

HSC ASSESSMENT PROCEDURES

2026



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Common Terms and Meanings

NESA

New South Wales Education Standards Authority

ATAR

Australian Tertiary Admission Rank

BDC

Board Developed Courses

BEC

Board Endorsed Courses

VET

Vocational Education and Training

RTO

Registered Training Organisation

RoSA

Record of School Achievement

AQF

Australian Qualification Framework

HSC

Higher School Certificate

RPL

Recognition of Prior Learning



Requirements of the Higher School Certificate

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

It is important that students, parents and teachers read this booklet, understand it and follow the procedures within it. It ensures a consistent approach to practice and process at Finigan School of Distance Education.

It needs to be noted, however, that the principal has the discretion to make rulings/decisions in special cases or exceptional circumstances and not all of these situations are outlined in this booklet as it would be impossible to do so.

Eligibility requirements for the HSC

To be eligible for the award of the Higher School Certificate, students must:

- satisfactorily complete Years 9 & 10 or gain other qualifications that satisfy NESA
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college or TAFE
- have completed HSC: All My Own Work (or its equivalent) unless you have only entered for Year 11 and Year 12 Life Skills courses
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate
- sit for and make a serious attempt at the requisite Higher School Certificate examinations
- meet the minimum standard of literacy and numeracy within five years of starting your HSC course.

If a student is ineligible for the award of the Higher School Certificate at the end of Stage 6, the student (in exceptional circumstances) may, with the approval of the Principal:

- repeat some or all Stage 6 courses
- accumulate new Stage 6 courses to meet the eligibility requirements for the HSC
- complete the requirements for the HSC within 5 years of the first HSC examination being sat.



Satisfactory Completion

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

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

Where internal assessment marks are submitted, a student must complete tasks that contribute in excess of 50% of the available marks in the course. Students who have not met the above requirements **cannot** be regarded as having satisfactorily completed a course. Courses deemed not to have been completed satisfactorily (meaning, an **N Determination** has been given by the principal) **will not** appear on the Higher School Certificate. Students who fail to meet the requirements for the HSC will receive a Transcript of Study or Record of Achievement. They will not be eligible for a HSC.

On satisfactory completion of the HSC, students will receive a portfolio containing:

- The HSC Testamur (this document lists the courses studied and reports of all requirements for the award)
- The Record of Achievement (this document lists the courses studied and reports the marks and bands the student had achieved).



Student Responsibilities

The Award - The Higher School Certificate

~ Course Completion Criteria ~

You need to show evidence of ...

- a) Following the course developed by the NSW Education Standards Authority

- ✓ In each of your subjects
- ✓ The syllabus details
- ✓ The content or information of e Learning
- ✓ Completed all e Learning and assessments

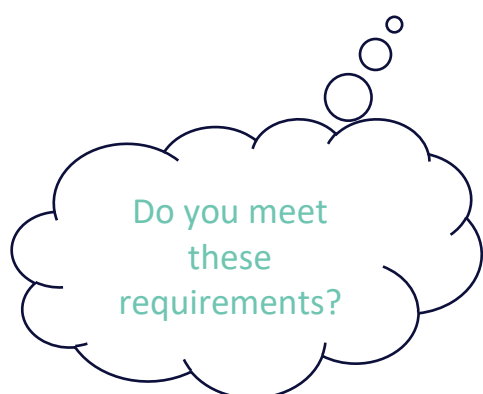
- b) Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school

- ✓ Diligence means hard work and applying yourself to all of your work all of the time
- ✓ Sustained effort means keeping working continuously
- ✓ Set tasks = coursework activities and assessments
- ✓ Experiences = excursions and all activities

- c) Achieving the course outcomes

Academic Integrity

Students need to ensure all work is their own.



- ✓ Following the teacher's guidance in what is required in the course
- ✓ Succeed in completing classwork
- ✓ Completing all assessments, tasks successfully
- ✓ Work is handed in on time



School-Based Assessment: Board Developed Courses

In Year 12 students will complete school-based assessments as part of their HSC, which contribute 50% of their final HSC mark for a course (except VET and Life Skills courses).

Assessment in Year 12 will be based on **Mandatory Weightings and Components** as set out in the syllabus for each HSC course being studied. Each task is linked to syllabus outcomes and students are given the opportunity to demonstrate their level of achievement of the outcomes. Values and attitudes are NOT measured.

Students must **follow the principles set out in HSC: All My Own Work** and make a **genuine and serious attempt in all tasks**.

Formal Assessment Tasks MUST be completed and submitted by the published due dates. A **ZERO** result will be given for **ALL LATE** Assessment Tasks. Students will have access to an Illness and Misadventure process to cover genuine illness and misadventure which results in late submission.

At the end of each course, and based only on formal assessment tasks, the school will submit to NESA an overall school-based assessment mark for each student in each Board Developed Course (Except VET and Life Skills Courses, English Studies and Mathematics Standard 1). This mark equates to a **rank** (a student's position in relation to other students) in a course. This is a **mark out of 100 for 2 Unit courses** and a **mark out of 50 for 1 Unit** (and Extension 1) courses. The mark is moderated by NESA based on a student's performance in the HSC examination for that course. Moderation takes account of how an assessment mark given by one school compares with marks given to students doing the same course/s in a different school.

For English Studies and Mathematics Standard 1 students will be awarded a result based on their school assessment according to the Achievement Level Descriptions for each subject.

School-Based Assessment: Board Endorsed Courses

All requirements for the assessment of Board Developed courses apply to the assessment of Board Endorsed courses.

Schools are required to submit internal assessment marks, in accordance with the Performance Description for Reporting Achievement in Stage 6 Board Endorsed courses, for students undertaking these courses. These marks are reported on the Record of Achievement but are not moderated by NESA.

School-Based Assessment: VET

Assessment in VET courses is competency based. This means that the student needs to demonstrate that they have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

The student may be deemed Competent if performance in all required assessment activities is to industry standard or Not Yet Competent, if they are still developing skills and/or their performance is not to industry



standard. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when students have developed the necessary skills, and underpinning knowledge to demonstrate competency.

The teacher (trainer) will keep a record of units of competency achieved. Students may request to see this record at any time to determine their progress. Students are entitled to seek advice about options for further training and assessment for competencies assessed as not yet competent. Students will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be made available by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment, prior to the commencement of the course.

Credit Transfer may be given for units of competency previously achieved with another RTO.

Work placement is a mandatory HSC component in some courses and must be completed during the course.

Note:

- Students will not be permitted to participate in a work placement if they are not deemed work ready by their trainer.
- an N determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards their HSC pattern of study. However, students will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.

HSC examination is only available in some VET courses.

The examination is optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only.

The HSC examination is independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If a student intends to use their VET course towards the calculation of the ATAR, the school must submit an estimated mark of their likely performance in the HSC examination. This will only be used in the case of an illness/misadventure appeal. Students who are planning on sitting the HSC examinations for ATAR eligibility, must sit the trial exam.

Students need to be aware that all NESA requirements for satisfactory completion of courses, AMOW, applications for illness/misadventure, examination disability provision applications apply to VET courses.

Life Skills Courses

Life Skills courses have been developed by NESA for the small percentage of students with special education needs, in particular, those with an **intellectual disability** for whom the regular outcomes and content of Board Developed and/or Board Endorsed Courses are not appropriate. Students enrolling in any



Stage 6 Life Skills courses **will usually have completed** Years 7–10 Life Skills outcomes and content in one or more courses.

Students undertaking a Stage 6 Life Skills course will be **assessed on their achievement** of the Life Skills outcomes identified in the planning process for the individual student. Students can demonstrate achievement of outcomes in a number of ways, and across a range of environments, including the school, community and workplace.

Evidence of achievement of outcomes can be gathered through ongoing **assessment**. There is no requirement for formal assessment of Life Skills outcomes. The Profile of Student Achievement lists all the Life Skills outcomes achieved by the student in each Life Skills course completed. Students need to be aware that NESA requirements for satisfactory completion of courses apply to Life Skills Courses.

Students entered for Life Skills courses may achieve the designated outcomes either independently or with support. **Stage 6 Life Skills courses have no HSC examinations** and results **cannot** be used in the calculation of an ATAR.

Course Assessment Schedules

Course Assessment Schedules provide students with the general nature, weighting and timing of formal tasks. Students are issued with the assessment schedule at the commencement of the HSC course. Copies of Course Assessment Schedules are available on eLearning and in this booklet.

Assessment schedules for each course set out the timing of each task. Course teachers will advise in writing the precise timing and nature of the task at **least two weeks** before the task is to be administered or is due.

It is the **student's responsibility to be alert to the notification** and **due date** of tasks by reference to the Assessment Schedule. If uncertain about a task, students should communicate directly with their Course Teacher or course Head Teacher.

Changes to Course Assessment Schedules

In exceptionally rare circumstances, a change to a course assessment schedule may need to be made. The Head Teacher of the course, after consulting with the Deputy Principal, will inform all students affected in writing of the change. Sufficient time will be given to students to complete their work by the new due date/s. All care will be taken to minimise clashes and heavy workload periods, but this cannot always be guaranteed.

Assessment Task Notification Information

Students must be informed in writing of:

- the assessment components of the course
- the outcomes being assessed in each task
- the date due at least two weeks prior to the task being due



- the task and what is required
- the assessment criteria used for marking (where appropriate)

Students must receive adequate feedback in relation to the task and their performance.

What should student know about the school based assessment?

- The assessment will measure the student's achievements of the course outcomes.
- the assessment will measure examinable and non-examinable course outcomes.
- The assessment will be moderated against school's performance in the external (public) examination.
- The weightings for the components parts of the course will vary from subject to subject, but not class to class.
- Student in 2-Unit and Extension courses with a 'common component' (the same basic course) will be assessed as a single unit i.e. as a 2-Unit student, then as an Extension.
- VET subjects will be assessed as competencies as defined in the syllabus. These courses are based on National Training Packages that allow articulation into further education and are assessed to industry standards.
- School-based assessment tasks will contribute to 50% of the HSC mark. The school assessment mark will be based on student performance in assessment tasks undertaken during the course. The other 50% will come from the HSC Examination.
- Course Reports: For every HSC Board Developed Course (except VET courses), students will receive a Course Report showing their marks, the Performance Scale and the Band Descriptors for that course. A graph showing the state-wide distribution of marks in the course is also shown.

Submission of Drafts

Students are encouraged to submit draft work for teacher review and feedback in a HSC course. Information about drafts will be provided by the class teacher and will vary from faculty to faculty. Students must be aware, however, that if draft work is submitted and recommended improvements are made, the student results may not necessarily or automatically increase. Students should be aware of the course outcomes and marking guideline when reviewing their work and results.

Assessment Tasks

It is the student's responsibility to ensure that all assessment tasks are completed and submitted by the due date and time (AEST) specified on the Assessment Task Notification.

Assessment tasks must be submitted in the format outlined on the Assessment Task Notification unless otherwise specified. All assessment tasks are to be submitted to the appropriate drop bin on elearning. The work will then be assessed for academic integrity before the teacher marks the task. Other tasks such as practical items may need to be sent to Finigan School of Distance Education for marking.



Late Submission of Tasks

A submitted assessment task will be deemed late if it is not submitted on or by the day it is due.

If a student is unable to submit a task on/by the due date, it is the responsibility of the student to contact the Course Teacher who, in consultation with the Head Teacher of the course, will verify the task's completion/submission date, determine precisely when it will be submitted and advise the student of any process they may need to follow (e.g. Illness/misadventure application).

Failure to Submit a Task

Where there is no valid or acceptable reason for not completing an assessment task, a **Non Attempt and a ZERO result** will be recorded for the task and a **Warning Letter (N Warning letter)** will be generated. The task/s will still need to be submitted, in order for the **N Warning letter** to be redeemed. (Feedback on the task will be provided by the teacher, but a zero result must still be recorded, as required by NESAs).

Failure of Technology

Failure of technology is not considered acceptable grounds for late submission or non-submission of assessment tasks. Where tasks have been produced digitally, it is the student's responsibility to save work at regular intervals, copy or back-up, and/or produce progressive print-outs or drafts. Should failure of computer equipment result in late work, the same penalties apply, as for other late submissions.

Electronically submitted work should be compatible with school technology. It is the student's responsibility to check with their teacher that submitted work is compatible with Department of Education's technology before submission.

Teacher Absent on the Day of a Due Task

If a teacher is absent on the day an **oral or performance task** is to be administered, the Head Teacher of the faculty will determine if the task is able to proceed, or whether it will need to be rescheduled. In some circumstances, the task will be re-scheduled. Students will be informed verbally, and in writing, of the revised date.

Keeping Copies of Assessment Tasks

Students must keep a copy of all assessment tasks in the rare eventuality that the task is misplaced before submission or the student fails to follow the correct processes for submission of a task. This copy can be in the form of a saved file, photocopy, scanned digital images (jpg files), or digital photographs taken on a camera or mobile phone and stored in a suitable place and format. This copy will:

1. provide the student with the opportunity to submit a replacement task
2. provide proof to the teacher that they have attempted/completed the task.



A task that is lost/misplaced should be capable of being re-submitted **without** being re-done. It should **not** be assumed that an illness and misadventure application will be upheld, or even applicable, in the rare case that a task is lost/misplaced.

Tasks that are completed on electronic devices should be appropriately saved and should **not** be deleted, until you have the marked task back from your teacher. It is also recommended that students **back-up** assessment tasks on a thumb drive, or other external device, in the event of hard drive failure. It is the responsibility of students to follow submission of task processes as directed by the school.

