

Glendale Technology High School

Year 12

**Assessment Policy and
Subject Schedules**



2026

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HSC Assessment Policy Student Information 2025-26

Introduction:

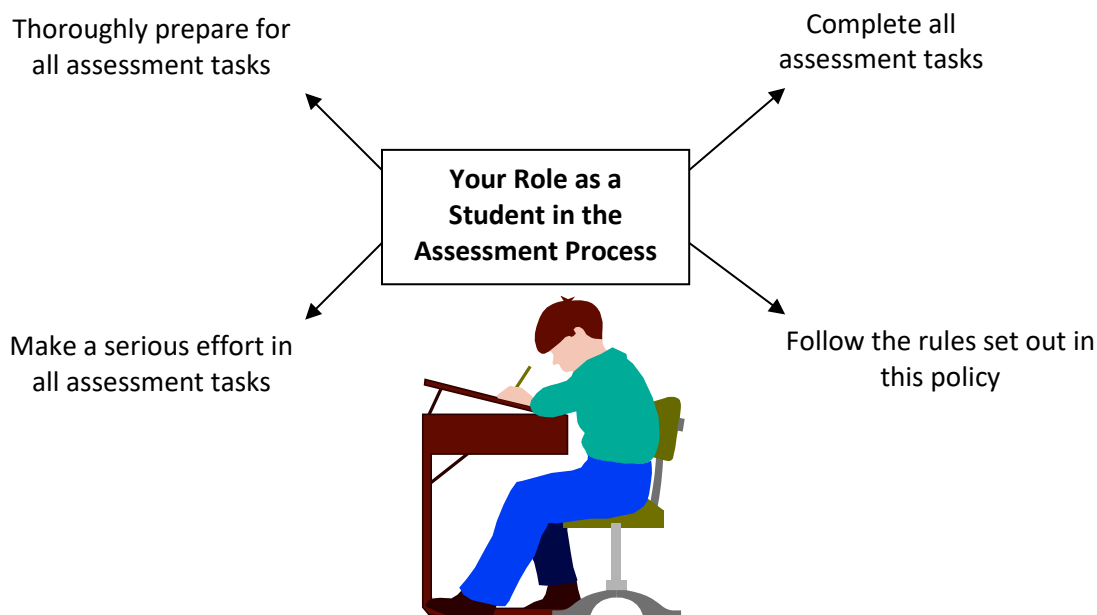
This booklet has been prepared for issue to students in Year 12 at Glendale Technology High School. It is aimed to give those students and their parent's information on student assessment for their HSC Courses. The format of this booklet is that of information supported by some commonly asked questions and their answers. ***Please keep this booklet for future reference.***

What is Assessment and why is it important?

Assessment is the process by which your teachers gather information about your learning. The types of tasks are outlined on each assessment schedule. The main purpose of assessment is to provide information about your achievement, level of understanding and progress for reporting to you, your parents, employers and the NSW Educational Standards Authority (NESA). A critical component of assessment is the feedback provided by your teachers following the completion of a task and/or a section of coursework. Assessment information is also useful for teachers to measure the progress of all students for ongoing teaching and learning.

On your HSC Result Notices you will receive an assessment mark for each of your courses. These marks are based on the quality of student performances in specified course assessment tasks undertaken whilst completing the relevant HSC course.

NESA has identified *compulsory components* that must be included in the assessment program of each course, and the proportion of marks to be allocated to each component. These vary from course to course. Assessment tasks are developed by the school to measure student performance in the course components. Some of the components can be tested by a formal examination, so a certain proportion of the assessment can be derived from major exams.



What do I need to do to be a successful student?

Students need to satisfactorily achieve the requirements set by NESA for Year 11 & Year 12 Courses. NESA is the organisation that is responsible for -

- Writing the syllabus for each course.
- Setting the external exams for the HSC.
- Awarding students their Higher School Certificate (at the end of Year 12).

To satisfactorily complete an HSC course, students must have:

- ✓ **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; and
- ✓ **achieved** some or all of the course outcomes.

and for students undertaking VET courses:

- **undertake** any mandatory work placement.

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50% of available marks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be attempted.

NOTE: A student must successfully complete at least 10 units in a Year 12 program to be eligible for the award of the HSC in that year. This is critical knowledge for those who are only studying 10 units in their HSC year.

How will I be assessed?

Your final assessment mark will be based on the results of various assessment tasks. These tasks, which vary from course to course, are learning related activities such as tests, assignments, projects, examinations, essays and practical work units. Your teachers will assess your achievement against standards of performance that are established for each course. You will be awarded a mark that reflects the standard you achieve in each assessment task. You will be aware of the assessment criteria before you attempt a task. You should prepare yourself thoroughly for the task using this information.

In VET subjects, students are assessed by the completion of specified competencies within a set assessment schedule. These are generally practically based and are assessed on an on-going basis throughout the year and therefore do not follow the same pattern as set assessment tasks in non-VET subjects. Students will be notified of the requirements and deadlines for each competency and be given opportunity to demonstrate these effectively as each course progresses.

What are “Standards”?

The HSC uses a standards-referenced approach for assessing and reporting student achievement. The approaches to be used by schools to provide internal assessment marks will build on the sound practices currently used in schools. Standards refer to:

- ✓ The knowledge, skills and understanding expected to be learned by the students. These standards are indicated in the **syllabus** for each course in the aims, objectives, outcomes and content.
- ✓ The levels of achievement of the students in each assessment task – student **performance** as indicated by the knowledge, skills and understandings achieved.

It is not necessary or appropriate to compare the performance of one student to another student in a standards assessment approach. Students are compared to the syllabus standards, with their marks reflecting how well they match the requirements of those standards.

What is Assessment for Learning?

Teachers use assessment for learning opportunities throughout the teaching and learning cycle to gather evidence about how students learn and what they know. This type of assessment includes activities undertaken and anecdotal evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment. These activities provide evidence for teachers and inform the feedback to be given students in relation to improving their learning.

What information will I be told about assessment?

In this booklet, you have been given Year 12 Assessment Schedules which outline the assessment details for ***each of the courses*** you are studying. It includes both formal assessment tasks and assessment for learning activities. These will inform you;

- WHAT you are being assessed in
- HOW you will be assessed
- WHEN each task will be held
- the relative VALUE of each assessment task.

If an assessment task needs to be rescheduled your teacher will issue you with an amended copy of the Assessment Schedule for that course. You will be given this in class at least two weeks prior to the amended task occurring.

There will be no assessment tasks scheduled for submission within the 2 weeks prior to the Trial HSC examinations

In the administration and management of formal assessment tasks students will be given:

- sufficient warning for each assessment task, or regarding variations to the assessment program for a course – a minimum of two weeks' notification;
- clear guidelines on assessment tasks when they are set.
- clear and meaningful feedback about your performance on specific tasks;
- progressive feedback about how you are performing in each course relative to other students in the course (recorded as the Assessment Ranking on two formal school reports during their HSC year);
- information / warnings of school concerns, where you are in danger of not meeting NESA or school requirements in a course, in time for them to address and correct the problem. (In addition to Teacher/Head Teacher interviews, up to two formal NESA warning letters per course will be issued by the school so that students who are not meeting requirements will be able to correct the problem).
- appropriate consideration/support arrangements when you have raised genuine problems in advance, or when you have provided proof in the Appeals process of valid reasons for the non-attempt or non-submission of a task;
- appropriate provision in course assessment programs for Year 12 repeat students (ie that you comply with the requirements of the current program), and for students transferring from other schools/interstate;
- appropriate consideration, should they be granted permission by the Principal to change courses, and the adoption of a revised assessment program; and
- a school review/NESA appeal, if you are informed by the Principal that the school is recommending to NESA that you have not studied HSC course(s) satisfactorily.

In the administration and management of Assessment for Learning tasks students will be given:

- What is required to be completed and the timeframe in which it is to be completed.
- Clear overview of what is required to be successful for the task.
- Specific feedback about the strengths of the work completed and what needs to be undertaken to improve what has been submitted.
- A warning for not "applying yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school" if the tasks are not completed and submitted.

How will my final assessment mark be determined?

