until you receive results in 12 Preliminary units and 10 HSC units, you will not be eligible for the award of a Higher School Certificate.

The Australian Tertiary Admission Rank - ATAR

The examination mark and the assessment mark are equally important in determining the Australian Tertiary Admission Rank (ATAR). To be eligible for an ATAR a student must complete at least 10 units from NESA developed courses for which there are examinations including at least:

- 8 units of Category A courses
- 2 units of English
- 3 Board developed courses of 2 units or greater
- 4 subjects

The ATAR is based on the aggregate of scaled marks from the 10 best units of ATAR courses comprising:

- the best 2 units of English
- the best 8 units from the remaining units

The scaled examination and assessment marks are used to calculate the ATAR.

Honesty in Assessment – The Standard

The following standard sets out the NSW Educational Standards Authority requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others, who may guide them, are required to comply with the standard.

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

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption".

What Constitutes Malpractice?

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving **zero marks** and will jeopardise your HSC results. Where student conduct constituting malpractice has been established, the school will impose a penalty appropriate to the seriousness of the offence.

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

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

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

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.
- **It is mandatory that students found to have committed malpractice are reported to NESA.**

The Award of "Zero Marks" for an assessment task

A zero mark is noted as a non-attempt for a particular task and can be awarded in two instances:

- non-presentation of a task without approved reason;
- an attempt to gain unfair advantage (malpractice).

Students and parents will be advised in writing when zero marks are awarded.

Non Presentation / Non Attempt

If a task is not attempted and/or submitted on or by the due date and the student is not exempt, the student will be awarded a zero mark. This may affect a student's eligibility for an HSC.

Malpractice

It is expected that work submitted in fulfilment of assessment requirements shall be the student's own work. Examples of malpractice beyond this would include:

- Falsifying receipt documents
- Offering false documentation in support of an appeal
- Cheating during a test or examination

During any assessment task / examination if a student does any of the following:

- Communicates with another student
- Looks at another student's work
- Takes into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher
- Makes a non-serious attempt
- Cheats in any way

A zero mark will be awarded.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the head teacher. If the teacher and head teacher are in agreement then the student shall be awarded a zero mark for the task and given a full explanation of the decision. The student may then proceed through established appeal procedures. **Malpractice will be recorded on the NESA malpractice register.**

What if I am Late for an Assessment Task/Examination?

Students need to be on time for examinations and assessment tasks. If a student arrives late for an examination/assessment task without a valid reason he must undertake the task in the remaining time.

If lateness is for a valid reason supported by evidence, the student will be allowed the normal length of time.

Extensions

Students who are unable to present for or hand in an assessment task/assignment for valid reasons may apply to the head teacher for an extension at least 2 days **prior to the due date for submission of the task**. Requests for extensions are to be made in writing by filling out an illness/misadventure form giving adequate written reasons for their request. A negotiated extension could be expressed in terms of maximum marks, mark penalties and deadline times as determined by the teacher concerned in consultation with the head teacher.

If the request is rejected the incomplete work should be submitted. If no work is submitted a mark of zero will be awarded. Failure to complete assessment tasks can result in ineligibility for a HSC.

NESA Warning Letters

NESA warning letters are issued to students **who are not meeting the requirements for satisfactory completion of a HSC course as stated on Page 3 of this booklet.**
These letters are a warning to students that they are in danger of failing the course.

If a student is awarded a zero mark for a task or has not attempted the task, he may be at risk of not meeting the assessment requirements for a course. In this case, the student will be sent a NESA warning letter.

When a NESA warning letter is required, the school will:

- warn the student in writing by sending a NESA warning letter to parents;
- ensure a copy of the warning letter is placed on the faculty file and on the student's central file;
- provide opportunities for catching up;
- allow time for problem to be corrected and
- issue follow-up warning letter(s).

When will assessment commence?

Tasks which contribute towards the final HSC assessment mark will commence following the completion of the Preliminary course. Assessment in different courses will start at times stated in each course assessment schedule listed in this booklet.

How will assessment tasks be distributed?

A central calendar will be kept to enable subject departments to distribute their assessment activities with regard to the plans of other departments and to other events in the general school calendar. The school will make every effort not to overburden students. Students must plan their preparation for assessment to avoid putting themselves under unnecessary pressure.

Assessment tasks will not be scheduled in the week before examinations.

How will students be informed about the assessment tasks?

An assessment schedule will be prepared for each course. A minimum of **TWO WEEKS WRITTEN NOTICE** will be given of the exact date & the specific requirements of any task. If a student is absent from school it is the student's responsibility to find out if any assessment tasks have been notified in their absence.

How important is each task?

The weighting (importance) of each task will be specified in the assessment schedule for each course. Some tasks will be worth as little as 10% while others may be worth as much as 40%, of the final HSC assessment mark.

Invalid Assessments

If for reasons beyond the schools control ie.school evacuation, a task has been deemed invalid it will be at the discretion of the school panel to determine how that task will be re issued.

How important are tasks that are not part of the assessment?

Throughout each course teachers will require assignments, tests, essays and other work to be completed. This work is given as part of the course and to prepare students for the HSC. All work, whether part of the HSC assessment or not, is to be completed. Failure to submit work can lead to ineligibility for an HSC.

What happens if a student is sick or otherwise unable to attempt or complete an assessment task?

Every effort must be made to attempt each task. If a student knows in advance that they will be unable to complete an assessment task, cannot meet a deadline or misses an assessment task the student must apply for special consideration if there is a valid reason. An "Assessment Task Illness / Misadventure Application" form needs to be completed and all supporting documentation must be submitted to the relevant head teacher otherwise a zero mark will be awarded. Illness/misadventure applications are for cases where an illness or misadventure:

- occurred immediately before or during an HSC exam, and
- was unexpected, and
- was beyond your control, and
- prevented you from attending OR diminished your exam performance.

Any application of an extension of time is required in writing at least 2 days **before the due date**.

If a student is **absent on the day** of the task:

- The student or his parent must telephone the school and inform the relevant head teacher.
- A doctor's certificate is required if the application is on medical grounds.
- A doctor's certificate alone is not sufficient. Written evidence from a parent or guardian **MUST** accompany any such certificate.

- An Assessment Task Illness/Misadventure application in writing must be lodged, with the doctor's certificate and written evidence from a parent/guardian, with the head teacher(s) of the subjects(s) concerned **IMMEDIATELY when the student returns to school.**
- **If the student does not make application to the head teacher(s) concerned on their next school day of attendance after the due date of the missed assessment task a zero mark will be recorded.**

Medical Certificates for Missed Assessment Tasks

Medical Certificates must:

- be written on a named doctor's pad;
- include the day of the missed task;
- show the general nature of the illness ('unfit for school' is not satisfactory);
- show the length of time the student will be unfit for school;
- be produced immediately on return to school.
- retrospective medical certificates will **NOT** be accepted

The head teacher may decide that the reason is unsatisfactory and that a zero mark is to be recorded for the task. If a student disagrees with the decision the student may write an appeal.
If the Assessment Task Misadventure/Illness Application is accepted by the head teacher, the teacher of that course will do one of the following:

- arrange for the student to attempt the task at a different time;
- arrange for the student to attempt an alternative task of a similar nature;
- in exceptional circumstances the head teacher may authorise the use of an estimate based on appropriate evidence.

If the Assessment Task Misadventure/Illness Application is not accepted by the head teacher, the student will be awarded a zero mark and a letter will be sent home to advise parents/guardians.

Students may appeal against the head teacher's decision by lodging a written appeal with the deputy principal responsible for that cohort **within three (3) school days of initial determination**. A review panel convened by the deputy principal responsible for that cohort will decide the outcome of the appeal.

The Panel may:

i. Reject the appeal and order the zero mark to stand
ii. Grant a limited extension
iii. Order that a substitute task be taken by the student
iv. Award an estimate

The decision of this panel will be communicated within 2 weeks of the appeal. The panel decision is final is final.

The deputy principal responsible for that cohort will maintain a central register of students who fail to attempt an assessment task, apply for an extension of time, submit Illness/Misadventure applications or who are involved in malpractice or non-serious attempts.

Absence Prior to the Submission or Completion of Assessment Tasks

Students are not permitted to absent themselves from school in order to prepare for a school-based task, or to complete a hand-in task.

Where students are absent for one school day prior to the task due date, or the morning before the submission or completion of a task, a medical certificate must also be provided, on the first day of your return to school, to the head teacher of the subject concerned, and the deputy principal responsible for that cohort. The certificate must include the nature of the illness and clearly state when the certificate was obtained. Retrospective medical certificates will **NOT** be accepted. Failure to comply with this rule will result in the student receiving a mark of zero for the assessment task.

Recording Marks

Students should keep their own record of the marks received for each assessment task. The class teacher and the faculty will also have a record of the marks awarded.

What about Students who are absent for a Long Period of Time?

It may not be practical to provide alternative assessment tasks for students who are absent for an extended time. The head teacher, in consultation with the Principal, may allow the award of an estimate for such tasks. Extended absences may cause a student to be ineligible for the HSC.

How are Assessment Tasks Submitted?

Many tasks will be completed in class time. These are to be submitted to the teacher during that class time as specified on the assessment notice. Tasks completed outside class time are to be submitted to the class teacher by **3pm** on the day the task is due. If the class teacher is unavailable the task should be submitted to the head teacher. It is the responsibility of the student to hand the task directly to the teacher or head teacher.

Each task notification will make clear whether the task will be accepted in electronic format.

Technological issues are not an adequate reason for failing to submit a task.

NOTE: If it becomes known that a student has truanted from a lesson or from school or is late to school in order to complete an assessment task, the student will receive a mark of zero for that task. If a student is marked absent from school on the day an assessment task is due for submission the student is not permitted to personally submit the task to the teacher on that day without a medical certificate.

Report of Assessment Marks

Following the Trial HSC examinations each student will be provided with a school report outlining his progress in the course. Progressively throughout the course each student will receive feedback on his progress from his teachers. Each student is advised to regularly check his individual progress.

The School's Responsibilities

For each course, the school prepares and administers an assessment program in accordance with the syllabus. The syllabus identifies the components of the course to be assessed and their weightings. The timing and weighting of tasks is determined by the school.