Invalid Tasks

In exceptionally rare circumstances, often due to situations and circumstances beyond the control of the school, formal assessment tasks may be deemed invalid. In these cases, students will be informed in writing by the Head Teacher of the course. One or more of the following will occur, where appropriate:

- only part of the task will be marked
- the weighting of the task may be reduced and additional weighting added to a future task
- a new task and due date will be issued.

The first preference of Finigan School of Distance Education is that actual student work is used in determining a student's understanding of course content, the achievement of outcomes, and their rank order in the course.

Non-Serious or Non-Attempts

An assessment task may be deemed a non-serious or non-attempt if, in the professional judgment of the Course Teacher and in consultation with the Head Teacher, the student has not made a reasonable or serious attempt when completing all sections/aspects of a task.

A non-serious attempt may include, but is not limited to:

- only multiple choice questions completed in a task or an examination paper
- repeating the question as the answer
- malpractice in some or all of the task
- inappropriate/offensive comments or diagrams drawn in response to a question or section
- AI generated assisted answers.

The penalty for a non-serious or non-attempt, will be determined by the Head Teacher in line with the procedures outlined for malpractice. Students have the right to appeal to the Deputy Principal and should do so within **3 school days** of being informed by the Course Teacher or Head Teacher.



Illness/Misadventure Applications

Students may be eligible for illness/misadventure if, immediately prior to or during an assessment task, an unforeseen or beyond a student's control, illness or misadventure occurs.

If a student believes they are eligible for **illness/misadventure** then the student must contact the course teacher or head teacher of the course **immediately** and have ready (where possible) **independent evidence** to support their application (e.g. medical certificate, police report, hospital admission form, etc). The illness/misadventure form (Appendix 1) must be completed and submitted within **3 school days of the illness/misadventure**. The head teacher of the course will then determine if the application is successful.

The Illness/Misadventure appeals process **does not cover**, and is not limited, to:

- attendance at a sporting or cultural event, or family holiday/event or excursion
- clashes with external commitments eg., sporting competitions, or non Finigan School of Distance Education Examinations
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities
- disabilities for which disability provisions have already been granted, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycemic attack suffered by a diabetic student) or further difficulties occur
- long-term illness such as glandular fever, asthma, epilepsy, anxiety, depression – unless the student suffers a flare-up of the condition immediately before or during the assessment task
- matters avoidable by the student (e.g. sleeping in, misreading the instructions on the task, misreading the assessment schedule and due date, misinterpretation of the task questions, failure to back up work on a regular basis on several devices, choosing to do other things not related to the task)
- computer malfunction or disruption or corruption of technology such as a damaged thumb drive or disk; internet issues
- long-term domestic issues
- pregnancy.

If an application is successful, then one or more of the following may occur:

- A new due date will be provided to submit the same task
- A new due date will be provided to submit an alternative task that is a **like task** and assesses the same outcomes, has the same weightings and components
- In exceptional circumstances and at the direction of **the Principal only** – students may be exempt from the submission of a task. An estimate may be based on completed comparable assessments tasks which contain comparable outcomes and approved by the principal.

If the Illness and Misadventure application is not upheld, students may follow the school based appeals process.

Please note: The Illness and Misadventure process is based on the NESA process for HSC examinations and it DOES NOT compensate students by giving additional marks or reducing task expectations.



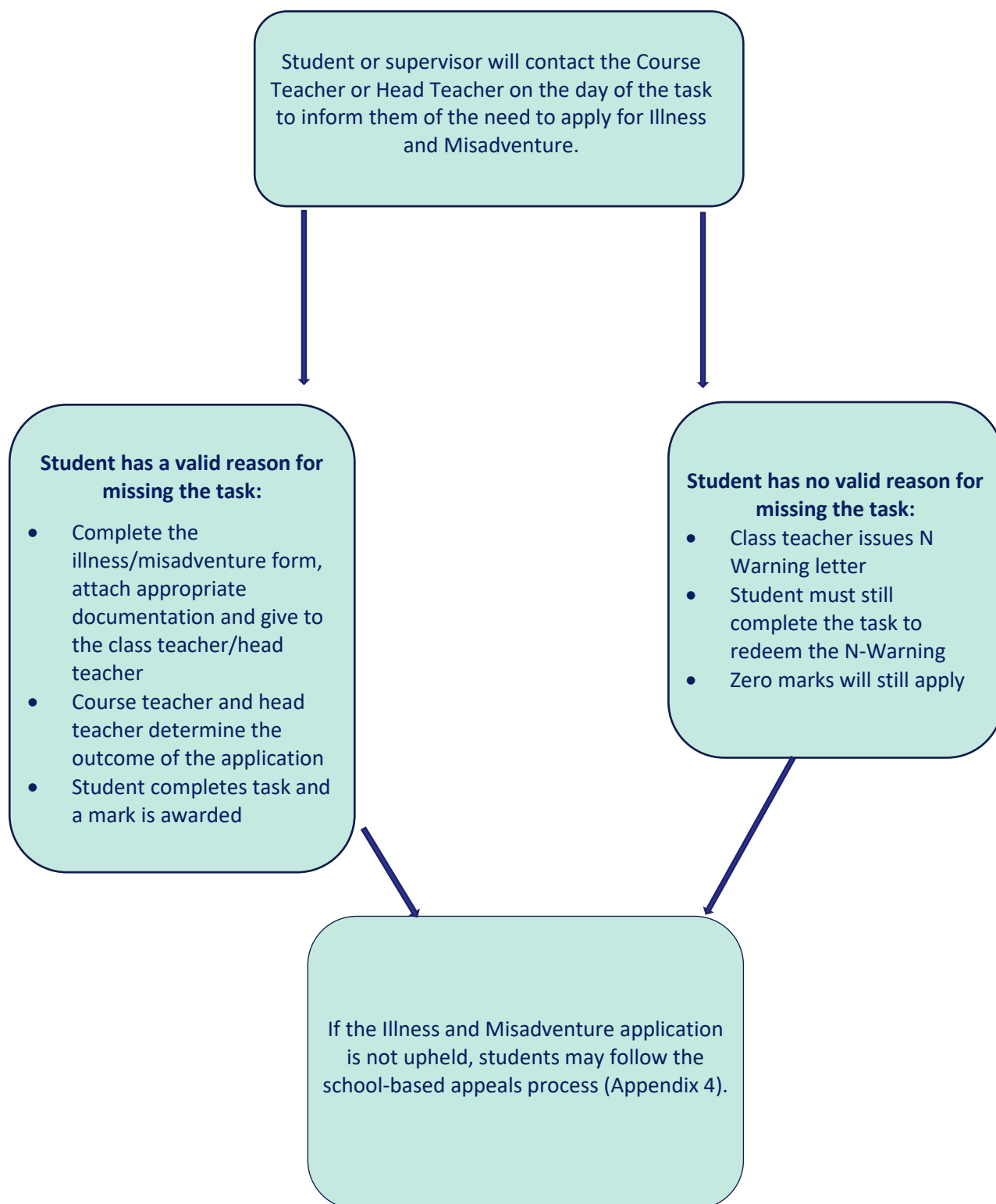
Appealing: Declined Illness and Misadventure

A student has the right to appeal the decision **NOT to support an Illness/Misadventure** application. To appeal the decision, the student must present a written application to the Deputy Principal, providing any new evidence/support material and stating the explicit grounds for the appeal, within **3 school days** of being notified of the original decision. (Appendix 1- Illness and Misadventure Application form)

Students have the right to appeal the decision of the Deputy Principal to the Principal, but this can only be done under circumstances where **NEW** evidence can be provided and is within 3 school days of the Deputy Principal's decision. The principal's decision will be final.



ILLNESS AND MISADVENTURE PROCESS





Honesty and Integrity of School-Based Assessment

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC and mean:

- **Being honest and ethical** – being honest about what is your own work and what isn't, and about where you got your information
- **Listing all your sources** – research using different sources of information is an important part of HSC work. Being an ethical researcher and a good scholar means listing all your sources and correctly citing each source
- **Using your own words** – communicate what you have learnt in your own words.

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

For further information about NESAs requirements and principles for honest and ethical practices for study in Stage 6, students should revisit the All My Own Work modules completed on commencement of Year 11.

Malpractice

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

NESA's rules regarding malpractice must be read in conjunction with any course specific requirements outlined in NESA syllabus packages including Assessment and Reporting information. Types of malpractice in assessment tasks may include, but are not limited to:

- **Misrepresentation** – when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information
- **Plagiarism** – when a student pretends to have written, created or developed work that has originated from another source
- **Collusion** – when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment
- **Breach of assessment conditions** – when a student does not follow the rules set out for assessment or examination.

Malpractice can include, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own



- submitting work that another person, such as a parent, friend, tutor or course expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in a school based task, such as a test or exam
- cheating in practical work/major works
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- faking an illness or injury to prevent the completion or submission of work
- assisting another student to engage in malpractice
- AI generated/assisted answers.

Students are responsible for knowing and complying with NESA's ACE Rules and policies regarding malpractice, including completing All My Own Work.

Suspected Malpractice

If malpractice is suspected, the course teacher must inform the head teacher of the course. The course teacher will provide to the head teacher evidence to support the malpractice (eg, the Internet page copied, other student work that is the same, the Turnitin report etc). The head teacher with the course teacher will determine the extent of the malpractice.

In cases where malpractice is suspected or has been proven, the following procedures will be applied:

- The student, supervisor, parent/caregiver will be informed (verbally or in writing) by the course teacher or head teacher, of the suspected or proven malpractice and be presented with the evidence in a timely manner
- The student will be given the opportunity to present any evidence or information to support their position (drafts of work, witness statements, etc) to the course teacher and head teacher. Notes/records of any discussions/interviews will be taken by the course teacher or head teacher and kept securely
- Head teacher to inform deputy principal (Stage 6) of malpractice
- The student will be informed of their right of appeal and the appeal process. Appeals must be lodged to the deputy principal within 3 school days of verbal/written notification of an incidence of malpractice; and
- Confidentiality will be always maintained by all parties.

In the case of malpractice, the student will be asked to provide evidence that all unacknowledged work is entirely their own.

Such evidence might include but is not limited to:

- explaining the process of their work, which might include journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas



- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Consequences of Malpractice

Proven malpractice will limit a student's results for a task and may jeopardise their satisfactory completion of the course, their final grade, and in some cases, their HSC eligibility.

If malpractice is suspected by the classroom teacher, they will inform their head teacher and the student and supervisor of this and their options. The investigation of suspected malpractice will be managed by the head teacher of the faculty in consultation with the teacher.

If malpractice is concluded to have occurred, one or more of the following range of consequences may apply:

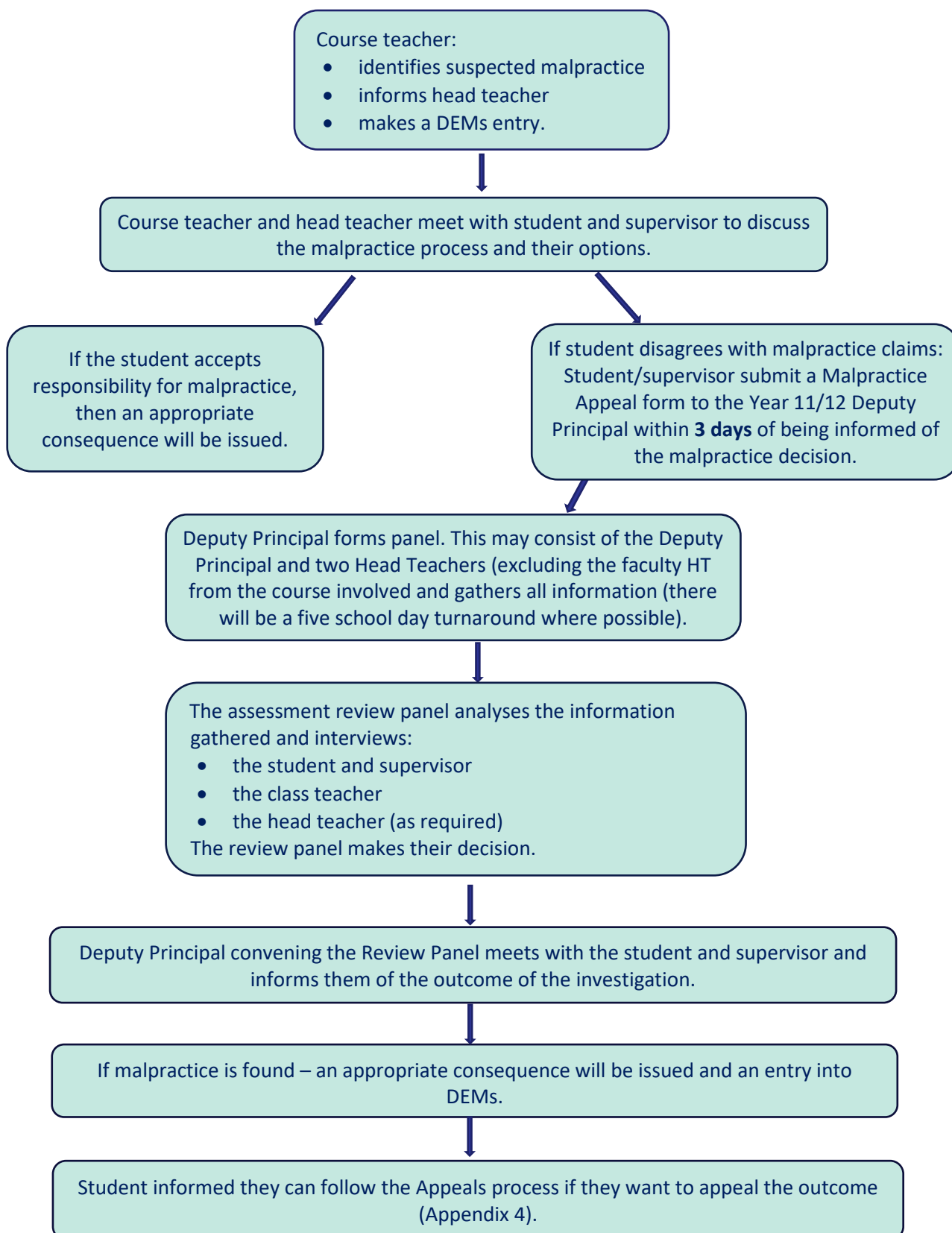
- zero marks for all or part of the task
- a formal warning
- an N Warning may be issued
- student may need to re-submit all or part of the task
- withdrawal from course/s.
- student may be added to the NESA Malpractice Register

If applicable the student may have the ability to resolve the N Warning and re-submit the task. The zero mark may still be upheld.