It is not possible (or fair) to test everything you know in one single examination. Progressive school assessment will give you credit for other tasks you complete throughout the year. The nature and value of tasks will vary between each course. All courses will calculate your final assessment mark based on a wide range of assessment tasks, including exams. All of these tasks are specified in your Assessment Schedules.

Why are marks gained in H.S.C. Assessment important?

If you were to score 60 as your HSC exam mark in English, and 70 as a moderated assessment mark, then the mark in English will be 65. This will contribute towards your best 10 units for tertiary entrance, (Australian Tertiary Entrance Rank - ATAR).

As shown by this example, your scaled HSC exam mark and your moderated assessment mark that will be recorded on your Record of Achievement will be averaged to give a mark that will go towards your aggregate score. Doing your best in every HSC assessment task throughout Year 12 is therefore very important.

What are my responsibilities as a student?

Assessment tasks in class are as important as formal examinations. Students are required to complete all assessment tasks by the due date and to the best of their abilities.

Furthermore, students must:

- make a *serious attempt* at assessment tasks, and avoid any behaviour which disrupts class colleagues during an in-class assessment task;
- approach each assessment task *honestly* and avoid any assessment malpractices (see Procedures relating to malpractice below);
- submit work for assessment directly to the relevant teacher, and ensure receipt is noted. This includes ensuring that the work is submitted in the required form such as typed / written response (already printed), major piece of work or submitted on-line;
- inform their teachers *in advance* if they know they are going to be absent for an assessment task;
- ask their teachers about any assessment tasks which may have been notified during an absence from school;
- lodge an **Online Illness Misadventure Application** located on the GTHS website [Year 12 Illness Misadventure Appeal Form](#) on the day or within two (2) school days of their return to school, where a task has been missed because of absence; and provide independent evidence (ie Doctors certificate or police report, etc) that they had a valid reason for the non-attempt or non-submission of a task.

Students are also strongly advised to inform/discuss any matters *in advance* (with their teachers) which may affect either:

- the standard of presentation of their assessment task work; and/or
- the timing of submitting a task.

Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to your receiving **zero marks** and may jeopardise your HSC results. Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

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

Use of Artificial Intelligence (AI)

Artificial Intelligence (AI) tools, such as ChatGPT or equivalent generative text software, may only be used when explicit consent is clearly stated in the task notification. This applies to all types of assessable tasks, including formative, summative, informal, and formal assessments. If permission is granted to use AI, students must provide explicit referencing that accurately identifies all AI-generated text, images, or other content.

Demonstrating Work Ownership

Students must demonstrate that their work is their own by providing evidence such as time-stamped draft submissions, version histories, progress logs, or other verifiable documentation reflecting the development of their work overtime. Teachers will communicate acceptable formats and submission methods for these drafts.

Academic Integrity

Academic integrity is fundamental to the learning process. Students are expected to submit original work that reflects their own understanding and effort. Teachers must be able to certify that the work submitted is the student's own. It is the student's responsibility to provide sufficient evidence to avoid non-certification of

submitted work or tasks. Students may receive zero marks for any work that cannot be certified as their own. Students are required to abide by the principles outlined in NESA's *All My Own Work* program.

Consequences of Malpractice

Zero marks may be awarded in cases of proven malpractice, including failure to comply with AI use guidelines or inability to verify the authenticity of submitted work. Students will receive a formal caution, may face suspension, and the incident will be recorded on the NESA malpractice register. Students have the right to appeal. A letter will be sent to confirm the award of zero marks.

Can I Use AI on this Assignment?

AI Acceptable Use Scale



Level of AI Use		Full Description	Disclosure Requirements
0	NO AI use	This assessment is completed entirely without AI assistance. AI must not be used at any point during the assessment. This level ensures that students rely solely on their own knowledge, understanding and skills.	No AI disclosure required. May require an academic honesty pledge that AI was not used.
1	AI-Assisted Idea Generation and Structuring	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures and generating ideas for improving work.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
2	AI-Assisted editing	No new content can be created using AI. AI can be used to make improvements to the clarity or quality of student created work, to improve the final output.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
3	AI for specific task completion	AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI generated content and evaluating its output. Students are responsible for providing oversight and evaluation of all AI generated content.	Any AI created content must be cited using a proper reference list. Link(s) to AI chat(s) must be submitted with final submission.
4	Full AI use with human oversight	AI may be used throughout the assessment to support student's own work in any way they deem necessary. AI should be a tool to support the development of materials. Students are responsible for providing human oversight and evaluation of all AI generated content.	Students must cite the use of AI using proper reference list. Link(s) to AI chat(s) must be submitted with final submission.

What if I disagree with the teacher's assessment?

If you are concerned about the mark awarded for a particular task, you need to discuss this with your teacher when the work is returned.

If your ranking or position in the group (as shown on your Half Yearly and Yearly Reports), is significantly different from what you expected, you should ask your teacher to check your final assessment mark.

At the end of the last HSC examination, Year 12 students will be given a pin number from NESA that allows them to access their assessment ranking/position for each course. If this is significantly different from what you expected, you can request the Principal to review your assessment marks. A panel will be established to ensure that the assessment weightings used were the same as those set by NESA, that the assessment procedures followed were the same as those stated in the course assessment program, and that no computational or clerical errors occurred.

What if I fail to complete a task or submit a task late?

Assessment tasks will be due on or by specified dates throughout Year 12. Your attendance on the day the task is either to be performed or submitted is therefore **essential**.

Tasks which are not submitted on time or not attempted on a set date (due to absence or illness) will have the following procedures applied.

- A **deduction of 20%** of the mark received will be made **for each day late**, up to a maximum of five days (a weekend counting for two days).
- If work is more than five days late, it must still be submitted with a **ZERO MARK** being awarded.
- Up to five days extension may be given for late work, if in the view of the appeals committee there is a valid reason for lateness.

If a student is unable to complete any assessment task by the due date, he/she may hand it in unfinished and receive marks according to the quality of the work done. Should you require such special consideration for any assessment task (including formal exams) you should complete an "***Illness Misadventure Application***" (also known as an ***Appeals Form*** – located on the GTHS website [Year 12 Illness Misadventure Appeal Form](#). You should complete the form on the day or within two (2) school days of their return to school, where a task has been missed because of absence; and provide independent evidence (ie Doctors certificate or police report, etc) that they had a valid reason for the non-attempt or non-submission of a task. ***Delays may result in your appeal being declined.***

The school's assessment may compensate for factors such as extended illness, misadventure, or domestic problems. A student who is absent, or adversely affected during a particular task, will not necessarily receive a reduced mark for that task, provided that the appeal process is followed.

Please note:

- ✓ Computer problems will not be considered as a valid reason for failing to submit a task on time. You should aim to have all tasks completed and printed at least 48 hours prior to the due date to avoid such issues.
- ✓ It is **your responsibility** to complete and submit an appeal form.

Following any period of absence, it is **your responsibility** to check with each of your teachers for any assessment information (or other work), which you may have missed.

NOTE: Warning letters are sent home to formally inform students/parents that course requirements are not being met. They indicate the action necessary to rectify the problem. If the problem is not rectified within the set time an "N" Determination could be awarded from the school after two "N" Award Warnings in a particular course.

What happens when I make an appeal?

Appeals must be handed to the Deputy Principal who has responsibility for the student on the form shown here. These forms must be handed on either the first or second day of attendance after the closing date for the task.

The Deputy Principal will then form a panel with the subject Head Teacher, alternate Deputy Principal and / or your Year Adviser. This panel will evaluate your appeal for special consideration. You will be advised by the Deputy Principal in writing of the decision and they will also notify your class teacher. Depending on the circumstances, your appeal might;

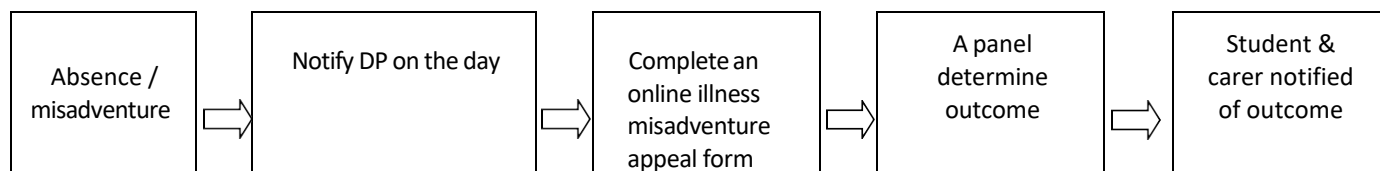
- Be accepted without penalty
- Grant you an extension of time
- Require you to complete a substitute task
- Allow an estimate based on other evidence to be awarded
- Be rejected altogether.

