

Erskine Park High School

Pride in Achievement



STUDENT ASSESSMENT HANDBOOK

Higher School Certificate 2026 **Assessment Guidelines & Procedures** **and** **Course Assessment Schedules**

This Student Handbook is issued to Year 12 students along with the NSW Education Standards Authority (NESA) '**2026 Higher School Certificate | Rules and Procedures**' booklet.

Erskine Park High School

Pride in Achievement

Email: erskinepk-h.admin@det.nsw.edu.au

Website: <https://erskinepk-h.schools.nsw.gov.au/>

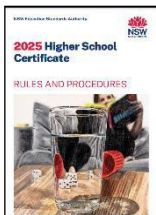
Acronyms used in this resource

AQF	Australian Qualifications Framework
ATAR	Australian Tertiary Admission Rank
EPHS	Erskine Park High School
NESA	NSW Education Standards Authority
HSC	Higher School Certificate
ROSA	Record of School Achievement
RTO	Registered Training Organisation
TAFE	Technical and Further Education
VET	Vocational Education and Training
UAC	University Admission centre

Links to resources used in informing this handbook

[NESA Assessment in practice](#)

[NESA Clarified ACE Rules - Oct 2024](#)



2026 HSC Rules and Procedures

<https://www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures>

Note: this booklet is issued to all Year 12 students along with this Assessment Handbook.

Making the most of the information provided



The school has a mentoring program for Year 12 students.

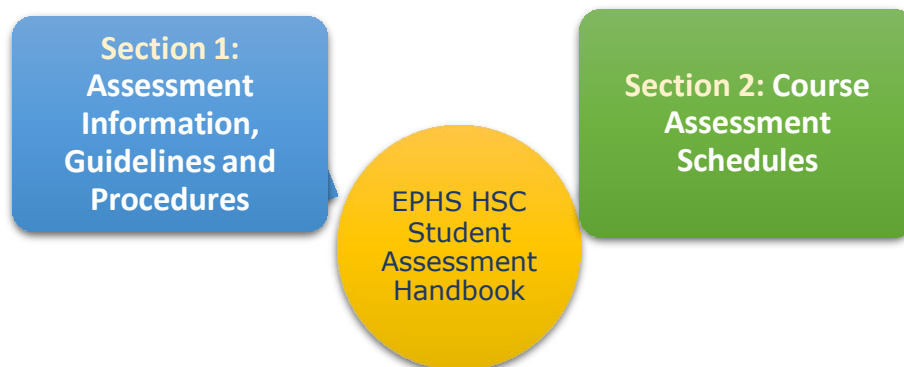
Take this Handbook to your mentoring sessions. It can help inform your discussions with your mentor teacher and be used to help create your study plan as well as set short-term and long-term goals.

Who is your Mentor Teacher?



Preface

This Student Handbook is divided into 2 Sections as outlined below:



The **purpose of Section 1, Assessment Information, Guidelines and Procedures** is to provide you with advice that will build on your understanding of assessment and the rules and procedures related to assessment for the HSC. This advice includes details of:

- assessment, in general and its purpose
- the school assessment program
- administrative arrangements associated with assessment tasks (e.g., distribution of tasks, how the school will deal with absence, late submission of tasks, illness/misadventure etc)
- the school's policy on malpractice in school-based assessment tasks
- the procedures to be implemented if tasks produce invalid or unreliable results
- the procedures for dealing with student appeals arising from assessment tasks.

☐ This advice will help you to understand the 'what, why, how and where' of assessment for the HSC and the procedures that you and the school need to follow in relation to the Erskine Park High School HSC assessment program.

The **purpose of Section 2, Course Assessment Schedules** is to provide you with written advice about the requirements for assessment for each course offered at our school. This advice includes information about:

- the number and nature of tasks.
- the allocation of weightings to each task in relation to the total weighting and the breakdown of this weighting linked to course syllabus requirements.
- a timeframe when assessment tasks are planned to take place.
- a list of syllabus outcomes for each course

This section also contains a calendar for you to map the assessment tasks for the courses you study.

This advice will help you:

- ☐ identify the number, nature and timing of the assessment tasks for each of your courses.
- ☐ plan your time and other activities to develop a **realistic and relevant study program** to maximise your achievement in each task and overall, in each course.

Section 1: Assessment Information, Guidelines and Procedures



Section 1:



Assessment Information, Guidelines and Procedures



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Rate yourself on how successful you have been in submitting tasks by the due date in the past.	1 I have never submitted a task on time	2	3	4	5 I have submitted every task on time
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NESA Requirements of students for the HSC

Eligibility for HSC

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

- ☐ completed Year 10
- ☐ attended a school, college or TAFE recognised by NESA
- ☐ completed HSC: All My Own Work (or its equivalent)
- ☐ met the 'minimum standard' of literacy and numeracy unless deemed exempt
- ☐ completed and made a serious attempt in all HSC examinations
- ☐ have satisfactorily completed courses that comprise the pattern of study required by NESA (see below).

Patterns of Study – Number of Units Studied

To qualify for the HSC, students must satisfactorily complete a **preliminary** (Year 11) pattern of study comprising **at least 12 units** and an **HSC** (Year 12) pattern of study comprising **at least 10 units**.

Both patterns must include:

- At least 4 units from Board Developed courses
- At least 2 units of a course in English
- At least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed courses)
- At least four subjects.

Note: a student may count a maximum of 6 Preliminary units and 7 HSC units from courses in science.

Course Completion Criteria

The NSW Department of Education has an expectation that every student should have at least a 90% record of attendance. While NESA does not stipulate attendance requirements, principals may determine that, as a result of absence, the HSC course completion criteria has not been met. To meet the requirements for the satisfactory completion of HSC courses, students must provide sufficient evidence that they have:

NESA Language	What this means for you as a student of EPHS
▪ Followed each course developed or endorsed by NESA. AND	☐ Follow the NESA syllabus for each course undertaken. ☐ A Scope and Sequence for each course undertaken will be provided by the teacher. This document will tell you the order in which units/modules/outcomes of the syllabus will be followed. It also identifies the timeline of implementation. ☐ You will be provided with online access to the syllabus for each course you are studying.
▪ Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. AND	☐ Attend ALL timetabled lessons unless there is a valid, explained reason. ☐ Actively participate in all learning activities/experiences implemented by the teacher/school. ☐ Genuinely try your best with all learning activities and assessment tasks. ☐ Submit all required classwork, activities and assessment tasks by the due date. ☐ Ask for and act on feedback from your teachers, mentors, and peers. ☐ Complete HSC assessment tasks that make up more than 50% of available marks in courses where school-based assessment marks or grades are submitted.
▪ Achieved some or all of the course outcomes. AND	☐ Provide evidence through involvement in class activities, the submission of class work and assessment tasks that you have learnt concepts and skills taught in each course at the level of which you are capable.
▪ Made a <u>genuine attempt</u> to complete the course	☐ While NESA does not have a definition of 'making a genuine attempt', it does refer to a 'serious attempt' and a 'non-serious attempt'.

requirements, including sitting for and making a genuine attempt at all HSC examinations AND	☐ For an HSC exam to be considered a serious attempt, students must attempt questions in English (unless instructed otherwise) and with thought and effort trying to succeed at the task at hand. ☐ Non-serious attempts in an HSC exam may include answering multiple-choice questions only or submitting a response that contains obscene or offensive material. ☐ You must make a genuine attempt at assessment tasks that make up more than 50% OF THE ASSESSMENT MARKS.
In VET courses students must complete the mandatory work placement.	☐ All VET Frameworks have a mandatory minimum number of work placement hours that students are required to complete, ☐ Generally, work placement is split into two 35-hour blocks, typically one in Year 11 and one in Year 12. ☐ Where work placement periods are set by an external organisation (RTO) they must be adhered to by students.

Course Completion Criteria for Life Skills Courses

Life Skills courses have been developed for the small percentage of students with intellectual disabilities for whom the regular outcomes and content of courses is not appropriate. Students may have a mix of life skills courses with non-life skills courses in their pattern of study.

While it is not necessary for students to achieve all the Life Skills Outcomes to satisfactorily complete the course they must still **complete and submit all set work to satisfy Course Completion Criteria**. 'N' determinations (see page 24) can still be made for a student studying a Life Skills course who does not meet minimum expectations of effort and work.

It should be noted that VET Frameworks do not have a life skills option. All students undertaking a VET Framework as part of their pattern of study will need to complete the required assessments in line with RTO requirements.

The course completion criteria for the Stage 6 Life Skills courses are **the same** as those for all Board Developed and Board Endorsed Courses. These are described in the table above.

Failure to meet course completion criteria

It is the principal's responsibility to determine if a student seeking the award of the HSC at Erskine Park High School has satisfactorily completed each of the courses in which they are enrolled in accordance with NESA's requirements.

Where the principal believes a student has **not met** course requirements satisfactorily an **"N"** (non-completion of course requirements) **Determination** may be issued. The consequences of this may mean the student will not receive their HSC.

Where it becomes clear that a student is at risk of not meeting course requirements they will be advised verbally and in writing with a warning that an "N" Determination is being considered. Such a warning will be given in time for the problem to be corrected. The student and their parent or carer will be advised of what needs to be done to correct the situation. Once the work **is satisfactorily completed and submitted** the matter will be resolved and the "N" Determination will be lifted.

The Erskine Park High School 'N' Determination process is outlined on the flowchart on page 24 of this booklet.

Discontinuing a Subject or a Course

Students are able to 'drop' (discontinue) a subject in Year 12 that they have been studying in Year 11. At Erskine Park High School this can be done **from Week 1 of Term 4** following student academic reviews with a member of Senior Study member of staff, using the form 'Application to Discontinue a Subject' found on page 30 of this booklet. The form needs to be signed by both the student and their parent / carer. Once completed, the form is submitted to the Head Teacher Senior School who checks it and discusses any issues with the student and their parent / carer. The Year 12 Supervising Deputy Principal is the final decision maker.

It is the policy of Erskine Park High School that students wishing to change an HSC course such as drop a level in English (for example from Advanced to Standard) or Mathematics must do so BEFORE THE END OF TERM 4, 2025. Any changes after this time will require Principal approval. Students are not permitted to change courses after the 30th of June in the HSC exam year. Students who have been approved to change a level of English and/or Mathematics will be required to complete all HSC School-Based Assessments scheduled for that course. Students will be supported to catch-up on missed work and complete any required assessments.

Information about Assessment

Purpose of Stage 6 assessment

Assessment is the process of identifying, gathering and interpreting information about student achievement. In Stage 6, assessment can be used for several purposes, including to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement of each student at the end of a course.

Formal assessment

Formal school-based assessment occurs for each HSC course. Formal assessment tasks are those which students undertake as part of the **school-based assessment program**, that follow specific course requirements, components, and mark weightings. Information related to these aspects of the school-based assessment program can be found in Section 2 of this booklet. Formal school-based assessment provides opportunities to **gather evidence about student achievement in different ways to the HSC examinations**.

Generally, the number of school-based assessment tasks in a 2-unit course is four and may include the Trial HSC examination. The number of tasks in any 1-unit Extension course, is typically three. In the case of Extension courses, students who fail to meet the assessment requirements for the associated 2-unit course (such as Mathematics Advanced or English Advanced) will not receive a result in either course.

This Handbook contains information relating to the rules and procedures for formal school-based assessment tasks.

Timing of Formal School-Based Assessment Tasks

Formal assessment tasks are spread out throughout the 4 terms of the HSC (from the beginning of Term 4, 2025 until the end of Term 3, 2026). The term and week in which tasks are to be conducted is communicated in the Assessment Schedules section of this Handbook. Students will be notified of the exact due date of a task via the Assessment Notification, that is issued for an individual assessment task. The Assessment Notification Template used at Erskine Park High School is included as an addendum in this Handbook. (See Appendix 1, page 27.)

Nature of School-Based Assessment Tasks (Types of Tasks)

The nature of formal assessment tasks can vary for each course.

Some examples of task types used for formal assessment in Stage 6 include, but are not limited to:

- Presentations – digital, oral, multimodal
- Assignment
- Depth Study
- Reports – analytical, fieldwork, engineering
- Extended pieces of writing – analytical response, creative response, essay, research
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, logbooks, process diaries
- Class and/or cohort tests
- Musical composition or performance
- Some courses have major works

The nature of each assessment task is communicated in the Assessment Schedule and on the Assessment Notification.