If malpractice is determined by the head teacher additionally the students name will be recorded for malpractice in DEMS.



MALPRACTICE PROCESS





Appeals: School-Based Assessments

Measures are taken to ensure that assessment processes and procedures are fair and equitable at all times and that the administration and conduct of tasks occur appropriately and without advantage or disadvantage to the cohort. Thus, student work is assessed on **actual performance not potential performance**. Assessment results **cannot** and **will not** be modified to take into account possible effects of illness, misadventure or disability.

Students do, however, have the right to appeal an assessment result if evidence of a break down in process or procedure in the administration of the task or the marking processes can be supported with explicit independent evidence. (e.g. performance in a task and subsequent result does not correspond with marking guidelines).

If a student believes they are eligible to have their assessment result reviewed in the first instance they will go to the course teacher or head teacher of the course **immediately** and have ready (where possible) independent evidence to support why their results should be reviewed.

If the student remains dissatisfied, an appeal may be made within **3 school days** of receiving the head teacher's decision to the deputy principal and they will convene a panel. The appeal must be made in writing and clearly outline specific concerns/issues related to the task and the marking guidelines. The student, supervisor and head teacher will be informed of the result of the appeal.

Appeals must be supported by making clear reference/s to specific aspects of the breach of process or administration of the task or show how the result does not reflect the marking guidelines provided with the task. If at this point, a result is to be changed, the head teacher will inform the course teacher and student, supervisor and document reasons for the result change.

If the student remains dissatisfied, an appeal may be made within **3 school days** of receiving the decision of the deputy principal to the principal. The appeal must be made in writing and clearly outline specific concerns/issues related to the administration of the task and/or the marking guidelines.

The principal panel will review all the evidence and inform the deputy principal, head teacher, student and supervisor of the outcome.

The principal's decision is final.

There can be no appeal process to NESA against a school's judgement of a student's performance on a particular task. Any disputes over an individual task must be resolved within the school at the time and within the time frame specified by the school.



School Based Appeals Process

In the event that a student questions the outcome of an assessment process they can follow the appeals process. They need to apply to the deputy principal within **3 school days** of the first outcome being issued. The appeals process can apply to:

- Individual Assessment Task results (follow appeal process)
- Illness and Misadventure outcomes
- Malpractice process outcomes
- Other relevant assessment concerns

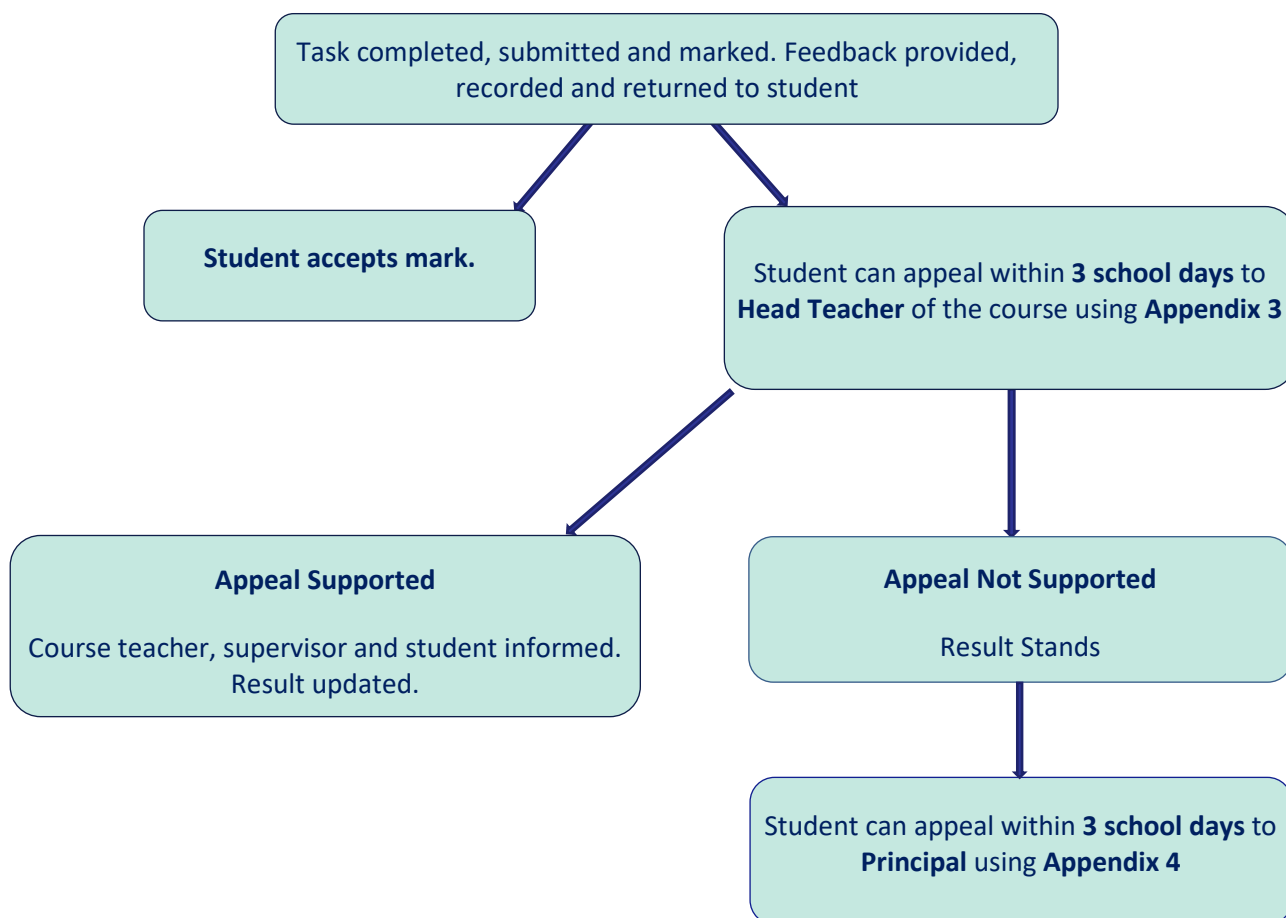
In particular note that appeals for assessment results can only be made on the basis of:

- The weightings specified by the school not conforming with the Board's requirements.
- The procedures used by the school for determining the final assessment mark do not conform with its stated program.
- Breach of the Finigan School Distance Education Assessment Policy.

A request for an appeal cannot be based on questioning the professional judgement of teachers in the marking of work. Students have the right to appeal the decision of the deputy principal to the principal, but this can only be done under circumstances where NEW evidence can be provided and is within **3 school days** of the deputy principal's decision. The principal's decision will be final.



ASSESSMENT TASK RESULT APPEAL PROCESS





SCHOOL BASED APPEAL PROCESS

Student has concerns regarding the outcome of a process relating to illness/misadventure, malpractice or assessment result. They've completed the appropriate form with any appropriate evidence attached and submitted it with the head teacher. The head teacher of the faculty in consultation with the teacher has made a decision.

If the student has new evidence and wants to appeal, they can complete the Appeals Application Form (Appendix 4) and attach the new evidence. This will be submitted to the Principal/Deputy Principal.

The Principal/Deputy Principal creates an appeal panel consisting of the relevant executive (excluding the head teacher who managed the original process) and gathers all information. The appeals panel assesses the information gathered and a decision is made.

The appeal is upheld. Student, head teacher and course teacher are informed. Approved changes implemented.

The appeal is dismissed. Student, head teacher and course teacher informed. If the student has new evidence and wants to appeal, they can complete the appeals form and attach the new evidence. The deputy principal refers the appeal to the principal.

The Appeals panel assesses the information gathered and a decision is made.

The principal's decision is final.



Trial Examinations

Trial examinations should mirror HSC examination practice. This will ensure students get practice before sitting the HSC in Term 4. All students will be required to do their trial examinations supervised by school representatives or independent invigilators. This means that students in NSW will have to attend designated exam centres and students overseas will have to make arrangements to be examined by an independent invigilator.

Non-Completion of Course Requirements: N Warning Letters

Finigan School of Distance Education, is required by NESA, to issue a formal warning in writing to any student who is in danger of not completing the course requirements in any course. This is a formal notification to the student, parents/care givers and/or supervisor of the student outlining what the student is required to do to rectify the problem. The warning will be timed so as to allow the warning to be redeemed.

Formal warning letters, advising of a potential **N Determination**, will be sent to the last advised postal address or email address. It is the student's responsibility to notify the school of any change of address or contact details. NESA will not find it an acceptable reason/excuse that letters were not received, if contact details provided to the school were not updated by the student/parent/caregiver.

Any student failing to complete 50% of the assessment tasks may be given a non-completion determination by the principal. This may result in the subject being deleted from their Higher School Certificate.

In the event of an **N Determination** being issued to a student, the principal will advise the student in writing of the decision and their right of appeal.

HSC Minimum Standards

NSW Education Standards Authority (NESA) has implemented the HSC minimum standards to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC testamur. The standards are assessed through online tests which are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on visual or written prompts. Students who do not meet the HSC minimum standards can still:

- Sit the HSC exams
- Receive an ATAR for University applications
- Receive a RoSA
- Receive a HSC minimum standard report.

Students do not need to achieve the minimum standards to choose a subject they will study in Stage 5 or 6.

Students will have four opportunities per year to sit the minimum standards online tests in each area of Reading, Numeracy and Writing, in Years 10 and 11. They will have up to six opportunities in Year 12.



Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standards online tests. The tests must be administered by schools via a lockdown browser.

Students with additional learning needs may be eligible for extra provisions for the minimum standards online tests or be exempt from meeting the HSC minimum standards in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standards test. Students studying Life Skills Mathematics will be exempt from the Numeracy minimum standard test.

Practice tests are available for students to sit to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standards. Further Information please visit the NSW Education Standards Authority (NESA) website via the link below.

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

Disability Provisions

For students with an identified or diagnosed long or short term disability, the school provides, in line with procedures and provisions approved by NESA for the external HSC examinations, access to provisions. These provisions are designed to (as far as possible) remove a student's barrier or disadvantage when accessing course work and assessments. If assessed eligible, students may be given provisions such as:

- readers and/or writers
- time to rest
- time to take medication
- increased font/work size
- separate supervision
- adjustments to the physical environment (e.g., special furniture or lighting).

Students must inform their Course Teacher if they believe they might be eligible for a Disability Provision. Appropriate documentation must be provided (e.g., medical certificates, medical reports etc. **that are no older than 12 months** in nature and must be specific e.g., relate clearly and specifically the impact the disability has on learning/performance in assessment tasks/exams).

The Faculty Head Teacher may approve a disability provision for a school based assessment task.

Please be aware that, **School Based Disability Provisions** granted for school based tasks, **may not be approved** by NESA for external HSC examinations.



Assessment Schedules

Year 12 English – Standard

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Unseen Texts and Extended Responses	Written Work	3 DEC 2025	EN12-1 , EN12-3, EN12-6	25%
AT2 - Extended Response and Reflection	Written Work	18 MAR 2026	EN12-1 , EN12-3, EN12-4, EN12-9	25%
AT3 - Multimodal Presentation	Oral Presentation	1 JUL 2026	EN12-2 , EN12-5, EN12-7, EN12-8	25%
AT4 - Trial HSC Examination	Examination	21 AUG 2026	EN12-1 , EN12-2 , EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	25%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	TOTAL VALUE
AT1 - Unseen Texts and Extended Responses	10	15	25%
AT2 - Extended Response and Reflection	15	10	25%
AT3 - Multimodal Presentation	10	15	25%
AT4 - Trial HSC Examination	15	10	25%
Weighting	50%	50%	100%

Syllabus Outcomes

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



Year 12 English - Advanced

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Critical Response	Written Work	18 DEC 2025	EA12-5, EA12-7, EA12-8	20%
AT2 - Multimodal Presentation	Oral Presentation	2 APR 2026	EA12-1 , EA12-2 , EA12-6	25%
AT3 - Imaginative Response and Reflection	Written Work	25 JUN 2026	EA12-3, EA12-4, EA12-9	30%
AT4 - HSC Trial Examination	Examination	21 AUG 2026	EA12-1 , EA12-2 , EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	25%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	TOTAL VALUE
AT1 - Critical Response	10	10	20%
AT2 - Multimodal Presentation	15	10	25%
AT3 - Imaginative Response and Reflection	15	15	30%
AT4 - HSC Trial Examination	10	15	25%
Weighting	50%	50%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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



Year 12 English - Extension 1

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Extended Imaginative Response	Written Work	10 DEC 2025	EE12-1, EE12-2, EE12-5	30%
AT2 - Extended Analytical Response	Written Work	27 MAY 2026	EE12-3, EE12-4	40%
AT3 - Trial HSC Examination	Examination	21 AUG 2026	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of complex texts and of how and why they are valued	Skills in complex analysis, sustained composition and independent investigation	TOTAL VALUE
AT1 - Extended Imaginative Response	15	15	30%
AT2 - Extended Analytical Response	20	20	40%
AT3 - Trial HSC Examination	15	15	30%
Weighting	50%	50%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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