You have the right to appeal this determination, in which case, an appeals committee led by the Principal will determine a final outcome. Should the reasons not be considered valid (or no appeal is made), then a reduced or a zero mark will be recorded and your parents notified. If you have not completed tasks totalling 50% or more of a final course assessment mark, the Principal is required to inform NESAC that you have not satisfactorily completed the course. This will result in an N-determination for the course and you may not qualify the award of the HSC.

NOTE:

- There is no ground for appeal against the value of the mark given.
- Medical Certificates are expected in cases of absence through illness.

The appeal process



What format will my Higher School Certificate have?

You will receive:

- **Course Report** for each course. It will contain an Examination Mark, School Assessment Mark, HSC mark and the Performance Band.
- **Record of Achievement.** List of all courses with assessment mark, examination mark, HSC mark and the Performance Band.
- **Higher School Certificate Testamur**- stating that the student has met requirements for the HSC.

The maximum mark awarded for both examination and assessment in each 2 Unit course is 100 marks. For Extension Courses a maximum mark is 50. The Year 12 Board Endorsed Courses will show one mark only, the School's Assessment Mark, as there is no HSC examination for these courses.

Appendix - GTHS Examination Policy

It is necessary to have set exam rules to ensure that our examinations are fair for all students.

- a. Students are responsible for copying down or collecting their own exam timetables correctly, and for ensuring they attempt the correct exam paper.
- b. All students should ensure that they are present at the exam room by the starting time of the paper. For all senior examinations, normal HSC Examination reading times of 5 minutes in each paper will be allowed.
- c. All bags, books etc. must be left outside the exam room, or at the front of the room. No food or drink is permitted in the exam room.
- d. Mobile phones and any other digital devices (including watches) are banned from examination rooms.
- e. Students should provide all the necessary equipment required for each exam. eg. ruler, calculator, eraser etc. Borrowing of equipment is not permitted.
- f. Students should sit in rows as instructed by the supervising teacher.
- g. Student behaviour in the exam room should be such so as not to disturb the other candidates. Eating, talking, shuffling of papers etc is not permitted. Any students who persist in causing a disruption and disturbing the work of other students may be removed from the exam room and have their paper cancelled.
- h. Students suspected of, or caught cheating during an exam, will have their papers taken, and details noted by the supervisor. Action taken may include marks being deducted, the paper cancelled and a zero mark recorded, parents being contacted, disciplinary action as part of the School Discipline Policy.
- i. Students who do not make a serious attempt at an examination will not receive a mark in that paper. This includes answers, which contain frivolous or objectionable material.
- j. Examinations are to take priority over all other activities, such as sport, holidays, medical appointments and driving tests. In certain cases, special consideration may be given for students who have an exceptional reason to miss an exam paper. Such students see their teacher or the Head Teacher of the subject and their Year Adviser if this is the case.
- k. No student will be permitted to leave the examination room prior to the completion time of the paper. Any student who completes their work early should spend their time checking through their paper for any missed questions or incomplete work.
- l. Students are required to wear normal school uniform for each examination.
- m. If applied for and granted, students who are to receive special provisions for exams will be supervised separately to facilitate extra time, readers / writers or other conditions allowed for the student.

Staff on supervision should engage in active supervision - extra care will be needed in cases where the students are using their own paper.

Glendale Technology High School

Year 12 Assessment Schedule

2025 - 26

Course: Ancient History
Units: 2
Head Teacher: Mr. S. Budden



	Task Type	In-Class Source Study	In Historical Class Analysis	In-Class Research Essay	Examination
	Task Title	Spartan Society Source Study	Cities of Vesuvius Historical Analysis	Historical Period	Trial HSC Examination
	Date Due	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4-6
	Level of AI Use	0	0	0	0
	Assessment Components	Outcomes	AH12 – 5, 6, 7, 9	AH12 –2, 6, 7, 8, 10	AH12 - 3, 5, 6, 9
Knowledge and understanding of course content		5%	5%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations		10%		5%	5%
Historical inquiry and research			15%	5%	
Communication of historical understanding in appropriate forms		5%	5%	5%	5%
		20%	25%	25%	30%

Assessment for Learning

Learning Strands / Tasks	Questions: Spartan Society	Spartan Society Source Study	Source Evaluation: Core Topic	Cities of Vesuvius Analysis	Essay Plan: Historical Period	Historical Period: Extended Response	Personalities in their Times Responses	Trial HSC Examination
Accounted for the nature of continuity and change and proposed arguments about cause and effects of historical events				✓	✓	✓		✓
Assessed the role and significance of historical features, individuals and groups in shaping the past and accounted for different perspectives of individuals and groups	✓	✓			✓			✓
Analysed and evaluated a range of sources to support historical accounts and showed differing interpretations of the past	✓	✓	✓	✓		✓		✓
Demonstrated the skills required to undertake historical inquiry			✓	✓		✓		
Communicated historical knowledge and understanding, using appropriate terms and concepts and well-structured forms	✓	✓			✓	✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 12 Assessment Schedule

2025 - 26

Course: Biology

Units: 2

Head Teacher: Mr. S. Williamson



		Task 1	Task 2	Task 3	Task 4
Task Type		Model and Report - take home	Depth Study – at home	Research – in class	Examination
Task Title		Polypeptide Synthesis	Biotechnology	Outbreak	Trial HSC Examination
Date Due		Term 4 Week 6	Term 1 Week 6	Term 2 Week 5	Term 3 Week 4-6
Level Of AI Use		0	0	0	0
Assessment Components	Outcomes	BIO12 – 3, 4, 5, 7, 12	BIO12 – 1, 2, 3, 4, 5, 7, 13	BIO12 – 3, 5, 7, 14	BIO12 – 2, 4, 5, 6, 7, 12, 13, 14, 15
Skills in working scientifically		20%	20%	15%	5%
Knowledge and understanding of Biology		5%	5%	10%	20%
		25 %	25 %	25 %	25 %

Assessment for Learning

Learning Strands / Tasks	Heredity	Polypeptide Synthesis	Genetic Change	Biotechnology	Infectious Diseases	Outbreak	Non infectious Disease	Trial HSC Examination
Demonstrated skills in planning and conducting investigations in Biology		✓		✓				
Communicated information and developed scientific thinking	✓	✓	✓	✓	✓	✓	✓	✓
Explained the structures of DNA and analysed the mechanisms of inheritance and how processes of reproduction ensure continuity of species	✓	✓						✓
Explained natural genetic change and the use of genetic technologies to induce genetic change			✓	✓				✓
Analysed infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system					✓	✓		✓
Explained non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease							✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 12 Assessment Schedule

2025 – 26

Course: Business Studies

Units: 2

Head Teacher: Mr. S. Budden



		Task 1	Task 2	Task 3	Task 4
	Task Type	In Class Test	Business Report	Research Analysis	Examination
	Task Title	Operations	Marketing Strategies	Financial Analysis	Trial HSC Examination
	Date Due	Term 4 Week 10	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4-6
	Level Of AI Use	0	1	1	0
Assessment Components	Outcomes	H1 H2 H3 H6 H7 H8	H4H7 H8 H9	H6 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10
Knowledge and Understanding		10%	10%	5%	15%
Stimulus Based				10%	10%
Inquiry and Research		5%	10%	5%	
Communication		5%	5%	5%	5%
		20%	25%	25%	30%

Assessment for Learning

Learning Strands / Tasks	In Class Test: Operations	Multiple Choice Questions	Short Answer Questions	Marketing Strategies	Business Report	Financial Report Analysis	Extended Response	Trial HSC Exam
Explained the nature, role and structure of business	✓		✓					✓
Examined the internal and external influences on business	✓		✓	✓		✓		✓
Described the functions and processes of business activity	✓	✓	✓	✓	✓		✓	✓
Analysed management strategies and their effectiveness			✓	✓		✓	✓	✓
Investigated, synthesised and evaluated contemporary business issues and hypothetical and actual business situations	✓			✓	✓	✓		✓
Communicated business information and issues using appropriate formats	✓			✓	✓		✓	✓
Applied mathematical concepts appropriate to business situations						✓		✓