A formal assessment task may contain more than one part but all parts will be submitted at the same time.

Group work tasks

Where group work is a course requirement, students will be informed about specific details, such as:

- the contribution of individual group members will be assessed
- the specific outcomes which will need to be evident in the end product
- procedures for how the task will be completed and submitted

- any required support documentation or evidence, such as a logbook, process diary, journal or reflection which will need to be submitted

Tasks Completed at School

Students have a responsibility to be present in class for all assessment tasks scheduled for completion at school. If a student is aware of circumstances that may prevent their attendance in class for a task (such as representing the school at a designated event), they must make these circumstances known to their class teacher and the appropriate Head Teacher before the day of the task. To do this, a student should complete and submit an **Application for Extension** (see Appendix 2 on page 28-29 for sample). Teachers will work with students to ensure that arrangements have been made to complete the task or a substitute task.

It is important that students attend all classes on days with scheduled assessment tasks.

If a class teacher is absent on the day when an assessment is due for completion, the Head Teacher will determine whether the task can proceed with another teacher. If the task needs to be rescheduled, a fair and reasonable new date will be decided upon, and all students will be informed in writing by the faculty.

Adjustments to Assessment Tasks for a Student with Disability

Schools are required to ensure that all assessment tasks are accessible to students with disability so that they can do their best alongside their abled classmates. If they are required, teachers will make reasonable adjustments to assessment activities (coursework, written, practical, project, performance tasks and in-school tests) to enable access and equitable opportunity for students with disability to demonstrate what they know and can do in relation to syllabus outcomes and content.

Students with a disability studying a VET Framework may need reasonable adjustments based on an individual's needs and abilities to develop competency both off-the-job and in the workplace. Where this is the case, teachers need to ensure that industry competency standards are still being met. This may limit the adjustments that can be made.

Assessment & Reporting of Achievement in HSC Courses

Results of School-Based Assessment Tasks (Board Developed Courses)

The marks that reflect student performance in assessments tasks, of Board Developed Courses, are used to calculate the **school-based assessment mark or grade** for each course. These results are forwarded to NESA at the end of Term 3 of the HSC year.

Procedures for Determining Student's Final School-Based Assessment Mark for a Course

Individual tasks are either marked out of the weighted mark allocated to the task as per the assessment schedule or marked out of a different (usually larger) number and converted to the weighted mark as seen in the student assessment schedule. This second procedure is very often the practice in relation to the Trial HSC Examination.

At the end of the course, in Term 3 of 2026, teachers aggregate (add-up) these individual results. This aggregated school-based assessment mark is sent into NESA and makes up 50% of the final HSC mark.

School-based assessment marks are moderated by NESA to calculate the marks that appear on each student's Record of School Achievement along with the exam result and the final HSC result. This means that the final marks sent into NESA by the school will be changed. Students are not given the final course mark that is sent into NESA.

Procedures for Determining Student's Final Grade in English Studies and Mathematics Standard 1

For students who study English Studies or Mathematics Standard 1, their final HSC course result will be communicated to NESA as an A to E grade. (See Appeals Processes (g) on page 22).

For English Studies each individual's school-based assessment result is aggregated to a final mark out of 100 which is then converted to a grade. Teachers confirm their judgements about the grades awarded through professional discussions and comparing student work with sample work previously aligned to grades.

For Mathematics Standard 1 student school-based assessment results are adjusted according to the allocated weightings for each task. These adjusted marks are aggregated to a final mark out of 100. The final mark is converted to grade based on the standards as set out in the Achievement Level Descriptions.

If students choose to do the optional HSC exam for these courses, their final result will be an exam mark and an HSC performance band (1-6). Their final HSC mark will be the same as their exam mark.

Results for Board Developed VET Courses

VET courses are competency based. In a competency-based course, assessment is based on the student's demonstration of specific skills. A student's performance is measured against a prescribed standard and they are judged as either competent or not-competent. If a student is deemed competent, they will be awarded an 'Achieved' outcome. If they are deemed not-competent, they will be awarded 'Not Achieved', 'Withdrawn' or 'Did Not Start', depending on individual circumstances.

All courses within the VET Frameworks **have a mandatory work placement requirement**.

Assessment tasks for VET courses are set by the Registered Training Organisation (RTO).

Students studying VET courses throughout all of Year 11 and Year 12 have the option of sitting for a Higher School Certificate **written examination**. Students who sit for the written examination will receive both an exam mark and the competency-based assessment result gained from work undertaken during the course. The marks achieved by students in the examination are shown on the Record of School Achievement and are used as the sole basis for determining the contribution of the course to the student's ATAR.

Life Skills

Eligible students undertaking a Life Skills pattern of study will have their achievement measured against the Life Skills outcomes for the specific course through class and assessment work. All tasks will be planned and implemented so that students are able to demonstrate their development against these outcomes.

As with abled students, those with disability are entitled to teaching, learning and assessment tasks which are accessible to them through the provision of reasonable adjustments that meet their particular needs and the requirement of the activity.

Assessment and reporting practices such as task notification, feedback and reporting to parents will remain the same, however, outcomes will be measured in accordance with NESA guidelines, that is, outcome achieved independently, outcome achieved with support or outcome not yet achieved.

While formal assessment tasks are not a requirement for Life Skills students, they may be implemented as an additional measure of achievement.

School Reporting of Achievement

Students and their parents/carers will receive a report for each course **twice a year** as part of the school's formal reporting process. The report will clearly convey what students know and can do, and how that compares with the standard expected as stated in the syllabus and course performance descriptors. It will also suggest areas for development, report on progress in the course measured against identified syllabus outcomes and provide an overall rank at the time of reporting. The rank provided in the half-year report will be cumulative (accurate at the time of the report) and may be changed in the case of an appeal or a successful illness / misadventure claim.

Stage 6 School-Based Assessment Program Guidelines and Procedures

Scheduling of Assessment Tasks

- School-based assessment tasks will be scheduled at appropriate times throughout each course, starting in Term 4, 2025 and concluding in Term 3, 2026.
- In setting up the assessment schedule, the school will work towards an even distribution of assessment tasks for students.
- In general, assessment tasks will not be scheduled in the week prior to an examination period or during an examination period.
- If a change needs to be made to the original assessment schedule, the faculty will notify students in writing at least 14 calendar days before the new task date. Students will be provided with a modified Assessment Schedule. They will sign and date a new Register to acknowledge receipt of the modified Assessment Schedule.

Notification and Receipt of Assessment Tasks

- The **Assessment Task Notification** will be issued IN WRITING in hardcopy AND/OR via Google classroom or other platform used by the class, using the Erskine Park High School **Assessment Task Notification** template. (See Appendix 1 on page 27)
- The assessment task notification will be issued at least 14 calendar days prior to the due date for the task and will inform students of the precise timing of the task.
- Assessment task notifications also contain information relating to:
 - the assessment task number (eg. 1, 2, 3, or 4)
 - the type of task (eg. essay, extended response, topic test etc)
 - the weighting of the task (for example - the task is worth 20% of the marks for the course)
 - course components to be assessed in the task and their weightings (for example – knowledge and understanding)
 - course outcomes (these are listed for you, both in full and by number)
 - task description and presentation requirements (this explains exactly what you are expected to submit and how)
 - the criteria to be applied to the marking of the task (provides the details of what will earn marks on the task)
 - date notification was issued to students (date you received the notification or it was made available to you)
 - due date (the date the task must be submitted)
- Where formal examinations are part of the assessment program students will be notified at least 14 calendar days prior via the examination timetable and an assessment task notification.
- Students will sign and date an **Assessment Task Register** to indicate they received the assessment notification.
- In the case of TAFE delivered VET courses students will be notified about assessment tasks by the TAFE teacher in accordance with the procedures of the institute.

What if I am absent when a task notification is handed out?

- Just as it is the students' responsibility to go to the teacher to find out what work has been missed when they are absent from class, it is also the responsibility of the student to speak to the teacher or Head Teacher to obtain a written copy of an assessment task if they were absent from class when an assessment task notification was issued in hard copy to students.
- If a student is absent from class when notification of an assessment task is issued, extra time **will not be given** to complete the task unless the student formally applies for an extension of time or appeals based on illness or misadventure.

Completion, Submission and Return of Assessment Tasks

1. Completing Tasks

- Students are expected to complete all assessment tasks by the due date as set out on assessment task notifications.
- NESAs recognises that some task types may require students to research or develop work over a longer period. For these tasks, teachers may use checkpoints to provide informal feedback and to affirm that the work is entirely that of the student.

2. Submitting Tasks

- Students must attend all timetabled classes on the day an assessment task is due to be submitted or conducted.

- To **register that the student has submitted an assessment task**, they will be required to sign and date the class **Assessment Task Register** for that task.
- In addition, as students sign the **Assessment Task Register**, they will be asked to declare they have followed the principles of academic integrity as set out in this handbook, in the NESAs 2026 HSC Rules and Procedures and the 'All My Own Work' mandatory online training.
- To **submit an assessment task**, students should follow all submission requirements as communicated in the relevant section of the assessment task notification.
- If the task is **incomplete** at the time of submission, and an extension of time has not been granted previously, students are strongly advised to submit the task as is. A mark will be awarded based on what has been completed.
- If a student does not submit the task but has submitted a draft previously, the draft will be awarded a mark.

3. Returning Tasks to the Student

- Assessment tasks will be marked, processed and returned to students in a timely manner and within 2 weeks of the submission date unless there are extenuating circumstances.
- When an **assessment task is returned to the student**, they will be required to sign and date the **Assessment Task Register** to indicate the task has been marked and returned.
- Students may be told marks and rankings for **individual** assessment tasks when they are returned. Where a rank is provided students will be advised that this may be subject to change in the event of an appeal or an illness / misadventure claim.
- Students have the right to appeal their mark. (See Appeals Processes (a) page 21)

Student Absence on the Day of an Assessment Task

Students who are unwell or who experience an accident or an event beyond their control on the day of an assessment task should apply for special consideration under the Illness / Misadventure provisions. The details for this are outlined on page 16-17 of this booklet. Students should be aware that a successful application will require supporting evidence from a health professional or other relevant person. The Head Teacher Senior School will advise students about this.

Late Submission of an Assessment Task

Assessment tasks are to be completed or submitted on the due date as set out in the Assessment Notification Information. In exceptional circumstances students may not be able to do this. Assessment tasks that are submitted late must be accompanied by an approved Illness / Misadventure appeal form. The process for this is outlined on page 16-17 of this booklet.

Failure to Submit an Assessment Task

Failure to submit an assessment task by the due date and time without an approved illness / misadventure appeal form or an approved application for extension will result in the following:

- the student will receive a zero for the task.
- an 'N'-Determination warning letter, addressed to the parents, will be issued outlining what needs to be completed and indicating a new due date.

Even though a student will receive a zero it is their responsibility to submit a genuine attempt at the task to be deemed to have satisfactorily achieved the course outcomes and to have met the "completion of tasks worth more than 50% of available marks."

Marking Formal Assessment Tasks

Teachers must:

- assess the student's actual performance, not potential performance (ie. what is submitted, not what the teacher believes a student is capable of)
- provide students with feedback on their performance in each assessment task, and indicate the student's mark in the task, relative to the outcomes.

Student Assessment Task Feedback

All students are entitled to meaningful, timely written feedback in relation to the marking criteria, performance standards and course outcomes to assist them in their ongoing progress in that course. Typically, this includes a mark, comments about the student's progress against outcomes, and the student's cumulative rank order.

Feedback will:

- be timely, specific and related to the learning and assessment intention
- be constructive and provide meaningful information to students about their learning
- be focused on the outcomes of the task and correct misunderstandings
- identify and reinforce students' strengths
- provide information about how students can improve
- facilitate the development of and provide opportunities for self-assessment and reflection
- help your teacher to know whether changes need to be made to their teaching

At Erskine Park High School students may be provided their own cumulative rank at the end of each assessment task. This allows students to be aware of their current progress in relation to other students. Students will also be notified of their cumulative rank in each course on the half-year school report issued by the school. Students should understand that these cumulative ranks may be subject to change in the event of an appeal or an illness / misadventure claim. **Final assessment marks will not be disclosed to students as per NESA policy.** Final assessment ranks will appear in the end of year HSC reports.

Applying for an Extension of Time to Submit an Assessment Task

Students can apply for an extension of time to submit an assessment task, **prior to the due date** of the task.