This means that teachers are required to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines
- inform students in writing of the assessment requirements for each course before the commencement of the HSC course, including the number, mark values and types of tasks to be used
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks in relation to their strengths and weaknesses and areas for improvement
- report student achievement to various audiences including parents, employers and others, in ways that meet their needs
- report assessments to NESA as in the past that provide appropriate discrimination between students in terms of their overall achievement.
- maintain records of marks awarded to each student for all assessment tasks
- consistently follow school procedures relating to illness, misadventure and malpractice in assessment tasks
- consistently follow school procedures relating to late submission and non-completion of assessment tasks
- advise students in writing when they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to meet the requirements satisfactorily
- provide clear instructions and expectations for each task what format is required (for example, whether electronic submission is acceptable) and whether receipt is to be formally acknowledged.
- provide clear criteria for marking
- administer a task simultaneously to all classes in the school studying the course
- use a range of marking strategies, such as common or consensus marking of tasks
- follow the assessment program, checking that each task conforms with the assessment program.
- inform students about their entitlements to school reviews and appeals to NESA
- conduct school reviews of assessment when requested by students

The range of tasks used in the assessment will vary from course to course and may cover:

i. tests which may take a written, practical, oral and aural form
ii. class and/or homework assignments, including essays and practical tasks
iii. projects of varying degrees of length and complexity
iv. oral presentations

Notice of Tasks:

Students will be given at least two weeks' notice of the exact date of the task. If the timing or nature of a task needs to be altered, the teacher will ensure every student is informed, in writing, of the change at least two weeks before the task is due.

The Student's Responsibilities

Expectations of students:

- Attend all classes to satisfactorily complete the Higher School Certificate courses. A minimum of 85% attendance is generally expected for students to be able to achieve the outcomes of the course being studied. Unexplained absences, lateness and class attendance patterns will be reviewed to ensure that students are meeting the course completion criteria. Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. (ACE Manual).
- Attend all classes on the day an assessment task is due. Be on time for school that day.
- Ensure that all work submitted is the student's own work.
- Make a serious attempt at all assessment tasks.
- Submit work by the due date.
- Prepare for examinations and make a serious attempt.
- Complete the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations.
- Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration.
- Students must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks otherwise they will be deemed unsatisfactory in that course.

Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

Please note:

- Students who are absent on any day are responsible for ascertaining if an assessment task has been set for any subject missed on that day.
- Students who transfer into the school after the commencement of the HSC course will be given substitute tasks wherever possible. In some cases estimates may be given.

Procedures for Students Absent from Tasks

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration if there is a valid reason. The student must follow the school's procedures outlined on Page 10 of this booklet.

During any Assessment Task/Examination you must not:

- cheat or attempt to cheat
- assist others to cheat
- communicate with another student
- look at another student's work
- take into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher
- make a non-serious attempt
- be in possession of, or use a mobile phone

A zero mark will be awarded for all of the above breaches.

All students must complete the NESA course on plagiarism and malpractice entitled *All My Own Work.* This makes clear the pitfalls of malpractice and the consequences of it.

Student Reviews / Appeals

Student's appeals can be categorised into 2 types:

- Illness/Misadventure Appeal
- Appeal on Process

1. Illness/Misadventure Appeal for Examinations and Assessment Tasks

If you believe that your performance in an examination/assessment task was diminished because of circumstances beyond your control, you can lodge an illness/misadventure appeal. This appeal must be lodged with the head teacher on the first day back at school. The head teacher will make the decision concerning your appeal.

Acceptable Grounds for Appeal

The same grounds for appeal apply whether a student wishes to make an Illness/Misadventure appeal for an examination or an assessment task.

Appeals must relate to illness or misadventure suffered immediately before or during the examination(s)/assessment task that has affected the student's examination/assessment task performance.

Appeals may be in respect of:

- **illness or accident** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s)/assessment task (eg influenza, an asthma attack, a cut hand);
- **misadventure** – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s)/assessment task (eg death of a friend or family member, disruption at the examination centre).

Unacceptable Grounds for Appeal

The provisions of the appeals process do not cover:

- attendance at a sporting or cultural event, or family holiday;
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities (there may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESA will consider, eg major works stolen or destroyed by vandals);
- disabilities for which NESA has already granted special provisions, unless an unforeseen episode occurs during the examination/assessment task (eg a hypoglycaemic attack suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported as stated on Page 4 of this document.

- **Note:** A student who has suffered an injury such as a broken writing arm immediately before the examinations/assessment task will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted.
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s)/assessment task;
- matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).

What Happens if You Are Not Satisfied with the Head Teacher's Decision?

You may lodge an appeal, in writing, to the DP Curriculum within 3 days of the head teacher's decision.

The DP Curriculum will convene a review committee to decide the outcome of the appeal.

The decision of this committee is final.

2. Appeal on Process

At times, disputes may arise over marks awarded (including the award of a Zero mark), the administration of a task, or whether the task conforms to the school's HSC Assessment policy. Any disputes over an individual task must be resolved within the school at the time the task is set, conducted or returned.

NESA does not allow any appeal to NESA against a school's judgement of a student's performance on a particular task.

What Happens if You Are Not Happy with the Assessment Process for a Particular Task?

If a student feels the school HSC assessment process has not been followed, the student must inform the head teacher as soon as the problem is known.

If the head teacher is not able to fix the problem, you should discuss the matter with the DP Curriculum.

If you are still not satisfied, you may lodge an appeal **in writing** to the DP Curriculum within 3 days of the return of the task. The DP Curriculum will convene a review committee to decide the outcome of the appeal

What Happens if You Are Not Happy with Your Mark?

Students may request that their teacher review the marks awarded for any task. If a student is dissatisfied with the outcome of this review they should request that the head teacher review the work.

Work will only be reviewed if a request is made at the time that the work is returned to the student. Work will not be reviewed after a student has taken it from the classroom.

If you are still not satisfied, you may lodge an appeal **in writing** to the DP Curriculum within 3 days of the return of the task. The DP Curriculum will convene a review committee to decide the outcome of the appeal.

Review of the Final HSC Assessment Mark

Immediately after the HSC students may make enquiries at school about their ranking within each course studied.

If the position assigned through the assessment process differs from that expected, the student may seek a review in that course. The way the marks were awarded by the teacher for assessment tasks will not be subject to review.

It will also be possible to have an assessment reviewed if the student believes the school did not follow procedures in the assessment program for that subject or did not allocate marks according to NESA's specification for each component.

A school review will be conducted by a committee convened by the deputy principal (Curriculum).

A student who is dissatisfied with the decision of the school's review panel may appeal to the Principal. If still not satisfied, the student may appeal to NESA.

Vocational Education and Training

East Hills Boys High School Vocational Education and Training (VET) assessment policy is based on NESA Guidelines and National Assessment Principles. All VET courses follow East Hills Boys High School Preliminary and HSC Assessment Policies which include a schedule of assessment tasks, 'N Award' notification and appeals procedures.

Rationale

All VET Industry Curriculum Framework courses offered in Years 11 and 12 use competency based assessment. This means that student achievement is assessed against industry competency standards. Industry competency standards describe the tasks performed by competent workers in the workplace.

Competency is the performance of outcomes (knowledge/skills/attitudes) under particular conditions (preferably workplace conditions) to a required standard (specific to a particular industry).

The Purposes of Assessment

Assessment for the Higher School Certificate VET framework courses has two distinct purposes:

a. Assessment for the Australian Qualification Framework (AQF) – Competency based:
    - applies to all courses within frameworks
    - means for industry recognition

b. Assessment for the Australian Tertiary Admission Rank (ATAR):
    - written HSC examination

Assessment for the Australian Qualification Framework (AQF)

To gain an AQF Certificate I or II, students must:

- satisfactorily complete the mandatory workplace hours for their industry framework
- provide evidence that they have reached the competency standards for every unit studied in their industry framework.

The focus of the assessment of accredited vocational courses is on what students can actually do and the standards at which they are able to perform. Assessment of competencies is criterion referenced, which means performance is measured in terms of whether students meet the prescribed levels of competency, not how well they carry out tasks relative to each other, or how long it takes to obtain the skill. Competence also implies that an individual displays an understanding of the knowledge that underpins the practical performance of the task. Students will be deemed 'competent' or 'not yet competent' in each unit of competency.

VET courses contain both core and optional units of competency. To prove competency, students must satisfactorily complete all assessment tasks set for their industry framework. Standard school assessment procedures must be followed. However, as VET courses are competency based, students may attempt assessment tasks to demonstrate each competency more than once.

If a student is unsuccessful, they will be deemed not yet competent in that module and the module will not appear on their record of achievement. This may result in the student being ineligible for the AQF Certificate in the course.

Assessment for Australian Tertiary Admission Rank (ATAR)

For a VET course to contribute to a student's ATAR a student must:

- follow the standard procedures set down by NESA for satisfactory completion of an HSC course.
- successfully complete the mandatory work placement hours.
- sit the HSC examination.

HSC Examination

Every 2 Unit VET course offered at the school has an optional external HSC examination. The external exam is based on a sample of the knowledge, skills and understanding outcomes of the VET syllabus.

The HSC examination

- has no impact on student eligibility for AQF qualifications
- is optional for 240 hour courses
- is a two hour written paper
- results may contribute to the calculation of the student's ATAR.

Reporting Achievement in the HSC

The Higher School Certificate credentials received by students are used by NESA to report satisfactory completion of courses within the Industry Curriculum Framework. Each course will be listed on the HSC Record of Achievement together with the HSC unit credit value. The Record of Achievement will also refer to separate vocational documentation.

For students who have fulfilled the requirements of an AQF VET qualification, the vocational documentation will consist of the relevant Certificate and an accompanying Transcript of Competencies Achieved. Students who have achieved partial completion of an AQF VET qualification will receive a Statement of Attainment, which lists all units of competency achieved towards the qualification.

For students who have completed an AQF VET (240 indicative hours) course and who undertake the optional HSC examination, the HSC Record of Achievement will show:

- **an examination mark** derived from the HSC external examination
- **a HSC mark,** equal to the examination mark
- **a performance band**, determined by the HSC mark.