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 12 Assessment Schedule

2025 - 26

Course: Chemistry

Units: 2

Head Teacher: Mr. S. Williamson



		Task 1	Task 2	Task 3	Task 4
	Task Type	Practical Investigation – in class	Depth Study - in class	Research Task – at home	Examination
	Task Title	Equilibrium	Acids and Bases	Organic Chemistry	Trial HSC Examination
	Date Due	Term 4 Week 10	Term 1 Week 9	Term 2 Week 11	Term 3 Week 4-6
	Level Of AI Use	0	0	0	0
Assessment Components	Outcomes	CH12 – 1, 2, 3, 5, 6, 7, 12	CH12 – 1, 2, 3, 4, 5, 7, 13	CH12 – 4, 6, 7, 14	CH12 – 2, 4, 5, 6, 7, 12, 13, 14, 15
Skills in working scientifically		20%	20%	15%	5%
Knowledge and understanding of Chemistry		5%	5%	10%	20%
		25 %	25 %	25 %	25 %

Assessment for Learning

Learning Strands / Tasks	Equilibrium and Acid Reaction	Equilibrium	Acid/Base Reactions	Acids and Bases	Organic Chemistry	Organic Chemistry	Applying Chemical Ideas	Trial HSC Examination
Demonstrated skills in planning and conducting first hand investigations in Chemistry		✓	✓	✓				
Communicated information and developed scientific thinking	✓	✓	✓	✓	✓	✓	✓	✓
Explained the characteristics of equilibrium systems, and the factors that affect these systems	✓	✓						✓
Described, explained and quantitatively analysed acids and bases using contemporary models			✓	✓				✓
Analysed the structure of, and predicted reactions involving, carbon compounds					✓	✓		✓
Described and evaluated chemical systems used to design and analyse chemical processes							✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School
Year 12 Assessment Schedule
2025 - 26

Course: Community and Family Studies
Units: 2
Head Teacher: Mr. M Mansfield



	Task 1	Task 2	Task 3	Task 4
Task Type	Research Report	In class: Written	In class: Question Sets	Examination
Task Title	Independent Research Project (IRP)	Groups in Context	Parenting and Caring	Trial HSC Examination
Date Due	Term 4 Week 10	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4-6
Level of AI Use	2	0	2	0
Assessment Components	Outcomes	H4.1, H4.2	H3.2, H4.2, 7.1	H1.1; H2.2; H3.2, H5.1, H5.2
Knowledge and understanding of course content		10%	10%	10%
Skills in critical thinking, research methodology, analysing and communicating		10%	15%	20%
		20%	25%	25%
				30%

Assessment for Learning

Learning Strands / Tasks	IRP Preparation	Task 1 Independent Research Task (IRP)	Groups in Context	Task 2 Groups in Context Shark Tank	Parenting and Caring	Task 3 Parenting and Caring Portfolio	HSC Syllabus Option	Task 4 Trial HSC Examination
Demonstrated knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing					✓	✓	✓	✓
Demonstrated knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing					✓	✓	✓	✓
Demonstrated knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities			✓	✓	✓	✓	✓	✓
Demonstrated knowledge and understanding about research methodology and skills in researching, analysing and communicating	✓	✓	✓	✓			✓	✓
Demonstrated skills in the application of management processes to meet the needs of individuals, groups, families and communities					✓	✓	✓	✓
Demonstrated skills in critical thinking and the ability to take responsible action to promote wellbeing	✓	✓			✓	✓	✓	✓
Demonstrated an appreciation of the diversity and interdependence of individuals, families, groups and communities			✓	✓			✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 12 Assessment Schedule

2025 - 26

Course: Earth and Environmental Science

Units: 2

Head Teacher: Mr. S. Williamson



		Task 1	Task 2	Task 3	Task 4
Task Type		Depth Study – in class	Investigation – take home	Research Task – Take home	Examination
Task Title		Earth's Processes	Hazards	Climate Science	Trial HSC Examination
Date Due		Term 1 Week 3	Term 1 Week 9	Term 2 Week 11	Term 3 Week 4-6
Level Of AI Use		0	0	0	0
Assessment Components	Outcomes	EES12 – 1, 2, 4, 5, 6, 7, 12	EES12 – 1, 2, 3, 4, 13	EES12 – 1, 6, 7, 14	EES12 – 4, 5, 6, 7, 12, 13, 14, 15
Skills in working scientifically		15%	15%	15%	15%
Knowledge and understanding of Earth and Environmental Science		15%	5%	5%	15%
		30%	20%	20%	30%

Assessment for Learning

Learning Strands / Tasks	BIF Practical	Depth Study	Stratigraphy Investigation	Investigation Task	Climate modelling	Research Task	Waste Audit	Trial HSC Examination
Planned and conducted firsthand investigations in Earth and Environmental Science	✓	✓	✓	✓	✓	✓	✓	✓
Communicated information and developed scientific thinking	✓	✓	✓	✓	✓	✓	✓	✓
Solved scientific problems using primary and secondary data, critical thinking skills and scientific processes	✓	✓	✓	✓	✓	✓	✓	✓
Described and evaluated the significance of fossils	✓	✓	✓	✓				✓
Described and evaluated the models that show the structure and development of the Earth	✓	✓	✓	✓				✓
Analysed the scientific evidence for changes in the Earth's climate			✓		✓	✓		✓
Described and assessed renewable and non-renewable Earth resources					✓		✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School
Year 12 Assessment Schedule
2025 – 26

Course: Engineering Studies
Units: 2
Head Teacher: Ms. L. Blake



		Task 1	Task 2	Task 3	Task 4
	Task type	In class exam	Research Task	Group Research Task	Examination
	Task description	Module #1 Civil Structures	Module #2 Personal & Public Transport	Module #3 Aeronautical	Trial HSC Examination
	Date Due	Term 4 Week 10	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4-6
	Level of AI Use	0	0	2	0
Assessment Components	Outcomes	H1.2, H2.1, H3.1, H3.3, H5.2, H6.2	H2.2, H3.1, H3.2, H4.3, H5.1, H6.2	H1.1, H1.2, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2
Knowledge and understanding of course content		15%	10%	15%	20%
Knowledge and skills in research, problem solving and communication related to engineering practice		5%	10%	15%	10%
		20%	20%	30%	30%

Assessment for learning

Learning Strands / Tasks	Truss analysis	Task 1	TXXXC Society & environment	Task 2	Engineers as managers & collaborators	Task 3	Summaries	Task 4
Demonstrated understanding of the scope of engineering and the role of the engineer		✓	✓			✓		✓
Demonstrated knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society		✓	✓	✓			✓	✓
Demonstrated communication skills appropriate to engineering practices			✓	✓		✓		✓
Demonstrated knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice				✓	✓	✓	✓	✓
Demonstrated management and problem-solving skills in engineering contexts	✓	✓			✓	✓	✓	
Demonstrated skills in the application of engineering methodology.	✓	✓		✓			✓	

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 12 Assessment Schedule

2025 - 26

Course: English Advanced
Units: 2
Head Teacher: Ms. K. Dolle



		Task 1	Task 2	Task 3	Task 4
	Task Type	At Home and In-Class	In-Class	Portfolio	Examination
	Task Title	Common Mod Essay and Unseen Texts (+ related text)	Mod A Extended Comparative Response	Mod C Craft Portfolio and Reflection	Trial HSC Examination
	Date Due	Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4-6
	Level Of AI Use	0	0	0	0
Assessment Components	Outcomes	EA12 – 1, 2, 3, 4 & 5	EA12- 3, 5, 6, 7 & 8	EA12 – 1, 2, 3, 5 & 9	A range of outcomes
Knowledge and understanding of course content		12.5%	10%	12.5%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		12.5%	10%	12.5%	15%
		25%	20%	25%	30%