Acceptable reasons for an extension of time to be granted include:

- one of the possible outcomes for an upheld appeal from an illness / misadventure application.
- in the case of alternate arrangements for a student involved in a school event (work placement, work experience, sport or leadership representative activity) taking place at the same time as a scheduled assessment task.

In applying for an extension of time it is the student's responsibility to:

- contact the teacher or Head Teacher prior to the assessment task submission date
- collect and complete the **Application for Extension** (see Appendix 2 on page 28-29 of this handbook) and attach appropriate documentation to support the application
- submit the application and supporting documentation to the relevant faculty Head Teacher.

The Head Teacher will make a recommendation as to whether an extension of time can be granted and the next steps which may include:

- the student submits the original task at a nominated later date
- the student completes an alternate task
- the task can be repeated without disadvantaging other students or
- other special arrangements.

The Head Teacher recommendation will be given to the Year 12 Supervising Deputy Principal who, as the final decision-maker, either will approve or decline the application.

The Head Teacher discusses the outcome with the student including finalising arrangements for the completion and submission of the task.

Where an extension has been approved for the submission/completion of a task, the student will not be disadvantaged in the marks allocated. In cases of dispute the Head Teacher will confer with the Principal.

In exceptional circumstances, a group extension brought about by an extended absence of a teacher may be applied for by the Head Teacher on behalf of a class. An extension of this nature will be determined by the Principal.

VET Work Placement and HSC Assessment Tasks

Work placement is a compulsory component for the satisfactory completion of a VET course. Failure to complete the required hours of work placement will lead to an 'N' Determination and the process outlined in this booklet (page 24) will be followed.

It is the VET student's responsibility to satisfy any assessment task requirements scheduled during the allocated weeks for work placement. Should a student experience difficulty with any aspect of meeting the assessment requirements for other

courses, this should be discussed with the VET teacher or the VET School Coordinator at least 3 days prior to the start of work placement. Failure to make alternative arrangements may result in the school procedures for non-completion of an assessment being initiated.

VET students should be aware of the following points:

- An assessment task that is unseen prior to the set date and is required to be completed in class must be completed at the set time. Arrangements must be made with the employer at least one week, where possible, prior to the work placement week so that attendance to complete the task by the student is assured. The student must ensure that the hours missed at work placement are made up. Should an employer be unable to accommodate a change in work placement times, then the school and Head Teacher may make other arrangements for the assessment task to be completed.
- Where an assessment task is to be completed in class and the question for the task has been issued beforehand, the student may negotiate with the teacher to complete the task before the work placement week. If it is not possible to complete the assessment task prior to the work placement, then the Head Teacher may consent for the task to be completed after work placement. If arrangements are not negotiated by the student beforehand, then the assessment task must be completed on the set date.
- Where an assessment task has been assigned for completion in either class time or in the student's own time and is to be handed in on a set date, then the student may submit the task before the work placement week or make arrangements for the assessment task to be handed in by the set date.
- If a student is completing work placement locally and wishes to complete the assessment task in class on the set date, they may negotiate with the employer to be released for the period of time required to complete the assessment task.
- If a student is unable to attend an assessment task during the week of work placement due to illness / misadventure, the procedures relating to this will be followed. (See pages 16-17)

Invalid or Unreliable Tasks

In rare circumstances, a task may be found to be invalid or unreliable. Situations where this may occur include if the task does not align with syllabus requirements, the difficulty level is not appropriate, it fails to discriminate, skills or content have not been taught prior to the task or the occurrence of an extraordinary situation results in some unforeseen disadvantage. If a Head Teacher believes that a task may be invalid or unreliable, the matter must be discussed with the Principal.

Students will be informed in writing if a task is determined to be invalid or unreliable.

In these instances, the task may be:

- redesigned and repeated – in this instance a minimum of two weeks notice would be given for the new task.
- reweighted and supplemented with an additional task – if an additional task is given, both tasks will be included in the final assessment mark with the weighting of the first task reduced. The value of the task weighting, however, will not change.
- managed in another way following discussions with NESA officers.

Should a student believe they have been disadvantaged by this decision they have the right to appeal. (See Appeals Process (d) on page 21).

ILLNESS AND MISADVENTURE

Students who are unwell or who experience an accident or disruption while they are completing a formal assessment task or when they are sitting for a test or examination that is part of the assessment process may be eligible to ask for special consideration through the school's illness /misadventure procedures.

Applications for illness or misadventure must relate to being sick or experiencing something beyond the student's control immediately before or during the assessment(s) that directly affected the student's assessment performance.

What does 'illness / misadventure' specifically relate to?

a) **illness or injury** – that is, illness or physical injury suffered by the student which directly impacted the student's performance in an examination or during the time the student was working on a formal assessment task. Some examples might be mental health, influenza, an asthma attack, a badly injured writing hand. Medical certification of the impact of the illness on the student's ability to undertake the examination or the task must be provided.

b) **misadventure** – that is, an event beyond the student's control which allegedly affected the student's performance in the examination or during the time the student was working on a formal assessment task. Some examples might be: death of a friend or family member, involvement in a traffic accident, a house fire.

Process for Applying for Illness / Misadventure Consideration

Where a student cannot attend school on the day of an assessment task to submit it or perform the task in person because of a valid reason (illness or misadventure) they should follow the steps outlined below as soon as they are aware/able to. **There is no guarantee that an illness / misadventure application will be approved.** Students are strongly advised that if the assessment task is a test or an examination to try to get to school to have a go at the task. A student who misses an examination and their illness / misadventure claim is declined, will receive zero.

The steps below outline the process for applying for illness/misadventure. This information is also contained on the Application Form. A sample of the application can be found on pages 28-29 in this handbook.

1. Collect an Illness / Misadventure Appeal form from the front office as soon as you are aware that you may not be able to complete a task on the set date or submit a task on the due date. If you are absent on the due date of the task contact the school and let the Head Teacher Senior School know of the situation and collect the form on your first day back at school.
2. You have one week from the due date to lodge an Illness / Misadventure Appeal form.
3. Complete sections 1 and 2 of the Illness / Misadventure Appeal form, making sure that you indicate whether the claim is for illness OR misadventure. On the lines provided include as much information as possible to support your application.
4. You must attach supporting documentation such as a doctor's statement that should describe your symptoms and say how these symptoms could prevent your attendance at school to complete/submit an assessment task. If you are applying for misadventure your documentation might come from a counsellor or a police officer.
5. To complete section 2, both the student and parent / carer must sign and date the form.
6. The form (and attached documents) must be handed to the relevant Head Teacher who may discuss the information on the form with you before they sign the form.
7. Your job is now done.
8. The Head Teacher will give your completed and signed appeal form (with documentation) to the Year 12 Deputy Principal who is the final decision maker.
9. The student will be informed of the outcome by the Head Teacher.
10. Should the application be declined, the student can appeal this decision. This is outlined in Appeals Processes (i) on page 22 of this handbook.

Possible Outcomes of an Illness / Misadventure Application

- a. **ACCEPTED** - The student is given a substitute task to complete within a period of time indicated in the response letter. The substitute task will be comparable, assessing comparable syllabus outcomes, using the same or similar marking guidelines and making comparable demands on student time, skill and knowledge.
- b. **ACCEPTED** - An extension of time is granted for the student to complete the original task.
- c. **ACCEPTED** – Student performance proven to be clearly impacted; mark adjusted using comparable task/s assessing comparable skill and knowledge outcomes. This is done at the end of the course.
- d. **ACCEPTED** - In exceptional circumstances, where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment task/s which contain comparable outcomes. This should be done at the end of the course and only if **approved by the Year 12 Deputy Principal**.
- e. **DECLINED** - Zero mark is given.
- f. **DECLINED** - N-Determination warning is issued.

What are unacceptable grounds for an illness or misadventure appeal?

The following are not considered to be illness / misadventure events:

- attendance at VET work placement, a sporting or cultural event, or family holiday
- misreading the due date of an assessment task
- misreading an examination timetable
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities
- disabilities for which the school and NESA have already granted disability provisions, unless an unforeseen episode occurs during the examination (such as a hypoglycaemic event suffered by a diabetic student) or further difficulties occur
- 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)
- matters avoidable by the student such as misinterpretation of examination questions or instructions
- failure of equipment, including hardware, software or printer. Students must remember that where there is no evidence of the preparation of any lost work, marks cannot be awarded. It is recommended that work is backed-up in at least two separate systems.

In the case of an illness / misadventure event during the HSC external examinations, students need to speak to the Head Teacher Senior School and then the NESA Presiding Officer as these examinations have particular documents that must be completed.

The link provides information regarding HSC illness and misadventure applications:

[Illness/Misadventure and appeals | NSW Curriculum | NSW Education Standards Authority](#)

DISABILITY PROVISIONS – previously known as Special Provisions

In the HSC, 'disability provisions' are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know under exam conditions. Disability provisions assist students to read examination questions and write their answers. These provisions, for the HSC, need to be applied for, and are granted solely on the basis of how a student's exam performance is affected.

Students may need provisions for:

- a permanent condition – such as diabetes or reading difficulty
- a temporary condition – such as a broken arm
- an intermittent condition – such as back pain when sitting for long periods of time.

It is not embarrassing to apply for provisions – they help students to show the markers what they know and can do.

Applications for known conditions should be applied for by the end of Term 1 in 2026. If a student knows they will need disability provisions, they should speak to the Head Teacher Senior School as early as possible to ensure an application can be prepared and submitted on time.

Once processed, NESA communicates the decision to the Principal, who then informs the student and their parents / carers. The Head Teacher Senior School will support the student to understand what they are entitled to and to assist with school preparations and any practice arrangements for the Trial HSC. Should NESA decline an application for disability provisions, the school, on behalf of the student can appeal to NESA. (See Appeals Process (k) page 22).

More information can be found on the NESA website using this link.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

At school, we make adjustments for students with a disability in course work, school-based assessment tasks and in-school tests or examinations. The type of adjustment and support will vary according to the particular needs of the student and the requirements of the activity.

Adjustments may be:

- changes to the assessment process such as additional time, rest breaks, the use of a reader and or/scribe or specific technology.
- changes to the assessment activity such as rephrasing questions, using simplified language or alternative formats for questions.
- alternative formats for responses such as writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

Students need to understand that school-determined provisions or adjustments may not necessarily be granted in the HSC examinations as what is assessed in school-based assessments may be different to HSC examinations.

ACADEMIC INTEGRITY

Behaving dishonestly to gain an unfair advantage in assessment tasks, exams or tests is malpractice or cheating. Any form of malpractice, including plagiarism, misrepresentation, collusion and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. **Taking time off school to prepare assessment tasks on the due date is also considered to be malpractice.** It is a form of cheating and students who do so will be penalised.

Serious and deliberate malpractice is corrupt conduct, which can be reported to the Independent Commission Against Corruption.

Plagiarism is when:

a student pretends to have written, created or developed work that has originated from another source. It can include:

- copying in an exam from another student or using information secretly brought into an examination room
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, the internet or any other offline/online resources, without appropriate acknowledgement of the authors and / or source
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement

Unauthorised Use of Generative AI is Plagiarism

The use of Generative AI is not allowed to be used by students when completing an assessment task. This is clearly stated on the Assessment Task Notification. If the use of AI is detected, this will be considered to be plagiarism and will be treated as a breach of academic integrity.

Misrepresentation is when:

a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. It can include:

- making up journal entries for a project
- submitting falsified or altered documents
- referencing incorrect or non-existent sources,
- contriving false explanation to explain work not handed in by the due date.

Collusion is when:

A student inappropriately collaborates with another student, groups of students, person, organisation, or entity to produce work that was meant for individual assessment. It can include:

- sharing answers to an assessment with other students
- submitting work that has been substantially contributed to by another person, such as a student, parent/carers, coach or subject expert
- contract cheating by outsourcing work to a third party
- unauthorised use of artificial intelligence technologies.

Breaching examination conditions is when:

A student fails to follow the directions of an examination supervisor, enters an examination room with banned items or deliberately disrupts other students undertaking the examination.

Students have a responsibility to make sure that they understand the difference between what is honest and what is dishonest in relation to all their work.

Procedures for investigating suspected malpractice

1. If a student is suspected of **plagiarism**, their class teacher will request information about all unacknowledged work to check that the work is entirely their own. The student may need to:
 - prove and explain their work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how their ideas developed.