Student performance in the HSC examination is also reported against standards on a course report. The course report contains a performance scale describing levels (bands) of achievement, an HSC mark located on the performance scale, and an examination mark. A performance description associated with each band will summarise the attainments typically demonstrated by students in that band. These performance descriptions refer to examination performance only and will not seek to describe achievement of industry competencies assessed through competency based assessment.

The course report also shows, graphically, the state wide distribution of HSC examination marks of all students who undertake the examination.

The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

Students undertaking the 240 courses are automatically enrolled in the HSC examination. Any student who does **not** wish to sit for the HSC external examination must inform the VET coordinator at the school during their HSC year. Students and their parents/guardians will need to complete the appropriate form and the VET coordinator will ensure NESA is notified.

The external examination **only** may contribute to the calculation of the student's ATAR. Withdrawal from the examination does not affect requirements for completing the VET course satisfactorily for the HSC. If a student has satisfactorily completed the VET course but has not undertaken the external examination, the student will have the VET subject listed on their HSC, but there will be no examination mark and the VET course will not contribute to the calculation of their ATAR.

NESA Requirements

Students undertaking a VET course must meet the requirements of NESA for the Higher School Certificate along with the requirements of the AQF for the award of a certificate of attainment or a statement of attainment. Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Driver's License or a valid passport for the creation of the USI.

NESA has mandated work placement as a requirement of the HSC. Students must successfully achieve the hours of work placement required for the course undertaken.

The rules and processes related to an "N" award for a NESA Developed Course are applicable to students undertaking a VET course.

VET teachers must maintain appropriate documentation and follow the school's procedures when a student is not meeting course requirements.

Recognition of Prior Learning

Students who already have some knowledge or experience that is covered in detail in a VET course at East Hills Boys High School, may apply for recognition of prior learning. School Recognition of Prior Learning (RPL) policies and procedures are in line with the South Western Sydney policies and procedures. Students must contact the school VET coordinator to obtain further information and an application for RPL.

Assessment Principles and Procedures

The assessment program for each framework is integral to the overall teaching and learning program and has direct links with the units of competency. Assessment tasks are designed to be valid and reliable indicators of student competence in a manner that is flexible in order to be fair, equitable and consistent for all students. Constructive feedback to students is included in all assessment tasks.

A range of assessment opportunities will be provided to enable all students to demonstrate achievement in all units of competency contained in their VET course of study. Assessment may take the form of observation, assignment, portfolio, oral tasks, simulations, role-playing, journal, examination, presentation, practical demonstration or any other appropriate assessment strategy. Assessment tasks may be designed to integrate elements of competencies from different units of competency.

Assessment validation strategies are incorporated into the delivery of all VET courses at the school.

Internal Examinations

East Hills Boys HS will conduct a Trial HSC in each VET course to enable teachers to provide NESA with estimates of student examination performance. This may be required where a student lodges an illness/misadventure appeal relating to the HSC exam. The Trial HSC examination may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency based assessment program.

Work Placement

The courses in the Vocational Education and Training (VET) Industry Curriculum Frameworks have been designed to deliver units of competency that are drawn from Industry Training Packages.

Work placement is a mandatory HSC requirement of each framework course and for some other VET courses. For each course, a minimum number of hours is required in the workplace to enable students to progress towards the achievement of industry competencies and to practise skills acquired in the classroom or workshop. If you fail to undertake any mandatory work placement component of a VET course to the satisfaction of the employer and the school, it may be determined that you have not made a genuine attempt to complete course requirements.

This will affect the HSC outcome if the student fails to meet the minimum requirement of 10 units in the HSC year. The student will be sent a NESA warning letter.

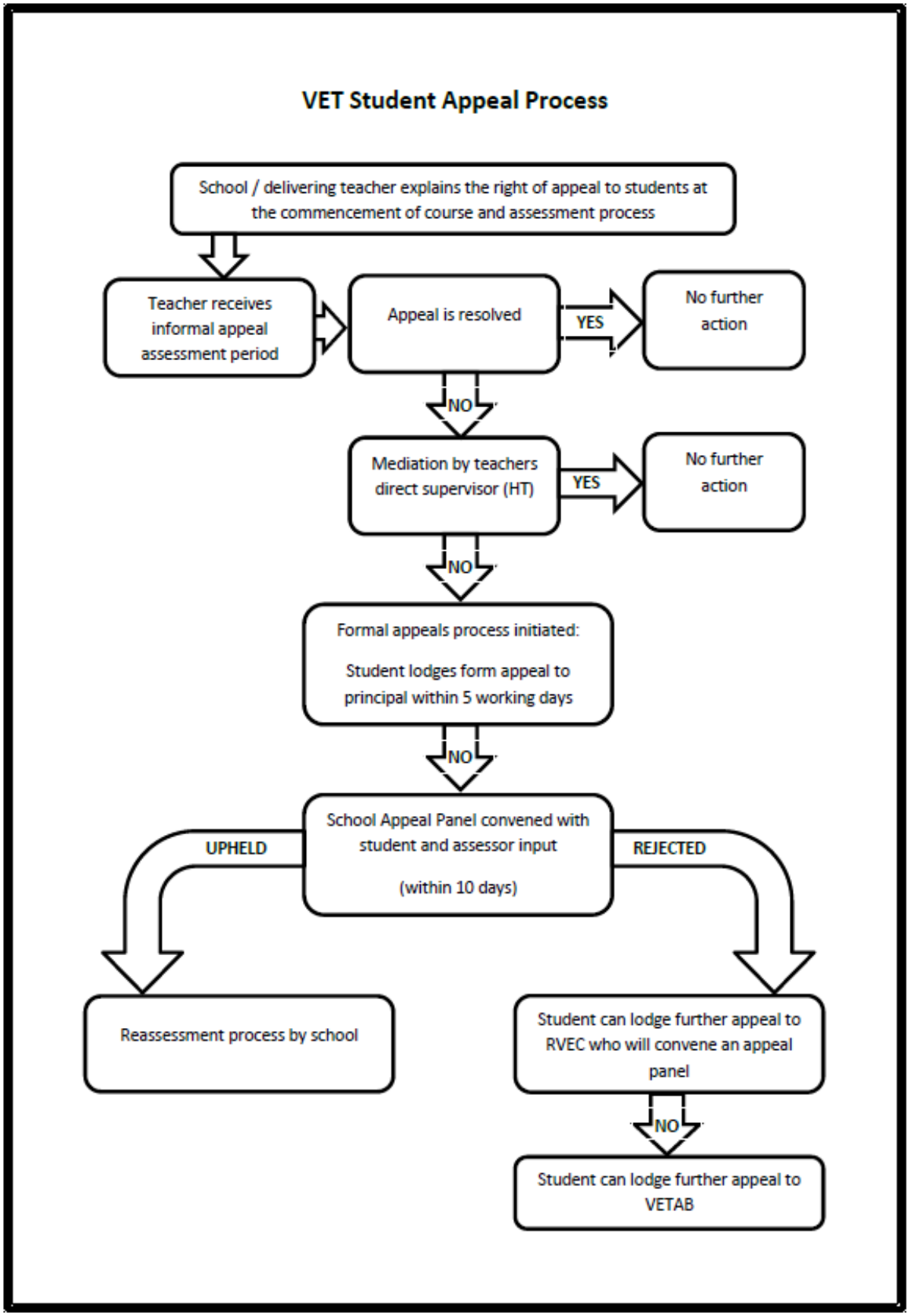
The minimum required hours of work placement are 35 hours for each 120 hour course or 70 hours over a 2 year, 240 hour course. In general, required hours are equal to one week for each 120 hours of the course.

If a student does not attend or complete the work placement provided for them by the school or is deemed to be not satisfactory by the employer or the school, the student is responsible for providing an alternative work placement. The VET coordinator must approve this work placement before being undertaken by the student.

In the event of illness or misadventure which hinders the student's attendance at work placement for one or more days, the student must follow the illness/misadventure procedures laid down in the EHBHS Assessment Policy.
The policy requires that the student:

- notifies the employer of the absence on the morning of the absence before normal work start time by telephone,
- notifies the class teacher on the morning of the absence by telephone,
- completes the illness/misadventure form found in the EHBHS Preliminary and HSC Assessment handbooks with a doctor's certificate attached. This must be given to the class teacher on the first day the student returns to school after completing work placement, for approved by the VET coordinator.

A student may appeal against the award of “not yet competent” in a unit of competency. The appeals process is determined by the South Western Sydney RTO. The appeals flowchart is below.



Assessment Task Illness / Misadventure Application

To be completed by a student who was / is unable to attend / submit an assessment task on the due date

Student's Name: _____ **Roll Class:** _____

Course:_____ **Faculty:** _____

Assessment Task Missed: _____ **Task Date:** _____

☐ **Task missed due to illness:** Attach Doctor's Certificate to this form.

Doctor's Name: _____

☐ **Task missed through other reason:** State reason and attach any supporting evidence.

_____

_____

_____

Student's Signature: _____ Date: _____

FACULTY SECTION – to be completed by the Teacher and Head Teacher

Illness/Misadventure application form received by: _____ Date: _____

Did student inform the school of absence on the day of the task? ❒ Yes ❒ No

Was application lodged the next day the student was in attendance at school? ❒ Yes ❒ No

Teacher's name: _____

Teacher's comment: _____

_____

Has this student submitted an Illness/Misadventure form for any other assessment tasks in this subject?