Year 12 English - Extension 2

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Viva Voce	Oral Presentation	15 DEC 2025	EEX12-1, EEX12-4, EEX12-5	30%
AT2 - Literature Review	Written Work	24 APR 2026	EEX12-1, EEX12-2, EEX12-3, EEX12-4	40%
AT3 - Critique of Creative Process	Written Work	7 AUG 2026	EEX12-1, EEX12-2, EEX12-3, EEX12-5	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Skills in extensive independent research	Skills in sustained composition	TOTAL VALUE
AT1 - Viva Voce	15	15	30%
AT2 - Literature Review	20	20	40%
AT3 - Critique of Creative Process	15	15	30%
Weighting	50%	50%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
EEX12-1	demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
EEX12-2	strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
EEX12-3	applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
EEX12-4	undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
EEX12-5	reflects on and evaluates the composition process and the effectiveness of their own published composition



Year 12 English Studies

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Multimodal Presentation	Written Work	12 DEC 2025	ES12-7, ES12-2, ES12-6, ES12-3	25%
AT2 - Visual representation and reflection statement	Research Task	3 APR 2026	ES12-1, ES12-5, ES12-9, ES12-8	25%
AT3 - Writing portfolio	Written Work	3 JUL 2026	ES12-1, ES12-10, ES12-3, ES12-4	30%
AT4 - Trial HSC Examination	Examination	21 AUG 2026	ES12-1, ES12-5, ES12-7, ES12-9, ES12-6, ES12-8, ES12-3, ES12-4	20%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in: comprehending texts, communicating ideas and using language accurately, appropriately and effectively	TOTAL VALUE
AT1 - Multimodal Presentation	15	10	25%
AT2 - Visual representation and reflection statement	10	15	25%
AT3 - Writing portfolio	15	15	30%
AT4 - Trial HSC Examination	10	10	20%
Weighting	50%	50%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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



Year 12 English - EAL/D

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Extended Written Response	Written Work	19 DEC 2025	EAL12-2, EAL12-3, EAL12-5	25%
AT2 - Multimodal Presentation	Design Project	24 APR 2026	EAL12-4, EAL12-5, EAL12-6, EAL12-7, EAL12-8	25%
AT3 - Extended Writing Response	Written Work	3 JUL 2026	EAL12-2, EAL12-3, EAL12-5, EAL12-9	25%
AT4 - Trial HSC Examination	Examination	21 AUG 2026	EAL12-1A , EAL12-1B , EAL12-3, EAL12-4, EAL12-5, EAL12-6, EAL12-7, EAL12-8	25%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	TOTAL VALUE
AT1 - Extended Written Response	10	15	25%
AT2 - Multimodal Presentation	15	10	25%
AT3 - Extended Writing Response	10	15	25%
AT4 - Trial HSC Examination	15	10	25%
Weighting	50%	50%	100%



Year 12 English - EAL/D

Syllabus Outcomes

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



Year 12 Aboriginal Studies

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT 1: Social Justice and Human Rights	Written Work	28 FEB 2025	H1.2, H3.2	15%
AT 2: Major Project	Research Task	4 APR 2025	H4.1, H4.2	40%
AT 3: Health and Criminal Justice	Written Work	13 JUN 2025	H3.1, H3.3, H4.3	15%
AT 4: HSC Trial Examination	Examination	22 AUG 2025	H1.1, H2.1, H3.1, H4.1, H1.2, H2.2, H3.2, H4.2, H1.3, H3.3, H4.3	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	Research and inquiry methods, including aspects of the Major Project	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
AT 1: Social Justice and Human Rights	10	0	0	5	15%
AT 2: Major Project	0	20	15	5	40%
AT 3: Health and Criminal Justice	10	5	0	0	15%
AT 4: HSC Trial Examination	20	0	5	5	30%
Weighting	40%	25%	20%	15%	100%

Syllabus Outcomes

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



Year 12 Agriculture

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Farm Product Study	Written Work	9 DEC 2024	H3.1, H3.3, H3.4	30%
AT2 - Experimental Design	Practical Task	4 APR 2025	H1.1, H2.1, H4.1	20%
AT3 - Research & Analysis	Research Task	20 JUN 2025	H4.1, H5.1	20%
AT4 - Trial Examination	Examination	22 AUG 2025	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge, understanding and skills required to manage agricultural production systems	Skills in effective research, experimentation and communication	TOTAL VALUE
AT1 - Farm Product Study	20	10	0	30%
AT2 - Experimental Design	10	0	10	20%
AT3 - Research & Analysis	0	10	10	20%
AT4 - Trial Examination	10	20	0	30%
Weighting	40%	40%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
H1.1	Explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production.
H2.1	Describes the inputs, processes and interactions of plant production systems.
H2.2	Describes the inputs, processes and interactions of animal production systems.
H3.1	Assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products.
H3.2	Critically assesses the marketing of a plant OR animal product.
H3.3	Critically examines the technologies and technological innovations employed in the production and marketing of agricultural products.
H3.4	Evaluates the management of the processes in agricultural systems.
H4.1	Applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations.
H5.1	Evaluates the impact of innovation, ethics and current issues on Australian agricultural systems.



Year 12 Ancient History

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT 1: Cities of Vesuvius Historical Analysis	Written Work	15 DEC 2025	AH12-5, AH12-6, AH12-8, AH12-10	25%
AT 2: Greece 500-440BC essay	Written Work	9 MAR 2026	AH12-2, AH12-5, AH12-7, AH12-9	20%
AT 3: Xerxes	Written Work	9 JUN 2026	AH12-3, AH12-4, AH12-6, AH12-7	25%
AT 4: HSC Trial Examination	Examination	21 AUG 2026	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms	TOTAL VALUE
AT 1: Cities of Vesuvius Historical Analysis	0	5	15	5	25%
AT 2: Greece 500-440BC essay	10	5	0	5	20%
AT 3: Xerxes	5	10	5	5	25%
AT 4: HSC Trial Examination	25	0	0	5	30%
Weighting	40%	20%	20%	20%	100%



Year 12 Ancient History

Syllabus Outcomes

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



Year 12 Biology

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Model Building	Design Project	1 DEC 2025	BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12	15%
AT2 - Genetic Change	Topic Test	13 MAR 2026	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-13	15%
AT3 - Depth Study	Depth Study	12 JUN 2026	BIO11/12-1, BIO11/12-3, BIO11/12-5, BIO11/12-7, BIO12-14, BIO12-15	40%
AT4 - Trial Examination	Examination	21 AUG 2026	BIO11/12-2, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
AT1 - Model Building	10	5	15%
AT2 - Genetic Change	5	10	15%
AT3 - Depth Study	30	10	40%
AT4 - Trial Examination	15	15	30%
Weighting	60%	40%	100%



Year 12 Biology

Syllabus Outcomes

OUTCOME	DESCRIPTION
BIO11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	Analyses and evaluates primary and secondary data and information
BIO11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	Explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease



Year 12 Business Studies

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Operations	Research Task	12 DEC 2025	H1, H2, H5, H6, H7, H8, H9	35%
AT2 - Marketing & Finance	Business Report	15 MAY 2026	H2, H4, H5, H6, H8, H9, H10	35%
AT3 - Trial HSC Examination	Examination	21 AUG 2026	H2, H3, H4, H5, H6, H7, H8, H9, H10	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms	TOTAL VALUE
AT1 - Operations	15	0	15	5	35%
AT2 - Marketing & Finance	10	10	5	10	35%
AT3 - Trial HSC Examination	15	10	0	5	30%
Weighting	40%	20%	20%	20%	100%



Year 12 Business Studies

Syllabus Outcomes

OUTCOME	DESCRIPTION
H1	Critically analyses the role of business in Australia and globally
H2	Evaluates management strategies in response to changes in internal and external influences
H3	Discusses the social and ethical responsibilities of management
H4	Analyses business functions and processes in large and global businesses
H5	Explains management strategies and their impact on businesses
H6	Evaluates the effectiveness of management in the performance of businesses
H7	Plans and conducts investigations into contemporary business issues
H8	Organises and evaluates information for actual and hypothetical business situations
H9	Communicates business information, issues and concepts in appropriate formats
H10	Applies mathematical concepts appropriately in business situations



Year 12 Chemistry

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT 1 - Module 5 Topic Test	Topic Test	17 DEC 2025	CH11/12-4, CH11/12-5, CH11/12-6, CH12-12	15%
AT2 - Depth Study	Depth Study	30 APR 2026	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH12-13	40%
AT3 - Model	Practical Task	2 JUL 2026	CH11/12-3, CH11/12-6, CH11/12-7, CH12-14	15%
AT4 - Trial Examination	Examination	21 AUG 2026	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
AT 1 - Module 5 Topic Test	10	5	15%
AT2 - Depth Study	30	10	40%
AT3 - Model	5	10	15%
AT4 - Trial Examination	15	15	30%
Weighting	60%	40%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
CH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	Analyses and evaluates primary and secondary data and information
CH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12	Explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	Describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14	Analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	Describes and evaluates chemical systems used to design and analyse chemical processes



Year 12 Community & Family Studies

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Independent Research Project	Research Task	5 DEC 2025	H4.1, H4.2	20%
AT2 - Parenting and Caring	Research Task	13 MAR 2026	H2.1, H3.2, H5.2	30%
AT3 - Groups in context	Research Task	22 MAY 2026	H3.3, H4.1, H5.1	30%
AT4 - Trial Examination	Examination	21 AUG 2026	H1.1, H2.1, H2.2, H2.3, H3.1, H3.4, H4.1, H4.2, H5.1, H6.1	20%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating	TOTAL VALUE
AT1 - Independent Research Project	5	15	20%
AT2 - Parenting and Caring	5	25	30%
AT3 - Groups in context	15	15	30%
AT4 - Trial Examination	15	5	20%
Weighting	40%	60%	100%

Syllabus Outcomes

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



Year 12 Dance

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Core Appreciation & Major Study	Research, Analysis & Performance	15 DEC 2025	H1.1, H1.2, H2.2, H3.1, H3.3, H3.4, H4.1, H4.2, H4.3, H4.4	22%
AT2 - Core Performance & Core Composition	Practical Task	25 MAY 2026	H1.1, H1.2, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.5	22%
AT3 - Major Study	Practical Task	15 JUN 2026	H1.1, H1.2, H1.4, H2.1, H2.2, H3.1, H3.2, H3.4, H4.1, H4.2, H4.4, H4.5	22%
AT4 - Trial Examination	Practical & Written Exam	24 JUL 2026	H1.1, H1.2, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.4, H4.1, H4.2, H4.4, H4.5	33%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Performance	Composition	Appreciation	Major Study	TOTAL VALUE
AT1 - Core Appreciation & Major Study	0	0	10	10	20%
AT2 - Core Performance & Core Composition	10	10	0	0	20%
AT3 - Major Study	0	0	0	20	20%
AT4 - Trial Examination	10	10	10	10	40%
Weighting	20%	20%	20%	40%	100%



Year 12 Dance

Syllabus Outcomes

OUTCOME	DESCRIPTION
H1.1	Understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form.
H1.2	Performs, composes and appreciates dance as an artform.
H1.3	Appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances.
H1.4	Acknowledges and appreciates the relationship of dance and other media.
H2.1	Understands performance quality, interpretation and style relating to dance performance.
H2.2	Performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices.
H2.3	Values the diversity of dance performance.
H3.1	Identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent.
H3.2	Demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent.
H3.3	Recognises and values the role of dance in achieving individual expression.
H3.4	Explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent.
H4.1	Understands the concept of differing artistic, social and cultural contexts of dance.
H4.2	Recognises, analyses and evaluates the distinguishing features of major dance works.
H4.3	Utilises the skills of research and analysis to examine dance as an artform.
H4.4	Demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance.
H4.5	Acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation.



Year 12 Drama

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Contemporary Australian Theatre and IP	Practical Task	15 DEC 2025	H1.2, H1.3, H1.5, H3.1, H3.2	25%
AT2 - Workshop analysis and IP	Workshop Analysis	22 APR 2026	H1.3, H1.5, H1.7, H2.1, H2.2, H3.1, H3.2	25%
AT3 - Group Devised Project	Practical Task	1 JUL 2026	H1.1, H1.3, H1.6, H2.2	30%
AT4 - Trial Examination	Examination	21 AUG 2026	H3.1, H3.2, H3.3	20%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Making	Performing	Critically Studying	TOTAL VALUE
AT1 - Contemporary Australian Theatre and IP	15	0	10	25%
AT2 - Workshop analysis and IP	10	5	10	25%
AT3 - Group Devised Project	15	15	0	30%
AT4 - Trial Examination	0	10	10	20%
Weighting	40%	30%	30%	100%



Year 12 Drama

Syllabus Outcomes

OUTCOME	DESCRIPTION
H1.1	Uses acting skills to adopt and sustain a variety of characters and roles.
H1.2	Uses performance skills to interpret and perform scripted and other material.
H1.3	Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works.
H1.4	Collaborates effectively to produce a group-devised performance.
H1.5	Demonstrates directorial skills.
H1.6	Records refined group performance work in appropriate form.
H1.7	Demonstrates skills in using the elements of production.
H1.8	Recognises the value of the contribution of each individual to the artistic effectiveness of productions.
H1.9	Values innovation and originality in group and individual work.
P2.1	Understands the dynamics of actor-audience relationship.
H2.1	Demonstrates effective performance skills.
H2.2	Uses dramatic and theatrical elements effectively to engage an audience.
H2.3	Demonstrates directorial skills for theatre and other media.
H2.4	Appreciates the dynamics of drama as a performing art.
H2.5	Appreciates the high level of energy and commitment necessary to develop and present a performance.
H3.1	Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements.
H3.2	Analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses.
H3.3	Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements.
H3.4	Appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies.
H3.5	Appreciates the role of the audience in various dramatic and theatrical styles and movements.