- answer questions about the assessment task, exam or submitted work being investigated to show their knowledge, understanding and skills.
2. If a student is suspected of **misrepresentation**, their class teacher will request the student to supply verification from an external authority or produce documents that affirm the authenticity of the information presented.
 3. If a student is suspected of **collusion** their class teacher may conduct an investigation involving interviewing other students, comparing the submitted work with that of other students, interrogating the student's knowledge and arguments put forward in the response submitted for marking.
 4. If a student breaches examination rules or conditions their behaviour will be documented and submitted to the Year 12 Deputy Principal (if during internal examinations) or NESA (for the HSC).
 5. If the teacher believes a case for malpractice exists, they will take all information, including all documents supplied by the student, or other evidence gathered to the Year 12 Supervising Deputy Principal.
 6. The Deputy Principal will convene the Assessment Review Panel to review the case on its merits, considering all the issues, to arrive at a fair conclusion and make a recommendation to the Principal. The Panel may undertake further investigations if necessary.

Where there is evidence of malpractice, the student will face a consequence such as:

- loss of marks proportionate to the percentage of the assessment task that was found to have been plagiarised, misrepresented or created through collusion
- receiving zero marks
- completing an additional comparable task under strict supervision with a reduced maximum mark

Student appeals concerning malpractice

Once the decision is communicated to the student in writing, they will have the right to appeal. The appeal must be in writing within 2 school days of receipt of the original decision. This will be considered by an extended Assessment Review Panel, including 2 student representatives and the Principal. The decision made by this group will be final.

Where malpractice has been established, the Principal will delegate the Year 12 Supervising Deputy Principal to issue a Malpractice Letter of Warning. The Principal will add the student's name to the NESA Malpractice Register.

At Erskine High School students are supported to prevent malpractice in many ways such as:

- supporting Year 10 students while they complete the *HSC: All My Own Work* program.
- ongoing reminders by the Head Teacher Senior School and the Year 12 Year Adviser about the behaviours that relate to honesty and integrity.
- being given clear requirements and expectations with each assessment task in writing; teachers go over these in class.
- allocating adequate class time for planning and drafting various stages of the task.
- using 'check-in' lessons where students share progress to date on a task and receive feedback.
- submitting notes or drafts with their final task if required.
- learning how to acknowledge sources used in a task and the preparation of a bibliography.

FINALLY, PLEASE NOTE:

All work on assessment tasks must be the student's own work. Malpractice in any form, including plagiarism, misrepresentation and collusion is dishonest and unacceptable. Should malpractice be suspected, students will be required to demonstrate that the submitted work is entirely their own. All sources of information must be acknowledged in a reference list and all quotes must be in "quotation marks" with footnotes citing the reference. Use the reference section **in this** Student Assessment Handbook on pages 32-35 for guidance.

When a task is handed in all students will be required to sign a register indicating that the task was submitted to the teacher on a specific date. Included in this process is the following acknowledgement:

This is my own work. I have not copied the work of others, nor misrepresented the work of others as my own, or colluded with others on this task. I have acknowledged all sources of information.

APPEALS PROCESSES

Students and their schools have the right to appeal against decisions concerning aspects of the award of the Higher School Certificate on a number of grounds. Most appeals will be managed by the Erskine Park High School **Assessment Review Panel** which comprises the **Year 12 Supervising Deputy, the Head Teacher Senior School and a curriculum Head Teacher not involved in the appeal**. The areas in which an appeal may be lodged are summarised as follows:

a) Student appeals against mark/s allocated to an individual assessment task (ACE Rule 2.1. [37 & 38])

- Students have the right to appeal about marks allocated for an individual assessment task.
- Students wishing to lodge a dispute should take their written appeal to the Faculty Head Teacher or the Head Teacher Senior School within 3 calendar days after the task is returned.
- The appeal must be based only on what was submitted for marking and must relate to the marking criteria.
- The school Assessment Review Panel will consider the appeal and make a decision within 14 calendar days of the task being returned.
- This decision is final.

b) Student appeals against NESA decision to withhold a course result because of a non-serious attempt

- Once notified by NESA the student has an opportunity to formally respond to the determination.
- Student must submit a response within the timeframe provided in the NESA correspondence.
- In their response student should justify why they should receive a result in the course. Supporting documentation may be submitted for consideration in the review.
- Students who fail to respond or who provide insufficient reasons are subject to review by the Examination Rules Committee (ERC). The ERC may impose penalties such as a zero or reduced marks for the exam and/or course cancellation. The student may end up being ineligible for the HSC.

c) Student appeals against malpractice

In the event of a student receiving a decision from the Assessment Review Panel that they have been involved in a proven case of malpractice they will have the right to appeal.

- The appeal must be in writing and handed to the Principal within 2 school days of receipt of the malpractice letter.
- In the appeal the student should justify why the malpractice decision should be lifted.
- The appeal will be considered by a meeting of the Assessment Review Panel, with extended membership to include the Principal and 2 student representatives (School Captains or members of the student leadership team).
- The decision made by this group will be final.

d) Student appeals against an invalid or unreliable task determination

In the event of a task being deemed invalid or unreliable, a student or group of students may appeal to the Assessment Review Panel within 2 school days. The decision of the panel is final.

e) Student appeals against 'N' determinations for non-completion of particular courses

In the case of 'N' determinations, the student can appeal to the Assessment Review Panel and if unsuccessful, may further appeal to NESA. The student and parent / carer will be informed of this process at the meeting when the 'N' Determination is issued; a relevant appeal form will be provided at this time.

f) Student appeals against assessment rankings in HSC courses

In the case of HSC final assessment rankings a student can appeal to the Assessment Review Panel for a review based on a student's rank order placement during the course and focused on procedures for determining the final school-based assessment mark for the course. Such a review can only consider whether:

- the weightings of assessment tasks followed NESA requirements,
- the school complied with its own published assessment program when deciding the student mark or
- there was a clerical or calculation error in finalising the assessment mark.

If the appeal to the School Review Panel is unsuccessful, the student can appeal to NESA using the NESA appeals form supplied by the Head Teacher Senior School. Each year NESA publishes the final date of receipt of this appeal.

g) Student appeals against final grade awarded in any NESA Stage 6 course

Students may request a school review of their final grade awarded to them by the school in any NESA Stage 6 course.

- To do this, the student must submit their appeal, in writing, to the Assessment Review Panel.
- The appeal should include evidence that the grade awarded in the course was inconsistent with the progressive reporting throughout the course.
- A review will be conducted which will only consider the pattern of grades awarded to the student throughout the course. The Panel will not consider the merit of individual grades awarded on each task.

If the appeal to the Assessment Review Panel is unsuccessful, the student can appeal to NESA using the NESA appeals form supplied by the Head Teacher Senior School. Each year NESA publishes the final date of receipt of this appeal.

h) Student appeals against the withholding of Higher School Certificate or RoSA credentials by NESA

Students wishing to appeal against NESA's decision to withhold the HSC should email Student Support at studentsupport@nesa.nsw.edu.au

i) Student appeals against school decision in relation to illness / misadventure applications

If a student has **further evidence** (such as a medical certificate or extra independent information) to support a declined illness / misadventure decision, they can appeal to the Assessment Review Panel within 3 calendar days of receiving written notification of the decision.

Students need to provide **a statement of what they are appealing with new evidence and detail** to support the statement and attach all new documentation.

The Assessment Review Panel will finalise the decision within 7 calendar days of the original decision. This decision is final.

j) Student appeals against NESA decision in relation to illness / misadventure applications

If a student has **further evidence** (such as a medical certificate or extra independent information) to support a declined decision, they can appeal the decision by emailing studentsupport@nesa.nsw.edu.au and request a review of the original decision. Students need to provide **a statement of what they are appealing with new evidence and detail** to support the statement and attach all new documentation.

k) School appeals against NESA decisions in relation to disability provisions applications

In the case of a school appeal (on behalf of an individual student) to NESA in relation to a decision about a disability provision application, the Principal or their delegate should prepare the appeal within 14 days of receipt of the NESA decision. The appeal must include the reason why the decision is considered unacceptable referring to evidence supplied in the original application and NEW supporting evidence.

l) Group appeals for specific incidences of illness or misadventure that impact the performance of a significant number of students

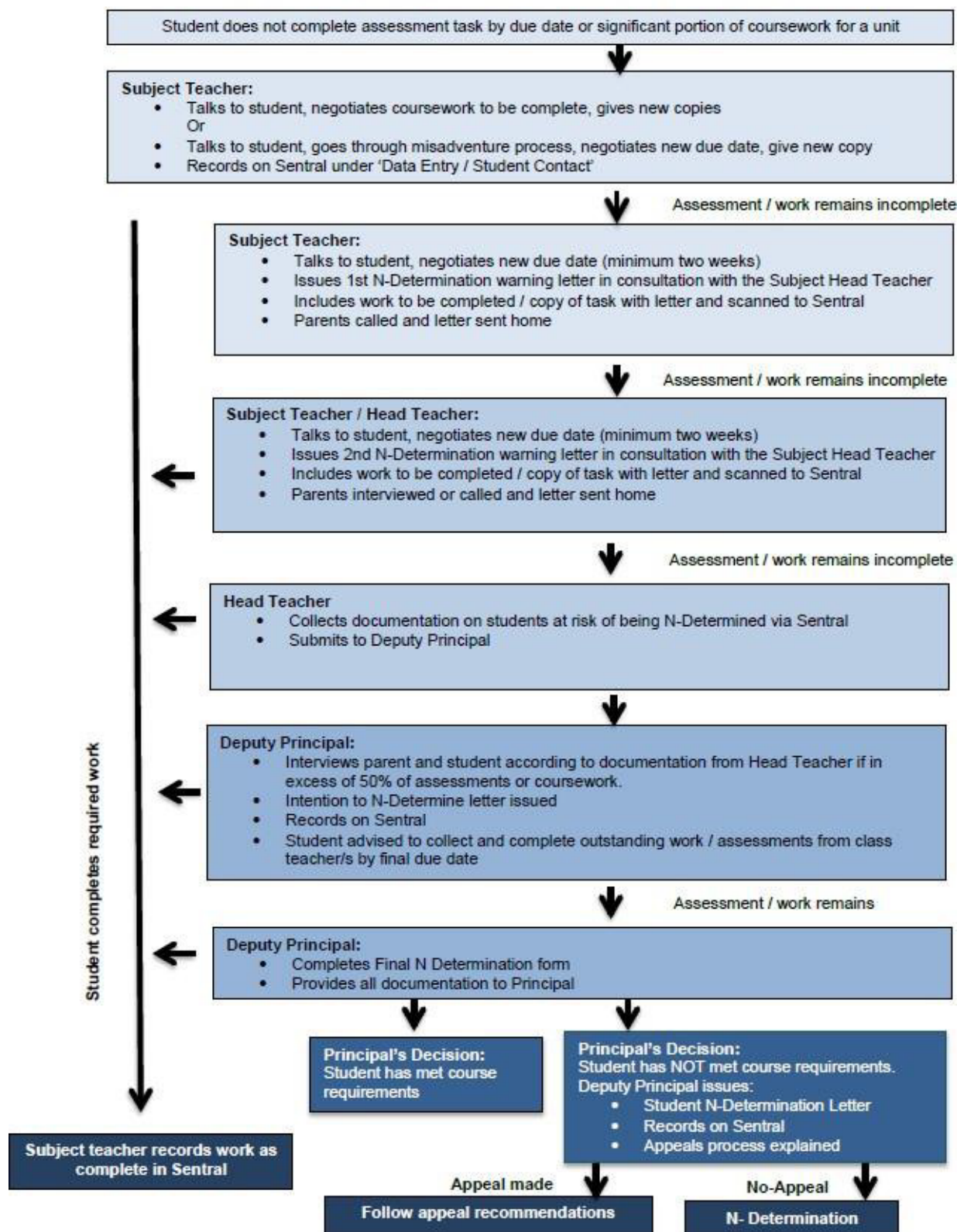
Where it is apparent that a group appeal needs to be submitted to NESA resulting from an unexpected event or occurrence, this will be co-ordinated and managed by the Head Teacher Senior School. Special consideration (for example, impact of significant unique school event) group applications will be co-ordinated by the Head Teacher Senior School in concert with the Principal.