❒ No ❒ Yes If yes, please comment: _____

_____

Head Teacher's recommendations: ❒ Accepted ❒ Rejected

❒ **New task** ❒ **Estimated mark** ❒ **Zero Award** ❒ **Referred to Review Panel**

Head Teacher's Signature: _____

Principal's Use: ❒ Accepted ❒ Rejected

Comment: _____

_____

Principal's Signature _____ Date: _____

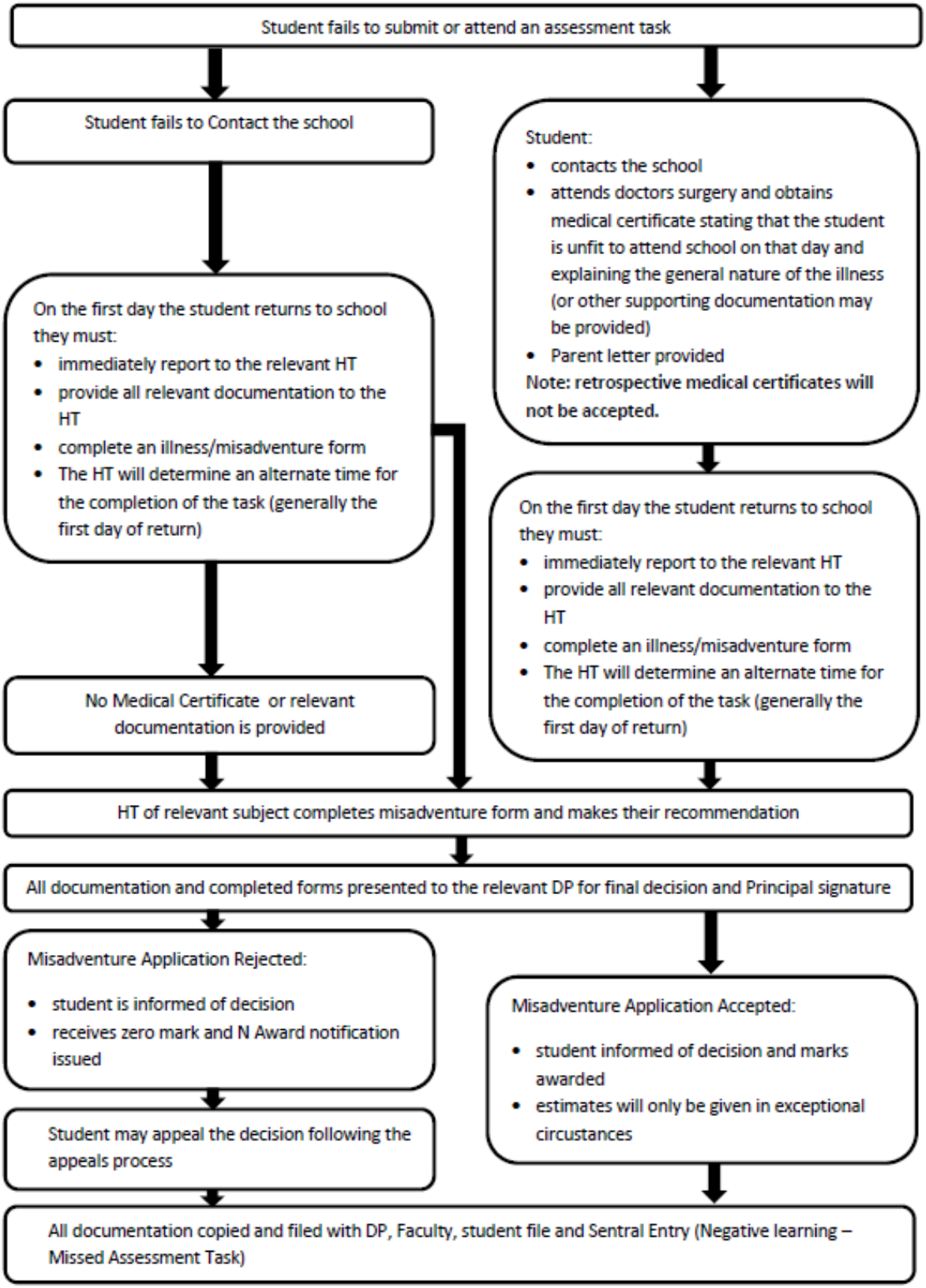
Parent / Guardian Comment:

_____

_____

Parent / Guardian Signature: _____ Date: _____

EHBHS Illness Misadventure Process



GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance banks and examination questions have key words that state
what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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

SUBJECT

ASSESSMENT

SCHEDULES

HSC Ancient History Outcomes

Knowledge and Understanding Objectives Students: ● develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context ● develop an understanding of continuity and change over time.
Year 12 course outcomes A student:
AH12-1 accounts for the nature of continuity and change in the ancient world **AH12-2** proposes arguments about the varying causes and effects of events and developments **AH12-3** evaluates the role of historical features, individuals and groups in shaping the past **AH12-4** analyses the different perspectives of individuals and groups in their historical context **AH12-5** assesses the significance of historical features, people, places, events and developments of the ancient world
Skills Objectives Students: ● undertake the process of historical inquiry ● use historical concepts and skills to examine the ancient past ● communicate an understanding of history, sources and evidence, and historical interpretations.
Year 12 course outcomes A student:
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

ASSESSMENT SCHEDULE FOR HSC ANCIENT HISTORY 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 8 2025	Term 1 Weeks 8-9 2026	Term 2 Week 10 2026	Term 3 Weeks 3-4 2026
	Task:	In-Class Response Historical Period: New Kingdom Egypt	Short Answer and Extended Response Historical Period: New Kingdom Egypt Personality (Hatshepsut)	Historical Analysis Research Task Core Topic: City of Vesuvius	Trial Exam All four topic areas
	Outcomes:	AH 12-1 AH 12-2 AH 12-3 AH 12-4 AH 12-5 AH 12-6 AH 12-9	AH 12-1 AH 12-2 AH 12-3 AH 12-4 AH 12-5 AH 12-6 AH 12-8 AH 12-9	AH 12-2 AH 12-3 AH 12-4 AH 12-5 AH 12-6 AH12-7 AH12-8 AH 12-9	AH 12-1 AH 12-2 AH 12-4 AH 12-5 AH 12-6 AH 12-7 AH 12-9 AH 12-10
Knowledge and Understanding of Course Content	**40**	15	15		10
Source Based Skills: analysis, synthesis and evaluation of historical Information from a Variety of Sources	**20**			5	15
Historical Inquiry and Research	**20**			20	
Communication of Understanding in Appropriate forms	**20**	10	10		
Marks	**100**	**25**	**25**	**25**	**25**

Year 12 Biology Outcomes

Skills in Working Scientifically	**Objectives** **Students will develop knowledge and understanding of:**	**Course Outcomes** **A student:**
	Questioning and predicting	**BIO11/12-1** Develops and evaluates questions and hypotheses for scientific investigation
	Planning investigations	**BIO11/12-2** Designs and evaluates investigations in order to obtain primary and secondary data and information
	Conducting investigations	**BIO11/12-3** Conducts investigations to collect valid and reliable primary and secondary data and information
	Processing data and information	**BIO11/12-4** Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
	Analysing data and information	**BIO11/12-5** Analyses and evaluates primary and secondary data and information
	Problem solving	**BIO11/12-6** Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
	Communicating	**BIO11/12-7** Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Knowledge and Understanding	**Heredity**	**BIO12-12** explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
	Infectious Disease	**BIO12-14** analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
	Genetic Change	**BIO12-13** explains natural genetic change and the use of genetic technologies to induce genetic change
	Non-Infectious Disease & Disorders	**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

ASSESSMENT SCHEDULE FOR YEAR 12 BIOLOGY 2026

Components	**Weighting**	**Task 1**	**Task 2**	**Task 3**	**Task 4**
	Week:	Term 4 Week 9 2025	Term 1 Weeks 8-9 2026	Term 2 Week 10 2026	Term 3 Weeks 3-4 2026
	Task:	Skills	Scientific Method and Reporting	Depth Study Assessment	Trial Exam
	Outcomes:	BIO11/12-6 BIO11/12-7 BIO12-12 BIO11/12-4	BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-7 BIO12-14	BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11/12-12 BIO12-13 BIO12-14 BIO12-15
Skills in Working Scientifically	**60**	10	10	20	20
Knowledge and Understanding	**40**	5	10	10	15
Marks	**100**	**15**	**20**	**30**	**35**

HSC Business Studies Outcomes

Objectives **The student develops knowledge and understanding about:**	**HSC outcomes** **The student:**
The nature, role and structure of business	H1 critically analyses the role of business in Australia and globally
Internal and external influences on business	H2 evaluates management strategies in response to changes in internal and external influences
	H3 discusses the social and ethical responsibilities of management
The functions and processes of business activity	H4 analyses business functions and processes in large and global businesses
Management strategies and their effectiveness	H5 explains management strategies and their impact on businesses
	H6 evaluates the effectiveness of management in the performance of businesses
The student develops skills to:	**The student:**
investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations	H7 plans and conducts investigations into contemporary business issues
	H8 organises and evaluates information for actual and hypothetical business situations
communicate business information and issues using appropriate formats	H9 communicates business information, issues and concepts in appropriate formats
apply mathematical concepts appropriate to business situations	H10 applies mathematical concepts appropriately in business situations

ASSESSMENT SCHEDULE FOR HSC BUSINESS STUDIES 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 6 2025	Term 1 Weeks 8-9 2026	Term 2 Week 7 2026	Term 3 Weeks 3-4 2026
	Task:	Business Report	Operation & Marketing Assessment	Finance Assessment	Trial Exam
	Outcomes:	H4 H6 H7 H8 H9	H2 H4 H5 H6 H7 H8 H9	H5 H8 H9 H10	H1 H2 H3 H4 H5 H6 H8 H9 H10
• Knowledge and understanding of course content	**40**	5	10	10	15
• Stimulus Based Skills	**20**	5	5		10
• Inquiry and Research	**20**	10		10	
• Communication of business information, ideas and issues in appropriate forms	**20**	5	5	5	5
Marks	**100**	**25**	**20**	**25**	**30**

Year 12 Chemistry Outcomes

Objectives **Students:**	**Outcomes** **A student:**
• develop skills in applying the processes of Working Scientifically	CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media CH11/12-5 analyses and evaluates primary and secondary data and information CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
• 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
• 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

ASSESSMENT SCHEDULE FOR YEAR 12 CHEMISTRY 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 9 2025	Term 1 Weeks 8-9 2026	Term 2 Week 11 2026	Term 3 Weeks 3-4 2026
	Task:	Skills	Performing and Reporting a First-hand Investigation	Depth Study Assessment	Trial Exam
	Outcomes:	CH11/12-4, CH11/12-5 CH11/12-6	CH11/12-2, CH11/12-3, CH11/12-4, CH 11/12-5, CH 11/12-6, CH12-13	CH11/12-1, CH11/12-3 CH11/12-4, CH11/12-5 CH11/12-7, CH12-14	CH11/12-2, CH11/12-4 CH11/12-5, CH11/12-6 CH11/12-7, CH11/12-12 CH11/12-13, CH11/12-14 CH12-15
Skills in Working Scientifically	**60**	10	15	15	20
Knowledge and Understanding	**40**		15	15	10
Marks	**100**	**10**	**30**	**30**	**30**