Year 12 Earth & Environmental Science

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Skills Test	Skills Test	12 DEC 2025	EES11/12-1, EES11/12-2, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7	10%
AT2 - Model, Investigation & Scientific Report	Practical Task	13 MAR 2026	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-13	25%
AT3 - Depth Study	Depth Study	3 JUL 2026	EES11/12-1, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12, EES12-13, EES12-14, EES12-15	35%
AT4 - Trial Examination	Examination	21 AUG 2026	EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12, EES12-13, EES12-14, EES12-15	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
AT1 - Skills Test	10	0	10%
AT2 - Model, Investigation & Scientific Report	20	5	25%
AT3 - Depth Study	25	10	35%
AT4 - Trial Examination	5	25	30%
Weighting	60%	40%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
EES11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	Analyses and evaluates primary and secondary data and information
EES11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES12-12	Describes and evaluates the models that show the structure and development of the Earth over its history
EES12-13	Describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
EES12-14	Analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
EES12-15	Describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems



Year 12 Economics

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - The Global Economy	Research Task	12 DEC 2025	H1, H3, H4, H8, H9, H10, H11, H12	20%
AT2 - Australia's Place in the Global Economy	Research Task	27 MAR 2026	H1, H2, H4, H5, H7, H8, H10, H11	20%
AT 3 - Economics Issues	Research Task	5 JUN 2026	H1, H2, H5, H6, H7, H8, H9, H10, H12	30%
AT4 - HSC Economics Trial Examination	Examination	21 AUG 2026	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of economic information, ideas and issues in appropriate forms	TOTAL VALUE
AT1 - The Global Economy	5	5	5	5	20%
AT2 - Australia's Place in the Global Economy	10	0	5	5	20%
AT 3 - Economics Issues	10	5	10	5	30%
AT4 - HSC Economics Trial Examination	15	10	0	5	30%
Weighting	40%	20%	20%	20%	100%



Year 12 Economics

Syllabus Outcomes

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



Year 12 Engineering Studies

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Civil Structures - Bridges	Depth Study	13 FEB 2026	H1.2, H2.1, H3.1, H3.2, H3.3	35%
AT2 - Aeronautical Engineering	Depth Study	12 JUN 2026	H1.1, H2.2, H3.1, H3.2, H4.1, H6.1	35%
AT3 - Trial Examination	Examination	21 AUG 2026	P3.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H6.1	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in research, problem solving and communication related to engineering practice	TOTAL VALUE
AT1 - Civil Structures - Bridges	20	15	35%
AT2 - Aeronautical Engineering	20	15	35%
AT3 - Trial Examination	20	10	30%
Weighting	60%	40%	100%



Year 12 Engineering Studies

Syllabus Outcomes

OUTCOME	DESCRIPTION
H1.1	Describes the scope of engineering and critically analyses current innovations
H1.2	Differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
H2.1	Determines suitable properties, uses and applications of materials in engineering
H2.2	Analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
H3.1	Demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
H3.2	Uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
H3.3	Develops and uses specialised techniques in the application of graphics as a communication tool
H4.1	Investigates the extent of technological change in engineering
H4.2	Applies knowledge of history and technological change to engineering- based problems
H4.3	Applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
H5.1	Works individually and in teams to solve specific engineering problems and in the preparation of engineering reports
H5.2	Selects and uses appropriate management and planning skills related to engineering
H6.1	Demonstrates skills in research and problem-solving related to engineering
H6.2	Demonstrates skills in analysis, synthesis and experimentation related to engineering



Year 12 Enterprise Computing

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Data Science Project	Research Task	19 DEC 2025	EC-12-02, EC-12-03, EC-12-04	20%
AT2 - Data Visualisation Project	Practical Task	3 APR 2026	EC-12-01, EC-12-05, EC-12-08	20%
AT3 - Major Project	Design Project	15 JUN 2026	EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11	30%
AT4 - Trial Examination	Examination	10 AUG 2026	EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in the practical application of the content	TOTAL VALUE
AT1 - Data Science Project	10	10	20%
AT2 - Data Visualisation Project	10	10	20%
AT3 - Major Project	5	25	30%
AT4 - Trial Examination	25	5	30%
Weighting	50%	50%	100%



Year 12 Enterprise Computing

Syllabus Outcomes

OUTCOME	DESCRIPTION
EC-12-01	Explains how systems meet the needs of a range of enterprises
EC-12-02	Explains the function of data and information within enterprise computing systems
EC-12-03	Explains and evaluates how data is safely and securely collected, stored, and manipulated when developing enterprise computing systems
EC-12-04	Explains how data is used in enterprise computing systems
EC-12-05	Applies tools and resources to analyze complex datasets
EC-12-06	Analyses how innovative technologies have influenced enterprise computing systems
EC-12-07	Explains the social, ethical and legal implications of the application of enterprise computing systems on the individual, society, and the environment
EC-12-08	Justifies the selection and use of tools and resources to design and develop an enterprise computing system
EC-12-09	Selects and applies methods to record the management and evaluate the development of an enterprise computing system
EC-12-10	Evaluates the effectiveness of an enterprise computing system
EC-12-11	Communicates an enterprise computing solution to a specific audience



Year 12 Food Technology

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Contemporary Nutrition Issues	Research Task	12 DEC 2025	H2.1, H3.2, H5.1	25%
AT2 - Food Manufacture	Research Task	20 MAR 2026	H1.1, H4.2	25%
AT3 - Food Product Development	Research Task	29 MAY 2026	H1.3, H4.1	25%
AT4 - Trial Examination	Examination	21 AUG 2026	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1	25%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in designing, researching, analysing and evaluating	Skills in experimenting with and preparing food by applying theoretical concepts	TOTAL VALUE
AT1 - Contemporary Nutrition Issues	5	15	5	25%
AT2 - Food Manufacture	5	10	10	25%
AT3 - Food Product Development	5	5	15	25%
AT4 - Trial Examination	25	0	0	25%
Weighting	40%	30%	30%	100%



Year 12 Food Technology

Syllabus Outcomes

OUTCOME	DESCRIPTION
H1.1	Explains manufacturing processes and technologies used in the production of food products.
H1.2	Examines the nature and extent of the Australian food industry.
H1.3	Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations.
H1.4	Evaluates the impact of food manufacture on the individual, society and 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 food issues.
H4.1	Develops, prepares and presents food using product development processes.
H4.2	Applies principles of food preservation to extend the life of food and maintain safety.
H5.1	Develops, realises and evaluates solutions to a range of food situations.



Year 12 Geography

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Ecosystems & Global Biodiversity	Research Task	17 DEC 2025	GE-12-01, GE-12-02, GE-12-04, GE-12-09	25%
AT2 - Rural & Urban Places	Field Work	2 APR 2026	GE-12-01, GE-12-03, GE-12-05, GE-12-06, GE-12-07	30%
AT3 - Geography Skills	Topic Test	19 JUN 2026	GE-12-02, GE-12-07, GE-12-08	15%
AT4 - Trial HSC	Examination	21 AUG 2026	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-06, GE-12-07, GE-12-08, GE-12-09	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Geographical tools and skills	Geographical inquiry and research, including fieldwork	Communication of geographical information, ideas and issues in appropriate forms	TOTAL VALUE
AT1 - Ecosystems & Global Biodiversity	10	0	10	5	25%
AT2 - Rural & Urban Places	10	5	10	5	30%
AT3 - Geography Skills	0	10	0	5	15%
AT4 - Trial HSC	20	5	0	5	30%
Weighting	40%	20%	20%	20%	100%



Year 12 Geography

Syllabus Outcomes

OUTCOME	DESCRIPTION
GE-11-01	Examines places, environments, and natural and human phenomena, for their characteristics, spatial patterns, interactions, and changes over time
GE-11-02	Explains geographical processes and influences, at a range of scales, that form and transform places and environments
GE-11-03	Explains geographical opportunities and challenges, and varying perspectives and responses
GE-11-04	Assesses responses and management strategies, at a range of scales, for sustainability
GE-11-05	Analyses and synthesises relevant geographical information from a variety of sources
GE-11-06	Identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
GE-11-07	Applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
GE-11-08	Applies mathematical ideas and techniques to analyze geographical data
GE-11-09	Communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms
GE-12-01	Analyses rural and urban places, ecosystems, global biodiversity, and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time
GE-12-02	Analyses geographical processes and influences, at a range of scales, that form and transform places and environments
GE-12-03	Assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management
GE-12-04	Evaluates responses and management strategies, at a range of scales, for sustainability
GE-12-05	Synthesises and evaluates relevant geographical information from a variety of sources
GE-12-06	Justifies geographical methods used in geographical inquiry and their relevance in the contemporary world
GE-12-07	Selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
GE-12-08	Applies mathematical ideas and techniques to analyse complex geographical data
GE-12-09	Communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms



Year 12 Health & Movement Science

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Health in an Australian and Global Context	Research Task	12 DEC 2025	HM-12-01, HM-12-06, HM-12-07, HM-12-08, HM-12-09	20%
AT2 - Depth Study	Depth Study	27 MAR 2026	HM-12-01, HM-12-02, HM-12-03, HM-12-06, HM-12-07, HM-12-08, HM-12-09, HM-12-10	30%
AT3 - Training for Improved Performance	Research Task	29 MAY 2026	HM-12-04, HM-12-05, HM-12-06, HM-12-07, HM-12-10	20%
AT4 - Trial Examination	Examination	21 AUG 2026	HM-12-01, HM-12-02, HM-12-03, HM-12-04, HM-12-05, HM-12-06, HM-12-07, HM-12-08, HM-12-09, HM-12-10	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	TOTAL VALUE
AT1 - Health in an Australian and Global Context	10	10	20%
AT2 - Depth Study	10	20	30%
AT3 - Training for Improved Performance	10	10	20%
AT4 - Trial Examination	10	20	30%
Weighting	40%	60%	100%

Syllabus Outcomes

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



Year 12 Industrial Technology - Multimedia

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Project Pitch	Design Project	12 DEC 2025	H2.1, H3.1, H3.2, H4.2, H5.1, H5.2	20%
AT2 - Product Analysis	Depth Study	3 APR 2026	H1.1, H1.2, H1.3, H3.2, H4.3, H6.1	30%
AT3 - Project W.I.P	Oral Presentation	22 MAY 2026	H3.3, H4.1, H5.1, H5.2, H6.2	10%
AT4 - Trial Examination	Examination	21 AUG 2026	H1.2, H1.3, H3.1, H3.2, H4.1, H4.3, H5.1, H6.1, H7.1, H7.2	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in the design, management, communication and production of a major project	TOTAL VALUE
AT1 - Project Pitch	0	20	20%
AT2 - Product Analysis	0	20	20%
AT3 - Project W.I.P	0	20	20%
AT4 - Trial Examination	40	0	40%
Weighting	40%	60%	100%



Year 12 Industrial Technology - Multimedia

Syllabus Outcomes

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



Year 12 Legal Studies

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Human Rights	Written Work	12 DEC 2025	H1, H2, H3, H4, H5, H6, H7, H9	20%
AT2 - Crime	Researched Extended Response	27 MAR 2026	H1, H3, H4, H5, H6, H7, H8, H9, H10	25%
AT 3 - Consumers	Researched Extended Response	5 JUN 2026	H1, H4, H7, H8, H9, H10	25%
AT 4 - HSC Trial Examination	Examination	21 AUG 2026	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, ideas and issues in appropriate forms	TOTAL VALUE
AT1 - Human Rights	5	5	5	5	20%
AT2 - Crime	5	5	10	5	25%
AT 3 - Consumers	10	5	5	5	25%
AT 4 - HSC Trial Examination	20	5	0	5	30%
Weighting	40%	20%	20%	20%	100%



Year 12 Legal Studies

Syllabus Outcomes

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



Year 12 Numeracy

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Percentages and Finance	Topic Test	5 DEC 2025	N6-1.1, N6-2.1, N6-1.2, N6-2.4	25%
New job, new adventure	Research Task	6 MAR 2026	N6-1.1, N6-3.1, N6-1.2, N6-2.2, N6-2.4, N6-2.5	25%
Probability and rates	Topic Test	12 JUN 2026	N6-2.1, N6-1.2, N6-2.3	25%
Final Examination	Examination	21 AUG 2026	N6-1.1, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5	25%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding	Skills	TOTAL VALUE
Percentages and Finance	13	12	25%
New job, new adventure	12	13	25%
Probability and rates	13	12	25%
Final Examination	12	13	25%
Weighting	50%	50%	100%



Year 12 Numeracy

Syllabus Outcomes

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



Year 12 Mathematics Standard 1

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 Networks and Summary Statistics	Topic Test	5 DEC 2025	MS1-12-2, MS1-12-8, MS1-12-10	25%
AT2 Investigative Task Financial Maths, Rates and Scale Drawings	Research Task	27 MAR 2026	MS1-12-3, MS1-12-5, MS1-12-10, MS2-12-4, MS2-12-9	25%
AT3 Simultaneous Equations and Graphs of Practical Situations	Topic Test	5 JUN 2026	MS1-12-1, MS1-12-6, MS1-12-10	20%
AT4 Trial Examination	Examination	21 AUG 2026	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	TOTAL VALUE
AT1 Networks and Summary Statistics	15	10	25%
AT2 Investigative Task Financial Maths, Rates and Scale Drawings	10	15	25%
AT3 Simultaneous Equations and Graphs of Practical Situations	10	10	20%
AT4 Trial Examination	15	15	30%
Weighting	50%	50%	100%