ERSKINE PARK HIGH SCHOOL EXAM PROCEDURES

1. Arrive at the exam room 15 minutes before the start. You will be seated 10 minutes before the start of the examination
2. Wear full school uniform.
3. You may bring the following items with you into the exams: • Black pens • Pencils (at least 2B), erasers and a sharpener • A ruler marked in millimetres and centimetres • Highlighter pens • Clear bottle of water with no label • A non-programmable watch, which you must take off, place on the desk in clear view and not touch during the examination
4. You must not bring any of the following into the examination room: • Mobile phone • Programmable watch, smart watch • Any electronic device, except a calculator if required • Paper, or any printed or written material • Dictionaries (except in a languages exam) • Correction fluid or correction tape
5. You must not borrow any equipment during exams.
6. Follow all written and verbal instructions: • Read the instructions and all questions carefully • Write your student number on all writing booklets, question and answer booklets and answer sheets • Write clearly in black pen • Stop writing immediately when the supervisor tells you to
7. During each examination you must: • Always follow the supervisors' instructions • Make a serious attempt at the exam by answering a range of question types • Behave politely and courteously towards the supervisors and other students
8. During each exam you MUST NOT : • Cheat • Take any prohibited items into the exam • Speak to anyone other than the supervisor • Behave in any way likely to disturb another student or upset the running of the exam • Eat unless approved by NESA • Take any writing booklets or exam paper, whether used or not, out of the exam room • Write on your body, tissues or material that is not exam material • Leave the room before the end of the examination.
9. If you need to bring certain equipment (eg a calculator) for some exams, check the list of equipment for specific exams on Students Online or on the NESA website https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list
10. If you are allowed a scientific calculator, make sure you have an approved model. Check with your mathematics teacher or go online: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators

PROCEDURES FOR STUDENTS IN DANGER OF NOT MEETING NESA REQUIREMENTS OF A COURSE

N-DETERMINATION FLOW CHART



NOTE: Students will be offered support at every stage of this process to assist them in completing outstanding work.

School and Student Responsibilities

School Responsibilities

The School:

- ☐ Provide students with:
 - the current NESA booklet – HSC RULES AND PROCEDURES.
 - the current Erskine Park High School Year 12 HSC Assessment Handbook - Guidelines and Procedures and Course Assessment Schedules.
- ☐ Hold a meeting/lesson to explain information about NESA and school guidelines, policies, procedures, and requirements.
- ☐ Print and share NESA Confirmation of Entries with students. The Confirmation of Entry lists personal details, NESA number and identifies courses included in students' pattern of study. The Confirmation of Entry will also identify if students are eligible for an ATAR.

Provide students with:

- ☐ Scope and Sequence for each course undertaken.
- ☐ Electronic or hard copies of the syllabus for each course undertaken.
- ☐ Assessment schedules for each course that includes the full list of outcomes for each course, outcomes assessed, term / week the task is due, task number, mark value, weighting and type of task to be completed.
- ☐ Provide Assessment Task Notifications at least two weeks prior to the due date, in writing to each student that includes the following information:
 - the nature of the task
 - the components of the task and their respective weightings
 - the weight value of the task in relation to the total weighted mark for the course
 - the outcomes being assessed
 - precise details of when the task is due or will take place
 - detailed information about the task and its requirements, including means of submission
 - marking rubric (this may be issued after the assessment in some instances, for example, examinations).

Student Responsibilities

Students:

- ☐ Sign a register to indicate receipt of:
 - the current NESA booklet – HSC RULES AND PROCEDURES.
 - the current Erskine Park High School Year 12 HSC Assessment Handbook - Guidelines and Procedures and Course Assessment Schedules.
- ☐ Read the information provided, engage in activities related to it and ask clarifying questions to develop understanding of the school and NESA guidelines and procedures.
- ☐ Are responsible for knowing and complying with NESA's rules and policies regarding malpractice that are covered in All My Own Work and provided to students in the HSC Rules and Procedures Guide (2026).
- ☐ Check all the information on the Confirmation of Entry to ensure it is correct and make any necessary changes.
- ☐ Sign and date the Confirmation of Entry to confirm the information provided is correct.
- ☐ Sign a register to indicate receipt of Scope and Sequence, syllabus and Assessment Schedule
- ☐ Familiarise themselves with syllabus requirements, course Scope and Sequence, and assessment schedules.
- ☐ Retain all documents provided for the duration of the course.
- ☐ Sign and date an Assessment Task Register for each assessment task to indicate:
 - that they have received the written notification for that task.
 - the task has been submitted
 - the task has been marked and returned

School Responsibilities

The School:

- how meaningful feedback will be provided on students' performance.
- ☐ When the task is distributed, each class teacher will explain the different sections of the task including where appropriate the marking rubric.
- ☐ Provide an Assessment Task Submission Form so that students can reflect and give feedback on the task and acknowledge the work as their own.
- ☐ Has an expectation that teachers will mark and return student school-based assessment tasks within two weeks of the submission date, unless there are extenuating circumstances.
- ☐ Provide timely feedback to students related to the criteria of the task identifying areas of strength and areas for improvement.
- ☐ The school will be bound by its stated policies and procedures regarding illness, misadventure, malpractice, late submission, and non-completion of and in assessment tasks.
- ☐ Advise students in writing when they are not meeting NESAs requirements for each course. The notification will include what is necessary to enable the students to meet the requirements satisfactorily.
- ☐ Inform students of their rights in relation to appeals.

- ☐ Go through this information again with your Mentor Teacher to ensure you have a strong understanding of the responsibilities for both you and the school.

Student Responsibilities

Students:

- ☐ Read the information provided, engage in activities related to its explanation and ask clarifying questions to develop understanding of the assessment task.
- ☐ If absent when task notification and associated documents are distributed follow-up with their class teacher to ensure they get the task and have clear understanding of the requirements.
- ☐ Are required to submit tasks, as per the instructions outlined on the task notification sheet and will be bound by stated policies and procedures regarding illness, misadventures, malpractice, late submission and non-completion of assessment tasks.
- ☐ Must not use Generative AI for any assessment task.
- ☐ Complete, sign, date and submit an Assessment Task Submission form for each task, reflecting on the task and indicating the task is their own work and that the work of others is acknowledged appropriately.
- ☐ Engage with and use the feedback from assessment tasks to reflect on performance and guide further improvement.
- ☐ In the event of the issuing of an 'N' Determination warning for a course, students are required to complete the task/s listed and submit to the teacher within the designated time.
- ☐ Seek assistance from classroom teacher and/or Learning Support Staff, if required.

Rate your understanding of the responsibilities of the school and yourself regarding formal assessment.	1 No understanding	2	3	4	5 Deep Understanding
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Assessment Task Notification Cover Page



Erskine Park High School
Pride in Achievement

Year 12 Subject / Course Assessment Task

Student Name:	
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NOTE: This assessment task notification must be submitted with your completed task.

Nature of Task:		Task Title:		Task Number:	
Date Issued:		Date Due:		Weighting:	

Learning linked to this task:

This task is related to what you have been learning in class...

How this task requires you to apply your learning:

This task requires you to...

Refer to the detailed task description for more information about the specific requirements of this task.

Submission Details:

You should submit this task:

Submission Policy Excerpt

Students who are absent for an assessment task or believe they had special circumstances which affected their performance on a task may submit an APPLICATION FOR EXTENSION or an ILLNESS / MISADVENTURE APPEAL application.

Using Artificial Intelligence in this Task



Artificial intelligence **IS NOT ALLOWED** for this task

Components and their Weighting

Weighting	Component

Syllabus Outcomes Being Assessed:

Identifier	Description

Key Verbs associated with outcomes being assessed:

Verb	Meaning

Application for Extension or Illness/Misadventure Appeal Form Page 1



Erskine Park High School
Pride in Achievement

Application for Extension | Illness/Misadventure Appeal Form

Use this form if you are applying for:

1. An **extension of time** on an assessment task.

Applications for extension of time must be submitted **prior to the due date of the task**. You may apply for an extension of time on the grounds of:

- **special circumstances** such as involvement in a school event (work placement, work experience, sport or leadership representative activity) that is taking place at the same time as a scheduled assessment task.

2. An appeal due to **illness or misadventure**.

This appeal is submitted on the following grounds:

- **illness** – where you have been sick or suffered a physical injury which allegedly affected your performance in completing an assessment task either prior or on the due date (e.g., influenza, an asthma attack, a cut hand)
- **misadventure** – an event occurred which was beyond your control which allegedly affected your performance in or prior to the assessment task (eg. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood)

If you cannot attend school on the due day to submit an assessment task or to perform the task in person because of a valid reason (illness or misadventure) you should follow the steps set out below as soon as you are aware/able to.

It is important to understand that documentation needs to be attached to your application to support your claims. If claiming illness, documentation should include wherever possible a medical certificate. Notes from the assessment supervisor can also be included as evidence.

Use the steps outlined below when submitting your application.

☐	1. Collect an Application for Extension / Illness or Misadventure Appeal form from the front office as soon as you are aware that you may not be able to complete a task on the set date or submit a task on the due date. If you are absent on the due date of the task contact the school and let the Head Teacher Senior School know of the situation and collect the form on your first day back at school. Your application for extension should be lodged before the due date of the task. You have one week from the due date to lodge an Illness / Misadventure Appeal form.
☐	2. Complete sections 1 and 2 of the Application for Extension / Illness or Misadventure Appeal form, making sure that you indicate whether the claim is for an extension of time OR illness OR misadventure. On the lines provided include as much information as possible to support your application. 3. You must attach supporting documentation such as a doctor's statement that should describe your symptoms and say how these symptoms could prevent your attendance at school to complete/submit an assessment task. If you are applying for misadventure your documentation might come from a counsellor or a police officer. To complete section 2, both the student and parent / carer must sign and date the form.
☐	4. The form (and attached documents) must be handed to the relevant Head Teacher who may discuss the information on the form with you before they sign the form. Your job is now done. The Head Teacher will notify you of the decision after it is considered by the Deputy Principal.
☐	Students have the right to appeal the decision but must include ADDITIONAL EVIDENCE in their appeal documentation.

Remember if you do not submit an assessment task on the due date and your appeal is unsuccessful, you will receive a zero mark and you will be seen as not satisfying the course completion criteria. If you fail to complete tasks which make up more than 50% of the available marks you will receive an 'N' Determination for that course and the course will not appear on your Record of Achievement or count towards your HSC.

Application for Extension | Illness/Misadventure Appeal Form Page 2



Erskine Park High School
Pride in Achievement

Application for Extension | Illness/Misadventure Appeal Form

Section 1: Student and Assessment Details | ☐ To be completed by the student.

Student Name:		Year:		Subject:	
Assessment Title:		Class Teacher:		Head Teacher:	
Nature of Task:	☐ In class Task ☐ Take home Assessment ☐ Examination ☐ Presentation ☐ Practical Task ☐ other				

Section 2: Type and Reason for Application

To be completed by the student and signed by the parent before being submitted to the Head Teacher.

Action Requested: <i>(tick box to indicate choice)</i>	Assessment Task due date has not passed	Extension of Time on the grounds of COMMITMENT related to: ☐ TAFE ☐ Sport ☐ Representative duty ☐ Work placement ☐ Other: _____ (provide more detailed information in the lined section below)	Date Task is due:	
	Assessment Task due date has passed	☐ Illness ☐ Misadventure Did you sit for the task/exam? ☐ YES ☐ NO	Date Task was due:	

Outline the reasons for this application: (add extra paper if needed)

Documentation attached: ☐ Medical Certificate ☐ other

Student signature:		Parent signature:	
Date:		Date:	

Section 3: Head Teacher Recommendation

Student to speak with Head Teacher who will then make their recommendation. Student to give form to relevant Deputy Principal.

Recommendation of Head Teacher is:

Extension of Time (Due Date of Task has not yet passed)	Illness/Misadventure (Due Date of Task has passed)
☐ Application declined	☐ Application declined
☐ Extension granted until	☐ Accept lateness of task without penalty
☐ Alternative task can be completed on	☐ Extension granted until
☐ Task can be repeated on	☐ Alternative task can be completed on
☐ other	☐ Adjust marks achieved in task
	☐ other

Head Teacher signature:		Date:	
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Section 4: Decision of Deputy Principal

Determination:	☐ Approved ☐ Not Approved	Notes:
Deputy Principal signature:		Date:

Application to Discontinue a Subject



Erskine Park High School
Pride in Achievement

APPLICATION TO DISCONTINUE A SUBJECT

Section 1: Student and subject details - to be completed by the student

This form must be completed in the order listed. Students in Year 11 must have at least 12 units in their pattern of study. Students in Year 12 must have at least 10 units in their pattern of study.