HSC Community and Family Studies

Objectives A student will develop:	Outcomes A student:
1. knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing	H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and
2. knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing	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
3. knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities	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
4. knowledge and understanding about research methodology and skills in researching, analysing and communicating	H4.1 justifies and applies appropriate research methodologies H4.2 communicates ideas, debates issues and justifies opinions
5. skills in the application of management processes to meet the needs of individuals, groups, families and communities	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
6. skills in critical thinking and the ability to take responsible action to promote wellbeing	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
7. an appreciation of the diversity and interdependence of individuals, families, groups and communities	7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society 7.2 develops a sense of responsibility for the wellbeing of themselves and others 7.3 appreciates the value of resource management in response to change 7.4 values the place of management in coping with a variety of role expectations

ASSESSMENT SCHEDULE FOR Community and Family Studies 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 8 2025	Term 1 Week 8-9 2026	Term 2 Week 9 2026	Term 3 Week 3-4 2026
	Task:	In-class Stimulus Response Task	Half Yearly Exam	Independent Research Project	Formal Written Exam
	Outcomes:	H2.1, H2.2, H3.2, H3.4, H6.1	H1.1, H2.2, H2.3, H3.1, H3.3, H5.1, H5.2	H4.1, H4.2	H1.1 - H7.4
Knowledge and understanding of course content	**40**	10	10	5	15
Skills in critical thinking, research and analysis	**60**	15	15	15	15
Marks	**100**	**25**	**25**	**20**	**30**

School Name: East Hills Boys High | Tiling | Assessment Schedule Year 12 – 2026

Assessment Task for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Task 5 Tiling Week 5 Term 1	Task 6 Project planning Week 2 Term 2	Task 7 Group project Week 2 Term 3	TRIAL EXAM Week 3/4 Term 3
Code	**Unit Name**	**HSC Examinable**				
CPCCWF2002	Use wall and floor tiling tools and equipment		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCOM2001	Read and interpret plans and specifications	✓		X		
CPCCOM1013	Plan and organise work	✓		X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainably in the Construction Industry	✓			X	

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

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

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

School Name: East Hills Boys High

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 8 Term 1	Task 4 Week 6 Term 2	Task 5 Week 10 Term 2	TRIAL EXAM Week 3/4 Term 3
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".

HSC Design & Technology Outcomes

Objectives Students will develop:	**HSC Outcomes** A student:
1. knowledge and understanding about design theory and design processes in a range of contexts	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
2. knowledge, understanding and appreciation of the interrelationship of design, technology, society and the environment	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
3. creativity and an understanding of innovation and entrepreneurial activity in a range of contexts	H3.1 analyses the factors that influence innovation and the success of innovation H3.2 uses creative and innovative approaches in designing and producing
4. skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities	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
5. skills in research, communication and management in design and production	H5.1 manages the development of a quality major design project H5.2 selects and uses appropriate research methods and communication techniques
6. knowledge and understanding about current and emerging technologies in a variety of settings	H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development

ASSESSMENT SCHEDULE FOR HSC DESIGN AND TECHNOLOGY 2026

Component	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 7 2025	Term 1 Week 7 2026	Term 2 Week 6 2026	Term 3 Week 3-4 2026
	Task:	MDP Oral Presentation	Case Study of Innovation	Research, Testing and Experimenting	Trial HSC Examination
	Outcomes:	H1.2, H4.1, H4.2, H5.1, H5.2	H2.1, H2.2, H3.1, H4.1, H6.2	H1.1, H3.2, H4.2, H4.3, H5.2, H6.1	H1.1, H2.1, H2.2, H3.1, H4.3, H6.2
Knowledge and understanding of course content	**40**		20		20
Knowledge and skills in designing, managing, producing and evaluating a major design project	**60**	20		30	10
Marks	**100**	**20**	**20**	**30**	**30**

HSC Economics Outcomes

Objectives	HSC Outcomes
A student will develop knowledge and understanding about:	A student:
• the economic behaviour of individuals, firms, institutions and governments	H1 demonstrates understanding of economic terms, concepts and relationships
	H2 analyses the economic role of individuals, firms, institutions and governments
• the function and operation of markets	H3 explains the role of markets within the global economy
• the operation and management of economies	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
• contemporary economic problems and issues facing individuals, firms and governments	H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
A student develops skills to:	A student:
	H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
• investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources	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
• communicate economic information, ideas and issues in appropriate forms	H12 works independently and in groups to achieve appropriate goals in set timelines

ASSESSMENT SCHEDULE HSC ECONOMICS 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 6 2025	Term 1 Weeks 8-9 2026	Term 2 Week 10 2026	Term 3 Weeks 3-4 2026
	Task:	Stimulus based Extended Response	Australia's Place in the Global Economy – Economic Skills	Short Response- Economic Reports	Trial Exam
	Outcomes:	H1 H2 H4 H5 H6 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11	H1 H2 H3 H5 H6 H7 H8 H9 H10 H12	H1 H2 H3 H4 H5 H6 H7 H8 H10 H11
Knowledge and Understanding	**40**	10	10	5	15
Stimulus Based Skills	**20**	5	10		5
Inquiry and Research	**20**			20	
Communication of economic information, ideas and issues in appropriate forms	**20**	5	5		10
Marks	**100**	**20**	**25**	**25**	**30**

HSC Engineering Studies Outcomes

Objectives	HSC course outcomes
Students will develop:	**A student:**
1. understanding of the scope of engineering and the role of the engineer	H1.1 describes the scope of engineering and critically analyses current innovations H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
2. knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society	H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
3. communication skills appropriate to engineering practices	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
4. knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice	H4.1 investigates the extent of technological change in engineering H4.2 applies knowledge of history and technological change to engineering-based problems H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
5. management and problem-solving in engineering contexts	H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports H5.2 selects and uses appropriate management and planning skills related to engineering
6. skills in the application of engineering methodology	H6.1 demonstrates skills in research and problem-solving related to engineering H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

ASSESSMENT SCHEDULE FOR HSC ENGINEERING STUDIES 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 7 2025	Term 1 Week 10 2026	Term 2 Week 8 2026	Term 3 Weeks 3-4 2026
	Task:	Engineering Report – CIVIL STRUCTIRES	Engineering Report – PERSONAL and PUBLIC TRANSPORT	Research Task – AERONAUTICAL ENGINEERING/ TELECOMMS	Examination – TRIAL HSC
	Outcomes:	H3.1, H3.2, H4.1, H4.2,H5.1,H6.2,	H1.2, H2.1, H3.2, H5.1, H6.1, H6.2	H1.1, H2.2, H4.1, H4.3, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.2, H4.3,
Knowledge and understanding of course content	**60**	10	10	10	30
Knowledge and skills in research, problem solving and communication related to engineering practice	**40**	10	20	10	0
Marks	**100**	**20**	**30**	**20**	**30**

HSC English Standard Outcomes

Objectives	HSC Course outcomes
Objective A Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: • communicate through speaking, listening, reading, writing, viewing and representing*	**EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure **EN12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
Objective B Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: • use language to shape and make meaning according to purpose, audience and context	**EN12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning **EN12-4** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
Objective C Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: • think in ways that are imaginative, creative, interpretive and critical	**EN12-5** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments **EN12-6** investigates and explains the relationships between texts
Objective D Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: • express themselves and their relationships with others and their world	**EN12-7** explains and evaluates the diverse ways texts can represent personal and public worlds **EN12-8** explains and assesses cultural assumptions in texts and their effects on meaning
Objective E Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: • learn and reflect on their learning through their study of English	**EN12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

ASSESSMENT SCHEDULE FOR HSC ENGLISH (STANDARD) 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 9 2025	Term 1 Weeks 8-9 2026	Term 2 Week 6 2026	Term 3 Weeks 3–4 2026
	Task:	Common Module: Texts and Human Experiences Analytical response	Module B: Close Study of Text Analytical response	Module C: Craft of Writing Composition and Reflection	Trial HSC Examination Common Module Modules A B & C
	Outcomes:	EN12-2, EN12-6	EN12-1, EN12-7	EN12-4, EN12-9	EN12-3, EN12-5, EN12-8
Knowledge and understanding of course content	**50**	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	**50**	15	10	10	15
Marks	**100**	**25**	**25**	**20**	**30**

HSC English Studies Outcomes

Objectives	HSC Course Outcomes
Objective A Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: • communicate through speaking, listening, reading, writing, viewing and representing*	**ES12-1** comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes **ES12-2** identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts **ES12-3** accesses, comprehends and uses information to communicate in a variety of ways **ES12-4** composes proficient texts in different forms
Objective B Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: • use language to shape and make meaning according to purpose, audience and context	**ES12-5** develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences **ES12-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
Objective C Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: • think in ways that are imaginative, creative, interpretive and critical	**ES12-7** represents own ideas in critical, interpretive and imaginative texts **ES12-8** understands and explains the relationships between texts
Objective D Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: • express themselves and their relationships with others and their world	**ES12-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
Objective E Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: • learn and reflect on their learning through their study of English	**ES12-10** monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner collaborative processes as an independent learner

ASSESSMENT SCHEDULE FOR HSC ENGLISH STUDIES 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 9 2025	Term 1 Weeks 8-9 2026	Term 2 Week 9 2026	Term 3 Weeks 3–4 2026
	Task:	Common Module: Texts and Human Experiences Reflective Piece	Module A Half Yearly Examination	Mandatory Module and Electives A, B & C Collection of work	Trial HSC All Modules
	Outcomes:	ES12-2, ES12-8	ES12-3, ES12-9	ES12-1, ES12-4, ES12-10	ES12-5, ES12-6, ES12-7
Knowledge and understanding of course content	**50**	15	10	15	10
Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	**50**	10	15	15	10
Marks	**100**	**25**	**25**	**30**	**20**