Year 12 Mathematics Standard 1

Syllabus Outcomes

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



Year 12 Mathematics Standard 2

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 Financial, rates and Ratios	Topic Test	5 DEC 2025	MS2-12-3, MS2-12-4, MS2-12-5	20%
AT2: Research Assignment: Networks and Financial Mathematics	Research Task	20 FEB 2026	MS2-12-5, MS2-12-8, MS2-12-9	30%
AT3: Trigonometry, Simultaneous Equations, Rates, Ratios and Normal Distribution Topic Test	Topic Test	8 MAY 2026	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-7	20%
AT 4 Trial Examination	Examination	21 AUG 2026	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	TOTAL VALUE
AT1 Financial, rates and Ratios	10	10	20%
AT2: Research Assignment: Networks and Financial Mathematics	15	15	30%
AT3: Trigonometry, Simultaneous Equations, Rates, Ratios and Normal Distribution Topic Test	10	10	20%
AT 4 Trial Examination	15	15	30%
Weighting	50%	50%	100%



Year 12 Mathematics Standard 2

Syllabus Outcomes

OUTCOME	DESCRIPTION
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



Year 12 Mathematics Advanced

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1: Differential Calculus	Topic Test	12 DEC 2025	MA12-3, MA12-6	20%
AT2-Integral calculus	Research Task	13 MAR 2026	MA12-3, MA12-7	20%
AT3 -Modelling financial situations	Topic Test	29 MAY 2026	MA12-2, MA12-4, MA12-10	30%
AT4 - Trial Examination	Examination	21 AUG 2026	MA11-1, MA11-3, MA11-7, MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-8	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	TOTAL VALUE
AT1: Differential Calculus	10	10	20%
AT2-Integral calculus	10	10	20%
AT3 -Modelling financial situations	15	15	30%
AT4 - Trial Examination	15	15	30%
Weighting	50%	50%	100%



Year 12 Mathematics Advanced

Syllabus Outcomes

OUTCOME	DESCRIPTION
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



Year 12 Mathematics Extension 1

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 Proof, Trigonometric equations and Vectors	Topic Test	12 DEC 2025	ME12-1, ME12-2, ME12-3	20%
AT2 Vectors and Calculus Topic Test	Topic Test	27 MAR 2026	ME12-2, ME12-4	30%
AT3 Investigative Assignment	Research Task	15 MAY 2026	ME12-2, ME12-7	20%
AT4 Trial Examination	Examination	21 AUG 2026	MA11-4, ME11-1, ME11-2, ME11-3, ME11-5, ME12-1, ME12-2, ME12-3, ME12-4, ME12-5	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	TOTAL VALUE
AT1 Proof, Trigonometric equations and Vectors	10	10	20%
AT2 Vectors and Calculus Topic Test	15	15	30%
AT3 Investigative Assignment	10	10	20%
AT4 Trial Examination	15	15	30%
Weighting	50%	50%	100%



Year 12 Mathematics Extension 1

Syllabus Outcomes

OUTCOME	DESCRIPTION
ME12-1	Applies techniques involving proof or calculus to model and solve problems
ME12-2	Applies concepts and techniques involving vectors and projectiles to solve problems
ME12-3	Applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME12-4	Uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
ME12-5	Applies appropriate statistical processes to present, analyse and interpret data
ME12-6	Chooses and uses appropriate technology to solve problems in a range of contexts
ME12-7	Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms



Year 12 Mathematics Extension 2

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 Complex Numbers and Proof	Topic Test	27 FEB 2026	MEX12-2, MEX12-4, MEX12-8	25%
AT2 Integration and 3D Vectors	Topic Test	29 MAY 2026	MEX12-3, MEX12-5, MEX12-7	25%
AT3 Mechanics	Research Task	31 JUL 2026	MEX12-6, MEX12-7, MEX12-8	20%
AT4 Trial Examination	Examination	21 AUG 2026	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	TOTAL VALUE
AT1 Complex Numbers and Proof	10	15	25%
AT2 Integration and 3D Vectors	15	10	25%
AT3 Mechanics	10	10	20%
AT4 Trial Examination	15	15	30%
Weighting	50%	50%	100%



Year 12 Mathematics Extension 2

Syllabus Outcomes

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



Year 12 Modern History

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT 1: Core Study	Written Work	8 DEC 2025	MH12-2, MH12-5, MH12-6, MH12-9	20%
AT2: National Study	Research Task	16 MAR 2026	MH12-4, MH12-7, MH12-8, MH12-9	25%
AT 3: Peace and Conflict	Research Task	1 JUN 2026	MH12-3, MH12-5, MH12-6, MH12-9	25%
AT 4: HSC Trial Examination	Examination	21 AUG 2026	MH12-1, MH12-2, MH12-3, MH12-5, MH12-6, MH12-7, MH12-9	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms	TOTAL VALUE
AT 1: Core Study	10	5	0	5	20%
AT2: National Study	5	5	10	5	25%
AT 3: Peace and Conflict	5	5	10	5	25%
AT 4: HSC Trial Examination	20	5	0	5	30%
Weighting	40%	20%	20%	20%	100%



Year 12 Modern History

Syllabus Outcomes

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



Year 12 Music 1

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT 1 - Composition & Portfolio	Portfolio	12 DEC 2025	H2, H3, H4, H5, H7, H8	20%
AT 2 - Performance/Musicology	Practical Task	27 MAR 2026	H1, H2, H4, H5, H6	20%
AT 3 - Presentation of Elective Options	Practical Task	19 JUN 2026	H1, H2, H3, H5, H6, H7	30%
A T 4 - Trial Examination	Examination	21 AUG 2026	H1, H2, H3, H4, H5, H6, H7, H8	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Performance	Composition	Musicology	Aural	Electives	TOTAL VALUE
AT 1 - Composition & Portfolio	0	10	0	10	0	20%
AT 2 - Performance/Musicology	10	0	10	0	0	20%
AT 3 - Presentation of Elective Options	0	0	0	0	30	30%
A T 4 - Trial Examination	0	0	0	15	15	30%
Weighting	10%	10%	10%	25%	45%	100%



Year 12 Music 1

Syllabus Outcomes

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



Year 12 Music 2

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Composition Portfolio: Mandatory Topic	Portfolio	12 DEC 2025	H3, H5, H6, H7, H9	20%
AT2: Core Performance	Practical Task	27 MAR 2026	H1, H2, H5, H6, H7	30%
AT3: Elective Presentation or Submission	Portfolio	19 JUN 2026	H2, H4, H5, H6, H7, H8	20%
AT4: Trial Examination	Examination	21 AUG 2026	H2, H4, H5, H6, H8	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Performance	Composition	Musicology	Aural	Elective	TOTAL VALUE
AT1 - Composition Portfolio: Mandatory Topic	0	20	0	0	0	20%
AT2: Core Performance	20	0	0	10	0	30%
AT3: Elective Presentation or Submission	0	0	0	0	20	20%
AT4: Trial Examination	0	0	20	10	0	30%
Weighting	20%	20%	20%	20%	20%	100%



Year 12 Music 2

Syllabus Outcomes

OUTCOME	DESCRIPTION
H1	Performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble.
H2	Demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics.
H3	Composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures.
H4	Stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts.
H5	Analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations.
H6	Discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context.
H7	Critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics.
H8	Understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied.
H9	Identifies, recognises, experiments with, and discusses the uses and effects of technology in music.
H10	Performs as a means of self expression and communication.
H11	Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
H12	Demonstrates a willingness to accept and use constructive criticism.



Year 12 Music Extension

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT 1: Presentation of Repertoire and Background Research	Research Task	27 FEB 2026	H4EP, H6EP	30%
AT 2: Critical Comparisons	Practical Task	22 MAY 2026	H2EP, H3EP	40%
AT 3: Trial Examination: Concert Presentation of Repertoire	Examination	21 AUG 2026	H1EP, H5EP	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Performance OR Composition OR Musicology	TOTAL VALUE
AT 1: Presentation of Repertoire and Background Research	40	40%
AT 2: Critical Comparisons	40	40%
AT 3: Trial Examination: Concert Presentation of Repertoire	20	20%
Weighting	100%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
H1EP	Performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member
H2EP	Leads critical evaluation and discussion sessions on all aspects of his/her own performance and the performance of others
H3EP	Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed
H4EP	Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed
H5EP	Presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction
H6EP	Critically analyses the use of musical concepts to present a stylistic interpretation of music performed



Year 12 Photography Video & Digital Imaging

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1: Mirrors, Maps and Morphing	Portfolio	28 NOV 2025	M1, M2, M5	20%
AT2: The Recipe Book	Portfolio	29 MAY 2026	M3, M4	20%
AT3: Individual Project	Portfolio	31 JUL 2026	CH2, CH3, M1, M6	40%
AT 4 - YEARLY EXAMINATION	Examination	28 AUG 2026	CH1, CH4, CH5	20%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Making	Critical and historical studies	TOTAL VALUE
AT1: Mirrors, Maps and Morphing	20	0	20%
AT2: The Recipe Book	20	0	20%
AT3: Individual Project	30	10	40%
AT 4 - YEARLY EXAMINATION	0	20	20%
Weighting	70%	30%	100%



Year 12 Photography Video & Digital Imaging

Syllabus Outcomes

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



Year 12 Physics

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Practical Investigation	Practical Task	3 DEC 2025	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-7, PH12-12	20%
AT2 - Depth Study	Depth Study	15 MAY 2026	PH11/12-1, PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-7, PH12-13	40%
AT3 - Quiz	Examination	26 JUN 2026	PH11/12-4, PH11/12-6, PH12-12, PH12-13, PH12-14	10%
AT4 - Trial Examination	Examination	21 AUG 2026	PH11/12-4, PH11/12-6, PH11/12-7, PH12-12, PH12-13, PH12-14, PH12-15	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
AT1 - Practical Investigation	15	5	20%
AT2 - Depth Study	25	15	40%
AT3 - Quiz	5	5	10%
AT4 - Trial Examination	15	15	30%
Weighting	60%	40%	100%



Year 12 Physics

Syllabus Outcomes

OUTCOME	DESCRIPTION
PH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	Analyses and evaluates primary and secondary data and information
PH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	Describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	Explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom



Year 12 Society & Culture

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task One: Social Conformity and Non-Conformity	Written Work	13 FEB 2026	H1, H3, H5, H7, H8, H9, H10	30%
Assessment Task Two: Social and Cultural Continuity and Change	Research Task	15 MAY 2026	H2, H3, H5, H6, H7, H9, H10	40%
Assessment Task Three: Trial Examination	Examination	21 AUG 2026	H1, H2, H3, H4, H5, H6, H7, H10	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Application and evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
Assessment Task One: Social Conformity and Non-Conformity	10	10	10	30%
Assessment Task Two: Social and Cultural Continuity and Change	10	20	10	40%
Assessment Task Three: Trial Examination	30	0	0	30%
Weighting	50%	30%	20%	100%



Year 12 Society & Culture

Syllabus Outcomes

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



Year 12 Studies of Religion 1 Unit

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT 1: Religion and Belief Systems in Australia post 1945	Written Work	2 FEB 2026	H3, H6, H9	30%
AT 2: Judaism	Research Task	24 APR 2026	H5, H7, H8	35%
AT 3: HSC Trial Examination	Examination	21 AUG 2026	H1, H2, H3, H4, H5, H6, H8, H9	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Source-based skills	Investigation and research	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
AT 1: Religion and Belief Systems in Australia post 1945	10	15	0	5	30%
AT 2: Judaism	10	0	20	5	35%
AT 3: HSC Trial Examination	20	5	0	10	35%
Weighting	40%	20%	20%	20%	100%



Year 12 Studies of Religion 1 Unit

Syllabus Outcomes

OUTCOME	DESCRIPTION
H1	Explains aspects of religion and belief systems.
H2	Describes and analyses the influence of religion and belief systems on individuals and society.
H3	Examines the influence and expression of religion and belief systems in Australia.
H4	Describes and analyses how aspects of religious traditions are expressed by their adherents.
H5	Evaluates the influence of religious traditions in the life of adherents.
H6	Organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias.
H7	Conducts effective research about religion and evaluates the findings from the research.
H8	Applies appropriate terminology and concepts related to religion and belief systems.
H9	Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.



Year 12 Studies of Religion 2 Unit

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT 1: Judaism	Research Task	2 FEB 2026	H2, H6, H7, H8, H9	20%
AT 2: Christianity and Islam	Written Work	6 APR 2026	H4, H5, H6, H8, H9	25%
AT 3: Religion and Peace	Written Work	22 JUN 2026	H1, H2, H6, H7	25%
AT 4: HSC Trial Examination	Examination	21 AUG 2026	H1, H2, H3, H4, H5, H6, H8, H9	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Source-based skills	Investigation and research	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
AT 1: Judaism	0	5	10	5	20%
AT 2: Christianity and Islam	15	5	0	5	25%
AT 3: Religion and Peace	5	5	10	5	25%
AT 4: HSC Trial Examination	20	5	0	5	30%
Weighting	40%	20%	20%	20%	100%



Year 12 Studies of Religion 2 Unit

Syllabus Outcomes

OUTCOME	DESCRIPTION
H1	Explains aspects of religion and belief systems.
H2	Describes and analyses the influence of religion and belief systems on individuals and society.
H3	Examines the influence and expression of religion and belief systems in Australia.
H4	Describes and analyses how aspects of religious traditions are expressed by their adherents.
H5	Evaluates the influence of religious traditions in the life of adherents.
H6	Organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias.
H7	Conducts effective research about religion and evaluates the findings from the research.
H8	Applies appropriate terminology and concepts related to religion and belief systems.
H9	Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.