Student Name:	
----------------------	--

What is your current PATTERN OF STUDY?		Units
Line 1		
Line 2		
Line 3		
Line 4		
Line 5		
Line 6		
Offline		
Offline		

Section 2: Subject to be discontinued

Student consultation with member of Senior School team (DP, HT, YA, Careers, Librarian or LaST).

Subject to be discontinued:	
------------------------------------	--

Board Developed CAT A	
Board Developed CAT B	
Board Endorsed CAT C	
Total	

HSC eligibility	YES / NO	ATAR eligibility	YES / NO
------------------------	-----------------	-------------------------	-----------------

Student has met with a member of the Senior School Team to discuss the discontinuation of a subject. Student is aware that by discontinuing a subject that they will be enrolled in the Senior Study class on that line.

Senior School team member:		Senior School team member signature:	
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Section 3: Student and parent/carer declaration

I/We have discussed the above changes with our child and agree that it is in their best interest to make the change. I/We understand the implication of this decision and that they will be enrolled in a Senior Study class once they discontinue a subject.

Student signature:		Parent signature:	
Date:		Date:	

Glossary of Key Terms

The following terms are used by NESA in the syllabus documents for your courses. They are also used in the HSC examinations. It is important that you develop an understanding of the meaning of these terms.

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

Referencing

What is referencing?

Referencing is a method of acknowledging the sources of information and ideas that you have used while completing assessment tasks.

Why do you have to reference properly?

- to acknowledge your sources
- to give your readers information to identify and consult your sources
- to ensure your information is accurate.

What if you don't reference properly?

- you may be suspected of plagiarism (that is, not acknowledging someone else's ideas or writing)
- students found to be guilty of plagiarism in an assessment task may receive ZERO marks for the task.

Examples of how to reference: APA style 7th Edition

Your reference list contains as much information that you can find on the source you have used, so that the reader could find it themselves.

You should list your references in alphabetical order by the author's last name.

See examples of APA style 7th edition references below:

Some common sources of information you may use are:

- Journal articles
- Webpage
- Streaming video
- Book

For a journal article you should include:

In-text citation:

Use the format: (Author last name, Year published, Page range. xx-xx)

Example: (Bartlett et al., 2018, pp. 2-8)

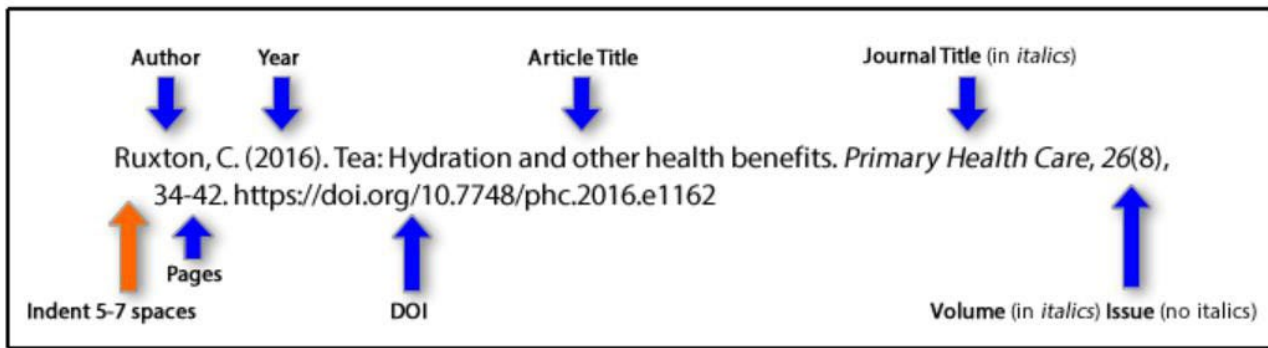
Reference list entry:

Use the format: Author Last name, First initial. Middle initial. (Year Published). Title of article. *Title of Periodical*, Volume(Issue), page range. DOI

Examples:

Cheung, J. M. Y., Bartlett, D. J., Armour, C. L., Laba, T. L., & Saini, B. (2018). To drug or not to drug: A qualitative study of patients' decision-making processes for managing insomnia. *Behavioral Sleep Medicine*, 16(1), 1-26.

<https://doi.org/10.1080/15402002.2016.1163702>



For a webpage with an author, you should include:

In-text citation:

Use the format: (Author Last name, year, page number)

Example (individual author): (Blub, 2018, p. 5)

Example (group author): (NSW Department of Education, 2020, para. 8)*

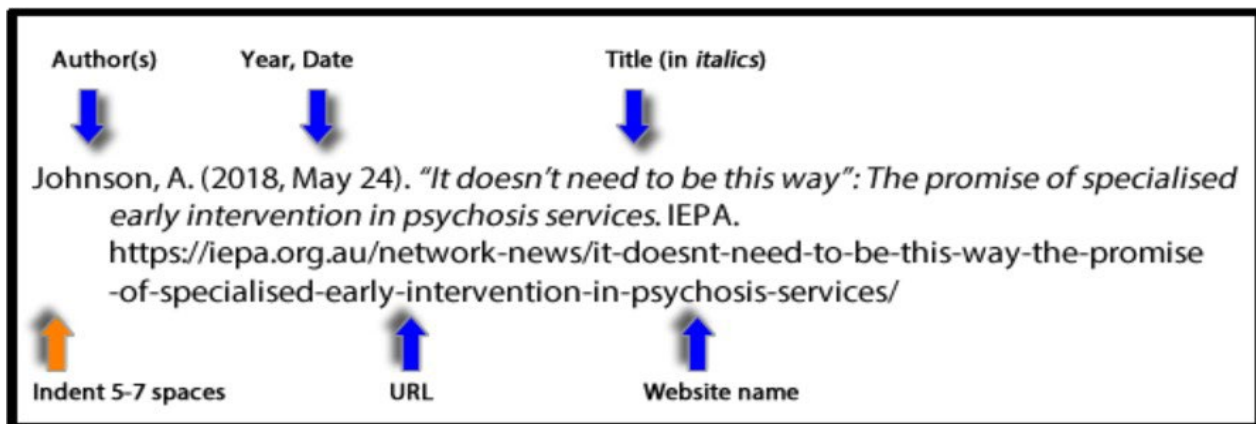
*If no page number exists on the webpage, include a section identifier or paragraph number.

Reference list entry:

Use the format: Author Last name, First initial. Middle initial. (Year, Month, Day). *Title of document*. URL.

Examples:

Blub, A. (2018). *Climate change and health*. <https://www.who.int/news-room/fact-sheets/detail/climate-change-and-health>



Websites should be carefully evaluated. If you cannot identify who is responsible for the website, then you should reconsider its use.

For a webpage with no author you should include:

Reference list entry:

Use the format: *Title of document*. (Year, Month, Day). URL.

Example:

\$250m funding boost for malaria vaccine. (2003). <https://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220>

For a streaming video (e.g. YouTube video) you should include:

In-text citation:

Use the format: (author last name, year, time stamp)

Example: (Smith, 2023, 0:02-0:15)

Reference list entry:

Use the format: Author last name, Initial. [Username]. (Year, Month Day). *Title of video* [Video]. YouTube.
<https://xxxxx>

Example: Smith, J. [The Original Smith]. (2023, May 21). *Not just any smith*. [Video]. YouTube.
<https://youtube.com/watch?v=mfspibhfsj>

For a book you should include:

In-text citation:

Use the format: (Author last name, year, page number)

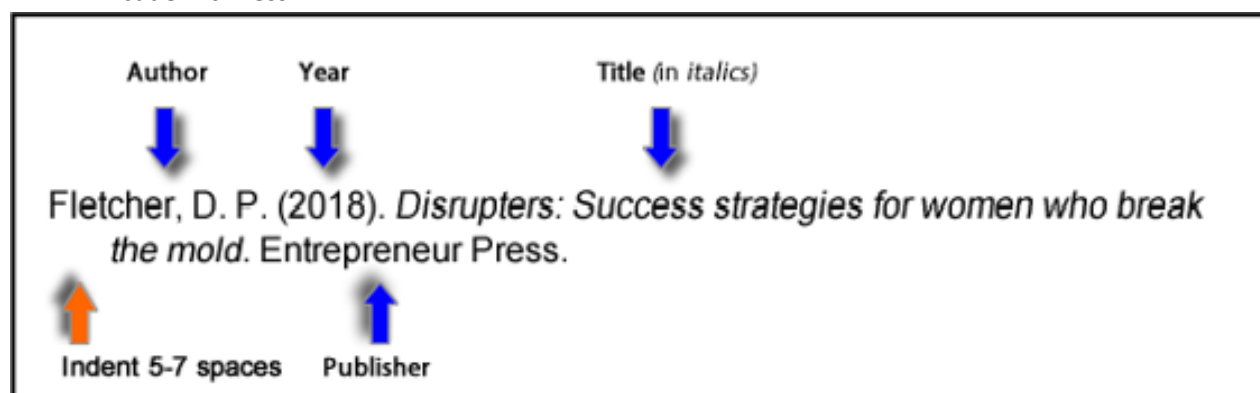
Example: (Nelson, 2020, p.35)

Reference list entry:

Use the format: Author Last name, First initial. Middle initial. (Year Published). *Title of work*. Publisher.

Examples:

Swartz, W. (2019). *Descriptive psychology and the person concept: Essential attributes of persons and behaviour*. Academic Press.



Generative artificial intelligence (AI)

Always refer to the assessment task notification sheet on the use of AI in assessment tasks. If in doubt, please ask your teacher before using generative AI. Material produced by generative artificial intelligence is not traceable. To uphold academic integrity, you must reference any AI generated material appropriately. Quoting or paraphrasing from a chat session is using the work of an algorithm; you must credit the author of the algorithm with a reference list and corresponding in-text citation.

For generative artificial intelligent you should include:

In-text citation:

Use the format: Author (Year)

Examples:

OpenAI (2023)

Perplexity (2024)

Your in-text citation should include the prompt used and the portion of relevant text generated in response.

Example (direct quote):

When given the prompt “where is the tallest mountain located?”, Perplexity (2024) indicated that “Mount Everest, located in the Himalayas on the border between Nepal and the Tibet Autonomous Region of China, is recognized as the tallest mountain in the world.”

Example (paraphrasing):

Perplexity identified Mount Everest as the tallest mountain in the world, located in the Himalayas between Nepal and Tibet (Perplexity, 2024; see Appendix A for full transcript).

When paraphrasing, you should include a full transcript of the generative AI chat response as an appendix.

Reference list entry:

Use the format: Author. (Year). *AI generator* (Month Day version) [Large language model]. URL

Examples:

OpenAI. (2023). *ChatGPT* (Mar 23 version) [Large language model]. <http://chat.openai.com/chat>

Perplexity. (2024). *PerplexityAI* (Jan 16 version) [Large language model]. <https://www.perplexity.ai>

Reference list generators for online assistance

Reference list generator can also be used to generate references in the APA 7th edition format. However, it is essential that students review any reference generated by an online generator to verify that it follows the appropriate format. The following links can be used to access online reference generators:

<https://www.mybib.com/>

<https://www.citethisforme.com/>



Section 2:



Course Assessment Schedules

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HSC Assessment Schedule

Year of course completion:	2026	Faculty:	HSIE	Course:	Ancient History
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Task Number:		1	2	3	4
Nature of Task:		Essay & Source Analysis	Historical Analysis	Timed Extended Responses	Examination
To be completed:		Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 2/3
Completed: <i>Home, School, or Both</i>		Both	Both	School	School
Syllabus Components	Outcomes Assessed	AH12-4, AH12-5, AH12-6, AH12-8	AH12-3, AH12-5, AH12-7, AH12-8, AH12-9	AH12-1, AH12-2, AH12-4, AH12-9, AH12-10	AH12-1, AH12-3, AH12-4, AH12-6 AH12-10
	Weightings (%)				
Knowledge and understanding of the course content	30%	5	5	10	10
Historical skills in the analysis and evaluation of sources and interpretations	20%	5	5	5	5
Historical inquiry and research	25%	10	10		5
Communication of historical understanding in appropriate forms	25%	5	10	5	5
Total (%)	100	25	30	20	25