HSC English Advanced Outcomes

Objectives	HSC Course Outcomes
Objective A Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: • communicate through speaking, listening, reading, writing, viewing and representing*	**EA12-1** independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure **EA12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
Objective B Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: • use language to shape and make meaning according to purpose, audience and context	**EA12-3** critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning **EA12-4** strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
Objective C Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: • think in ways that are imaginative, creative, interpretive and critical	**EA12-5** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments **EA12-6** investigates and evaluates the relationships between texts
Objective D Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to: • express themselves and their relationships with others and their world	**EA12-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued **EA12-8** explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
Objective E Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to: • learn and reflect on their learning through their study of English	**EA12-9** reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

ASSESSMENT SCHEDULE FOR HSC ENGLISH (ADVANCED) 2026

Task number	Weighting	Task 1	Task 2	Task 3	Task 4
Components	Week:	Term 4 Week 9 2025	Term 1 Weeks 8-9 2026	Term 2 Week 6 2026	Term 3 Weeks 3–4 2026
	Task:	Common Module: Texts and Human Experiences Analytical Essay	Module C: Craft of Writing Composition and Reflection	Module A: Textual Conversations Comparative essay	Trial HSC Examination Common Module Modules A B & C
	Outcomes:	EA12-2, EA12-6	EA12-4, EA12-9	EA12-3, EA12-8	EA12-1, EA12-5, EA12-7
Knowledge and understanding of course content	**50**	10	10	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	**50**	15	10	10	15
Marks	**100**	**25**	**20**	**25**	**30**

Year 12 EAL/D Outcomes

Objective A Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: communicate through speaking, listening, reading, writing, viewing and representing*	**HSC Course Outcomes**
	EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure **EAL12-1B** communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts **EAL12-2** uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
Objective B Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: use language to shape and make meaning according to purpose, audience and context	**EAL12-3** identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning **EAL12-4** applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
Objective C Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: think in ways that are imaginative, creative, interpretive and critical	**EAL12-5** thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts EAL12-6 investigates and evaluates the relationships between texts
Objective D Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: express themselves and their relationships with others and their world	**EAL12-7** integrates understanding of the diverse ways texts can represent personal and public worlds **EAL12-8** analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
Objective E Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: learn and reflect on their learning through their study of English	**EAL12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

ASSESSMENT SCHEDULE FOR HSC ENGLISH (EAL/D) 2026

	Weighting	**Task 1**	**Task 2**	**Task 3**	**Task 4**
	Week:	Term 4 Week 10 2025	Term 1 Week 10 2026	Term 2 Week 9 2026	Term 3 Weeks 3–4 2026
	Task:	Mod A: Texts and Human Experiences Analytical Essay Listening Task	Mod B: Language, Identity and Culture Essay Examination	Mod C: Close Study of Text and concurrent Mod D: Focus On Writing module Examination	Trial HSC All modules examined including listening exam Formal written examination
	Outcomes:	EAL12-1A, EAL12-6	EAL12-1B, EAL12-4, EAL12-7	EAL12-2, EAL12-9	EAL12-3, EAL12-5, EAL12-8
Knowledge and understanding of course content	**50**	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	**50**	10	10	15	15
Marks	**100**	**20**	**25**	**25**	**30**

Year 12 English Extension I Outcomes

Objective A Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to: articulate understanding through speaking, listening, reading, writing, viewing and representing	**Year 12 course outcomes** A student: **EE12-1** demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
Objective B Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to: craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts	**EE12-2** analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
Objective C Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to: express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values	**EE12-3** independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
Objective D Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to: express understanding of how cultural, historical and social contexts are represented in critical and creative texts	**EE12-4** critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
Objective E Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to: reflect on and evaluate their own processes of learning and creativity	**EE12-5** reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

ASSESSMENT SCHEDULE FOR HSC ENGLISH EXTENSION I 2026

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 6 2026	Term 2 Week 8 2026	Term 3 Weeks 3-4 2026
	Task:	Imaginative Response with Reflection	Analytical Essay	Trial Examination All Modules
	Outcomes:	EE12-2, EE12-5	EE12-1, EE12-4	EE12-3, EE12-4
Knowledge and Understanding of complex texts and of how and why they are valued	**50**	15	20	15
Skills in complex analysis, sustained composition and independent investigation	**50**	20	15	15
Marks	**100**	**35**	**35**	**30**

Extension Science Outcomes

Skills in working scientifically:	
Outcome	A student:
SE1	• refines and applies the Working Scientifically process in relation to scientific research
SE2	• analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of science knowledge and scientific methods of inquiry
SE3	• interrogates relevant and valid peer reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
SE4	• uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
SE5	• analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
SE6	• 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
SE7	• communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

ASSESSMENT SCHEDULE FOR HSC EXTENSION SCIENCE 2026

	Weighting	Task 1	Task 2	Task 3
Components	Week:	Term 1 Weeks 8-9 2026	Term 2 Week 7 2026	Term 3 Week 5 2026
	Task:	Research Review	The Data	Scientific Research Report
	Outcomes:	SE1,SE2,SE3,SE5,SE6, SE7	SE1 SE4 SE5 SE6 SE7	SE1 SE7
Marks	**100**	**30**	**30**	**40**

HSC Geography Outcomes

Objectives **the student develops knowledge and understanding about:**	**HSC outcomes** **The student:**
- Students investigate sustainability in the contemporary world, including principles of, and actions for, sustainability. - Students investigate the spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale. - Students investigate the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity.	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-12-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms
The student develops skills to:	**The student:**
- investigate geographically	GE-12-05 synthesises and evaluates relevant geographical information from a variety of sources GE-12-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms
- communicate geographically - apply geographic skills and formulas	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

ASSESSMENT SCHEDULE FOR HSC GEOGRAPHY 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 7 2025	Term 1 Weeks 8-9 2026	Term 2 Week 4 2026	Term 3 Weeks 3-4 2026
	Task:	Skills Test	Rural & Urban Places	Ecosystems & Global Diversity	Trial Exam
	Outcomes:	GE-12-05, GE-12-06, GE-12-07, GE-12-08	GE-12-01, GE-12-02, GE-12-03, GE-12-052, GE-12-09	GE-12-01, GE-12-02, GE-12-03, GE-12-052, GE-12-09	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-06, GE-12-07, GE-12-08, GE-12-09
Knowledge and understanding of course content	**40**	10	10	10	10
Geographical Tools and Skills	**20**	5	5	5	5
Geographical Inquiry and Research, including fieldwork	**20**	5	5	5	5
Communication of geographical information, ideas and issues in appropriate forms	**20**		5	5	10
Marks	**100**	**20**	**25**	**25**	**30**

HSC Health and Movement Science Outcomes

Year 12 Course 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

ASSESSMENT SCHEDULE FOR HSC HEALTH AND MOVEMENT SCIENCE 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 10 2025	Term 1 Week 8-9 2026	Term 2 Week 11 2026	Term 3 Weeks 3-4 2026
	Task:	Research Task - Training for improved performance	Half-Yearly	Depth Study - Health in an Australian and global context	Trial Exam
	Outcomes:	HM-12-05 HM-12-06 HM-12-08 HM-12-09 HM-12-10	HM-12-01 HM-12-02 HM-12-04 HM-12-07	HM-12-03 HM-12-08 HM-12-10	HM-12-01 HM-12-02 HM-12-03 HM-12-04 HM-12-05 HM-12-06 HM-12-07 HM-12-09
Knowledge and understanding of course content	**40**	5	10	5	20
Skills in analysis, communication, creative thinking, problem-solving and research	**60**	20	10	20	10
Marks	**100**	**25**	**20**	**25**	**30**

HSC Industrial Technology Outcomes

Objectives	HSC Outcomes
Students will develop 1. knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry	A student: 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
2. knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment	H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
3. competence in designing, managing and communicating within a relevant industry context	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 through the production of a Major Project
4. knowledge and skills in producing quality products	H4.1 demonstrates competency 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
5. knowledge and skills in communication and information processing related to the industry focus area	H5.1 selects and uses communication and information processing skills H5.2 examines and applies appropriate documentation techniques to project management
6. an appreciation of quality products and the principles of quality control	H6.1 evaluates the characteristics of quality manufactured products H6.2 applies the principles of quality and quality control
7. an appreciation of the relationships between technology, the individual, society and the environment	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

ASSESSMENT SCHEDULE FOR HSC INDUSTRIAL TECHNOLOGY 2026
TIMBER PRODUCTS AND FURNITURE INDUSTRIES / MULTIMEDIA INDUSTRIES

Components	**Weighting**	**Task 1**	**Task 2**	**Task 3**	**Task 4**
	Week:	Term 4 Week 10 2025	Term 2 Week 3 2026	Term 2 Week 11 2026	Term 3 Week 3-4 2026
	Task:	Project Management	Industry Report	Presentation on Major Project	Examination Trial HSC
	Outcomes:	H1.2, H3.1, H3.2, H3.3, H5.1, H5.2, H6.1	H1.1, H1.2, H1.3, H7.1, H7.2	H1.2, H2.1, H3.2, H4.1, H4.3, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H4.3, H7.1, H7.2
Knowledge and understanding of course content	**40**		15		25
Knowledge and skills in the design, management, communication and production of a major project	**60**	20		40	
Marks	**100**	**20**	**15**	**40**	**25**

HSC Investigating Science Outcomes

Objectives Students:	Outcomes A student:
Develop skills in applying the processes of Working Scientifically	Questioning and predicting INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation Planning investigations INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information Conducting investigations INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information Processing data and information INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media Analysing data and information INS11/12-5 analyses and evaluates primary and secondary data and information Problem solving INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes Communicating INS11/12-7 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

ASSESSMENT SCHEDULE FOR HSC INVESTIGATING SCIENCE 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 9 2025	Term 1 Weeks 8-9 2026	Term 2 Week 8 2026	Term 3 Weeks 3-4 2026
	Task:	Performing and Reporting a First-hand Investigation	Data Analysis	Depth Study Assessment	Trial Exam
	Outcomes:	INS11/12-1,INS11/12-2 INS11/12-3,INS11/12-7 INS12-12	INS11/12-1,INS11/12-2 INS11/12-4,INS12-12	INS11/12-1,INS11/12-4 INS11/12-5, INS11/12-6 INS11/12-7, INS12-12 INS12-14	INS11/12-2, INS11/12-4 INS11/12-5, INS1/12-6 INS11/12-7, INS12-12 INS12-13, INS12-14 INS12-15
Skills in Working Scientifically	**60**	20	5	25	10
Knowledge and Understanding	**40**	5	5	10	20
Marks	**100**	**25**	**10**	**35**	**30**

HSC Legal Studies Outcomes

Objectives	HSC course outcomes
A student develops knowledge and understanding about: 1. the nature and institutions of domestic and international law	**A student:** H1. identifies and applies legal concepts and terminology H2. describes and explains key features of and the relationship between Australian and international law
2. the operation of Australian and international legal systems and the significance of the rule of law	H3. analyses the operation of domestic and international legal systems H4. evaluates the effectiveness of the legal system in addressing issues
3. the interrelationship between law, justice and society and the changing nature of the law.	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
A student develops skills in: 4. investigating, analysing and communicating relevant legal information and issues.	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.