Assessment for learning

Learning Strands / Tasks	Essay Draft	Common Mod Essay and Unseen	Essay Draft	Extended Comparative Response	Composition Draft	Craft Portfolio and Reflection	Mod B Practice Essay	Trial HSC Examination
Communicated through speaking, listening, reading, writing, viewing and representing.	✓	✓					✓	✓
Used language to shape and make meaning according to purpose, audience and context.		✓	✓	✓	✓	✓		
Thought in ways that are imaginative, creative, interpretive and critical.	✓	✓			✓	✓	✓	✓
Expressed themselves and their relationships with others and their world.			✓	✓				✓
Learnt and reflected on their learning through the study of English.						✓		✓

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School
Year 12 Assessment Schedule
2025 - 26

Course: English Extension 1
Units: 1
Head Teacher: Ms. K. Dolle



		Task 1	Task 2	Task 3
Task Type		Common Module- Take home	Elective Module- Take home	All Modules- Examination
Task Title		Imaginative Portfolio & Reflection	Critical Response with Related Text	Trial HSC Examination
Date Due		Term 1 Week 5	Term 2 Week 7	Term 3 Week 4-6
Level of AI Use		0	1	0
Assessment Components	Outcomes	EE12 - 1, 2 & 5	EE12 - 1, 2, 3, 4	EE12 - 2, 3, 4
Knowledge and understanding of complex texts and of how and why they are valued.		15%	20%	15%
Skills in complex analysis, sustained composition and independent investigation.		15%	20%	15%
		30%	40%	30%

Assessment for Learning

<i>Learning Strands / Tasks</i>	Portfolio Composition Drafts	Imaginative Portfolio and Reflection	Critical Response Draft	Critical Response	HSC Style Critical Response Drafts	Trial HSC Examination
Articulated understanding through speaking, listening, reading, writing, viewing and representing.		✓	✓	✓		✓
Crafted language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts.	✓	✓	✓	✓		
Expressed imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorizing about complex texts and values.	✓	✓	✓	✓	✓	✓
Expressed understanding of how cultural, historical and social contexts are represented in critical and creative texts.			✓	✓	✓	✓
Reflected on and evaluated their own processes of learning and creativity.		✓				✓

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 12 Assessment Schedule

2025 - 26

Course: English Standard

Units: 2

Head Teacher: Ms. K. Dolle



	Task Type	At Home and In-Class	In-Class	Portfolio	Examination
	Task Title	Common Mod Essay and Unseen Texts (+ related text)	Mod A Extended Response	Mod C Craft Portfolio and Reflection	Trial HSC Examination
	Date Due	Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4-6
	Level of AI Use	0	0	0	0
	Assessment Components	Outcomes	EN12 – 1, 2, 3, 4 & 6	EN12 – 3, 5, 7 & 8	EN12 – 1, 2, 3, 5 & 9
Knowledge and understanding of course content		12.5%	10%	12.5%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		12.5%	10%	12.5%	15%
		25%	20%	25%	30%

Assessment for Learning

Learning Strands / Tasks	Essay Draft	Common Mod Essay and Unseen	Essay Draft	Extended Response	Composition Draft	Craft Portfolio and Reflection	Mod B Practice Essay	Trial HSC Examination
Communicated through speaking, listening, reading, writing, viewing and representing	✓	✓					✓	✓
Used language to shape and make meaning according to purpose, audience and context		✓	✓	✓	✓	✓		
Demonstrated thinking in a way that is imaginative, creative, interpretive and critical	✓	✓			✓	✓	✓	✓
Expressed themselves and their relationships with others and their world			✓	✓				✓
Learned and reflected on their learning through the study of English						✓		✓

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 12 Assessment Schedule

2025 - 26

Course: English Studies

Units: 2

Head Teacher: Ms. K. Dolle



	Task 1	Task 2	Task 3	Task 4	
Task Type	In-Class	Presentation	Portfolio	In-Class	Examination
Task Title	Common Module-Scaffolded Essay	Mod K: The Big Screen - Multimedia Task	All Modules – Portfolio Task	Module L: Creative + Reflection	Trial HSC Examination Module L (*OPT-in)
Date Due	Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Week 1	Term 3 Week 4-6
Level of AI Use	0	2	0	0	0
Assessment Components	Outcomes	ES12 – 1, 2, 4, 5, 8 & 9	ES12 – 2, 3, 4, 5, 6, 7 & 9	ES12 – 1, 3, 4, 6, 7 & 10	ES12 – 4, 6, 7, 8 & 10
Knowledge and understanding of course content		10%	15%	15%	10%
Skills in: comprehending texts, communicating ideas, using language accurately, appropriately and effectively		10%	15%	15%	10%
		20%	30%	30%	20%

Assessment for Learning

Learning Strands / Tasks	Analysis Tables	Scaffolded Essay	Multimedia Planning	Multimedia Task	Composition Drafts	Portfolio and Reflection	Creative Draft	Creative and Reflection	Creative and Reflection Response	Trial HSC Exam
Communicated through speaking, listening, reading, writing, viewing and representing			✓	✓		✓	✓		✓	
Used language to shape and make meaning according to purpose, audience and context			✓	✓				✓		✓
Thought in ways that were imaginative, creative, interpretive and critical	✓	✓		✓	✓	✓	✓		✓	
Expressed themselves and their relationships with others and their world	✓	✓			✓	✓				
Learnt and reflected on their learning through the study of English				✓		✓		✓		✓

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 12 Assessment Schedule

2025 - 26

Course: Food Technology

Units: 2

Head Teacher: Ms. L. Blake



		Task 1	Task 2	Task 3	Task 4
	Task Type	Case Study	Practical Report	Design Task	Examination
	Task Title	Australian Food Industry	Food Manufacture	Food Product Development	Trial HSC Examination
	Date Due	Term 4 Week 9	Term 1 Week 9	Term 2 Week 11	Term Week 4-6
	Level Of AI Use	2	2	1	0
Assessment Components	Outcomes	H1.4, H3.1	H1.1, H4.2	H1.3, H4.1, H5.1	A range of outcomes will be accessed
Knowledge and understanding of course content		5%	10%	5%	20%
Knowledge and skills in designing, researching, analysing and evaluating		10%		10%	10%
Skills in experimenting with and preparing food by applying theoretical concepts			15%	15%	
		15%	25%	30%	30%

Assessment for Learning

Learning Strands / Tasks	AFI Pop Quiz	Task 1	Packaging Experiment	Task 2	FPD - HSC Style Response	Task 3	CNI – HSC Style Response	Task 4
Demonstrated knowledge and understanding about food systems in the production, processing and consumption of food.	✓	✓		✓		✓		✓
Demonstrated knowledge and understanding of the impact food systems in the production, processing and consumption of food has on society.	✓	✓			✓	✓		✓
Demonstrated knowledge and understanding about the nature of food, human nutrition and an appreciation of the importance of food to health	✓						✓	✓
Demonstrated skills in researching, analysing and communicating food issues				✓				
Demonstrated skills in experimenting with and preparing food by applying theoretical concepts			✓	✓		✓		
Demonstrated skills in designing implementing and evaluating solutions to food situations						✓		

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 12 Assessment Schedule
2025 - 2026

Course: Geography

Units: 2

Head Teacher: Mr S.Budden



		Task 1	Task 2	Task 3	Task 4
	Task Type	In-Class Responses	In-Class Research Essay	Field Work Report	Examination
	Task Title	Global Sustainability Stimulus Skills Task	Ecosystems and Global Biodiversity Extended Response	Rural and Urban Places Field Work Report	HSC Trial
	Date Due	Term 4 Week 6	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4-6
	Level of AI Use	Level 0	Level 0	Level 1	Level 0
Assessment Components	Outcomes	GE12 – 1, 5, 8, 9	GE12 – 3, 4, 9	GE12 – 2, 6, 7, 9	GE12 – 1,2,3,4,5,6,7,8,9
Knowledge and understanding of course content		10%	10%	10%	10%
Geographical skills and tools		5%	5%	5%	5%
Geographical inquiry and research, including fieldwork			5%	5%	10%
Communication of geographical information, ideas and issues in appropriate forms		5%	5%	5%	5%
		20%	25%	25%	30%