Syllabus Outcomes

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



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	Science	Course:	Biology
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Task Number:		1	2	3	4
Nature of Task:		Data Analysis	Research Task	Depth Study	Trial Examination
To be completed:		Term 4, Week 9	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 2/3
Completed: <i>Home, School, or Both</i>		School	Both	Both	School
Syllabus Components	Outcomes Assessed	BIO12-12, BIO11/12-4, BIO11/12-5	BIO12-13, BIO11/12-3, BIO11/12-5, BIO11/12-7	BIO12-14, BIO11/12-1, BIO11/12-3, BIO11/12-4, BIO11/12-7	BIO12-12, BIO12-13, BIO12-14, BIO11/12-2, BIO11/12-4, BIO11/12-5
	Weightings (%)				
Knowledge and understanding of Biology	40	5	5	10	20
Skills in working scientifically	60	10	20	20	10
Total (%)	100	15	25	30	30

Syllabus Outcomes

BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species	BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change	BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system	BIO11/12-5 analyses and evaluates primary and secondary data and information
BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious diseases	BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information	BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	HSIE	Course:	Business Studies
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Task Number:		1	2	3	4
Nature of Task:		Essay	Topic Test	Business Report	Trial Exam
To be completed:		Term 4, Week 9	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 2/3
Completed: <i>Home, School, or Both</i>		Both	School	Both	School
Syllabus Components	Outcomes Assessed	H1, H2, H5, H7, H9	H5, H6, H8, H9, H10	H3, H4, H5, H6, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
	Weightings (%)				
Knowledge and understanding of course content	40	5	10	10	15
Inquiry and research	20	20			
Stimulus Based Skills	20		5	5	10
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
Total (%)	100%	30%	20%	20%	30%

Syllabus Outcomes

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



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	CAPA	Course:	Ceramics
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Task Number:		1	2	3	4
Nature of Task:		Critical and Historical Studies	Making	Making	Critical and Historical Studies
To be completed:		Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Week 5
Completed: <i>Home, School, or Both</i>		Both	School	School	Both
Syllabus Components	Outcomes Assessed	CH1,CH2,CH3	M1,M3,M5	M2,M3,M5	CH2,CH3,CH4
	Weightings (%)				
Critical and Historical Studies	30	15			15
Making	70		35	35	
Total (%)	100	15	35	35	15

Syllabus Outcomes

M1 - Generates a characteristic style that is increasingly self-reflective in their ceramic practice	CH1 - Generates in their critical and historical investigations ways to interpret and explain ceramic works and practices
M2 - Explores concepts of artist / ceramist / sculptor / designer/maker, interpretations of the world and of audience response in their making of ceramic works	CH2 - Investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations
M3 - Investigates different points of view in the making of ceramic works	CH3 - Distinguishes between different points of view in their critical and historical studies
M4 - Explores ways of generating ideas as representations in the making of ceramic works	CH4 - Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics
M5 - Engages in the development of different techniques suited to artistic intentions in the making of ceramic works	CH5 - Recognises how ceramic works are used in various fields of cultural production
M6 - Takes into account issues of Work Health and Safety in their practice	



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	Science	Course:	Chemistry
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Task Number:		1	2	3	4
Nature of Task:		Data Analysis	Investigation	Depth Study	Trial Examination
To be completed:		Term 4 Week 9	Term 1 Week 9	Term 2 Week 10	Term 3 Week 2/3
Completed: <i>Home, School, or Both</i>		Both	Both	Both	School
Syllabus Components	Outcomes Assessed	CH11/12-4, CH11/12-5, CH11/12-7, CH12-12	CH11/12-2, CH11/12-3, CH11/12-5, CH11/12-7, CH12-13	CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14, CH12-15	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15
	Weightings (%)				
Knowledge and Understanding of Chemistry	40	5	10	10	15
Skills in Working Scientifically	60	10	20	15	15
Total (%)	100	15	30	25	30

Syllabus Outcomes

CH11/12-1	Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information.
CH11/12-4	Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	Analysing data and information - analyses and evaluates primary and secondary data and information
CH11/12-6	Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	PDHPE	Course:	Community and Family Studies (CAFS)
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Task Number:		1	2	3	4
Nature of Task:		Research Methodologies IRP	Groups in Context Case Study	Parenting and Caring Extended Response	Trial Examination
To be completed:		Term 4, Week 10	Term 1, Week 8	Term 2, Week 7	Term 3, Week 2 & 3
Completed: <i>Home, School, or Both</i>		Both	Both	School	School
Syllabus Components	Outcomes Assessed	H4.1, H4.2	H1.1, H3.1, H3.3, H5.1	H2.1, H2.2, H3.2, H5.2	H3.4, H6.1, H2.3, H6.2
	Weightings (%)				
Knowledge and understanding of course content	40	10	0	10	20
Skills in critical thinking, research methodology, analysing and communicating	60	15	25	15	5
Total (%)	100	25	25	25	25

Syllabus Outcomes

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



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	TAS	Course:	Engineering Studies
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Task Number:		1	2	3	4
Nature of Task:		Civil Structures Report and Technical Drawing	Transport Engineering Problem Solving	Aeronautical Engineering Materials Research	Trial Exam
To be completed:					Term 3 Week 2/3
Completed: <i>Home, School, or Both</i>		Both	Both	Both	School
Syllabus Components	Outcomes Assessed	H3.1, H3.2, H5.2, H6.1, H6.2	H2.1, H3.2, H4.2, H4.3, H5.1, H6.1	H1.1, H2.1, H3.2, H4.1, H6.1	H1.2, H2.2, H3.1, H3.3, H4.2, H4.3
	Weightings (%)				
Knowledge and understanding of course content	60	10	15	15	20
Knowledge and skills in the design, management, communication and production of a major project	40	15	5	10	10
Total (%)	100	25	20	25	30

Syllabus Outcomes

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



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	English	Course:	English Advanced
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Task Number:		1	2	3	4
Nature of Task:		Analytical Response	Critical Response	Response and Multimodal Reflection	Trial Examination
To be completed:		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 2
Completed: <i>Home, School, or Both</i>		Home	Home	Both	School
Syllabus Components	Outcomes Assessed	EA12-1, EA12-2, EA12-3, EA12-6, EA12-7	EA12-1, EA12-5, EA12-7, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7
	Weightings (%)				
Knowledge and understanding of course content	50%	10	15	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10	15	15	10
Total (%)	100	20	30	30	20

Syllabus Outcomes

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



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	English	Course:	English Extension 1
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Task Number:		1	2	3
Nature of Task:		Imaginative Response and Reflection	Critical Response with Related Text	Trial Examination
To be completed:		Term 1 Week 6	Term 2 Week 8	Term 3 Week 2
Completed: <i>Home, School, or Both</i>		Home	Home	School
Syllabus Components	Outcomes Assessed	EE12-1, EE12-2, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5
	Weightings (%)			
Knowledge and understanding of texts and why they are valued	50%	15	20	15
Skills in complex analysis, composition and investigation	50%	15	20	15
Total (%)	100	30	40	30

Syllabus Outcomes

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



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	English	Course:	English Standard
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Task Number:		1	2	3	4
Nature of Task:		Analytical Response	Critical Response	Response and Multimodal Reflection	Trial Examination
To be completed:		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 2
Completed: <i>Home, School, or Both</i>		Home	Home	Both	School
Syllabus Components	Outcomes Assessed	EN12-1, EN12-2, EN12-3, EN12-6	EN12-3, EN12-5, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7
	Weightings (%)				
Knowledge and understanding of course content	50%	10	15	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10	15	15	10
Total (%)	100	20	30	30	20

Syllabus Outcomes

EN12-1	independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN12-3	analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
ES12-4	adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN12-5	thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
EN12-6	investigates and explains the relationships between texts
EN12-7	explains and evaluates the diverse ways texts can represent personal and public worlds
EN12-8	explains and assesses cultural assumptions in texts and their effects on meaning
EN12-9	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	English	Course:	English Studies
Task Number:	1	2	3	4	
Nature of Task:	Multimodal Presentation	Creative Response	Imaginative Response and Reflection	Portfolio of Work	
To be completed:	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 5	
Completed: <i>Home, School, or Both</i>	In Class and At Home	In Class and At Home	In Class and At Home	In Class and At Home	
Syllabus Components	Outcomes Assessed	ES12-1, ES12-6, ES12-8	ES12-2, ES12-3, ES12-5, ES12-9	ES12-5, ES12-7, ES12-8	ES12-1, ES12-4, ES12-6, ES12-7, ES12-10
	Weightings (%)				
Knowledge and understanding of course content	50%	15	10	10	15
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	50%	10	15	10	15
Total (%)	100	25	25	20	30

*Any student wishing to complete the HSC Examination to be eligible for an ATAR must also complete a Trial Examination in Week 2 of Term 3, 2026.

Syllabus Outcomes

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



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	TAS	Course:	Food Technology
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Task Number:		1	2	3	4
Nature of Task:		Presentation	Design folio & practical task	Research and practical task	Trial examination
To be completed:		Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3, Week 2/3
Completed: <i>Home, School, or Both</i>		Home	Both	Both	School
Syllabus Components	Outcomes Assessed	H1.2 H1.4 H3.1	H1.3 H2.1 H3.2 H4.1	H1.1 H4.2 H5.1	H1.1 H1.3 H1.4 H2.1
	Weightings (%)				
Knowledge and understanding of course content	40	5	5	5	25
Knowledge and skills in designing, researching, analysing and evaluating	30	10	10	10	
Skills in experimenting with and preparing food by applying theoretical concepts	30	10	10	10	
Total (%)	100	25	25	25	25

Syllabus Outcomes

H1.1	explains manufacturing processes and technologies used in the production of food products
H1.2	examines the nature and extent of the Australian food industry
H1.3	justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
H1.4	evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
H2.1	evaluates the relationship between food, its production, consumption, promotion and health
H3.1	investigates operations of one organisation within the Australian food industry
H3.2	independently investigates contemporary nutrition issues
H4.1	develops, prepares and presents food using product development processes
H4.2	applies principles of food preservation to extend the life of food and maintain safety
H5.1	develops, realises and evaluates solutions to a range of food situations



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	TAS	Course:	Industrial Technology Timber
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Task Number:		1	2	3	4
Nature of Task:		Research, Design and Management	Industry Study	Safety and Quality Control Report	Trial Exam
To be completed:		Term 4, Week 9	Term 1, Week 7	Term 2, Week 7	Term 3, Week 2/3
Completed: <i>Home, School, or Both</i>		Both	Both	Both	School
Syllabus Components	Outcomes Assessed	H3.1, H3.2, H3.3, H4.3, H5.2, H6.1	H1.1, H1.3, H1.2, H5.1, H7.1	H1.2, H2.1, H4.1, H5.1, H6.1, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2
	Weightings (%)				
Knowledge and understanding of course content	40	5	5	10	20
Knowledge and skills in the design, management, communication and production of a major project	60	15	15	20	10
Total (%)	100				

Syllabus Outcomes

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



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	HSIE	Course:	Legal Studies
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Task Number:		1	2	3	4
Nature of Task:		Extended Response	Test	Essay	Trial Examination
To be completed:		Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3, Week 2/3
Completed: <i>Home, School, or Both</i>		Both	School	Both	School
Syllabus Components	Outcomes Assessed	H1, H4, H6, H8, H9	H2, H3, H5, H6, H7, H9	H1, H3, H5, H6, H7, H9, H10	H1, H4, H5, H6, H7, H9
	Weightings (%)				
Knowledge and understanding of course content	40%	5	10	5	20
Analysis and evaluation	20%		10	5	5
Inquiry and Research	20%	10	5	5	
Communication of legal information, ideas and issues in appropriate forms	20%	5	5	5	5
Total (%)	100	20	30	20	30

Syllabus Outcomes

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



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	Mathematics	Course:	Mathematics Advanced
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Task Number:		1	2	3	4
Nature of Task:		Open book Exam	Assignment	Sighted questions Exam	Trial HSC Exam
To be completed:		Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 2-3
Completed: <i>Home, School, or Both</i>		At school	At home	At school	At school
Syllabus Components	Outcomes Assessed	MA11-3, MA11-7, MA12-2, MA12-4, MA12-10	MA12-3, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	MA12-1, MA12-5, MA12-6, MA12-10	MA12-1, MA12-2, MA12-3, MA12-6, MA12-8, MA12-9, MA12-10
	Weightings (%)				
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in critical thinking, analysing and communicating	50%	10%	10%	15%	15%
Total (%)	100	20%	25%	25%	30%