Year 12 Visual Arts

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT 1 - Development of Body of Work	Practical Task	13 MAR 2026	H1, H2, H3, H4	20%
AT2 - Exploring the Case Studies	Research Task	22 MAY 2026	H8, H9	20%
AT 3 - Refinement of the Body of Work	Practical Task	31 JUL 2026	H4, H5, H6	30%
AT 4 - Trial Examination	Examination	21 AUG 2026	H10, H7, H8, H9	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Artmaking	Art criticism and art history	TOTAL VALUE
AT 1 - Development of Body of Work	20	0	20%
AT2 - Exploring the Case Studies	0	20	20%
AT 3 - Refinement of the Body of Work	30	0	30%
AT 4 - Trial Examination	0	30	30%
Weighting	50%	50%	100%

Syllabus Outcomes

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



Year 12 Visual Design

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1- Branding and packaging	Design Project	5 DEC 2025	CH2, DM2, DM5	15%
AT2: At Home - Interior Design	Design Project	1 MAY 2026	CH1, DM1	15%
AT3- Clothing	Design Project	19 JUN 2026	CH3, CH4, DM3, DM4	30%
AT4: Individual Project	Design Project	28 AUG 2026	CH3, DM1, DM5, DM6	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Designing and Making	Critical and Historical Studies	TOTAL VALUE
AT1- Branding and packaging	10	5	15%
AT2: At Home - Interior Design	10	5	15%
AT3- Clothing	20	10	30%
AT4: Individual Project	30	10	40%
Weighting	70%	30%	100%



Year 12 Visual Design

Syllabus Outcomes

OUTCOME	DESCRIPTION
CH1	Generates in their critical and historical practice ways to interpret and explain design.
CH2	Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations.
CH3	Distinguishes between different points of view, using the frames in their critical and historical investigations.
CH4	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design.
DM1	Generates a characteristic style that is increasingly self-reflective in their design practice.
DM2	Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works.
DM3	Investigates different points of view in the making of designed works.
DM4	Generates images and ideas as representations/simulations.
DM5	Develops different techniques suited to artistic and design intentions in the making of a range of works.
DM6	Takes into account issues of work health and safety in the making of a range of works.



Year 12 French Beginners

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Speaking, Listening and Reading	Speaking and Comprehension	5 DEC 2025	1.1, 2.1, 1.2, 2.2, 1.3, 2.3, 2.4	20%
Assessment Task 2 - Reading and Writing	Comprehension and Writing	20 MAR 2026	2.1, 3.1, 2.2, 3.2, 2.3, 3.3, 2.4, 3.4, 2.5, 2.6	25%
Assessment Task 3 - Speaking and Listening	Speaking and Comprehension	19 JUN 2026	1.1, 2.1, 1.2, 2.2, 1.3, 2.3, 1.4, 2.4, 2.5	25%
Assessment Task 4 - Trial Examination	Examination	21 AUG 2026	2.1, 3.1, 2.2, 3.2, 2.3, 3.3, 2.4, 3.4, 2.5, 2.6	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
Assessment Task 1 - Speaking, Listening and Reading	5	5	10	0	20%
Assessment Task 2 - Reading and Writing	0	15	0	10	25%
Assessment Task 3 - Speaking and Listening	15	0	10	0	25%
Assessment Task 4 - Trial Examination	10	10	0	10	30%
Weighting	30%	30%	20%	20%	100%



Year 12 French Beginners

Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Establishes and maintains communication in French
1.2	Manipulates linguistic structures to express ideas effectively in French
1.3	Sequences ideas and information
1.4	Applies knowledge of the culture of French-speaking communities to interact appropriately
2.1	Understands and interprets information in texts using a range of strategies
2.2	Conveys the gist of and identifies specific information in texts
2.3	Summarises the main points of a text
2.4	Draws conclusions from or justifies an opinion about a text
2.5	Identifies the purpose, context and audience of a text
2.6	Identifies and explains aspects of the culture of French-speaking communities in texts
3.1	Produces texts appropriate to audience, purpose and context
3.2	Structures and sequences ideas and information
3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in French
3.4	Applies knowledge of the culture of French-speaking communities to the production of texts



Year 12 French Continuers

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Speaking, Listening and Reading	Comprehension Quiz and Speaking	5 DEC 2025	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5	20%
Assessment Task 2 - Reading and Writing	Comprehension Quiz and Writing	20 MAR 2026	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3	25%
Assessment Task 3 - Speaking and Listening	Comprehension Quiz and Speaking	19 JUN 2026	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2	25%
Assessment Task 4 - Trial Examination	Examination	21 AUG 2026	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
Assessment Task 1 - Speaking, Listening and Reading	5	5	10	0	20%
Assessment Task 2 - Reading and Writing	0	15	0	10	25%
Assessment Task 3 - Speaking and Listening	15	0	10	0	25%
Assessment Task 4 - Trial Examination	10	10	0	10	30%
Weighting	30%	30%	20%	20%	100%



Year 12 French Continuers

Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Uses a range of strategies to maintain communication
1.2	Conveys information appropriate to context, purpose and audience
1.3	Exchanges and justifies opinions and ideas
1.4	Reflects on aspects of past, present and future experience
2.1	Applies knowledge of language structures to create original text (written or spoken text created by students incorporating their own ideas)
2.2	Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3	Structures and sequences ideas and information
3.1	Conveys the gist of texts and identifies specific information
3.2	Summarises the main ideas
3.3	Identifies the tone, purpose, context and audience
3.4	Draws conclusions from or justifies an opinion
3.5	Interprets, analyses and evaluates information
3.6	Infers points of view, attitudes or emotions from language and context
4.1	Recognises and employs language appropriate to different social contexts
4.2	Identifies values, attitudes and beliefs of cultural significance
4.3	Reflects upon significant aspects of language and culture



Year 12 German Beginners

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Speaking, Listening and Reading	Comprehension Quiz and Speaking	5 DEC 2025	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4	20%
Assessment Task 2 - Reading and Writing	Comprehension Quiz and Writing	20 MAR 2026	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	25%
Assessment Task 3 - Speaking and Listening	Comprehension Quiz and Speaking	19 JUN 2026	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5	25%
Assessment Task 4 - Trial Examination	Examination	21 AUG 2026	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
Assessment Task 1 - Speaking, Listening and Reading	5	5	10	0	20%
Assessment Task 2 - Reading and Writing	0	15	0	10	25%
Assessment Task 3 - Speaking and Listening	15	0	10	0	25%
Assessment Task 4 - Trial Examination	10	10	0	10	30%
Weighting	30%	30%	20%	20%	100%



Year 12 German Beginners

Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Establishes and maintains communication in German.
1.2	Manipulates linguistic structures to express ideas effectively in German.
1.3	Sequences ideas and information.
1.4	Applies knowledge of the culture of German speaking communities to interact appropriately.
2.1	Understands and interprets information in texts using a range of strategies.
2.2	Conveys the gist of and identifies specific information in texts.
2.3	Summarises the main points of a text.
2.4	Draws conclusions from or justifies an opinion about a text.
2.5	Identifies the purpose, context and audience of a text.
2.6	Identifies and explains aspects of the culture of German speaking communities in texts.
3.1	Produces texts appropriate to audience, purpose and context.
3.2	Structures and sequences ideas and information.
3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in German.
3.4	Applies knowledge of the culture of German speaking communities to the production of texts.



Year 12 German Continuers

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Speaking, Listening and Reading	Comprehension Quiz and Speaking	5 DEC 2025	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5	20%
Assessment Task 2 - Reading and Writing	Comprehension Quiz and Writing	20 MAR 2026	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3	25%
Assessment Task 3 - Speaking and Listening	Comprehension Quiz and Speaking	19 JUN 2026	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2	25%
Assessment Task 4 - Trial Examination	Examination	21 AUG 2026	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
Assessment Task 1 - Speaking, Listening and Reading	5	5	10	0	20%
Assessment Task 2 - Reading and Writing	0	15	0	10	25%
Assessment Task 3 - Speaking and Listening	15	0	10	0	25%
Assessment Task 4 - Trial Examination	10	10	0	10	30%
Weighting	30%	30%	20%	20%	100%



Year 12 German Continuers

Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Uses a range of strategies to maintain communication
1.2	Conveys information appropriate to context, purpose and audience
1.3	Exchanges and justifies opinions and ideas
1.4	Reflects on aspects of past, present and future experience
2.1	Applies knowledge of language structures to create original text (written or spoken text created by students incorporating their own ideas)
2.2	Composes informative, descriptive, reflective, persuasive or evaluative text appropriate to context, purpose and/or audience
2.3	Structures and sequences ideas and information
3.1	Conveys the gist of texts and identifies specific information
3.2	Summarises the main ideas
3.3	Identifies the tone, purpose, context and audience
3.4	Draws conclusions from or justifies an opinion
3.5	Interprets, analyses and evaluates information
3.6	Infers points of view, attitudes or emotions from language and context
4.1	Recognises and employs language appropriate to different social contexts
4.2	identifies values, attitudes and beliefs of cultural significance
4.3	Reflects upon significant aspects of language and culture



Year 12 Italian Beginners

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Speaking, Listening and Reading	Speaking and Comprehension	5 DEC 2025	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4	20%
Assessment Task 2 - Reading and Writing	Comprehension and Writing	20 MAR 2026	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	25%
Assessment Task 3 - Speaking and Listening	Speaking and Comprehension	19 JUN 2026	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5	25%
Assessment Task 4 - Trial Examination	Examination	21 AUG 2026	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
Assessment Task 1 - Speaking, Listening and Reading	5	5	10	0	20%
Assessment Task 2 - Reading and Writing	0	15	0	10	25%
Assessment Task 3 - Speaking and Listening	15	0	10	0	25%
Assessment Task 4 - Trial Examination	10	10	0	10	30%
Weighting	0%	0%	0%	0%	0%

Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Establishes and maintains communication in Italian.
1.2	Manipulates linguistic structures to express ideas effectively in Italian.
1.3	Sequences ideas and information.
1.4	Applies knowledge of the culture of Italian speaking communities to interact appropriately.
2.1	Understands and interprets information in texts using a range of strategies.
2.2	Conveys the gist of and identifies specific information in texts.
2.3	Summarises the main points of a text.
2.4	Draws conclusions from or justifies an opinion about a text.
2.5	Identifies the purpose, context and audience of a text.
2.6	Identifies and explains aspects of the culture of Italian speaking communities in texts.
3.1	Produces texts appropriate to audience, purpose and context.
3.2	Structures and sequences ideas and information.
3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian.
3.4	Applies knowledge of the culture of Italian speaking communities to the production of texts.



Year 12 Italian Continuers

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Speaking, Listening and Reading	Comprehension Quiz and Speaking	5 DEC 2025	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5	20%
Assessment Task 2 - Reading and Writing	Comprehension Quiz and Writing	20 MAR 2026	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3	25%
Assessment Task 3 - Speaking and Listening	Comprehension Quiz and Speaking	19 JUN 2026	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2	25%
Assessment Task 4 - Trial Examination	Examination	21 AUG 2026	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
Assessment Task 1 - Speaking, Listening and Reading	5	5	10	0	20%
Assessment Task 2 - Reading and Writing	0	15	0	10	25%
Assessment Task 3 - Speaking and Listening	15	0	10	0	25%
Assessment Task 4 - Trial Examination	10	10	0	10	30%
Weighting	30%	30%	20%	20%	100%



Year 12 Italian Continuers

Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Uses a range of strategies to maintain communication
1.2	Conveys information appropriate to context, purpose and audience
1.3	Exchanges and justifies opinions and ideas
1.4	Reflects on aspects of past, present and future experience
2.1	Applies knowledge of language structures to create original text
2.2	Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3	Structures and sequences ideas and information
3.1	Conveys the gist of texts and identifies specific information
3.2	Summarises the main ideas
3.3	Identifies the tone, purpose, context and audience
3.4	Draws conclusions from or justifies an opinion
3.5	Interprets, analyses and evaluates information
3.6	Infers points of view, attitudes or emotions from language and context
4.1	Recognises and employs language appropriate to different social contexts
4.2	Identifies values, attitudes and beliefs of cultural significance
4.3	Reflects upon significant aspects of language and culture



Year 12 Japanese Beginners

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Speaking, Listening and Reading	Speaking and Comprehension	5 DEC 2025	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4	20%
Assessment Task 2 - Reading and Writing	Comprehension and Writing	20 MAR 2026	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	25%
Assessment Task 3 - Speaking and Listening	Speaking and Comprehension	19 JUN 2026	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5	25%
Assessment Task 4 - Trial Examination	Examination	21 AUG 2026	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
Assessment Task 1 - Speaking, Listening and Reading	5	5	10	0	20%
Assessment Task 2 - Reading and Writing	0	15	0	10	25%
Assessment Task 3 - Speaking and Listening	15	0	10	0	25%
Assessment Task 4 - Trial Examination	10	10	0	10	30%
Weighting	30%	30%	20%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Establishes and maintains communication in Japanese.
1.2	Manipulates linguistic structures to express ideas effectively in Japanese.
1.3	Sequences ideas and information.
1.4	Applies knowledge of the culture of Japanese speaking communities to interact appropriately.
2.1	Understands and interprets information in texts using a range of strategies.
2.2	Conveys the gist of and identifies specific information in texts.
2.3	Summarises the main points of a text.
2.4	Draws conclusions from or justifies an opinion about a text.
2.5	Identifies the purpose, context and audience of a text.
2.6	Identifies and explains aspects of the culture of Japanese-speaking communities in texts.
3.1	Produces texts appropriate to audience, purpose and context.
3.2	Structures and sequences ideas and information.
3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese.
3.4	Applies knowledge of the culture of Japanese speaking communities to the production of texts.