Assessment for Learning

Learning Strands / Tasks	Multiple Choice Questions	Stimulus Skills Task Global Sustainability	Research Task	Ecosystems and Global Biodiversity Extended Response	In Class Structured Response	Rural and Urban Places Field Work Report	HSC Trial
Analyses places and environments – explains how processes shape and change them over time.	✓	✓			✓	✓	✓
Explains opportunities and challenges – evaluates perspectives, responses, and strategies for sustainability.			✓	✓			✓
Analyses and synthesises information – justifies methods used in geographical inquiry.		✓			✓		✓
Applies inquiry skills and tools – uses technologies, fieldwork and ethical practices to investigate.	✓	✓				✓	✓
Communicates understanding – uses geographical knowledge, concepts, terms, and formats effectively.		✓	✓	✓	✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2025 - 26

Course: Health and Movement Science

Units: 2

Head Teacher: Mr M Mansfield



		Task 1	Task 2	Task 3	Task 4
Task Type		Critical Comparison	Depth Study	Health Analysis	Examination
Task Title		Training for Improved Performance	Depth Study	Technology, data and health	Trial HSC Examination
Date Due		Term 4 Week 8	Term 1 Week 5	Term 2 Week 7	Term 3 Week 4-6
Level of AI Use		1	1	1	0
Assessment Components	Outcomes	HM12-04, HM12-05, HM12-06, HM12-07, HM12-08, HM12-09, HM12-10	HM12-04, HM12-05, HM12-06, HM12-07, HM12-08, HM12-09, HM12-10	HM12-01, HM12-02, HM12-03, HM12-06, HM12-07, HM12-08, HM12-09, HM12-10	HM12-01, HM12-02, HM12-03, HM12-04, HM12-05, HM12-06, HM12-07, HM12-08, HM12-09, HM12-10
Knowledge and understanding of course content		10%	5%	10%	15%
Skills in critical thinking, research methodology, analysing and communicating		10%	25%	10%	15%
		20%	30%	20%	30%

Assessment for Learning

Learning Strands / Tasks	Training Plan	Training for Improved Performance	Depth Study planning	Depth Study	Data Analysis	Technology, data and health	Draft responses	Trial HSC Examination
Analyses the health status of Australians at a national and international level					✓	✓	✓	✓
Examines how technology and data can achieve better health for all Australians					✓	✓	✓	✓
Evaluates how the Sustainable Development Goals can be used to improve the health of a community					✓	✓	✓	✓
Investigates factors that impact movement and performance	✓	✓	✓	✓			✓	✓
Analyses individual and group training programs to improve performance	✓	✓	✓	✓			✓	✓
Demonstrated the skills of analysis, communication, creative thinking, problem solving and research to address health and movement concepts	✓	✓	✓	✓	✓	✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2025 – 26

Course: Legal Studies

Units: 2

Head Teacher: Mr. S. Budden



		Task 1	Task 2	Task 3	Task 4
Task Type		In class research	In class research	Essay- take home	Examination
Task Title		Crime – multiple choice and essay	Family Essay	Consumers Essay	Trial HSC Examination
Date Due		Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4-6
Level Of AI Use		1	1	1	0
Assessment Components	Outcomes	1, 3, 4, 5, 7, 8, 9	1, 4, 5, 7, 8, 9	1, 4, 5, 6, 7, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Knowledge and understanding of course content		5%	10%	10%	15%
Analysis and evaluation		5%	5%	5%	5%
Inquiry and research		10%	5%	5%	
Communication of legal information, issues and ideas in appropriate forms		5%	5%	5%	5%
		25%	25%	25%	25%

Assessment for Learning

Learning Strands / Tasks	Crime Extended response and Multiple choice	Crime Essay	Family short and extended response	Family essay	Consumer short and extended response	Shelter Essay	Human rights Multiple choice & short answer	Trial HSC
Explained the nature and institutions of domestic and international law	✓	✓		✓			✓	✓
Evaluated the operation of Australian and international legal systems and the significance of the rule of law	✓	✓				✓	✓	✓
Evaluated the interrelationship between law justice and society and the changing nature of the law.			✓	✓	✓	✓		✓
Investigated, analysed and communicated relevant legal information and issues.		✓	✓	✓	✓	✓		

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 12 Assessment Schedule

2025 – 26

Course: Mathematics Advanced

Units: 2

Head Teacher: Mr. N Jones



		Task 1	Task 2	Task 3	Task 4
Task Type		Investigation – Take home	Open Book Topic Test – In class	Topic Test – In class	Examination
Task Title		Trigonometric Functions Investigation	Calculus Topic Test	Statistics Topic Test	Trial HSC Examination
Date Due		Term 4 Week 8	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 4-6
Level Of AI Use		1	0	0	0
Assessment Components	Outcomes	MA12-1, 5, 9, 10	MA12-3, 6, 9, 10	MA12-8, 9, 10	A range of Yr 11 and Yr12 outcomes
Understanding, fluency and communication		15%	10%	10%	15%
Problem-solving, reasoning and justification		15%	10%	10%	15%
		30%	20%	20%	30%

Assessment for Learning

Learning Strands / Tasks	Sequences and Series Assignment	Trigonometric Functions Investigation	Differentiation Assignment	Calculus Topic Test	Integration Assignment	Statistics Topic Test	Practice Examination	Trial Examination
Constructed and communicated arguments that prove and justify results	✓	✓	✓	✓	✓	✓	✓	✓
Used detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of contexts		✓					✓	✓
Understood and applied the concepts of differentiation and integration to a range of functions			✓	✓	✓		✓	✓
Solved problems using appropriate statistical processes						✓	✓	✓
Applied the concepts of arithmetic and geometric series in the solution of a range of problems	✓						✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 12 Assessment Schedule

2025 - 26

Course: Mathematics Extension 1

Units: 1

Head Teacher: Mr. N Jones



		Task 1	Task 2	Task 3	Task 4
Task Type		Topic Test	Open Book Test	Investigation	Examination
Task Title		Induction and Vectors Class Test	Trigonometry, Vectors & Statistics Open Book Test	Projectile Motion Investigation	Trial Examination
Date Due		Term 4 Week 9	Term 1 Week 9	Term 2 Week 11	Term 3 Week 4-6
Level of AI Use		0	0	2	0
Assessment Components	Outcomes	ME12 – 1, 2, 6, 7	ME12 – 2, 3, 5, 6, 7	ME12 – 1, 2, 6, 7	A range of Yr 11 and Yr12 outcomes
Understanding, fluency and communication		10%	10%	15%	15%
Problem-solving, reasoning and justification		10%	10%	15%	15%
		20%	20%	30%	30%

Assessment for Learning

Learning Strands / Tasks	Induction Quiz	Induction and Vectors Test	In Class Assignment	Trig, Vectors & Stats open book test	Calculus assignment	Projectile investigation	Practice trial Examination	Trial Examination
Developed the ability to interpret, justify and communicate mathematics in a variety of forms	✓	✓	✓	✓	✓	✓	✓	✓
Developed efficient strategies to solve problems using pattern recognition, generalization, proof and modelling techniques		✓	✓	✓			✓	✓
Applied concepts and techniques involving vectors and projectiles to solve problems.	✓	✓	✓	✓		✓	✓	✓
Used calculus in the solution of applied problems, including differential equations and volumes of solids of revolution					✓		✓	✓
Applied appropriate statistical processes to present, analyse and interpret data			✓	✓			✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 12 Assessment Schedule

2025 – 26

Course: Mathematics Standard 1 (Applied)

Units: 2

Head Teacher: Mr. N Jones



		Task 1	Task 2	Task 3	Task 4
Task Type		Project – In Class	Assignment	Open Book Test – In class	Examination
Task Title		Scale Drawing and Trigonometry Project	Finance Assignment	Data and Algebra Open Book Test	Trial HSC Examination
Date Due		Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4-6
Level Of AI Use		1	1	0	0
Assessment Components	Outcomes	MS1-12-3, 4, 9, 10	MS1-12-5, 9, 10	MS1-12-1, 2, 6, 7, 9, 10	A range of Yr 11 and Yr 12 Outcomes
Understanding, fluency and communication		15%	10%	10%	15%
Problem-solving, reasoning and justification		15%	10%	10%	15%
		30%	20%	20%	30%