Syllabus Outcomes – Mathematics Advanced

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



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	Mathematics	Course:	Mathematics Standard 1
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Task Number:		1	2	3	4
Nature of Task:		Open book Exam	Assignment	Sighted questions Exam	Trial HSC Exam
To be completed:		Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 2-3
Completed: <i>Home, School, or Both</i>		At school	At home	At school	At school
Syllabus Components	Outcomes Assessed	MS1-12-3, MS1-12-4, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-5, MS1-12-7, MS1-12-9, MS1-12-10
	Weightings (%)				
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in critical thinking, analysing and communicating	50%	10%	10%	15%	15%
Total (%)	100	20%	25%	25%	30%

Syllabus Outcomes – Mathematics Standard 1

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



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	Mathematics	Course:	Mathematics Standard 2
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Task Number:		1	2	3	4
Nature of Task:		Open book Exam	Assignment	Sighted questions Exam	Trial HSC Exam
To be completed:		Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 2-3
Completed: <i>Home, School, or Both</i>		At school	At home	At school	At school
Syllabus Components	Outcomes Assessed	MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-6, MS2-12-7, MS2-12-8 MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-5, MS2-12-7, MS2-12-9, MS2-12-10
	Weightings (%)				
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in critical thinking, analysing and communicating	50%	10%	10%	15%	15%
Total (%)	100	20%	25%	25%	30%

Syllabus Outcomes – Mathematics Standard 2

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



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	HSIE	Course:	Modern
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Task Number:		1	2	3	4
Nature of Task:		Source Analysis	Historical Analysis	Timed Writing	Trial Examination
To be completed:		Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 2/3
Completed: <i>Home, School, or Both</i>		School	Both	Both	School
Syllabus Components	Outcomes Assessed	12-1, 12-3, 12-6, 12-9	12-2, 12-4, 12-7, 12-8, 12-9	12-2, 12-3, 12-5, 12-9	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-9
	Weightings (%)				
Knowledge and understanding of course content	40	10	5	5	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	5	5
Historical inquiry and research	20		10	10	
Communication of historical understanding in appropriate forms	20	5	5	5	5
Total (%)	100	20	25	25	30

Syllabus Outcomes

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



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	CAPA	Course:	Music One
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Task Number:		1	2	3	4
Nature of Task:		Performance Task	Composition & Aural	Musicology & Electives	Trial Exam
To be completed:		Term 4 Week 9	Term 1 Week 7	Term 2 Week 9	Term 3 Week 2/3
Completed: <i>Home, School, or Both</i>		School	School	School	School
Syllabus Components	Outcomes Assessed	H1,H3	H2,H3,H4	H1,H2	H1,H2,H4
	Weightings (%)				
Performance	10	10			
Composition	10		10		
Musicology	10			10	
Aural	25		15		10
Electives	45			15	30
Total (%)	100	10	25	25	40

Syllabus Outcomes

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



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	PDHPE	Course:	Health and Movement Science
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Task Number:		1	2	3	4
Nature of Task:		<i>Health in an Australian and Global Context</i> In Class Task	Depth Study	<i>Training for Improved Performance</i> In Class Task	Trial Examination
To be completed:		Term 4, Week 10	Term 1, Week 8	Term 2, Week 7	Term 3, Week 2/3
Completed: <i>Home, School, or Both</i>		School	Both	School	School
Syllabus Components	Outcomes Assessed →	HM-12-01 HM-12-06 HM-12-09 HM-12-10	HM-12-06 HM-12-07 HM-12-08 HM-12-10	HM-12-04 HM-12-06 HM-12-09	HM-12-01 HM-12-02 HM-12-03 HM-12-04 HM-12-05
	Weightings (%) ↓				
Knowledge and understanding of course content	40	10	10	10	10
Skills in critical thinking, research methodology, analysing and communicating	60	10	15	15	20
Total (%)	100	25	20	25	30

Syllabus Outcomes

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



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	CAPA	Course:	Photography, Video and Digital Imaging
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Task Number:		1	2	3	4
Nature of Task:		Critical and Historical Studies	Making	Making	Making
To be completed:		Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 Week 5
Completed: <i>Home, School, or Both</i>		Both	Both	Both	Both
Syllabus Components	Outcomes Assessed	CH1,CH2,CH3, CH4	M5,M6	M2,M4,CH1	M1,M3,M5
	Weightings (%)				
Critical and Historical Studies	30	30			
Making	70		20	25	25
Total (%)	100	30	20	25	25

Syllabus Outcomes

M1: Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice	CH1: Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
M2: Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works	CH2: Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
M3: Investigates different points of view in the making of photographs and/or videos and/or digital images	CH3: Distinguishes between different points of view and offers interpretive accounts in critical and historical studies
M4: Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images	CH4: Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
M5: Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images	CH5: Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production
M6: Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works	



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	Science	Course:	Physics
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Task Number:		1	2	3	4
Nature of Task:		Topic Test	Investigation	Depth Study	Trial Examination
To be completed:		Term 4, Week 10	Term 1, Week 8	Term 2, Week 10	Term 3, Week 2 & 3
Completed: <i>Home, School, or Both</i>		School	Both	Both	School
Syllabus Components	Outcomes Assessed	PH 11/12-5, PH 11/12-6, PH 11/12-7, PH12-15	PH 11/12-2, PH 11/12-4, PH 11/12-5, PH 11/12-6, PH12-12	PH11/12-1, PH11/12-2, PH 11/12-4, PH11/12-5, PH11/12-6, PH 11/12-7, PH12-13	PH 11/12-5, PH 11/12-6, PH 11/12-7, PH12-12, PH12-13, PH12-15
	Weightings (%)				
Knowledge and understanding	40	10	5	10	15
Skills in working scientifically	60	10	20	20	10
Total (%)	100	20	25	30	25

Syllabus Outcomes

PH11/12-1 Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation	PH11/12-7 Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information	PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information	PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH11/12-4 Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	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
PH11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information	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
PH11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	HSIE	Course:	Society and Culture
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Task Number:		1	2	3	4	
Nature of Task:		Essay	Primary Research Creation	Primary Research Analysis	Research Task	Trial Examination
To be completed:		Term 4, Week 10	Term 1, Week 2	Term 1, Week 9	Term 2, Week 1	Term 3, Week 2/3
Completed: <i>Home, School, or Both</i>		Both	Both	Both	Both	School
Syllabus Components	Outcomes Assessed	H3 H5 H6 H9 H10	H6 H8	H6 H7	H1 H2 H5 H9 H10	H1 H2 H3 H4 H6
	Weightings (%)					
Knowledge and understanding of course content	50%	15			15	20
Application and evaluation of social and cultural research methods	30%	5	10	10		5
Communication of information, ideas and issues in appropriate forms	20%	5			10	5
Total (%)	100	25	10	10	25	30

Syllabus Outcomes

A student develops knowledge and understanding about:	
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
A student develops skills to:	
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



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	PDHPE	Course:	Sport, Lifestyle and Recreation Studies (SLR)
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Task Number:		1	2	3	4
Nature of Task:		Fitness Program	Portfolio	Research and Report	Practical
To be completed:		Term 4, Week 7	Term 1, Week 7	Term 2, Week 7	Term 3, Week 5
Completed: <i>Home, School, or Both</i>		Both	Both	Both	School
Syllabus Components	Outcomes Assessed	2.2 3.2 3.3	1.5 3.5	3.1 4.2 4.5	1.1 2.3
	Weightings (%)				
Knowledge and understanding of course content	40	10	10	10	5
Skills in critical thinking, analysing and communicating	60	15	15	15	20
Total (%)	100	20	25	25	30

Syllabus Outcomes

1.1 Applies the rules and conventions that relate to participation in a range of physical activities	3.4 Composes, performs and appraises movement
1.2 Explains the relationship between physical activity, fitness and healthy lifestyle	3.5 Analyses personal health practices
1.3 Demonstrates ways to enhance safety in physical activity	3.6 Assesses and responds appropriately to emergency care situations
1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia	3.7 Analyses the impact of professionalism in sport
1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status	4.1 Plans strategies to achieve performance goals
1.6 Describes administrative procedures that support successful performance outcomes	4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement contexts
2.1 Explains the principles of skill development and training	4.3 Makes strategic plans to overcome the barriers to personal and community health
2.2 Analyses the fitness requirements of specific activities	4.4 Demonstrates competence and confidence in movement contexts
2.3 Selects and participates in physical activities that meet individual needs, interests and abilities	4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
2.4 Describes how societal influences impact on the nature of sport in Australia	5.1 Accepts responsibility for personal and community health
2.5 Describes the relationship between anatomy, physiology and performance	5.2 Willingly participates in regular physical activity
3.1 Selects appropriate strategies and tactics for success in a range of movement contexts	5.3 Values the importance of an active lifestyle
3.2 Designs programs that respond to performance needs	5.4 Values the features of a quality performance
3.3 Measures and evaluates physical performance capacity	5.5 Strives to achieve quality in personal performance



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	CAPA	Course:	Visual Arts
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Task Number:		1	2	3	4
Nature of Task:		Art Criticism and Art History	Art Making Body of Work Progress	Art Criticism and Art History Trial Exam	Body of Work Submission
To be completed:		Term 4 Week 8	Term 1 Week 8	Term 3 Week 2/3	Term 3 Week 6
Completed: <i>Home, School, or Both</i>		Both	Both	School	School
Syllabus Components	Outcomes Assessed	H8,H10	H1,H3,H4	H7,H8,H9,H10	H1,H2,H3,H4,H5,H6
	Weightings (%)				
Art Criticism and Art History	50	20		30	
Art Making Body of Work	50		20		30
Total (%)	100	20	20	30	30

Syllabus Outcomes

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



HSC Assessment Schedule

Year of course completion:	2026	Faculty:	HSIE	Course:	Work Studies (CEC)
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Task Number:		1	2	3	4
Nature of Task:		Group Proposal	Case Study Report	Examination/Topic Test	Business Plan & Pitch
To be completed:		Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5
Completed: <i>Home, School, or Both</i>		Both	Home	School	Both
Syllabus Components	Outcomes Assessed	3, 5, 6, 7, 8, 9	2, 3, 5, 6, 7, 8, 9	2, 4, 5, 7, 8, 9	1, 2, 3, 4, 7, 8
	Weightings (%)				
Knowledge and Understanding	40	10	10	15	5
Skills	60	15	10	10	25
Total (%)	100	25	20	25	30

Syllabus Outcomes

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

VET HSC ASSESSMENT SCHEDULES

**as prepared for schools by the Registered Training
Organisation (RTO)**

**Dates when assessment task are due will be provided
when known
ensuring students have at least 2 weeks' notice.**



School Name: _____

Joinery

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 Joinery	Task 6 Project planning	Task 7 Group project	TRIAL EXAM
Code	Unit Name	HSC Examinable	Week Term Date	Week Term Date	Week Term Date	Week Term Date
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery components		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: _____

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1 Safety in the kitchen	Task 2 Service please
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week	Week
			Term	Term
Code	Unit of Competency	HSC Examinable	Date	Date
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling practices	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCCS011	Interact with customers	X		X
SITXCOM007	Show social and cultural sensitivity			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1BSIT20322 Certificate II in Hospitality.

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

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

School Name: Erskine Park High School _____

Assessment Schedule Year 12 – 2026

Assessment Task for SIS30521 Certificate III in Sport Coaching		Task 3a Officiating in sport	Task 3c Strength and conditioning	Task 4 The community coach	Task 5 Next level coaching
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Week 10 Term 4	Week 7 Term 1	Week 10 Term 2	Week 7 Term 3
Code	Unit Name	Date	Date	Date	Date
SISSSC0002	Continuously improve officiating skills and knowledge	X			
SISXCAI009	Instruct strength and conditioning techniques		X		
SISSSC0002	Work in a community coaching role			X	
SISSSC0005	Continuously improve coaching skills and knowledge			X	
SISSSC0012	Coach sports participants up to an intermediate level				X
HLTAID011	Provide first aid				

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching.

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”.

TERM 4 2025 HSC ASSESSMENT PLANNER

	Courses with an Assessment Task	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1			Normal timetabled classes resume			
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						

TERM 1 2026 HSC ASSESSMENT PLANNER

	Courses with an Assessment Task	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2		Normal timetabled classes resume				
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						
Week 11						

TERM 2 2026 HSC ASSESSMENT PLANNER

	Courses with an Assessment Task	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1				Normal timetabled classes resume		
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						

TERM 3 2026 HSC ASSESSMENT PLANNER

	Courses with an Assessment Task	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1			Normal timetabled classes resume			
Week 2						
Week 3		2026 Trial Examinations will be held through weeks 2 & 3				
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						