ASSESSMENT SCHEDULE FOR HSC LEGAL STUDIES 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 8 2025	Term 1 Weeks 8-9 2026	Term 2 Week 10 2026	Term 3 Weeks 3-4 2026
	Task:	Crime Case Study Essay	Assessment Task on Human Rights and Crime	Focus 2 Essay In class	Trial Exam
	Outcomes:	H1 H3 H4 H6 H7 H8	H1 H2 H3 H4 H5 H6 H7 H9	H1 H2 H3, H4 H5 H6, H7 H9 H10	H1 H2 H3 H4 H5 H6 H7 H9
Knowledge and understanding of course content	**40**	5	10	5	20
Inquiry and research	**20**	10		10	
Communication of Legal Studies information, issues and ideas in appropriate forms	**20**	5	5	5	5
Analysis and evaluation	**20**	5	5	5	5
Marks	**100**	**25**	**20**	**25**	**30**

HSC Mathematics Standard 1 Outcomes

Objectives **Students:**	**HSC Course Outcomes** **The student*:***
• develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts	**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
• develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks	**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
• develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations	**MS1-12-9:** chooses and uses appropriate technology effectively and recognises appropriate times for such use
• develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs	**MS1-12-10:** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

ASSESSMENT SCHEDULE FOR HSC MATHEMATICS STANDARD 1 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 10 2025	Term 1 Weeks 8-9 2026	Term 2 Week 7 2026	Term 3 Weeks 3-4 2026
	Task:	Class Test Applications of Trigonometry Area and Volume Further	Half Yearly Assessment	Class Task	Trial Exam All topics
	Outcomes:	MS1-12- 3,4	MS1 – 12-1,2,3,5,6,9	MS1-12-4,8 MS1-12-6,7	MS1-12-1,2,3,4,5,6,7,8,9,10
Knowledge and Understanding outcomes.	**50**	10	15	10	15
Skill outcomes	**50**	10	15	10	15
Marks	**100**	**20**	**30**	**20**	**30**

HSC Mathematics Standard 2 Outcomes

Objectives **Students:**	**HSC Course Outcomes** **The student*:***
• develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts	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
• develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks	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
• develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations	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
• develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs	MS2-12-10: uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

ASSESSMENT SCHEDULE FOR HSC MATHEMATICS STANDARD 2 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 10 2025	Term 1 Weeks 8-9 2026	Term 2 Week 7 2026	Term 3 Weeks 3-4 2026
	Task:	Practical Task Applications of Trigonometry Area and Volume Further	Half Yearly Assessment	Class Task	Trial Exam All topics
	Outcomes:	MS2-12- 3,4	MS2 – 12-1,2,3,5,6,9	MS2-12-4,8 MS2-12-6,7	MS2-12-1,2,3,4,5,6,7,8,9,10
Knowledge and Understanding outcomes.	**50**	10	15	10	15
Skill outcomes	**50**	10	15	10	15
Marks	**100**	**20**	**30**	**20**	**30**

HSC Mathematics Advanced Outcomes

Objectives	HSC Course Outcomes
Students develop:	A student:
• knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques	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
• the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics and probability	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
• the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations	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
• the ability to communicate and interpret mathematics logically and concisely in a variety of forms	MA12-10: constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context H7 uses the features of a graph to deduce information about the derivative

ASSESSMENT SCHEDULE FOR HSC MATHEMATICS ADVANCED 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 10 2025	Term 1 Weeks 8-9 2026	Term 2 Week 7 2026	Term 3 Weeks 3-4 2026
	Task:	Assignment / Investigation	Half Yearly Assessment	Class Task	Trial Exam
	Outcomes:	MA12-1,5,9,10	MA12-1,3,6,7,9,10	MA12-2,4,8	MA12 1,2,3,4,5,6, 7,8,9,10
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	**50**	10	15	10	15
Applications of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	**50**	10	15	10	15
Marks	**100**	**20**	**30**	**20**	**30**

HSC Mathematics Extension 1 Outcomes

Objectives	**HSC Course Outcomes**
Students develop:	A student:
• efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques	ME12-1: applies techniques involving proof or calculus to model and solve problems
• the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis	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
• the ability to use technology effectively and apply critical thinking to recognise appropriate times for such use	ME12-6: chooses and uses appropriate technology to solve problems in a range of contexts
• the ability to interpret, justify and communicate mathematics in a variety of forms	ME12-7: evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

ASSESSMENT SCHEDULE FOR HSC MATHEMATICS EXTENSION 1 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 6 2025	Term 1 Weeks 8-9 2026	Term 2 Week 8 2026	Term 3 Weeks 3-4 2026
	Task:	Class Task	Half Yearly Assessment	Assignment / Investigation	Trial Exam
	Outcomes:	ME12-1,3,4,6,7	ME12-3,4,5,6	ME12-1,3,6,7	ME12-1,2,3,4,5,6,7
• Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	**50**	10	15	10	15
• Applications of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	**50**	10	15	10	15
Marks	**100**	**20**	**30**	**20**	**30**

HSC Mathematics Extension 2 Outcomes

Objectives	**HSC Course Outcomes**
Students develop:	A student:
• efficient strategies to solve complex problems using pattern recognition, generalisation, proof and modelling techniques	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
• their knowledge, skills and understanding to model and solve complex and interconnected problems in the areas of proof, vectors and mechanics, calculus and complex numbers	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
• their problem-solving and reasoning skills to create appropriate mathematical models in a variety of forms and apply these to difficult unstructured problems	MEX12-7: applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
• the ability to use mathematics as an effective means of communication and justification in complex situations	MEX12-8: communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

ASSESSMENT SCHEDULE FOR HSC MATHEMATICS EXTENSION 2 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 1 Week 4 2026	Term 1 Weeks 8-9 2026	Term 2 Week 4 2026	Term 3 Weeks 3-4 2026
	Task:	Class Task	Half Yearly Assessment	Assignment / Investigation	Trial Exam
	Outcomes:	MEX12-1,4,7,8	MEX12-1,2,3,4,7,8	MEX12-1,3,7,8	MEX12-1,2,3,4,5,6,7,8
• Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	**50**	10	15	10	15
• Applications of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	**50**	10	15	10	15
Marks	**100**	**20**	**30**	**20**	**30**

Year 12 Modern History Outcomes

Objectives Students:	**Year 12 course outcomes** A student:
• develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context • develop an understanding of continuity and change over time. • undertake the process of historical inquiry • use historical concepts and skills to examine the modern past • communicate an understanding of history, sources and evidence, and historical interpretations.	• 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

ASSESSMENT SCHEDULE FOR HSC MODERN HISTORY 2026

Component	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 7 2025	Term 1 Weeks 8-9 2026	Term 2 Week 5 2026	Term 3 Weeks 3-4 2026
	Task:	Core Topic Source Analysis Task	National Study Essay and Source Task	Peace & Conflict Essay Task	All Previous Topics Trial Exam
	Outcomes:	MH12-1, MH12-2, MH12-3, MH12-4, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-5, MH12-6, MH12-9	MH12-3, MH12-5, MH12-6, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9
Knowledge and understanding of course content	**40**	5	15	5	15
Historical skills in: analysis, synthesis and evaluation of historical information from a variety of sources evaluation of historical interpretations	**20**	5	5	5	5
Historical inquiry and research	**20**	5	5	5	5
Communication of historical understanding in appropriate forms	**20**	5	5	5	5
Marks	**100**	**20**	**30**	**20**	**30**

HSC Music 1 Outcomes

Objective:	to develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.
	HSC Outcomes (H)
	Through activities in performance, composition, musicology and aural, a student:
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
Objective:	to develop the skills to evaluate music critically.
	HSC Outcomes (H)
	Through activities in performance, composition, musicology and aural, a student:
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
Objective:	to develop an understanding of the impact of technology on music.
	HSC Outcomes (H)
	Through activities in performance, composition, musicology and aural, a student:
H7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H8	identifies, recognises, experiments with, and discusses the use and effects of technology in music
Objective:	to develop personal values about music.
	HSC Outcomes (H)
	Through activities in performance, composition, musicology and aural, a student:
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

ASSESSMENT SCHEDULE FOR HSC MUSIC 1 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 1 Week 6 2026	Term 1 Week 10 2026	Term 2 Week 8 2026	Term 3 Weeks 3-4 2026
	Task:	Viva Voce on current topic supported with detailed aural analysis. Aural assessment task	Core performance and Elective 1 (Depending on the elective this may be a performance; or a musicology viva voce or portfolio; or material from the composition portfolio) Core Composition activities representing current topic	Performance assessment task	Trial Exam Aural Paper and representation of core performance & all 3 electives
	Outcomes:	H2 H4 H6 H5 H7 H8	H1 H3 H4 H9 H11	H1 H2 H3 H4 H5 H6 H9	H1 H2 H3 H4 H5 H6 H7 H8 H9
Performance Core	**10**		5	5	
Composition Core	**10**		10		
Musicology Core	**10**	10			
Aural Core	**25**	15			10
Elective 1	**15**		10		5
Elective 2	**15**			10	5
Elective 3	**15**			5	10
Marks	**100**	**25**	**25**	**20**	**30**