Assessment for Learning

Learning Strands / Tasks	Measurement Assignment	Scale drawing & trigonometry Project	Finance Task	Finance Assignment	Algebra and Data Summary	Data and Algebra Open Book Test	Practice Examination	Trial Examination
Made informed decisions about financial situations likely to be encountered post-school			✓	✓			✓	✓
Analyse representations of data and carried out simple statistical processes to make predictions and draw conclusions					✓	✓	✓	✓
Calculated and interpreted measurements of simple two dimensional and three-dimensional models to solve practical problems and make judgements	✓	✓					✓	✓
Used algebraic and mathematical models to make predictions about everyday situations					✓	✓	✓	✓
Used graphical representations of networks to interpret a set of connections and solve related problems							✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 12 Assessment Schedule

2025 – 26

Course: Mathematics Standard 2

Units: 2

Head Teacher: Mr. N. Jones



		Task 1	Task 2	Task 3	Task 4
Task Type		Investigation – Take home	Topic Test in class	Open Book Topic Test in class	Examination
Task Title		Algebra Investigation	Finance and Networks Test	Data and Measurement	Trial HSC Examination
Date Due		Term 4 Week 5	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4-6
Level Of AI Use		1	0	0	0
Assessment Components	Outcomes	MS2-12-1, 6, 9, 10	MS2-12-5, 8, 9, 10	MS2-12-2, 3, 4, 7, 9, 10	A range of Yr 11 and Yr 12 outcomes
Understanding, fluency and communication		10%	15%	10%	15%
Problem-solving, reasoning and justification		10%	15%	10%	15%
		20%	30%	20%	30%

Assessment for Learning

Learning Strands / Tasks	Algebra Quiz	Algebra Investigation	Finance and Networks Assignment	Finance and Networks Test	Data and Measurement Summary	Data and Measurement Test	Practice Examination	Trial Examination
Made informed decisions about financial situations likely to be encountered post-school			✓	✓			✓	✓
Analyse representations of data and carried out simple statistical processes to make predictions and draw conclusions					✓	✓	✓	✓
Calculated and interpreted measurements of simple two and three-dimensional models to solve practical problems and make judgements					✓	✓	✓	✓
Used algebraic and mathematical models to make predictions about everyday situations	✓	✓					✓	✓
Used graphical representations of networks to interpret a set of connections and solve related problems			✓	✓			✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 12 Assessment Schedule

2025 - 26

Course: Modern History

Units: 2

Head Teacher: Mr. S. Budden



		Task 1	Task 2	Task 3	Task 4
Task Type		Source Based Task- in class	Research Essay – In Class	Historical Analysis – In Class	Examination
Task Title		Power and Authority in the Modern World 1919-1946	National Study- Japan	Peace and Conflict- Conflict in the Pacific	Trial HSC Examination
Date Due		Term 4 Week 9	Term 1 Week 6	Term 2 Week 8	Term 3 Week 4-6
Level Of AI Use		0	1	1	0
Assessment Components	Outcomes	MH12-3, 4, 5, 6, 9	MH12-2, 3, 4, 6	MH12-1, 4, 8, 9	MH12-1, 2, 3, 4, 5, 6, 7, 9
Knowledge and Understanding of Course Content		5%	10%	10%	15%
Historical Skills in the Analysis and Evaluation of Sources and Interpretations		10%		5%	5%
Historical Inquiry and Research			5%	10%	5%
Communication of Historical Understanding in Appropriate Forms		5%	5%	5%	5%
		20%	20%	30%	30%

Assessment for Learning

Learning Strands / Tasks	Source Evaluation	Source Based	Essay Plan	Research Essay	Historical Analysis Plan	Historical Analysis	Practise HSC Paper	Trial HSC Examination
Accounted for the nature of continuity and change, proposed ideas about varying causes and effects of events and accounted for differing perspectives in the modern world			✓	✓		✓		✓
Evaluated the role and assessed the significance of historical features, people and ideas in shaping and developing the modern world	✓	✓	✓	✓			✓	✓
Analysed and evaluated a range of historical sources to account for different interpretations of the past	✓	✓					✓	✓
Planned and conducted historical investigations and presented reasoned conclusions, using relevant evidence from a range of sources					✓	✓		
Communicated historical knowledge and understanding, using appropriate concepts and terms in well-structured forms	✓	✓		✓		✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 12 Assessment Schedule

2025 - 26

Course: Numeracy CEC

Units: 2

Head Teacher: Mr. N. Jones



		Task 1	Task 2	Task 3	Task 4
Task Type		Research Task	Class Task	Investigation	Examination
Task Title		<i>Planning a Trip</i>	<i>All about Money</i>	Space & Design	Financial Examination
Date Due		Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 2
Level of AI Use		2	1	2	0
Assessment Components	Outcomes	N6-1.2, N6-2.2, N6-2.3	N6-1.1, N6-2.1, N6-3.1	N6-2.5, N6-3.1	N6-1.3, N6-2.4
Knowledge & Understanding		10%	15%	15%	10%
Skills		10%	15%	10%	15%
		20%	30%	25%	25%

Assessment for Learning

Learning Strands / Tasks	Planning a Trip	All about Money	Space & Design	Financial Examination
Recognises and applies functional numeracy concepts in practical situations and uses reasoning and estimating to communicate solutions to problems.	✓	✓		
Chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance.		✓		✓
Chooses and applies efficient strategies to analyse and solve everyday problems involving measurement.	✓		✓	
Chooses and applies efficient strategies to analyse and solve everyday problems involving data.	✓			
Chooses and uses appropriate technology to access, analyse and solve problems.		✓	✓	

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 12 Assessment Schedule

2025 - 2026

Course: Society and Culture

Units: 2

Head Teacher: Mr S Budden



	Task 1	Task 2	Task 3	Task 4	
	Task type	Take Home PIP Presentation	Written Report	In Class Essay	Examination
	Task Title	Personal Interest Project Proposal	Continuity & Change Research	Belief Systems and Ideologies Essay	Trial HSC Examination
	Date Due	Term 4 Week 6	Term 1 Week 6	Term 2 Week 8	Term 3 Weeks 4-6
	Level of AI Use	0	2	1	0
Assessment Components	Outcomes	H1, H4, H5, H6, H7, H8, H9, H10	H1, H5, H7, H9, H10	H2, H3, H7, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Knowledge and understanding of course content		15%	15%	15%	20%
Application and evaluation of social and cultural research methods		10%			
Communication of information, ideas and issues in appropriate forms		5%	5%	5%	10%
		30%	20%	20%	30%

Assessment for Learning

Learning Strands / Tasks	PIP Progress Report	Take Home PIP Presentation	PIP Draft 1	Continuity & Change Written Report	PIP Draft 2	BSI: In Class Essay	Trial HSC Examination
Applies social and cultural concepts for a range of audiences and contexts.	✓	✓		✓		✓	✓
Selects and organises information from a variety of sources to explain the development of personal social and cultural identity		✓	✓		✓	✓	✓
Ability to use ethical research methods to analyse continuity and change and their influence on personal and social futures.	✓	✓	✓	✓	✓	✓	
Addresses both public knowledge and personal experience when communicating complex information and ideas in a relevant format.	✓			✓			✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2025 - 26

Course: SLR
Units: 2
Head Teacher: Mr. M. Mansfield



		Task 1	Task 2	Task 3	Task 4
Task Type		Scenario Response	Written Report	Coaching Session	Skills Portfolio
Task Title		First Aid	Fitness	Sports Coaching	Games and Sports Applications
Date Due		Term 4 Week 6	Term 1 Week 9	Term 2 Week 8	Term 2 Week 11
Level of AI Use		0	1	2	0
Assessment Components	Outcomes	1.3, 3.6, 4.5	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	2.1, 2.2, 3.2, 4.2, 4.5	1.1, 1.3, 3.1, 4.1, 4.2, 4.4
Knowledge and Understanding		10%	10%	10%	10%
Skills		10%	10%	10%	30%
		20%	20%	20%	40%