Year 12 Japanese Continuers

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Speaking, Listening and Reading	Comprehension Quiz and Speaking	5 DEC 2025	1.1, 3.1, 1.2, 3.2, 1.3, 3.3, 1.4, 3.4, 3.5	20%
Assessment Task 2 - Reading and Writing	Comprehension Quiz and Writing	20 MAR 2026	2.1, 3.1, 4.1, 2.2, 3.2, 2.3, 3.3, 4.3, 3.4, 3.5, 3.6	25%
Assessment Task 3 - Speaking and Listening	Comprehension Quiz and Speaking	19 JUN 2026	1.1, 3.1, 1.2, 3.2, 4.2, 1.3, 3.3, 1.4, 3.4, 3.5, 3.6	25%
Assessment Task 4 - Trial Examination	Examination	21 AUG 2026	2.1, 3.1, 2.2, 3.2, 2.3, 3.3, 3.4, 3.5, 3.6	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
Assessment Task 1 - Speaking, Listening and Reading	5	5	10	0	20%
Assessment Task 2 - Reading and Writing	0	15	0	10	25%
Assessment Task 3 - Speaking and Listening	15	0	10	0	25%
Assessment Task 4 - Trial Examination	10	10	0	10	30%
Weighting	30%	30%	20%	20%	100%



Year 12 Japanese Continuers

Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Uses a range of strategies to maintain communications
1.2	Conveys information appropriate to context, purpose and audience
1.3	Exchanges and justifies opinions and ideas
1.4	Reflects on aspects of past, present and future experience
2.1	Applies knowledge of language structures to create original text
2.2	Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3	Structures and sequences ideas and information
3.1	Conveys the gist of texts and identifies specific information
3.2	Summarises the main ideas
3.3	Identifies the tone, purpose, context and audience
3.4	Draws conclusions from or justifies an opinion
3.5	Interprets, analyses and evaluates information
3.6	Infers points of view, attitude or emotions from language and context
4.1	Recognises and employs language appropriate to different social contexts
4.2	Identifies values, attitudes and beliefs of cultural significance
4.3	Reflects upon significant aspects of language and culture



Year 12 Sport, Lifestyle & Recreation

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 First Aid	Written Work	5 DEC 2025	1.3, 3.6, 4.5	25%
AT2 Fitness	Design Project	20 MAR 2026	2.2, 3.2, 3.3	25%
AT3 Social perspectives	Research Task	29 MAY 2026	1.4, 2.4, 4.5	25%
AT4 Sports Administration	Design Project	24 JUL 2026	1.1, 1.3, 1.6, 2.4, 3.2, 4.5	25%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and Understanding	Skills	TOTAL VALUE
AT1 First Aid	10	15	25%
AT2 Fitness	15	10	25%
AT3 Social perspectives	10	15	25%
AT4 Sports Administration	15	10	25%
Weighting	50%	50%	100%



Year 12 Sport, Lifestyle & Recreation

Syllabus Outcomes

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



Year 12 Work Studies

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Managing Work and Life Commitments - Research Report	Research Task	5 DEC 2025	5, 8, 2, 9	35%
Workplace Issues AT 2 Media Research Task	Research Task	27 MAR 2026	1, 3, 5, 8, 4, 6	35%
Self-Employment AT 3 Portfolio Task	Portfolio	15 JUN 2026	1, 5, 2, 7	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding	Skills	TOTAL VALUE
Managing Work and Life Commitments - Research Report	10	25	35%
Workplace Issues AT 2 Media Research Task	10	25	35%
Self-Employment AT 3 Portfolio Task	10	20	30%
Weighting	30%	70%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
1	Investigates a range of work environments
2	Examines different types of work and skills for employment
3	Analyses employment options and strategies for career management
4	Assesses pathways for further education, training and life planning
5	Communicates and uses technology effectively
6	Applies self-management and teamwork skills
7	Utilises strategies to plan, organise and solve problems
8	Assesses influences on people's working lives
9	Evaluates personal and social influences on individuals and groups

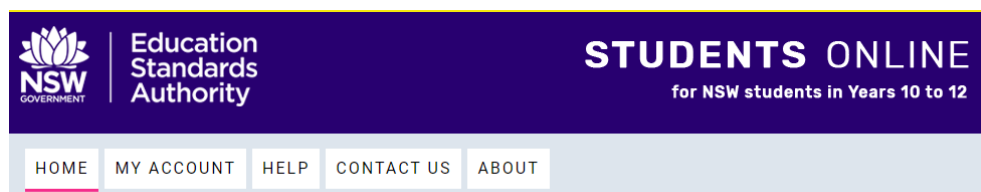


How to activate Students Online

Students online is a website operated by NESA and allows students to access their results for Year 10, 11 and 12 before they leave school, as well as update their personal information.

Students have a limited time to download their ROSA after leaving school before their account is closed by NESA.

To activate their accounts students need to enter <https://studentsonline.nesa.nsw.edu.au/> or do a Google search – NSW Students Online.



Welcome to Students Online

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What you need to know

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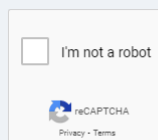
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You can find helpful information in My Account under Manuals and Guides.

Login

Login below or [activate your account now](#)

Student Number:
PIN:



[LOG IN](#)

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Click onto **activate your account now.**



The Activate your Students Online account page will open. Fill in the required fields. Then press the submit button.

You will need to know what **email address** the school has entered with NESA. If you don't know – check your Confirmation of Entry form or phone the school.



Education Standards Authority

STUDENTS ONLINE
for NSW students in Years 10 to 12

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Account activation

Activate your Students Online account

Access your enrolment details see your accumulating results and download your credential with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

Submit your details below. Your NESA Student Number will be displayed and you will also be sent an email to the address your school has supplied to NESA. Open the link in your email and enter your NESA Student Number to create your six-digit PIN.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

Activate my account

School: *	<input type="text" value="Finigan School of Distance Education"/>	Your school is – <i>Finigan School of Distance Education</i>
Given Name(s): *	<input type="text"/>	
Enter your given name(s) EXACTLY as you are formally known by your school. For example, if your full name is 'Maxwell Anthony Smith', your school may have supplied your 'Given Name(s)' to NESA as 'Maxwell Anthony', 'Maxwell', or even, possibly, 'Max'.		
Last Name: *	<input type="text"/>	
Date of birth: *	<input type="text" value="Day"/> <input type="text" value="Month"/> <input type="text" value="2003"/>	

SUBMIT

After you click **submit**, the account activation page appears – you get your NESA number here and the email address that NESA has been provided by your school.

Account activation

Thank you.

Your NESA Student Number is

An account activation email will be sent shortly to

This email address has been supplied by your school. Please contact your school if you have any difficulties accessing this email account.

This email will contain an activation link. Open the link and enter your NESA Student Number to create your six-digit PIN.

You need your NESA Student Number and six-digit PIN to log into your account each time, so keep them both safe.



Check your email account. If it is a Department of Education email you need to log into your student portal and check your emails.

Activate NSW Students Online account.

Inbox x



Students Online Auto Response autoresponse@nesa.nsw.edu.au via [sendgrid.me](#)
to me ▾

12:03 PM (0 minutes ago) ☆ ↩ ⋮



Ms Stewart,

You recently requested to activate your NSW Students Online account.

Click the link below, or paste it into your browser, to create your PIN and activate your account:

<https://studentsonline.nesa.nsw.edu.au/go/access/confirm/920EFFE88-FD89-4ABF-A35ADB45BCEBB23/>


Click link to activate account

You will need to enter your NESA Student Number to create your six-digit PIN, which was displayed when you submitted your details. If you do not have your NESA Student Number, please contact your school. Access your enrolment details, results and more for the [Results services](#) and the [Results Services](#) with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account. Thank you.

The Students Online team

This is an automated notification from the NSW Education Standards Authority (NESA); please do not reply to this email.

Once you open the link you will be taken to this page. Enter your NESA number.



Education
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STUDENTS ONLINE
for NSW students in Years 10 to 12

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Account activation

Activate account

Enter your NESA Student Number below. Then create the six-digit PIN that you will use to login to your account each time.

Your NESA Student Number was displayed when you submitted your details. Your school can also provide your NESA Student Number.

You need your NESA Student Number each time you log into your NSW Students Online account, so keep it safe.

Activate my account

Student Number: *

SUBMIT

Enter your NESA number here



You will now need to create your own pin. Then click confirm.

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Account activation

Enter and verify your new PIN and then click "Confirm PIN"

Choose the six-digit PIN that you will use each time you log in to your account and enter it below.

Your PIN must be a number between 100000 and 999999.

You need your access PIN each time you log into your NSW Students Online account, so keep it safe.

Your NESA Student Number was displayed when you submitted your details. If you do not have your NESA Student Number, please contact your school.

Enter your six-digit PIN

Verify your six-digit PIN

CONFIRM PIN

Login


Login below or [activate your account now](#)

Student Number:

PIN:

LOG IN

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[Forgot your PIN?](#)
[Your security](#)



The Welcome page will appear after you have confirmed your pin. Click on the personal detail link to check your details and change them if they are not correct. Make sure that a valid mobile phone number has been entered.

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Student Details

Welcome back

Your last login was Feb 19 2021 at 2:08 PM AEST


Student ID:

[Enrolment/Results](#)
[Certificates/eRecords](#)
[Exam timetable](#)
[Results services](#)
[Personal details](#)
[Change PIN](#)
[Messages \(0\)](#)

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Click on the Enrolments/Results under student details to see all of your Year 10 and Year 11 RoSA results and your HSC results. You can print off an E Record, but your actual RoSA will be made available to you to download when you leave school, on the portal. Make sure your home address is correct in the student details section.



If you log out of Students Online and log back in you will need to enter your student number and the pin you created.

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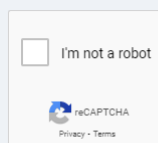
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Illness and Misadventure Application Form

If illness, misadventure or other special circumstances prevent you from completing an assessment task on or by the due date, you must do the following:

- Advise the head teacher on or before the due date, either in person or by a phone call to the school
- Upon returning to school, complete this form and attach any appropriate documentation

Part A: To be completed by student			
Student name:		Year:	
Course:		Class teacher:	
Assessment task:		Official due date:	
Proposed new date (if applicable):			
Has the matter been discussed with class teacher?		Yes	No
If yes, date discussed with class teacher:			
Select category for appeal	Illness/injury	Bereavement	Misadventure
	Other (specify)		
Explanation (attach supporting documents and/or letter from parent/carer)			
I declare that the information I have provided is true and accurate			
Student (signature):			Date:
Supervisor (signature):			Date:
Part B: Head teacher decision			
			<input type="checkbox"/> School was notified on or before due date of the assessment task
Head Teacher (signature):			Date:
Part C: Completed by head teacher			
<input type="checkbox"/> Sit or submit the task without penalty <input type="checkbox"/> Revised due date granted without penalty - (Revised Date) <input type="checkbox"/> Complete an alternative task <input type="checkbox"/> Estimate to be given <input type="checkbox"/> No revised due date granted <input type="checkbox"/> No marks to be awarded		<input type="checkbox"/> Faculty informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on DEMS	
Head teacher (signature):			Date:
Illness/Misadventure:		Upheld	Dismissed

Malpractice Appeal Application

Part A: To be completed by student	
Student name:	Year:
Course:	Class teacher:
Assessment task:	Official due date:
Explanation (attach supporting documents)	
I declare that the information I have provided is true and accurate	
Student (signature):	Date:
Supervisor (signature)	Date:
Part B: Head teacher decision	
Head Teacher (signature):	Date:
Part C: Completed by head teacher	
<input type="checkbox"/> Marks awarded for the task <input type="checkbox"/> Complete an alternative task <input type="checkbox"/> Some marks will be awarded <input type="checkbox"/> No marks to be awarded	<input type="checkbox"/> Teacher informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on DEMS
Deputy Principal (signature):	Date:
Malpractice:	Upheld Dismissed

School Based Assessment Appeal

Part A: To be completed by student	
Student name:	Year:
Course:	Class teacher:
Assessment Task	Due date:
Details of the appeal:	
Reasons for the appeal:	
Supporting evidence provided: (please attach)	
I declare that the information I have provided is true and accurate	
Student (signature):	Date:
Supervisor (signature):	Date:
Part B: Decision by Head teacher	
<div style="height: 150px;"></div>	
<input type="checkbox"/> Teacher informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on DEMS	
Head Teacher (signature):	Date:
School Based Appeal:	<div style="display: flex; justify-content: space-around;"> Upheld Dismissed </div>

Appeals Application Form for Deputy Principal/Principal Appeal

This appeal should be made within 3 days of the decision from the head teacher

Part A: To be completed by student			
Student name:		Year:	
Course:		Class teacher:	
Assessment task:		Official due date:	
Select category for appeal	Illness/misadventure	Malpractice	Task result/Grade
Explanation: (attach supporting documents and/or letter from parent/carer)			
I declare that the information I have provided is true and accurate			
Student (signature):			Date:
Supervisor (signature):			Date:
Part B: Deputy Principal/Principal Panel decision			
Deputy Principal/Principal (signature):			Date:
Part C: Completed by deputy principal/principal			
<input type="checkbox"/> Change of Date granted <input type="checkbox"/> New due date _____ <input type="checkbox"/> Malpractice overturned <input type="checkbox"/> Appeal Upheld <input type="checkbox"/> Mark/grade amended <input type="checkbox"/> Appeal Upheld <input type="checkbox"/> Other _____		<input type="checkbox"/> Faculty informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on DEMS	
Upheld		Dismissed	

Principal Signature: _____ Date: _____