HSC Physics Outcomes

Objectives Students:	**Outcomes** A student:
• develop skills in applying the processes of Working Scientifically	PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media PH11/12-5 analyses and evaluates primary and secondary data and information PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
• 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
• 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

ASSESSMENT SCHEDULE FOR HSC PHYSICS 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 8 2025	Term 1 Weeks 8-9 2026	Term 2 Week 9 2026	Term 3 Weeks 3-4 2026
	Task:	Data Analysis	Performing and Reporting a First-hand Investigation	Depth Study Assessment	Trial Exam
	Outcomes:	PH11/12-5 PH11/12-6	PH11/12-2, PH11/12-3 PH11/12-4, PH11/12-5 PH11/12-6, PH12-12	PH11/12-1, PH11/12-3 PH11/12-5, PH11/12-6 PH11/12-7, PH12-14	PH11/12-2, PH11/12-4 PH11/12-5, PH11/12-6 PH11/12-7, PH12-12 PH12-13, PH12-14 PH12-15
Skills in Working Scientifically	**60**	10	20	20	10
Knowledge and Understanding	**40**		5	15	20
Marks	**100**	**10**	**25**	**35**	**30**

HSC Society and Culture Outcomes

Objectives	HSC course outcomes
Students will develop knowledge and understanding about:	*A student:*
• social and cultural concepts and their application	H1 evaluates and effectively applies social and cultural concepts
• personal, social and cultural identity and interactions within societies and cultures	H2 explains the development of personal, social and cultural identity H3 analyses relationships and interactions within and between social and cultural groups
• how personal experience and public knowledge interact to develop social and cultural literacy	H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
• continuity and change, personal and social futures	H5 analyses continuity and change and their influence on personal and social futures
• social and cultural research methods	H6 evaluates social and cultural research methods for appropriateness to specific research tasks
Students will develop skills to:	*A student:*
• apply ethical social and cultural research to investigate and analyse information from a variety of sources	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
• communicate information, ideas and issues in appropriate forms to different audiences and in a variety of contexts	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

ASSESSMENT SCHEDULE HSC SOCIETY AND CULTURE 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 1 Week 10 2026	Term 2 Week 7 2026	Term 2 Week 10 2026	Term 3 Weeks 3-4 2026
	Task:	Belief Systems and Ideologies Oral Presentation	PIP Final Progress	Social conformity and Non-conformity Short answer and Extended Response	Trial Exam
	Outcomes:	H1, H5, H7, H8, H10	H1, H6, H7, H8, H9, H10	H3, H4, H5, H7, H9, H10	H1, H2, H3, H4, H5, H6, H10
Knowledge and Understanding of course content	**50**	10		20	20
Application and Evaluation of social and cultural research methods	**30**	10	5	10	5
Communication of information, ideas and issues in appropriate forms	**20**	5	5	5	5
Marks	**100**	**25**	**10**	**35**	**30**

HSC Software Engineering Outcomes

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

ASSESSMENT SCHEDULE FOR HSC SOFTWARE ENGINEERING 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 8 2025	Term 1 Week 7 2026	Term 2 Week 9 2026	Term 3 Weeks 3-4 2026
	Task:	Secure software architecture Task	Web Dev Project Programming Task	Software Engineering Project	Trial HSC Examination
	Outcomes:	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-07, SE-12-08	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-07, SE-12-08 SE-12-09	SE-12-01, SE-12-02, SE-12-04,SE-12-05, SE-12-06, ,SE-12-07, SE-12-08, SE-12-09	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08 SE-12-09
• Knowledge and understanding of course content	**50**	10	10	10	20
• Knowledge and skills in the design and development of software solutions	**50**	10	10	20	10
Marks	**100**	**20**	**20**	**30**	**30**

HSC Sport, Lifestyle and Recreation Outcomes

Objectives	HSC Outcomes
Students will develop:	A student:
1. knowledge and understanding of the factors that influence health and participation in physical activity	1.1 applies the rules and conventions that relate to participation in a range of physical activities 1.2 explains the relationship between physical activity, fitness and healthy lifestyle 1.3 demonstrates ways to enhance safety in physical activity 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status 1.6 describes administrative procedures that support successful performance outcomes
2. knowledge and understanding of the principles and processes impacting on the realisation of movement potential	2.1 explains the principles of skill development and training 2.2 analyses the fitness requirements of specific activities 2.3 selects and participates in physical activities that meet individual needs, interests and abilities 2.4 describes how societal influences impact on the nature of sport in Australia 2.5 describes the relationship between anatomy, physiology and performance
3. the ability to analyse and implement strategies that promote health, physical activity and enhanced performance	3.1 selects appropriate strategies and tactics for success in a range of movement contexts 3.2 designs programs that respond to performance needs 3.3 measures and evaluates physical performance capacity 3.4 composes, performs and appraises movement 3.5 analyses personal health practices 3.6 assesses and responds appropriately to emergency care situations 3.7 analyses the impact of professionalism in sport
4. a capacity to influence the participation and performance of self and others.	4.1 plans strategies to achieve performance goal 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context 4.3 makes strategic plans to overcome the barriers to personal and community health 4.4 demonstrates competence and confidence in movement contexts 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
5. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	**Values and Attitudes** • accepts responsibility for personal and community health • willingly participates in regular physical activity • values the importance of an active lifestyle • values the features of a quality performance • strives to achieve quality in personal performance

ASSESSMENT SCHEDULE FOR HSC SPORT, LIFESTYLE AND RECREATION 2026

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week:	Term 4 Week 8 2025	Term 1 Weeks 8-9 2026	Term 2 Week 8 2026	Term 3 Weeks 3-4 2026
	Task:	Design a Resistance Training Program	Coaching Task	Individual Sport Training Program	Trial Exam
	Outcomes:	H1.3 H3.2 H3.3 H4.4	H1.1 H1.3 H2.1 H3.1 H3.2	H2.1 H3.1 H3.2 H4.1 H4.4	H1.1 H1.2 H1.3 H2.1 H2.2 H2.3 H2.5 H3.1 H3.2 H3.3 H4.1 H4.2 H4.4 H4.5
• Knowledge and Understanding	**50**	10	10	10	20
• Skills	**50**	10	10	10	20
Marks	**100**	**20**	**20**	**20**	**40**

HSC Visual Arts Outcomes

Artmaking Objective Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.	
Content	**HSC course**
practice	A student: H1: initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
conceptual framework	H2: applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
frames	H3: demonstrates an understanding of the frames when working independently in the making of art
representation	H4: selects and develops subject matter and forms in particular ways as representations in artmaking
conceptual strength and meaning	H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
resolution	H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
Art Criticism and Art History Objective Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.	
Content	HSC course
practice	A student: H7: applies their understanding of practice in art criticism and art history
conceptual framework	H8: applies their understanding of the relationships among the artist, artwork, world and audience
frames	H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
representation	H10: constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

ASSESSMENT SCHEDULE FOR HSC VISUAL ARTS 2026

	Weighting	**Task 1**	**Task 2**	**Task 3**	**Task 4**
Components	Week:	Term 1 Week 6 2026	Term 2 Week 4 2026	Term 2 Week 11 2026	Term 3 Weeks 3-4 2026
	Task:	Development of body of work – investigations of artmaking practice evident in Visual Arts Process Diary (VAPD)	Art History / Art Criticism Case Study. CS4 – Getting to Know You.	Development of body of work – including VAPD and works under development. (Inclusive CS5)	Trial Exam Art Criticism and Art History
	Outcomes:	H1, H2, H3, H4	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9
Artmaking	**50**	20		30	
Art Criticism & Art History	**50**		25		25
Marks	**100**	**20**	**25**	**30**	**25**

Year 12 HSC ASSESSMENT OVERVIEW

TERM 4, 2025

WEEK	1	2	3	4	5	6	7	8	9	10
	13 Oct	20 Oct	27 Oct	3 Nov	10 Nov	17 Nov	24 Nov	1 Dec	8 Dec	15 Dec
						Business Stud Maths Ext 1 Economics	Mod History Engineer. St Design &Tech Geography	Legal Stud. Anc History SLR Physics CAFS Software Engineering	Biology English Advanced Standard Studies Chemistry Inv Science	Indust. Tech Maths Std Mathematics Health Mov Sc. English EAL/D English Ext 2

TERM 1, 2026

WEEK	1	2	3	4	5	6	7	8	9	10
	26 Jan	2 Feb	9 Feb	16 Feb	23 Feb	2 Mar	9 Mar	16 Mar	23 Mar	30 Mar
				Maths Ext 2		English Ext 1 Music Visual Arts	Software Engineering Design &Tech	**Half Year Ex** English Standard Advanced Studies Maths Std Mathematics Maths Ext 1 Maths Ext 2 Legal Studies Construction Hospitality	**Half Year Ex** Biology Geography Chemistry Physics Business St. Mod History Anc History SLR Economics Inv Science Health Mov Sc. CAFS	English EAL/D Music Soc & Culture Engineer.St

TERM 2, 2026

WEEK	1	2	3	4	5	6	7	8	9	10	11
	20 Apr	27 Apr	4 May	11 May	18 May	25 May	1 June	8 Jun	15 Jun	22 Jun	29 Jun
		English Ext 2	Ind Tech	Visual Arts Geography Maths Ext 2	Mod History	English Advanced Standard Design &Tech	Maths Std Mathematics Business Stud Soc & Culture	SLR Maths Ext 1 Music English Ext 1 Engineer. St Inv Science	English EAL/D Studies English Ext 2 Physics Software Engineering CAFS	Soc & Culture Legal Studies Anc History Economics Biology	Chemistry Visual Arts Ind Tech Health Mov Sc

TERM 3, 2026

WEEK	1	2	3	4	5	6	7	8	9	10
	20 Jul	27 Jul	3 Aug	10 Aug	17 Aug	24 Aug	31 Aug	7 Sep	14 Sep	21 Sep
			Trials	**Trials**						