Assessment for Learning

Learning Strands / Tasks	First aid scenarios practical	First Aid Scenario Response	Fitness circuit design	Fitness report	Coaching session plan	Coaching session delivery	Skills assessment	Skills Portfolio
Demonstrated knowledge and understanding of the factors that influence health and participation in physical activity	✓	✓	✓	✓			✓	✓
Demonstrated knowledge and understanding of the principles and processes impacting on the realization of movement potential			✓	✓		✓		
Developed the ability to analyse and implement strategies that promote health, physical activity and enhanced performance	✓	✓	✓	✓	✓	✓	✓	✓
Displayed a capacity to influence the participation and performance of self and others		✓		✓	✓	✓	✓	✓
Demonstrated a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	✓	✓	✓	✓	✓	✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 12 Assessment Schedule

2025 - 2026

Course: Visual Arts
Units: 2
Head Teacher: Ms. B. Nelmes



		Task 1	Task 2	Task 3	Task 4
Task Type		VAPD	Researched Essay – In class	Presentation in class	Examination
Task Title		BOW – Planning & Development	Art Writing Task	BOW Presentation	Trial HSC Examination
Date Due		Term 4 Week 7	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4-6
Level Of AI Use		0	0	0	0
Assessment Components	Outcomes	H1, H2, H3	H7, H8, H9	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10
Art Making		20%		30%	
Art Writing			30%		20%
		20%	30%	30%	20%

Assessment for Learning

Learning Strands / Tasks	Artist Research Task	BOW – Planning & Development	Artist Case Study	Art Writing Task	Artist Statement	Submitted BOW	BOW Presentation	Trial HSC Exam
Selected and developed subject matter to plan a Body of Work that reflected personal intentions and was formed by the frames.	✓	✓				✓	✓	
Initiated and organised practice that was sustained and reflective, to make a sophisticated Body of Work that explored the Conceptual Framework	✓	✓				✓	✓	
Demonstrated conceptual strength, coherence and layers of meaning together with resolved technical expertise	✓	✓			✓	✓		
Applied their understanding of practice, frames and conceptual framework in art criticism and history of selected artists.			✓	✓	✓			✓
Constructed a significant narrative that explained and evaluated the work selected			✓	✓	✓			✓

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School
Year 12 Assessment Schedule
2025 - 26

Course: Work Studies
Units: 2
Head Teacher: Mr. L. Roma



		Task 1	Task 2	Task 3
Task Type		Research Task – take home	Multi-Modal Presentation- take home	Workplace Report – take home
Task Title		Personal Finance	Workplace Communication	In the Workplace
Date Due		Term 4 Week 8	Term 1 Week 8	Term 2 Week 10
Level Of AI Use		0	1	1
Assessment Components	Outcomes	3, 4, 7, 8	1, 2, 5, 8	6, 7, 9
Knowledge and understanding		10%	10%	10%
Skills		30%	20%	20%
		40%	30%	30%

Assessment for learning

<i>Learning Strands / Tasks</i>	Seek Research	Personal Finance	Appropriate Communications	Workplace Communication	Engaging in Volunteer Activities	In the Workplace
Developed knowledge and understanding of work, the work environment and skills for employment	✓		✓	✓		
Developed knowledge and understanding of employment options, career management, life planning and further education and training		✓	✓			
Displayed skills for success in the workplace	✓	✓	✓	✓	✓	✓
Displayed skills in critically assessing personal and social influences on individuals and groups		✓		✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work

School Name: Glendale Technology High School

Assessment Schedule Year 12 – 2026

Assessment Task for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Task 3	Task 4	Task 5	TRIAL EXAM
			Week 8	Week 8	Week 7	Week 4-6
			Term 4	Term 1	Term 2	Term 3
Code	Unit Name	HSC Examinable	Date 11/12/25	Date 19/3/26	Date 4/6/26	Date TBA
SITHKOP009	Clean kitchen premises and equipment	X	X			
SITXINV006	Receive, store and maintain stock		X			
SITHCCC026	Packaged prepared foodstuffs			X		
SITHCCC023	Use food preparation equipment	X			X	
SITHCCC024	Prepare and present simple dishes				X	
SITHCCC027	Prepare dishes using basic methods of cookery	X			X	
SITHCCC034	Work effectively in a commercial kitchen				X	

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

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

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

School Name: Glendale Technology High School

Assessment Schedule Year 12 – 2026

Assessment Task for			Task 3 The hospitality industry	Task 4 Working in the industry	TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Week 8	Week 7	Week 4/5/6
			Term 1, 2026	Term 2, 2026	Term 3, 2026
			Date 20/03/2026	Date 05/06/2026	Date: TBA
Code	Unit Name	HSC Examinable			
SITHIND006	Source and use information on the hospitality industry		X		
SITHFAB024	Prepare and serve non-alcoholic beverages	X		X	
SITHFAB025	Prepare and serve espresso coffee	X		X	
SITHFAB027	Serve food and beverages	X		X	
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills others			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

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

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

School Name: Glendale Technology High School

Assessment Schedule Year 12 – 2026

Assessment Task for SIS30521 Certificate III in Sport Coaching		Task 4 The community coach	Task 3c Strength and conditioning	Task 5 Next level coaching	Task 6 First aid
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Term 1	Term 1	Term 2	Term 3
		Week 4	Week 10	Week 9	Week 1
		Date 16.2.26	Date 30.3.26	Date 15.6.26	Date 20.7.26
Code	Unit Name				
SISSSCO002	Work in a community coaching role	X			
SISSSCO005	Continuously improve coaching skills and knowledge	X			
SISXCAI009	Instruct strength and conditioning techniques		X		
SISSSCO012	Coach sports participants up to an intermediate level			X	
HLTAID011	Provide first aid				Ongoing from Year 11 2025

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

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

My Assessment Tasks

Term	Week	Date	Subject and Task Name
Term 4 - 2025	1	13 th -17 th October	
	2	20 th -24 th October	
	3	27 th -31 st October	
	4	3 rd -7 th November	
	5	10 th -14 th November	
	6	17 th -21 st November	
	7	24 th -28 th November	
	8	1 st -5 th December	
	9	8 th -12 th December	
	10	15 th -19 th December	
Term 1 - 2026	1	27 th -30 th Jan-Feb	
	2	2 nd -6 th February	
	3	9 th -13 th February	
	4	16 th -20 th February	
	5	23 rd -27 th February	
	6	2 nd -6 th March	
	7	9 th -13 th March	
	8	16 th -20 th March	
	9	23 rd -27 th March	
	10	30 th -3 rd Mar/April	

Term	Week	Date	Subject and Task Name
Term 2 - 2026	1	20 th -24 th April	
	2	27 th -1 st April/May	
	3	4 th -8 th May	
	4	11 th -15 th May	
	5	18 th -22 nd May	
	6	25 th -29 th June	
	7	1 st -5 th June	
	8	8 th -12 th June	
	9	15 th -19 th June	
	10	22 nd -26 th June	
	11	29 th -3 rd June/July	
Term 3 - 2026	1	20 th -24 th July	
	2	27 th -31 st July	
	3	3 rd -7 th August	
	4	10 th -14 th August	Trial HSC Examinations
	5	17 th -21 st August	Trial HSC Examinations
	6	24 th -28 th August	Trial HSC Examinations
	7	31 st -4 th Aug/Sep	
	8	7 th -11 th September	
	9	14 th -18 th September	
	10	21 st -25 th September	



Year 12 Illness Misadventure Appeal Form

Glendale Technology High School

Stage 6 Year 12 Assessment Task Appeal Application

Student Name *

Email *

Faculty *

Select option ▼

Assessment Task *

Date of Task *

Course *

Teacher Name *

Select staff ▼

Reason for Application

- ☐ Other School Commitment on the day of an Assessment Task
- ☐ Extension (due to illness or misadventure)
- ☐ Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or misadventure)

Reasons supporting your application (to be completed by the student) *

Status of the Task

- ☐ I have completed task OR I have submitted task
- ☐ Task was submitted/completed late
- ☐ I have missed the task and need to organise an alternative date
- ☐ I have not yet submitted the task and would like an extension

Supporting Evidence

Supporting evidence attachment *

Select file ...

Browse ...

Please upload your supporting evidence eg. Medical Certificate, Supporting letter from parent/carer

Student Signature *

Please sign in the box above using your mouse or
finger (on mobile devices) - [Reset](#)

Parent/Carer Signature *